HAWKER COLLEGE VISION

A learning environment that provides opportunities for our students to excel

We are dedicated to:
• high quality academic, vocational and life skill courses
• an environment that is safe and caring
• learning that is challenging and enjoyable
• positive relationships based on mutual respect and open communication.

Our vision is delivered through:
• preparing students to meet the challenges of their future
• contemporary curriculum, dynamic pedagogy and rigorous assessment
• maintaining high quality facilities and resources
• promoting innovation
• fostering a positive school culture.

Our values:
• Honesty
• Excellence
• Fairness
• Respect.

While every care has been taken in the preparation of the information in this guide, Hawker College reserves the right to change any details contained herein.

PRINCIPAL’S WELCOME

Welcome to our community of learning.
Hawker College is a dynamic, inspiring and nurturing school dedicated to supporting our students to achieve their individual potential.

For over 30 years, the college has provided an extensive range of opportunities—academic, sporting, artistic and creative and outdoor education—for our students.

Our education program is aimed at developing well-rounded, confident and compassionate young adults who are prepared for life after senior secondary school, ready to meet challenges and who can embrace opportunities and change in the 21st Century.

As a large senior secondary college we offer our students a diverse curriculum which allows our students to structure their learning program to suit individual needs. Our courses include strong academic programs, nationally recognized vocational educational programs, cultural and sporting programs.

Group Advisory Session (GAS) teachers, supported by Year Coordinators and the Student Services Coordinator and team, monitor students’ overall progress and advise on design of A and T packages. See the section on 'The College System and Certificate Requirements' for information on types of courses, Year 12 Certificate requirements and the Tertiary Entrance Statement.

The purpose of this course handbook is to provide students with detailed information about units of study, course programs and requirements in order to plan a study program which is exactly right for them whether they are pursuing educational pathways leading to university, further education or direct employment.

Our teachers look forward to welcoming new students to the college in 2014 and will assist in planning their study program for these two very important years of senior secondary study.

Peter Sollis
Principal
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General Information

ORGANISATIONAL DETAILS FOR STUDENTS

Hours of Operation
Classes operate between 8:45 am and 3:15 pm on Monday, between 8:45 am and 3:45 pm from Tuesday to Thursday, and from 8:45 am to 3:30 pm on Friday. Attendance at classes is mandatory.

Timetable Operation
A weekly timetable, showing the pattern of classes through the week, is given to students at the beginning of the year. You are expected to undertake an average of five and a half units across the four semesters. A workload planner to help organise study times is given out at the beginning of each semester.

Attendance
Hawker College sets high expectations on attendance. Our policy is to ensure that there is follow-up with students and parents should attendance patterns become unacceptable. Feedback to parents is also provided regularly through a SMS messaging process to send notification of unexplained absences. Up-to-date contact information facilitates the implementation of this program.

You are expected to attend:
• all classes for the units in which you are enrolled
• all group advisory sessions (GAS)
• all college meetings.

It is college policy that you communicate reasons for absences directly to your GAS teacher. In cases of serious illness a student adviser in the Den should also be informed.

Your grades and Year 12 Certificate are likely to be affected by frequent or prolonged absences. If your absences seriously affect your level of achievement, an A–E grade may not be possible. Depending on the circumstances, you may be awarded a ‘status’ (S) or designated ‘non-assessable’ (V). The award of (S) or (V) grade is open to appeal, as is the case for all other grades.

Board of Senior Secondary Studies 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. Hawker College expects explanations for absences to be provided within two weeks of the absence.

Parents may request attendance information from the college at any time.

COMMUNICATION
We aim to give you as much information as possible about what is happening in the college. The following methods are used to bring important matters to your attention and through you to your parents’ or carers’ attention.

Group Advisory Session (GAS)
You are assigned to an advisory group when you enrol. GAS meetings are on Mondays from 12:00–12:15 pm. It is important that you attend all GAS meetings as essential information is issued at this time and you can ask for advice from your teacher.

GAS News
Each week a GAS News is published and distributed. This contains important information relating to student meetings, careers, sporting activities, social functions, School Leadership Group (SLG) activities and
college organisation, and it should be read carefully. The GAS News will also contain important information for your parents or guardians. It is also published on the Hawker College webpage.

**College Meetings**

These student meetings are conducted by members of the SLG, in collaboration with members of staff, and are held throughout the year. Again attendance is required as valuable information is shared at these meetings.

**Message Board**

Messages to individual students from the student administration are placed on an alphabetical noticeboard opposite the careers suite. Students should check this message board daily and claim any messages left for them. Students may also use this board to leave messages for other students.

**Hawker College Newsletter**

Twice each term, a college newsletter is published and the link is emailed to parents and guardians. The newsletter contains interesting and useful information about college activities. Parents are requested to ensure that we have current email contact details for these and other notifications of current interest for the school community.

**Video Communication System**

Several video monitors are placed around the school to relay messages to the student body and to the staff. The information on this system is updated daily.

**Hawker College Website**

Public access to college information is available on the Internet at www.hawkerc.act.edu.au and also via Facebook and Twitter (links provided on the Hawker College web page).

**COMMUNICATION WITH PARENTS**

Hawker College encourages communication with parents and carers to ensure that as much support as possible is given during the senior years of secondary education. The following methods are used to support communication with parents.

**Meet the Teachers Night**

This event which is held in term 1 is an opportunity for parents to meet with the staff on an informal basis and to make links with Hawker College.

**Parent Teacher Nights**

Held in term 1 and term 3, this is an opportunity for parents to obtain feedback on their student’s progress early in the semester.

**Supporting Your Year 11 Student Evening**

Held in term 1, this evening provides an explanation of terms, course package requirements and processes in secondary college and recommendations for a successful college program.

**Reports**

A progress report is issued in term 1 prior to the first parent teacher evening which gives an indication of current progress. A written report and final results is issued at the end of semester 1 and semester 2. This report gives a full summary of the grades and marks awarded for all units studied. It also contains an A–E summary for applicable courses.

**The College Board**

The College Board meets regularly to make policy decisions on curriculum, finance and other matters, including approval of courses submitted for accreditation. The Board consists of three elected parent representatives, student representatives and two staff representatives, as well as the Principal and a Departmental nominee. Meetings are held in the college boardroom.
**Parent and Citizens Association**
The Parents and Citizens Association (Inc.) provides parent support to the college and acts as a forum for community opinion. Regular meetings are held between parents, staff and the College Board, in the college boardroom.

**STUDENT SUPPORT**

**The DEN**
The team in the student services area, the DEN, provides high quality care, guidance and support to all students.

**GAS Teachers and Year Coordinators**
These are the people to see regarding: absences; package requirements; progress and assessment; student timetables; student profiles; and study program advice.

**Student Services**
The executive teacher, Student Services, deals specifically with ongoing enrolment and graduating procedures, scholarships and awards and accident reports as well as coordinating the activities in the Den.

**Student Counsellor**
We all experience the occasional difficulty. While most people like to solve their own problems, talking things over with someone who will respect your wish for confidentiality can help clarify things. The student counsellor can provide help with personal concerns, problems, harassment, study, college related problems and youth allowance applications. Referrals to other services/agencies are also available. The service is available to students, parents and teachers.

**Transitions and Careers Officers**
In the Careers Suite, next to the Library, you will find a team comprising: a Work Experience and Australian School Based Apprenticeships Coordinator; Transitions and Careers Officers; and the Executive Teacher for Vocational Education. Members of the team will:

- help you with course and unit selections when you enrol and each semester after that
- show you where to find information about jobs and tertiary courses
- counsel you about career paths and your package
- assist with job applications, enrolment for further study and résumé preparation
- encourage you to participate in the work experience program, which operates in assessment week at the end of every semester and offers a wide range of placements.

Successful completion of work experience will be recognised as a registered unit on the Year 12 Certificate.

**CHOOSING YOUR STUDY PACKAGE**
Whatever courses you choose and whatever package you design, it should accommodate:

- your strengths
- your interests
- your needs, including career paths.
POSSIBLE QUESTIONS TO CONSIDER

Will you look for a job as soon as you leave Hawker?
You want to show prospective employers that you can maintain a focus and produce good quality and consistent results. Make sure that you complete courses (minors and majors) of study. You should choose courses that give you sound educational skills in literacy, numeracy and communication as well as courses that provide vocational and employment skills. Don’t forget to include courses that interest you! See the Careers Advisors for help.

Will you look for a traineeship or apprenticeship after Year 12?
You should consider including in your package appropriate vocational courses. See the section on Vocational Education for further information.

Is the Canberra Institute of Technology (CIT) or another training institution one of your options after Year 12?
Many CIT courses need a Year 12 Certificate as an entry requirement and a major in English. Some CIT courses also have other entry requirements and selection criteria. Check the CIT handbook or ask our Careers Advisors for help.

Is university one of your intentions?
If the answer is ‘yes’ or ‘maybe’ then you must develop a study package that meets the requirements of a Tertiary Entrance Package. This means that you must enrol in at least four T units.

Do you know what area of University you want to aim for?
Besides needing a Tertiary Entrance package, you will need to know what courses at Hawker are pre-requisites and assumed knowledge for your particular university course.

Choosing Courses—what is your two-year plan?
After considering the questions posed above, think carefully about the subjects you choose so that you keep your options open for the future. It is wise for you to consider including a course in English and mathematics as they are valued by employers and are often assumed knowledge in higher education. Consider your package as a two-year plan. Your subject choices in any given semester should contribute to the goals that you have identified for your ‘A’ package or your ‘T’ package and the pathways that you wish to pursue after completing your college program.

Workload
All students should have a minimum workload as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>T package</th>
<th>A package</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>At least 6 units including 5 T units</td>
<td>At least 5 units</td>
</tr>
<tr>
<td>12</td>
<td>At least 5 units including 5 T units</td>
<td>At least 5 units</td>
</tr>
</tbody>
</table>
THE COLLEGE SYSTEM AND CERTIFICATE REQUIREMENTS

The Board of Senior Secondary Studies (BSSS) has a website (http://www.bsss.act.edu.au) and several excellent pamphlets (http://www.bsss.act.edu.au/publications) for more detailed information.

Units

Standard unit: At least 55 hours of study is required to produce 1 unit. This is usually undertaken at 4 hours per week for a full semester.

A Half Standard unit: At least 27.5 hours of study is required to produce a 0.5 unit. This is usually undertaken at 2 hours per week for a semester or 4 hours per week for a half semester.

A unit is a structured learning activity that is assessed and reported on. Each unit is attached to a particular subject area.

Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Groups of units in the same subject area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor</td>
<td>At least 2 standard units. A typical minor is produced by taking one class in a subject area for one year.</td>
</tr>
<tr>
<td>Major</td>
<td>3.5 to 5 standard units. A typical major is produced by taking one class in a subject area for two years.</td>
</tr>
<tr>
<td>Major/Minor*</td>
<td>5.5 to 6.5 standard units. A typical major/minor is produced by completing 6 classes in a subject area over two years.</td>
</tr>
<tr>
<td>Double Major*</td>
<td>7 to 8* standard units. Typically a double major is produced by completing 7 or 8 classes in a subject area over two years.</td>
</tr>
</tbody>
</table>

* Not all courses have provision for Major/Minors or Double Majors.

# Students are able to do more than eight standard units in a course but they will not get credit for the standard units or be awarded scores or grades for the extra units.

Types of Courses

T Courses
T courses are accredited courses which have been approved as preparation for higher education. These courses provide the skills and knowledge considered necessary for university or similar higher education. T course scores are used in preparing the Australian Tertiary Admissions Rank (ATAR).

A Courses
A courses are accredited courses that are suitable for a general education for students in Years 11 and 12.

Vocational Courses
Vocational courses are accredited Year 11/12 vocational courses designed to provide knowledge and skills directly relevant to a particular area of employment and can lead to further vocational education and training. These courses have a workplace component, are recognised nationally and can provide new apprenticeship and traineeship opportunities both during and after college. Vocational programs may also be classified as A, T, M, or C courses.

R Units/Courses
R (Registered) units/courses are courses designed to further a student’s social, artistic, sporting, personal development and academic progress.

H Courses
H courses are targeted extension programs or first year university programs delivered in partnership with higher education providers and are intended to support high achieving students. Hawker College students have access to all H courses.

M Courses
M courses are typically T and A courses that have been modified to allow students who satisfy specific disability criteria to engage in classes at an appropriate level.
C Courses
C classification is given to a vocational program that is assessed solely using the competencies attached to the Certificate I, II or III being undertaken. Scores and grades are not attributed to units in these courses and they do produce standard units.

E Courses
E classification is given to a C course that is delivered by an external Registered Training Organisation.

Course Areas
This is a new general classification that groups courses into subject areas. A maximum of eight (8) standard units can be studied from any one course area to encourage a broad educational experience. A list of the current course areas is available from the BSSS website at http://www.bsss.act.edu.au/.

ACT Year 12 Certificate
This is generally completed in two years. However, you can negotiate to complete your studies over a shorter or longer period of time.

To qualify for the ACT Year 12 Certificate you need:
• at least 17 standard units and
• at least 3 minors in T or A courses from different course areas.

Tertiary Entrance Statement (TES)
The TES is awarded if you meet the requirement of an ATAR.

To qualify for a TES you need to satisfy the following requirements:
• at least 20 standard units
• at least 18 standard units from A or T courses. These units must form a course package in one of the following patterns:
  • 3 majors and 3 minors or
  • 4 majors and 1 minor or
  • 5 majors
• at least 3 majors and 1 minor must be T courses
• students must sit the Australian Scaling Test (AST).

Vocational Certificates
Students who successfully complete vocational courses are issued with Industry Certificates at level I, II or III, or a Statement of Attainment. These qualifications are recognised in all States and Territories within Australia, and can help to obtain entry into:
• a related higher level course with advanced standing, at Canberra Institute of Technology or other institutions
• an apprenticeship or traineeship
• general employment
• an Australian School Based Apprenticeship (ASBA).
Hawker College Honours Program

Hawker College recognises giftedness in a variety of learning areas:

Academic, Creative, Leadership and Physical

We cater for students who have ability and talent by offering a range of honours programs. Programs have been designed to enrich and enhance student learning. Hawker College Honours Programs are flexible and can be tailored to accommodate individual student’s needs. As an honours graduate from Hawker College, a student’s achievements will be formally acknowledged.

Guest Lecture Series/Enrichment Activities

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

Behavioural Science Honours Program

Students in this program need to:
- complete at least a Behavioural Science tertiary major
- complete a substantial project.

Business Honours Program

Students in this program need to:
- complete a substantial Business project or industry/community participation (i.e. Telstra partnership or some other work placement demonstrating the application of content learnt in Business Studies to a workplace problem)
- maintain at least a ‘B’ average on assignments.

Humanities Honours Program

Students in this program need to:
- complete an English tertiary major
- attend designated lectures, tutorials or special events
- complete at least one of the designated units
- achieve a minimum of a ‘B’ grade in units undertaken.

Information Technology Honours Program

Students in this program need to:
- complete at least a major in Information Technology
- complete a substantial IT project.

Leadership Honours Program

Students in this program need to:
- complete a substantial Leadership Project with the Student Leadership Group
- contribute to college or youth forums, such as the Youth Advisory Council
- demonstrate learning or competencies in leadership developed during studies at Hawker College, such as in Hospitality, Sports Administration, Drama, Business Administration or Business Management.

Legal Honours Program

Students in this program need to:
- complete at least one T major in Legal Studies offered at Hawker College
- maintain at least a ‘B’ minimum in the Legal Studies T course undertaken
- participate in at least two of the following: The Law Society of NSW Inter-School Mock Trial Competition; Bond University Moot Trial; University of Canberra Mock Trial Competition; Legal Seminars; Constitutional Convention; United Nations Youth Assembly; Snedden Hall and Gallop Legal Scholarship for Legal Studies; Senior Crime Prevention Debate Series.
- attend legal activities including: lectures; tutorials; special events / conferences; participation in university open days; academic competitions (e.g. essay writing); excursions (Supreme and Magistrates Courts) etc.

Mathematics Honours Program

Students in this program need to:
- complete a major in Specialist Mathematics
- accrue at least 5 points from participating in a selection from the following events:
NB: It is possible that some of the above may not be available each year—It is therefore important to accrue points early.

Participate in at least one of the ‘mathematics in the community’ events:
• run a half-hour session with students at the primary school (conditions apply)
• present at a Mathematics student conference (this is held at the end of the year and is presented in front of peers and invited students from other local schools)
• other as arranged with faculty head.

Performing Arts Honours Program
Students in this program need to have significant involvement in one or more of the following:
• management roles in relation to productions e.g. production manager, stage manager, head of the lighting and sound crew, assistant director, director, mentoring actor
• dance and drama in the Canberra Community in productions, dance schools and eisteddfods.

<table>
<thead>
<tr>
<th>Points</th>
<th>Event</th>
<th>Available to year:</th>
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<tbody>
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<td>1</td>
<td>OzCLO (Australian Computational and Linguistics Olympiad)</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>ANU Mathematics Courses (through ANU Secondary College)</td>
<td>11</td>
</tr>
<tr>
<td>1</td>
<td>Australian Informatics Competition</td>
<td>11</td>
</tr>
<tr>
<td>1</td>
<td>Australian Maths Competition</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>Construct a short video (upload to YouTube, and have played on School DVC machines—have topic approved)</td>
<td>11 and 12</td>
</tr>
<tr>
<td>1</td>
<td>OzCLO (Australian Computational and Linguistics Olympiad)</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>ANU Mathematics Day</td>
<td>12</td>
</tr>
<tr>
<td>1</td>
<td>Australian Informatics Competition</td>
<td>12</td>
</tr>
<tr>
<td>1</td>
<td>Australian Maths Competition</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>Hawker College Maths Camp</td>
<td>12</td>
</tr>
</tbody>
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Science Honours Program
Students in this program need to:
• complete at least two majors or a major minor in Science
• gain at least a ‘B’ grade average in these majors
• participation each year in:
  • Australian Science Competition
  • Rio Tinto Big Science Competition
  • RACI Chemistry Quiz (if appropriate)
  • Hawker College Open night demonstrator for the Science Faculty
  • Science Honours lectures/seminars.
• participate in one of the following over the two years at Hawker College:
  • Questacon Explainer
  • NYSF
  • ANU Secondary College
  • Honeywell Engineering School
  • ANZAAS
  • International Science School
  • Woomera Space Camp
  • Titration Competition
  • International Science Poetry competition
  • Other recognised science programs (e.g. Friends of the Pinnacle).
Sports Administration Honours Program
Students in this program need to:
• maintain at least a B grade average for the year
• take the leadership role in coordinating the planning and implementing of an inter-college sport
• take the leadership role in planning and implementing either one of the Primary School; Swimming, Cross Country or Athletics carnivals
• in Year 12, take a leadership role in the planning and implementing of the Ben Donohoe Run and Walk for Fun
• participate in workshops or seminars presented to the Sports Administration classes in out of class time.

Tourism Honours Program
Students in this program need to:
• complete a major in Tourism
• be substantially involved in three selected events e.g. Course Information Night, Arts Expo and the Year 12 Formal and demonstrate skills in management, team assistance and evaluation.

Visual Arts Honours Program
Students in this program need to:
• complete a tertiary Arts major
• achieve at least a ‘B’ grade average in Year 11
• complete the practical component offered in Semester 1 and 2 Year 12
• attend lectures at CIT and ANU Art School
• meet and interview a practicing Visual Artist
• develop a portfolio for use in a future visual arts pathway
• negotiate a final criterion with their teacher, this may include: contributing to an exhibition or media production; participating in a competition.

Who should enrol in the Honours Program?
Students who demonstrate excellence in their area of giftedness and who are able to undertake their own extensive research or project.

Students interested in the Honours program are asked to speak to the Executive Teachers in each curriculum area for further information. Students can enrol in the program at the beginning of Year 11.

HAWKER COLLEGE CITIZENSHIP AND PERSONAL DEVELOPMENT AWARD
Hawker College recognises the importance and value of students being active members of the community and positive participants in society. Student personal development and their contributions to Hawker College and the wider community will be formally acknowledged through a Bronze, Silver or Gold Hawker College Citizenship and Personal Development Award.

Students must participate in activities from each of the following three categories to achieve an award:
• community service within Hawker College
• community service within the wider community
• personal development.

Achievement of an award requires students to accrue points from the categories listed below.
• a Bronze award requires 3 points, one from each category
• a Silver award requires 6 points, a minimum of one from the personal development and Hawker College community service category; at least 2 points from community service within the wider community and a maximum of 2 points from personal development
• a Gold award requires 10 points, with a minimum of two from each category.
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
- work towards a nationally recognized 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 currently being undertaken by Hawker students are in the following industry areas:

- Aged Care
- Animal Studies (Veterinary Nursing)
- Automotive Servicing
- Building and Construction
- Business Services
- Children’s Services
- Community Services
- Disability Services
- Engineering (Metal Fabrication)
- Hairdressing
- Horticulture—Landscaping or Greenkeeping
- Hospitality (Operations and Kitchen Operations)
- Information Technology
- Plumbing
- Sports Administration
- Panel Beating and Spray Painting

For further information on ASBAs, please contact:

Carmel Lacey  
Phone: 6205 7751  
Email: carmel.lacey@ed.act.edu.au
**Work Experience (WEX)**

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

Students can participate in WEX a number of times, 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.

**For further information on Work Experience, please contact:**

Carmel Lacey  
Phone: 6205 7751  
Email: carmel.lacey@ed.act.edu.au

**Structured Workplace Learning (SWL)**

SWL is the on-the-job workplace component of training related to a Vocational course of study undertaken at school. Time spent in the industry allows students to develop competencies that are more appropriately delivered in the workplace as well as an understanding of work culture. SWL units are mandatory for some VET courses or highly recommended for others.

**Vocational Courses for 2014**

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 2014:

- Certificate I in Automotive Vocational Preparation  
- Certificate II in Business Administration  
- Certificate III in Business  
- Certificate II in Engineering (Metal Fabrication)  
- Certificate II in Hospitality (Operations and Kitchen Operations)  
- Certificate I in Furniture Construction  
- Certificate I in Hospitality  
- Certificate II in Hospitality (Kitchen Operations)  
- Certificate II in Information Technology  
- Certificate II in Music Industry (Foundation)  
- Certificate II in Sports, Fitness and Administration  
- Certificate III in Sports, Fitness and Administration  
- Certificate II in Tourism

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

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 involve an external cost to the student. These courses include:

- CIT Bar Skills  
- CIT Computerised Reservation Systems (Galileo)  
- CIT Creative Writing  
- CIT Portfolio Preparation for Art and Design  
- Club Start (Bar course)  
- AIE Certificate II in Creative Industries (3D Animation)  
- RSA (Responsible Service of Alcohol)  
- Statement of Attainment in Business Certificate IV  
- Statement of Attainment in Massage Therapy  
- Statement of Attainment in Beauty (Make Up Techniques)  
- Statement of Attainment in Community Services  
- Pre Vocational Plumbing  
- Pre Vocational Electrical.

There are also a number of other vocational oriented courses that are on offer externally that are dependant on demand and availability. Please come to see the team about these options.
Information for vocational courses offered can be obtained from:
Kaeren Sutherland, Executive Teacher
Vocational Education and Workplace Curriculum
Phone: 6205 7756
Email: kaeren.sutherland@ed.act.edu.au

Alison Di Berardino
Moving Forward, Careers and Transitions
Phone: 62058865
Email: alison.diberardino@ed.act.edu.au

Kim Thomas
Moving Forward and Transitions
Phone: 62057775 or 62058865
Email: kim.thomas@ed.act.edu.au

KEY TO CODES USED IN THIS HANDBOOK

<table>
<thead>
<tr>
<th>Honours units in English:</th>
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<td>Year 11 first-semester units:</td>
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The Arts

Students who elect to study units within the Arts Faculty will have opportunities to participate in a range of enrichment opportunities, events, projects and partnerships beyond the classroom environment. Examples are listed below.

Performing Arts

Hawker College has a well-established tradition and excellent reputation for quality performing arts programs. Previous graduates have gained positions in competitive interstate tertiary institutions including NIDA, VCA WAPA and QIT. Performance is a big part of life for the performing arts student at Hawker College, with students encouraged to participate in a range of public performances well supported by the local community and forms part of the performance landscape in the Belconnen region.

Visual Arts

In our increasingly visually orientated society, students are required more and more to express themselves in a visual way. Study in this area provides excellent preparation for further work or tertiary study in the arts areas, or for study and employment in careers such as journalism, retail and graphic design. Students will also be given the opportunity to develop a folio, develop skills in visual presentation and use a variety of medium and materials. They are also encouraged to display work around the college and in wider community exhibitions and competitions.

Arts opportunities

- use of the Murranji Theatre, a purpose built theatre for student performance
- participation in Limelight as an actor, dancer, musician or singer
- access to Limelight workshops with tutors from organisations such as John Bell Theatre
- development of audition skills and participation in audition both in dance and drama to support student’s tertiary pathway
- Drama Camp
- opportunities to perform in one of the public productions offered by the Drama Department each year
- opportunities to develop back stage skills and protocols including lighting, set design, stage management and sound
- participation in Limelight Arts exhibition
- Life Drawing: 5 week workshop program
- Botanical Gardens Photography Competition
- portfolio development for art, ceramic, graphic design and photography students to support their tertiary pathway
- honours program based upon development of arts leadership and management skills.

Events, Projects and Partnerships

- Arts Expo: an annual celebration of performing and visual arts, fashion, hospitality and tourism at Hawker College
- ANU Partnership: Artist in Residency workshops delivered to Hawker students by honours art students from ANU
- Annual College Express: exemplary student work chosen for public exhibition
- Hawker Collegiate Boy's Dance Project: a peer mentoring project for boy dancers in the Hawker community of schools funded by Health Promoting Schools
- industry connected authentic graphic design and photography briefs
- QL2 Centre for Youth Dance: community partner for dance projects at Hawker College.
DANCE (T/A)

Students have the opportunity to perform in a variety of high-quality public performances. Dance studies are suitable for students who have had previous dance experience, either through community dance classes, dance festivals or high school classes. It is also appropriate for full-time dance students. Students with specialist interests are catered for and work experience in the dance industry is available.

Students who wish to complete a T Major, Major Minor or Double Major must complete either two of the following units: Dance Foundations 1.0 and/or Dance History 1.0, and/or Contemporary Dance 1.0; or Introduction to Dance 0.5 and Dance in Perspective 0.5 and Contemporary Dance 1.0. (Type 2 Dance course document, BSSS, page 12.)

◆ Dance Foundations (T/A)
The basis of this unit is the study of classical ballet and/or contemporary dance, movement sequences, set dances and/or repertoire. It may include the study of aesthetic, social, cultural and historic contexts. The relationship between dance skills and anatomical structure, posture, general health and fitness is a focus for this unit.

Dance in Our Time (T/A)
Dance styles studied in this unit may be street dance, hip hop, krumping, popping and contemporary. Choreography will be developed from these influences. Study will include dance in contemporary society and historical and cultural influences on its development. Social issues that impact on the development of dance, the role of dance in the media and Australian society will be central to this unit.

◆ Dance History (T/A)
This unit combines historic dance works and students’ own compositions. A broad overview of the origins of classical ballet, romantic ballet, Russian ballet and pioneers and exponents of modern and experimental choreographers are studied. The context for this exploration is both Australian and international.

◆ Contemporary Dance (T/A)
In this unit students study contemporary choreographers and dance companies and their impact on the world of dance. Contemporary dance practitioners who have influenced both Australian and international dance are examined for their contribution. Students develop their own choreography and repertoire in relation to their exploration of specific contemporary dance influence.

Dance and the Community (T/A)
Choreography will explore composition and devises relevant to the community group involved. Presentations will be based on the technique studied. Project planning, workshop presentation and research of community dance projects will also be included.

Dance in Australia (T/A)
This unit looks at the influences on Australian dance. Using compositional processes and choreographic devices, Aboriginal and Torres Strait Islander dance and dance that has shaped Australia through history and culture will be explored. Techniques, exercises and performances will be inspired by the cultures and dance styles studied. The role dance plays in Aboriginal and Torres Strait Islander societies and the development of Australian dance companies and artists will be a focus of this unit.

Dance and the Media (T/A)
This unit allows students to explore the relationship between dance and the media. The impact of mass media on dance/dance production and society will be analysed. Dance is viewed as a tool for the communication of positive and negative messages. The communication of dance in both still and moving images is central to this unit.

Dance Production (T/A)
Movement skills of specific dance techniques are explored in this unit. The impact of one or more production elements such as set, make-up, music, lighting, props or multi-media are developed within a dance context to extend understanding of production elements within a dance context.
**Self-Directed Dance Studies (T/A)**
This unit is for students who are completing a major. Students may use this unit to deepen their knowledge of a style or genre, to develop audition pieces or work in a professional dance company. Students will extend their knowledge of choreography, production elements and the historical, social, political and practical aspects of the aspects of the dance genre studied. Participation may enhance a vocational pathway or allow more focused examination of particular interest to the student.

**Theatrical Dance Styles (T/A)**
Practical techniques and performances in jazz, tap and other musical theatre styles such as ballroom, ballet, character, swing, rock’n’roll and Broadway may be explored in this unit. Theory can relate to the history of musical theatre, evolution of jazz and the blend of European and African dance in the American environment. The changing role/forms of dance in film and theatre musicals and social issues reflected in musicals will underpin the study in this unit.

**World of Dance (T/A)**
Dance in this unit is inspired by cultures such as Aboriginal and Torres Strait Islander, African, South American, Indian, Irish National, Eastern European and Mediterranean Dance. Compositional devices are explored in relation to authentic style and culture studied. Characteristics of the music, folklore, history, ritual and themes of the traditional dance can be included.

**DRAMA (T/A)**
This course teaches skills and concepts that allow students to make meaning of their world and learn the cultural, historic and social contexts of theatre. All classes include both theoretical and practical work. At a tertiary level this course provides a foundation for further study of Drama at a tertiary institution. At accredited level this course will develop confidence and skills to assist in careers such as retailing, health, childcare, hospitality, tourism, theatre or media.

**Year 11 students generally study either Dramatic Explorations or Theatre Production and Performance in Semester 1.**

**Actor and Director (T/A)**
The focus of this unit is to explore the role, purpose and focus of the actor and the director and to understand their relationship in making theatre.

**Acting for Film and Television (T/A)**
The focus of this unit is to provide students with an understanding of acting techniques for screen and television. Whilst the coursework will require a degree of technical understanding, assessment emphasises individual acting to chosen camera angles and shots, not the use of editing techniques or ability to use the camera.

**Australian Theatre (T/A)**
Students explore the rich heritage of Australian theatre and the current exciting contemporary theatre, as part of a wider analysis of Australian culture. Students create performances based upon this exploration and in a series of practical workshops, investigate what is essentially Australian about our theatre.

**Comedy (T/A)**
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.

**Devised Theatre (T/A)**
The focus of this unit is to provide students with opportunities and strategies to create and present original theatrical work/s for an intended target audience. This unit may serve as a production unit.

◆ **Dramatic Explorations (T/A)**
The focus of this unit is to provide students with an understanding of the fundamental elements of drama.
Experimental Theatre (T/A)
The focus of this unit is to provide students with an opportunity to experiment with a variety of innovative performance styles, and develop a practical and theoretical understanding of their methods and goals.

Mask Performance (T/A)
The focus of this unit is to develop an understanding of the modern, historical and cultural practices of performances using mask.

Performing Shakespeare (T/A)
The focus of this unit is to develop and apply an understanding of Shakespeare's plays, through a variety of performance contexts and interpretations. While this will inevitably require an understanding of the language, the explicit focus of this unit is performance skills and contextualisation.

Sound and Light Design (C)
The focus of this unit is to design and operate lighting and sound for performances.

Theatre Around the World (T/A)
The focus of this unit is to experience dramatic performance, storytelling styles and contextual impacts of performance in a variety of cultures other than our own.

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

MUSIC (T/A)
This course offers a broad range of musical experiences and content. Emphasis is on performance, appraisal and creating. Performance assessment can be focused on classical or contemporary styles.

Year 11 students will study either Music for Film or Rock and Pop in Semester 1.

Blues Music (A)
Students will develop an appreciation for the Blues style through the history of its beginnings into modern influences of the blues, researching the social contexts relating to the style. Students will gain performance knowledge and written conventions for the blues style and refine their skills in improvisation. This unit caters for students with little or no prior knowledge of musical notation and performance skills and allows students to pursue music at a non-tertiary level.

Ensembles (T)
Students will develop an awareness of a wide variety of ensemble music, from the 20th and 21st centuries, for both instrumental and vocal configurations. They will acquire knowledge of the techniques of performing and composing in a variety of styles and examine the impact of technology on the music from this period. Students will be given the opportunity to form their own ensembles in practical lessons for class and school-wide performances. It is expected that students will have previous experience in music.

Early Jazz (T)
In this unit, students will begin their musical journey through the eras of Jazz from Early Swing and Blues to Modern Jazz, Funk and Fusion with an emphasis on live performance. Students will need to be accomplished performers to study this unit.
Introduction to Music (A)

Students will develop an understanding of the basic elements of music through various musical styles. This unit will have an emphasis on gaining performance skills and confidence to perform individually or as a member of an ensemble. Students will also develop a music vocabulary and standard notation composition skills. The accredited music course caters for students with little or no prior knowledge of musical notation and performance skills and allows students to pursue music at a non-tertiary level.

Music for Film (T)

Students will examine the elements of music and the role of the film composer across a variety of film genres. This unit will focus on performance, composition and listening analysis. It is expected that students will have previous experience in music.

Rock and Pop (A)

In this unit students will explore and research the history and development of Rock and other contemporary music styles. Students will engage in practical workshops covering the impact and influence of society on Rock and other contemporary styles and the legacy of significant musicians/composers and bands. This unit caters for students with little or no prior knowledge of musical notation and performance skills, and allows students to pursue music at a non-tertiary level.

World Music (T)

In this unit students develop an understanding of the musical, geographical and social origins of a chosen culture. They appreciate, critically analyse and interpret a variety of works and stylistic components from the chosen culture. Students will examine the fusion of world music into western music styles of the 20th and 21st centuries. It is expected that students will have previous experience in music.

MUSIC INDUSTRY (C)

This course provides students the opportunity to gain valuable skills and experience of the music industry through aspects of performance, sound engineering, business and promotion. No prior knowledge of music is required. Students are assessed by achieving units of competence relating to various aspects of the industry. This course is designed to be hands on, practical and relevant to the music industry.

Students can gain a nationally recognised Certificate II in Music Industry which can lead to further study at Tertiary Institutions.

Year 11 students generally study Earning Your Way in the Music Industry in Semester 1.

Breaking into the Music Industry (C)

This unit investigates the nature of the music industry as a business, covering various aspects of music licensing, royalties, copyright and management. Students will have opportunities to perform or assist in stage production, as well as gaining skills in coordinating a live tour.

Earning Your Way in the Music Industry (C)

In this unit, students will gain the foundation skills and knowledge needed for entry into the music industry whether in performing, business or sound production. Students will explore various roles and possible career paths within the music industry and complete tasks in a simulated on-the-job environment. Students will have the opportunity to either perform, or act as technical support crew for concerts, gigs and recitals at the college. Students can also commit to work placements for on-the-job experience.

Headlining the Gig (C)

Students will gain experience in live performance through various roles of performance, sound engineering, technical crew, stage production and lighting. Students will coordinate a concert in the Murranji Theatre and look at many factors that make a successful live show.
Recording on Both Sides of the Glass (C)
Students will explore the world of studio recording and sound production as either a producer, engineer or session musician. Students will learn about the technical and creative aspects of recording and will have the opportunity to create a studio recording in the Hawker College recording studio.

VISUAL ART (T/A)
Artists in our society explain, interpret and imagine the world around them. The Visual Arts are a means by which people communicate, express and explore ideas, histories, narratives, information, knowledge, experiences, feelings and concepts. In doing so, a study of the visual arts helps transfer knowledge, values, beliefs and ideas between individuals, communities and cultures.

Year 11 students generally study Exploring Visual Arts in Semester 1, but may select another initial unit if this clashes with other subjects they require in their packages.

Drawing (T/A)
Students explore drawing as a discipline in art and design, experiment with a range of drawing mediums, and plan and develop their own projects. They also discuss evaluate and critique their own work and the work of other artists, utilising skills developed. Term 1 work covers a range of teacher directed tasks and projects, and in term 2 students undertake student initiated project work.

Exploring Visual Arts (T/A)
This is an introductory unit for all students in this course. Wide ranging basic skills in art and design are introduced which will be developed and enhanced in following units.

Illustration (T/A)
Illustration is an area of graphic design, artistic expression and communication. Students will be working in a wide range of techniques that can be used in expressing, enhancing, responding to text, and message. This course allows students to develop drawing, painting, printmaking and multi media approaches in their works.

Life Drawing (T/A)
Students explore life drawing as a discipline in art and design and experiment with a range of drawing mediums. Students plan and develop their own projects. They also discuss evaluate and critique their own work and the work of other artists, utilising skills developed. Term 1 work covers a range of teacher directed tasks and projects and in term 2 students undertake student initiated project work.

Painting (T/A)
Students are introduced to a range of traditional and contemporary painting techniques and styles. They will explore the compositional, stylistic and contextual factors which contribute to painted art works and will be expanding their capacity to utilise paint in the development of their creative expression.

Printmaking (T/A)
Students explore a range of printmaking techniques such as etching, lithography, monotype and screen printing. They plan, develop, evaluate and critique their own work and that of other artists. They utilise skills developed to create their portfolios of works through a series of teacher directed and student initiated projects.

Protest Art (T/A)
This course allows students to explore a range of alternative art movements, makers and medium used to convey messages with social or issues based intent.

During term 1 students fulfil a range of teacher directed projects and undertake their own self directed project during term 2.

Sculpture (T/A)
Students are introduced to a range of techniques from the traditional to the contemporary during term 1. They then set their own goals and project in the second term in undertaking student initiated project work.
As part of a Visual Arts course, students may elect to undertake units in ceramics or may construct a whole major or minor with ceramics units, subject to offerings. These units offer students the opportunity to understand ceramics in both a practical and theoretical perspective. Students are encouraged to experiment with a range of ceramic techniques and materials undertaking both teacher directed and self directed practical projects. Accredited courses have a predominantly practical weighting.

Year 11 students generally study Exploring Ceramics in Semester 1 as part of the Ceramics stream in Visual Arts, but may select another initial unit if this clashes with other subjects they require in their packages.

Ceramic Sculpture and Mixed Media (T/A)
This unit will enable students to develop their skills in ceramic sculptural processes such as modelling, carving and construction. An investigation of mixed media and the opportunity to experiment with media and techniques are included. This unit aims to develop visual literacy skills and the ability to recognise different art periods and styles. Students are encouraged to experiment with media and techniques and develop their own creative ideas through self directed class work.

Ceramics Decoration and Firing (T/A)
This unit will enable students to develop skills in utilising both applied and subtracted surface treatments on simple ceramic forms, generate ideas for their own work and investigate and explore a range of surface treatments including the techniques of glaze. It also aims to provide the opportunity for students to develop visual literacy to describe and evaluate ceramic works of their own and others, investigate historical, cultural and contemporary ceramic practice in developing decorative surfaces for ceramics works.

Ceramics Negotiated Study (T/A)
This unit is only available to students completing a major. This unit can only occur as a fourth unit of a major as a minimum and be studied in Year 12. The emphasis of this unit is to extend prior knowledge and experience. It is not recommended that students begin a new body of knowledge for this unit. Throughout this unit, students will extend their research and communication skills and develop self reliance through a self initiated program of study.

Exploring Ceramics (T/A)
Experiment with a variety of ceramic media and techniques to solve design problems with teacher direction. Students generate ideas for ceramic through personal aesthetic responses and decisions. They acquire, develop and use a range of ceramic technical skills to gain a sound introduction to skills and concepts in this area of study.

VISUAL ARTS—GRAPHIC DESIGN

Graphic Design units (T/A)
As part of a Visual Arts course, students may elect to undertake units in Graphic Design or may construct a whole major or minor with Graphic Design units, subject to offerings. These units are designed for students interested in graphic design and graphic communication. Students will develop skills in visual literacy, problem solving, the design process and Adobe CS suite of programs. The units are focused on promoting experiences that are related to the graphic design industry and future careers.

Year 11 students generally study Graphic/Art Design in Semester 1 as part of the Graphic Design stream in Visual Arts, but may select another initial unit if this clashes with other subjects they require in their packages.
◦ Graphic/Art Design (T/A)

Graphic Design is a problem-solving and skill-based unit, emphasising the use of the design process via teacher-directed tasks. These will include short learning exercises, assessed as part of the Visual Art Process Diary, teacher-directed set tasks and an elected project with outcomes designed to exercise, apply and demonstrate a combination of learned skills, ideas and understandings.

Graphic/Art Design in Print (T/A)

This unit develops the creative thinking process, understandings and skills established by students in the introductory unit. The print industry is a major employer in Canberra and this unit can provide an introduction to the great variety of possibilities in print.

Graphic/Art Design for the Web (T/A)

In this unit, students will become more aware of the graphic design industry and of the study and career opportunities available to them. Students will continue to problem solve via the design process, and apply their acquired understandings and skills to electronic design solutions such as broadcast graphics and web site design. Students will complete teacher directed set tasks and an elected project with outcomes designed to exercise, apply and demonstrate a combination of learned skills, ideas and understandings. Students undertaking this unit must have completed and received satisfactory or better results in Graphic/Art Design.

Graphic/Art Design Negotiated Studies (T/A)

Students will be allowed to specialise in this unit. This will allow for more opportunity to develop individual skills for future use. A folio will be created for transition to University, CIT or TAFE. Students undertaking this unit must have completed and received satisfactory or better results in Graphic Design, Graphic/Art Design in Print units and/or Graphic/Design for the Web.

PHOTOGRAPHY (T/A)
(Including Digital and Darkroom Photography)

All aspects of digital and darkroom photography are explored, including practical processes such as digital and analogue camera operations, darkroom printing and digital imaging production processes. Skills in observation, critical analyses, expression and communication are a major focus, as well as investigations into the historical, social and cultural contexts associated with photography. Students may undertake a combination of digital and darkroom units or specialise in one or the other to create a course.

Year 11 students should preferably study Foundation Photography in Semester 1 if specialising in darkroom photography. Introductory Digital Photography should be selected as the first unit if specialising in digital photography.

◦ Foundation Photography (T/A)

This is the introductory unit to darkroom photography which builds practical skills in darkroom photographic production. The design process is followed in order to bring student’s creative ideas to fruition in the form of black and white prints. Extending visual literacy skills is a major focus, with students exploring a range of photographic techniques and theoretical components throughout the semester. This unit is a prerequisite to other darkroom photography units.

◦ Introductory Digital Photography (T/A)

This is the introductory unit to digital photography. Students are familiarised with methods of capturing digital photographic images, as well as a range of industry standard software in order to produce digitally manipulated photographic images. Building visual literacy skills is a major focus and students are given the opportunity to explore components of photographic theory in their own photographic practice. This unit is a prerequisite to other digital photography units.
Continuing Digital Imaging (T/A)
This unit builds upon skills previously learnt to create more complex, multi-software images. A portfolio of work is produced. Introductory Digital Photography is a prerequisite to this unit.

Continuing Photography (T/A)
This unit may be completed in any photographic media.
This unit emphasises consolidating and improving darkroom skills and encourages an experimental approach to printing and creating images. Foundation Photography is a prerequisite to this unit.

Contemporary Photography (T/A)
This unit may be completed in any photographic media.
Students explore contemporary photographic ideas; extending on visual literacy skills in order to recognise and articulate the placement of their own work in that contemporary context. Advanced lighting and exposure techniques are investigated, as well as multi media photographic techniques.

Art Photography (T/A)
This unit may be completed in any photographic media.
In this unit students experiment with alternate photographic processes and explore photography as a means of creative self-expression. Investigations are made into the relationship between photography and art. Students will explore and use a range of artistic techniques, styles and subject matter in their photographic practice. Emphasis is placed on portfolio preparation.

Photographic Applications (T/A)
This unit may be completed in any photographic media.
Students begin the study of colour photography through the exploration of many varied vocational applications of photography. This unit also utilises the photography lighting studio. Foundation Photography is a prerequisite to this unit.

Photography Negotiated Study (T/A)
This unit may be completed in any photographic media.
Students are given the opportunity to negotiate their own learning outcomes in relation to production of their photographic images. Students are encouraged to employ creative photographic production processes in order to produce a professionally polished series of images suitable for a portfolio.

FASHION DESIGN AND TEXTILES (T/A)
This course includes many aspects of the fashion industry such as development of design elements, construction techniques, fabric analysis, fashion trends, marketing and manufacturing a collection of garments according to a design brief.

Year 11 students undertaking a course in Fashion Design and Textiles should choose Design for Fashion and Interiors in Semester 1.

◆ Design for Fashion and Interiors (T/A)
Students learn to use, evaluate and develop an understanding of the design process as it applies to fabric, garment and/or interior design. Some sewing skills are an advantage but not a prerequisite for this course. We explore elements and principles of design, construction techniques, fabrics, fashion manufacturing, fabric colouration methods, marketing fashion and consumerism. Students work on design briefs which allow for individual skill levels and personal style development.
**Fashion Design and Production (T/A)**
Focuses on management of the design and manufacturing process in a commercial context including cutting plans, assembly and specification sheets, offshore versus in-house production and financial concerns. Students investigate the design process from inspiration to finished product and experiment with various forms of surface embellishment techniques such as beading, appliqué and embroidery.

**Marketing your own Designer Label (T/A)**
Students design, produce, promote and market their own commercial catwalk range for fashion parade. Students investigate niche markets, product lifecycle trends, fashion forecasting and the importance of branding and labelling.

**Working with Fabrics (T/A)**
Focuses on developing an understanding of fabric properties and performance and how this is affected by fibre content and construction. Students conduct burn tests to identify fibre content and experiment with the production of fabrics of their own such as felting.

**Advanced Fashion Extension Unit (T/A)**
A self directed half unit available to final semester advanced students allowing for in-depth independent study of a fashion related area of personal interest. Students complete textile products related to their area of study.
Business and Commerce

Manage your own money, learn the skills to run your own business and work in large organisations. Hawker College gives you the opportunity to learn about and understand business, practise business activities and experience real business scenarios.

BUSINESS ADMINISTRATION (A/V)
This is a vocational course where students develop skills in computer applications and office administration. It is competency-based incorporating both off-the-job training which takes place in the classroom and on-the-job training which takes place during vocational placements and in the simulated business environment of the Hawker College Virtual Enterprise.

Year 11 students undertaking a course in Business Administration should choose Working in Business Administration in Semester 1.

◆ Working in Business Administration 1 (A/V)
This unit develops general computer skills and office administration procedures including workplace safety, teamwork and communication. It should enable students to develop keyboard skills in speed and accuracy; participate in OHS processes; work effectively in a business environment; produce simple word processed documents; and participate in environmentally sustainable work practices.

Working in Business Administration 2 (A/V) Semester 2
This unit focuses on practical aspects of the use of spreadsheets, financial and business documents and mail. It should enable students to develop keyboard skills in speed and accuracy; process and maintain workplace information; organise and complete daily work activities; use business technology; handle mail; communicate electronically; and create electronic presentations.

Working in Business Administration 3 (A/V) Semester 3
This unit further develops computer application skills in the office including databases, workplace information and builds on earlier competencies. It should enable students to develop keyboarding and accuracy; apply knowledge of OHS legislation in the workplace; produce desktop published documents; create and use databases; organise workplace information; work with diversity; and design and produce documents.

Working in Business Administration 4 (A/V) Semester 4
This unit develops skill in the delivery of business services through spreadsheet development, trading activities and customer relations. It should enable students to produce spreadsheets; organise personal work priorities and development; develop keyboarding speed and accuracy; deliver and monitor a service to customers; and recommend products and services.

Structured Work Placement (SWL) throughout the 2 years
Structured workplace learning is an integral part of training and assessment. Students completing Certificate II need to complete one structured work placement and those completing Certificate III need to complete four work placements or an ASBA.
BUSINESS (T/A)
Business Studies opens up a world of possibilities for potential business managers and those interested in building a future on, or knowing about, marketing, global change, business practices, financial management and commerce. It links experience of casual work and running a real business with qualifications in Business Services.

Year 11 students undertaking a course in Business should choose Small Business and the Business Plan in Semester 1.

Small Business and the Business Plan (T/A)
In this introductory unit for the Business Studies Course, students gain a broad overview of how a business works and all the internal, regional and international factors that it has to work within. It begins by examining the purpose, management and standing of small business in Australia. Learners then proceed to consider theoretical aspects of starting a small business into a ‘practical’ setting through a business plan for a hypothetical business of their choice.

Business Management and Marketing (T/A) Semester 2
This unit helps students gain an understanding of how to manage their workforce effectively, allowing them to adapt to different industries and types of businesses from small commercial business, multi-national corporations, government departments and non-government organisations. Students also learn how to market their business effectively, designing effective advertising campaigns that use a range of different mediums and to suit a variety of different situations.

Human Resources and Industrial Relations (T/A) Semester 3
In this unit, students will gain insights about people as the key asset to an organisation and will examine the human resource cycle from the first stage of acquiring staff to the final stage of separation from the organisation. In the second part of this unit, students will examine new workplace laws such as the Fair Work Act, Anti-discrimination and Equal Opportunity legislation. Students will explore the history of Unions in Australia and also the causes for industrial disputes.

Globalisation and Operations Management (T/A) Semester 4
This final unit looks at the nature and trends of global trade and the role of government. Key drivers of globalisation such as transnational corporations are examined. Students discover methods of international expansion for a business and will gain appreciation for the ethical practice and ecological sustainability. In the second part of this unit, students will analyse elements of the operations management process, looking at production methods, cost and revenues and quality control measures.

ECONOMICS (T)
This course will allow students to develop valuable insight into the worlds of business, politics, money and national and international current affairs. There is also emphasis on real life experience, current affairs and the human side of business. It provides employment potential in such areas as banking, finance, public service, teaching, international agencies and large private industry. Only very elementary arithmetic is required at this level.

Year 11 students undertaking a course in Economics should choose Introduction to Economics in Semester 1.

Introduction to Economics (T)
For students who are starting the economics course, this unit explores what economics is and how it is central to everyone’s lives. Get a little preview of everything! Topics include the nature of Economics, its place in history and the basics of how the economic problem is addressed by modern economies. The unit goes on to consider the way markets operate in theory and practice and how the government intervenes. The analysis of current economic and political affairs is integral to this learning.
Australian Macroeconomics (T) Semester 2
How does the budget affect you? What is its purpose? How are interest rates determined and what are their effects? Have you heard of inflation and unemployment but that’s about it? Not for long! Come and learn the fundamentals of the broader Australian economy.

Globalisation and Trade Economics (T) Semester 3
Exposure to the politics and economics of the modern global community is the cornerstone of this semester of learning. In the treatment of this dynamic topic, Australia’s past, present and future economic prospects on the world stage are analysed through trade and investment issues, concentrating on the economic management of the external and internal settings.

Political Economics (T) Semester 4, Q3
Find out what makes Australian and international politics tick and place yourself and Australia in the global context. Consider the growing Asian economies, the role of the American economy and their influence in the Asia-Pacific region.

Research Economics (T) Semester 4, Q4
Learn how to begin university level research and pursue your own area of interest within economics. Develop the skills to create a piece of work on a particular topic.
In English, students study a diverse range of classical and contemporary texts including novels, plays, short stories, films, podcasts, documentaries, blogs and poetry. Critical thinking, analytical skills, oral communication and creative expression are nurtured and developed through class activities and assessment tasks. Students wishing to continue their studies at university should complete an English tertiary (T) major. Some CIT apprenticeships also require the study of T English. Work is currently under way to develop senior secondary programs under the Australian Curriculum. These may be available to run in 2014. Details will be published on the Hawker College website when confirmed.

The code ★ is used to denote Honours units.

**ENGLISH (A)**

This course is aimed at a wide spectrum of students at Hawker College, in particular those who are not applying for university entrance. Students engage with a variety of texts including novels, plays, poetry, film, multimedia and web-based texts. Students who study English A include those who:

- have chosen to study English to fulfil requirements of the Year 12 Certificate
- will seek entry to the workforce at the completion of Year 12
- have specific literacy needs which they wish to improve.

Year 11 students undertaking a course in English (A) may choose in Semester 1 from any of the units listed below.

- **Australian Connections (A)**
  Students will study Indigenous Australians, Australian stereotypes, what has shaped Australian society today and what Australia will look like in the future.

- **Imaginary Worlds (A)**
  Myths, legends, science fiction, fantasy—an exploration of imaginative worlds.

- **Images of Childhood and Adolescence (A)**
  People's experiences of childhood and adolescence. How do you write for children? How does adolescence shape your future?

- **The Individual in Society (A)**
  Students will study how individuals, groups and 'fringe dwellers' impact the society in which we live.

- **Life Stories (A)**
  Students will explore the experiences of people from around the world, as recorded in biographical and autobiographical texts.

- **Conflict (A)**
  Students will explore people's experience of conflict in war and personal stories in a range of literature.

- **Madness and Mayhem (A)**
  Students will experience an adventure in the world of crime and horror fiction through film around the world and a range of media.

- **War Zones (A)**
  An exploration of war stories from around the world.

- **Rap, Rhythm and Popular Culture (A)**
  Inside the world of music, poetry, multi-media and social networks.

Elective units will be offered in different combinations in successive semesters.
English (T)
This course is for students who wish to continue their studies at university level. They should have successfully completed level 1 or 2 English at high school. Students undertake a range of assessment tasks with analytical, creative and oral components. After the common introductory unit, Experience of Literature, students may select from a range of 25 English units on offer.

Year 11 students undertaking a course in English (T) should choose Experience of Literature in Semester 1.

In the list of other units below, ★ indicates an Honours unit.

Experience of Literature: (T)
In this introductory unit students will explore, discuss and write about literary texts and contemporary issues. Students will focus on developing their thinking and analytical skills and their use of spoken and written English. They will study a novel, a play, short stories, poetry and a film. This unit introduces a range of activities and assessment tasks that will be encountered in other units in the course.

Australian Mosaic (T)
A study of Australian film and literature which aims to analyse and debate the qualities that make us Australian.

Children's Literature (T)
Study the development, diversity and appropriateness of children's texts. You will be author and illustrator of your own children's book.

Contemporary Issues (T)
Issues that affect people's lives—local, regional or global. May include issues of racism, the environment, ethical debates and crime.

Crime Fiction (T)
Sherlock Holmes, Agatha Christie, Ruth Rendall. In this unit you will examine the genre of crime fiction and its sub-genres (who-dunnit, detective fiction, espionage) through short stories, novels, films and TV series.

★ English a Dynamic Language (T)
Students will explore the evolving nature of the English language and its historical roots.

Fantasy (T)
Alternative worlds and realities; foundation myths; gender issues; features of fantasy literature—the breadth and depth of this genre.

Images of Adolescence (T)
What has been written about adolescents? Examine texts which deal with growing up, rebellion, fitting in, the transition to adulthood, relationships, body image, gangs and the search for identity.

Images of War (T)
The way that war has been portrayed and its cultural significance, contemporary conflict, the roles of civilians, victims and observers.

Images of Women (T)
Housewives, harridans or harlots? Respond to images of women from different societies as portrayed in text, film and media.

Imaginative Writing (T)
Find your own voice—for different audiences and purposes.

Literature from Many Lands (T)
The concerns and styles of writers and film makers around the world—Asia, Africa, South America, the Middle East and the Pacific.
Lives and Times (T)
Biographies and autobiographies—how these reflect both the personal experience of their writers and the eras they come from.

★ Love, Life and Death (T)
A close look at the world of novels from 19th century classics to emerging 21st century texts. Surprisingly all these novels have something in common—love, life and death.

North American Stories (T)
The themes, values and issues of North American writers from the earliest times until 1975.

On the Road (T)
Examine the role of the journey in literature. Great quests, inner struggles, epic feats. From mythology to the present day, the metaphor of the journey continues.

★ Poetry Lives (T)
Songs, lyrics, limericks and all sorts of fun! A study of the dynamism of poetry.

Power and Protest (T)
Respond to texts in which a range of political issues are examined. This unit looks at the power of the written and spoken word and its ability to inspire and move people into action.

★ Satire (T)
Examine the techniques, language, styles and purposes of satirical texts from the past to the present.

Science Fiction (T)
Students will have an in-depth look at this genre through short stories, novels and film.

★ Shakespeare, Love and Laughter (T)
Review the work of Elizabethan poets and playwrights. Explore the language, themes and characters of Shakespeare.

Shakespeare on Film (T)
Use visual texts to explore the timeless classics. Examine how cinematography adds to or detracts from the Bard's work.

Short Forms of Literature (T)
Fiction and non-fiction in shorter forms, including extracts, short stories, novellas, non-fiction writing and poetry.

Society and the Individual (T)
Students will examine how the voices of individuals fare against the power of the many.

★ Surreal, Absurd and Obscene (T)
Texts—novels, films, poetry and short stories—which challenged 20th Century society's moral, philosophical or artistic values.

★ Tragedy (T)
The forms and history of tragedy across a range of cultures; Shakespeare's tragedies.

USA Today (T)
Contemporary texts and issues from the USA.
ENGLISH AS A SECOND LANGUAGE (T/A)

This is a course specifically for students whose first language is not English. Students will be helped to develop appropriate reading, writing, listening and speaking skills. English as a Second Language (ESL) is generally for students who have been in Australia less than seven years. Sometimes there are exceptions for students with special needs.

Arising from work on the Australian Curriculum, there may be a new program in ESL, which is likely to be re-named English as an Additional Language or Dialect (EALD).

Writing extension is a registered half unit offered to bilingual students who need extra help with their English across all their subjects. Students from a non-English speaking background who are in mainstream English might benefit from extra language support. Students meet weekly in small groups to work on individual language problems.

Year 11 students undertaking a course in English as a Second Language should choose Introduction to Research and Writing Skills in Semester 1.

◆ Introduction to Research and Writing Skills (T/A)

This introductory unit provides students with essential academic skills for studying at college and improves students' skills in speaking, listening, reading and writing English.

Exploring Literary and Formal Texts (T/A)

In this unit, students examine the use of English for different purposes—from idioms used in casual language and literature to the academic language requirements of formal reports and essays.

Research Skills, Literature and Film (T/A)

Students extend their research skills and explore a range of literary forms such as novels, plays, films, short stories and poetry, and build oral and written skills for a variety of contexts.

Issues in Literature and Culture (T/A)

Through a study of world events and literature from a range of cultures, students critically analyse, evaluate and present written and oral responses that support a viewpoint.
History

The study of History allows students to place themselves in a range of cultural and intellectual contexts. It allows students to satisfy their natural curiosity about the diversity of human experiences through time. Through this study, students gain perspectives and understandings that encourage them to value diversity and develop empathetic understanding of others. (History Course Framework, ACT BSSS, 2008.)

HISTORY (T/A)
This course is for students who wish to develop an understanding of the forces and elements that have shaped human history in the recent and distant past. Investigation, interpretation and communication are emphasised in this course. It includes a wide range of units, listed below. A selection of these are on offer each semester. The course covers Anthropology and Ancient, Medieval, Renaissance and Modern History. No previous study of History is required.

Year 11 students undertaking a course in History should choose from units below marked with the diamond icon (◆).

◆ Indus Valley Civilisation to Pataliputra (T/A)
What were the achievements of the Indus Valley civilization? Who became known as the Buddha, and what was his message and influence? What were some key aspects of ancient Indian society, beliefs, art, architecture and culture?

◆ The Land of the Pharaohs (T/A)
What was life like in ancient Egypt? Who were Hatshepsut, Ahkenaten and Tutankhamun? What were some achievements of the ancient Egyptians?

◆ Dragon Lords and Sacred Warriors (T/A)
What was it like to live in medieval China and Japan? What were the achievements of dynasties such as the Tang, Sung, Ming and Yamato? What was the impact of religious beliefs? What was involved in being a samurai?

◆ Millennium—Disappearing Worlds (T/A)
What is it like to live in a small community? Why have such communities been faced with social, religious and ecological change? How have traditional societies responded to the influence of the modern world?

Anthropology of Gender (T/A)
How do different cultures create male and female roles? Are gender differences due to biology, culture or both? What is the place of initiation, marriage, pollution and taboo?

Myth and Magic (T/A)
How has religion been practised in different societies? What is the relationship between myths and rituals? How should we understand shamanism and witchcraft?

Greece to the Persian Wars (T/A)
What was significant about Minoan Crete and Mycenaean Greece? How should we interpret the Persian Wars? What was the role of women and what can we learn about the art, architecture and literature of Greece to the Persian Wars?

The Roman Republic (T/A)
What was it like to live in the Roman Republic? Why did Rome go to war with Carthage? What caused the downfall of the Republic? What were its art, architecture and literature like?
The Roman Empire (T/A)
What was the role of Augustus in establishing the Roman Empire? What factors led to the decline and fall of the Western Empire? What were some key developments in the Eastern Empire? What can we learn from art, architecture and literature, and from social features such as gladiatorial combat?

The High Middle Ages (T/A)
What was life like in medieval Europe? Why did the Crusades occur and what was their impact? How significant were peasants’ revolts and the Black Death?

The Renaissance (T/A)
How should we understand the European Renaissance? What was the contribution of people like Michelangelo, Lorenzo de Medici, Niccolo Machiavelli and Martin Luther?

Revolutions in the Modern World (T/A)
What is a revolution? What happened in examples such as the American, French and Russian Revolutions and who were the leaders involved?

Australia: Transition to Nationhood (T/A)
What factors influenced the demand for self-government in Australia? Which developments in journalism and popular culture were influencing the sense of being Australian? What was the experience of Australians in the Great Depression, World War One and World War Two?

The Great War (T/A)
What were the causes and effects of World War One? What were trench warfare and conditions for soldiers like? What happened in areas such as Gallipoli and the Western and Eastern Fronts?

Liberators and Revolutionaries (T/A)
What were some key developments in the history of modern India and China? What was Gandhi’s role in India’s independence movement and Mao’s role in China’s communist revolution?

War in the Modern World (T/A)
What are some theories of conflict and warfare? What were some causes, events and outcomes from conflicts such as the American Civil War, World War Two and the Vietnam War?
FOOD AND RESOURCE MANAGEMENT (T/A)

Students who are interested in investigating various aspects of nutrition and the effects on the human body, conducting experimental food chemistry procedures and examining world food resources, should consider completing the tertiary strand.

Students who are interested in gaining skills for independent living, basic cookery skills, learning about basic nutrition, other cultures and their food choices, should consider completing the accredited strand. Both strands have 4 non-sequential unit offerings.

Year 11 students undertaking a course in Food and Resource Management should choose Food Chemistry and Technology or Nutrition for Life in Semester 1.

Food Chemistry and Technology (T)

Investigates the chemical composition of food and how it reacts with other ingredients in the food preparation process. Students participate in the experimental application of food changes during cooking and investigate how technology has impacted on food processing techniques.

Nutrition for Life (A)

Focuses on the food nutrients required for good health throughout the human lifecycle. Students will prepare and report on a range of healthy food products and investigate what external and internal forces affect the maintenance of a healthy lifestyle.

Nutritional Science (T)

Focuses on the knowledge of nutrients in food, the relationship between food and nutrient intake and dietary diseases, the social and economic influences that affect the nutritional status of our society and the evaluation of food issues from a scientific perspective. A sound knowledge of biology or chemistry is recommended.

Food and Management (T)

Investigates our food resources and how we manage these in both the domestic and commercial environment. Students will learn methods of product development and waste management.
Independent Living (A)
Focuses on developing the essential skills of budgeting, accommodation choices, rights and responsibilities as a consumer and being able to make informed decisions on the selection of foods that are part of living independently.

Food and Culture in Australia (A)
Investigates the many cultures of the world, their food habits and range of ingredients that identify the dishes that are prepared. The students also look at what influences the Australian cuisine and the technological changes occurring with food preparation and presentation.

Food Security and World Resources (T)
This unit investigates the complexities of food production and availability around the world in relation to political and cultural backgrounds. The development of Australian eating patterns and indigenous foods is analysed in relation to our position in world food production.

Food First
This unit will focus on food hygiene practices, basic culinary terminology and the underlying principles of food selection, preparation and storage.

Practical applications within this unit will evaluate food preparation methods and final products that are prepared for food service including a variety of commercial foods.

HOSPITALITY (A/V)
Students who are interested in pursuing a career in the Hospitality industry—chefing, hotel management, food and beverage attendant etc should complete Hospitality. These courses are accredited, vocational, competency based and nationally accredited. Students can work toward achieving a Certificate II in Kitchen Operations or Certificate II in Operations. This certificate will allow students direct entry into CIT vocational courses. Students intending on completing an ASBA in Hospitality, also need to enrol in Hospitality so training needs can be fulfilled.

Year 11 students undertaking a course in Hospitality should choose one of the following units in Semester 1: Hospitality Essentials; Café Service; Hospitality Service Procedure. These are prerequisites for subsequent semester units. If you have completed any vocational competencies at high school you need to mention this when you are enrolling.

◆ Hospitality Essentials (A/V)
In this unit, students are introduced to the hospitality industry, with a focus on learning basic industry food preparation and presentation skills, hygiene procedures, occupational health, safety and security.

◆ Hospitality Service Procedure (A/V)
In this unit, students focus on developing food and beverage service skills, customer communication skills and practice these techniques in our training restaurant. Donovan’s training restaurant is open to staff, students and the public.

◆ Café Service (A/V)
In this unit, students focus on the business of operating a coffee shop. Students will develop skills in customer service, complete financial transactions and prepare a range of menu items and beverages from the coffee shop.
Hospitality Kitchen Procedure (A/V)
This unit follows on from Hospitality Foundation and is offered in Semester 2. There is a weekly practical lesson with a focus on developing basic methods of cookery skills that are used in the hospitality industry.

Catering Essentials (A/V) (Year 12 only)
The pre-requisites to this unit are Hospitality Foundation and Hospitality Operations. Students will prepare a wide variety of foods with a nutritional focus for service in our training restaurant. Students will investigate the operation of our training restaurant with an emphasis on wastage controls, portioning of dishes and costing of menus.

ClubStart
This unit provides students with valuable bar focussed skills suitable to being a Bar Attendant in a club or restaurant environment. Students work through the licensing rules for Responsible Service of Alcohol and Responsible Service of Gaming.

Structured Work Placements (SWL)
Students must participate in 2 work placements to complete the requirements for Certificate II Hospitality. Recognition of current or previous work in the hospitality Industry may be included as part of structured work placements.

Australian School Based Apprenticeship in Hospitality
Students can also be involved in an Australian School Based Apprenticeship (ASBA) through this course. Please ask the teacher for more information.

TOURISM (A/V)
This course is for students who wish to learn more about the fastest growing area of employment in the world. Students will investigate motivations and effects of tourism within Canberra, Australia and overseas.

Working in Tourism (A/V)
In this unit, students will learn how to perform office procedures using computers and technology such as the Internet. This unit will enable students to provide the information and advice to clients on locations, major attractions, and accommodation and basic geographical and historical features of International and Australian destinations. Students will learn essential skills needed to work in the Tourism Industry.

Tourism and Event Management (A/V)
In this unit students will learn about tourism and its importance to the world economy. Students will investigate working in the tourism industry, including the role of the different sectors and key legislation. Students will explore Australian tourist attractions and investigate Australia as a tourism destination. Students will discover the skills needed in the industry such as the ability to develop and update tourism industry knowledge, selling products and services, advising on products and services and providing visitor information.
Global Tourism (A/V)
In this unit students learn about the main features of selected international destinations including tourist attractions, history, geography, tourist services and how to research travel related inquiries. Students will learn how to source and provide destination information advice as well as access and interpret product information, particularly on the Pacific-Asia region. Students will also learn the skills to ensure occupational, health and safety in the workplace as well as working in a socially diverse environment.

Tourism Events Promotion
In this unit, students will focus on research and events in Canberra and will prepare and present a display to promote products. Students will also develop skills in scripted commentary and teamwork.
Information Technology

Information Technology is the study of information and intelligent systems, software development and application, hardware implementation, human computer interface/interaction and social, ethical and environmental issues. IT is integral to all aspects of contemporary society. Rapid and continuing advances in IT are changing the ways people share, use, develop and process information. The study of IT empowers individuals to participate in a rapidly changing technological world. (Information Technology Course Framework, ACT BSSS, 2011.)

INFORMATION TECHNOLOGY (T/A/V)

The course in Information Technology (IT) is designed for a broad range of students, from those who wish to go on to programming or computer engineering, work on developing websites, design games, through to hardware support and to those who just want to get a general overview of emerging applications in this field.

The course has 3 main streams, the Programming stream, the Networking stream and the Applications stream.

The Applications stream may be undertaken by students at T or A level. It places an emphasis on Web and database applications. Databases hold the information and the Web is the tool for accessing it, we believe that students with a solid grounding in these applications will find them broadly applicable to nearly all areas of life after college, be it further study or straight into the work force.

The Programming stream is available to students at a T level only. It is designed for those students who intend to progress to the study of the information sciences at a tertiary level. It will provide an insight into information technology and emphasises the structure of information technology systems. Students in this stream may also wish to take some units from the applications stream.

The Networking stream is available to students at a T level only. It covers material from the CISCO networking curriculum and is suitable for students who wish to pursue a career in networking or develop skills in installing/upgrading hardware and software.

As this course is also vocational, students may gain competencies towards a vocational certificate in IT (Cert 1 and Cert II), which may give them advanced credit towards units at tertiary institutions such as CIT. Students wishing to obtain the full certificate will be required to complete some units over and above the normal course requirements as well as a work placement. These additional units will relate to issues such as occupational health and safety, which are specific to the V course.

See College website (http://www.hawkerc.act.edu.au/our_curriculum/information_technology) for more details.

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<td>Programming</td>
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<td>Integration</td>
<td>2D Animation</td>
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Four languages are offered at Hawker College. We are unable to guarantee that all languages will run. The four languages and the levels at which they are offered are as follows:

<table>
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<tr>
<th>Language</th>
<th>Levels</th>
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<td>Chinese (T)</td>
<td>Beginning, Continuing and Advanced (Mandarin)</td>
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<tr>
<td>Italian (T)</td>
<td>Beginning and Continuing</td>
</tr>
<tr>
<td>French (T)</td>
<td>Beginning and Continuing</td>
</tr>
<tr>
<td>Spanish (T)</td>
<td>Beginning, Continuing and Advanced</td>
</tr>
</tbody>
</table>

Courses in languages are offered at three levels:

- **Beginning**—for students with little or no experience
- **Continuing**—for students who have completed at least three years’ study at high school
- **Advanced**—for native speakers, or for students who have studied in the country of the target language for two or more years.

**CHINESE (T)**

**Beginning Chinese (T)**

This course will enable students to understand and use written and spoken Chinese relating to familiar situations.

**Continuing Chinese (T)**

This course is for students who have studied Chinese at high school. It incorporates language work, literary and cultural studies.

**Advanced Chinese (T)**

This course is usually only for IPS students from China.

**ITALIAN (T)**

**Beginning Italian (T)**

This course will enable students to understand and use written and spoken Italian to greet people, introduce themselves and make arrangements (e.g. for travel).

**Continuing Italian (T)**

This course is for students who have studied Italian at high school. It provides a focus on developing language skills and cultural studies.
FRENCH (T)

Beginning French (T)
This course will enable students to understand and use written and spoken French in familiar and practical situations. Prospective students may have no background or a long gap in their studies at high school.

Continuing French (T)
This course is for students who have studied French at high school. It provides a focus on developing language skills and cultural studies.

SPANISH (T)

Beginning Spanish (T)
This course will enable students to understand and use written and spoken Spanish, to greet people, introduce themselves and make arrangements (e.g. for travel).

Continuing Spanish (T)
This course is for students who have studied Spanish at high school. It provides a focus on developing language skills and cultural studies.

Advanced Spanish (T)
This course is for native speakers of Spanish.
CONTEMPORARY DELIVERY MODEL FOR MATHEMATICS—BLENDED DELIVERY

Rationale
In the past we have had a number of students who have had the (possibly unconscious) belief that sitting on the chair in the mathematics scheduled class is equivalent to having learnt the content from that lesson; only to discover that in a few weeks, or in the next term or following year that they were then unable to recall any presumed knowledge. This meant that the student has not actually ‘learned’, or that they have been involved in only ‘surface learning’.

As teaching professionals we recognized that we need to do something different. Students need the opportunity to learn in more individualised ways, at learning times that are more suitable to them and in a way that can foster deeper connections and richer understanding.

This educational approach is not just about teaching mathematics. It is centred on providing our students an opportunity to learn about learning. There is much research (formal and anecdotal) that supports a shift to blended modes including online learning.

Blended learning and Flipped Classroom models are reporting continued success in schools both in Australia and around the world. Emerging research clearly shows that students from these learning models are outperforming students engaging in standard classroom delivery, especially in areas of Mathematics and Science.

How it works
Students in mathematics must complete minimum weekly criteria to meet the needs of the course. These are:

- Two hours face to face in the learning commons (time is recorded using a QR code and scanner)
- Online component (contribute to an online forum or complete an online quiz)
- Offline component (complete set tasks such as theory and practical and an investigation each week).

Students are accountable for demonstrating their learning and understanding continually throughout the course, of course with any number of teachers available to them for support, clarification and explanation.

More information
For more information you can peruse our www.hawkermaths.com website, which includes references about online, blended and flipped class learning.

Mathematics
We provide our students with a range of essential mathematical knowledge, skills and experiences. This enables them to meet successfully the future demands of life, university study at the highest level, workplace training, and to learn how to process the large amounts of information they will encounter.
MATHEMATICS (T)

Mathematics involves observing, representing and investigating patterns and relationships in social and physical phenomena and between mathematical objects themselves.

Mathematics is the science of patterns.

The mathematician seeks patterns in number, in space, in science, in computers, and in imagination.

Mathematical theories explain the relation between patterns...

Applications of mathematics use these patterns to explain and predict natural phenomena.

(National Statement on Mathematics for Australian Schools 1991 p4)

Many students study mathematics not because they want to be a mathematician but because they realise the benefit that mathematics can have on a broader education.

Tertiary mathematical courses often assume some mathematical knowledge or explicitly require mathematical prerequisites for study in most tertiary degrees. These can include but are not limited to: Commerce (Mathematical Methods at ANU, Mathematical Applications at UC); Economics (Mathematical Methods at ANU, Mathematical Applications at UC); Computer Science (Specialist Mathematics at ANU); Engineering (Specialist Mathematics at ANU); Finance (Mathematical Methods at ANU); Information Technology (Mathematical Methods at ANU and UC); Actuarial Studies (Specialist Mathematics double major at ANU); and Business Informatics (Mathematical Applications at UC).

Importantly, employers are recognising the benefit that students with mathematical studies can bring to their business. Skills such as analytical thinking, structured and unstructured problem solving and ability to apply rules, formulae and ordered processes to contextual situations are becoming wildly sought after and respected experiences.

Our tertiary courses can prepare students for life in the workforce and tertiary studies. There are three tertiary mathematical courses:

- Mathematical Applications
- Mathematical Methods
- Specialist Mathematics.

MATHEMATICAL APPLICATIONS (T)

This course is designed as a suitable preparation for general tertiary entry or for students intending tertiary study in areas where mathematical content is not emphasised, such as the applied sciences, nursing, sociology, education and sports administration. The CIT gives preference in their selection criteria to students with a tertiary mathematics major applying for courses such as laboratory technology, accounting, animal technology, building, automotive and electrical.

The course is intended to present mathematics as an organised body of useful knowledge and provides students with the skills and confidence necessary to apply this knowledge to practical situations. The content of an applications course provides students with the ability to think logically and communicate succinctly.

Over the two years a Mathematical Applications student would study the following units:

- Mathematical Applications 1: Matrices, Sequences and Series, Mensuration
- Mathematical Applications 2: Modelling, Matrices and Networks
- Mathematical Applications 3: Financial Modelling and Trigonometry

Low level of algebra encountered.
Mathematics was born and nurtured in a cultural environment. Without the perspective which the cultural background affords, a proper appreciation of the content and state of present-day mathematics is hardly possible.

R. L. Wilder

MATHEMATICAL METHODS (T)
This course is designed for students who intend subsequent tertiary study in disciplines in which a sound and broad knowledge of mathematics is required, such as the behavioural sciences, the social sciences, applied sciences, business, all engineering degrees, some sciences, economics, IT studies, commerce and accounting.

This course emphasises the acquisition and understanding of abstract mathematical concepts, relationships and techniques, incorporating practical explorations and meaningful applications.

The main difference between an Applications course and a Methods Course, is that Mathematical Methods is algebraically intense and introduces calculus concepts that are needed for study in a wide range of disciplines.

Students are provided with opportunities to analyse and solve real world problems and to communicate their reasoning through logical arguments.

A high level of algebra is encountered.

Over the two years a Mathematical Methods student would study the following units:

- Mathematical Methods 1: Numbers, Patterns, Relations and Functions
- Mathematical Methods 2: Introductory and Differential Calculus
- Mathematical Methods 3: Integral Calculus and Special Functions

Mathematics is the cheapest science. Unlike physics or chemistry, it does not require any expensive equipment. All one needs for mathematics is a pencil and paper.

George Polya (1887)

SPECIALIST MATHEMATICS (T)
This course is designed for students who intend further tertiary study in areas in which a sound and broad knowledge of mathematics is required, such as computer science, medicine, law, engineering and actuarial studies.

This course emphasises the acquisition and understanding of abstract mathematical concepts, relationships and techniques, incorporating practical explorations and meaningful applications. It has an emphasis on structure and proof, by incorporating harder and more abstract questions than a methods course and provides more challenging assessment items.

This course emphasises the acquisition of a deep understanding of abstract concepts and the ability to deal rigorously with extended logical arguments. Mathematical relationships and techniques are taught in ways that provide students with the opportunity to reason inductively and deductively, to make inferences and generalisations and communicate confidently.

This course is offered as a major, major minor or double major.

Very high level of algebra encountered.

Over the two years a Specialist Mathematics student, undertaking a major, would study the following units:

- Specialist Mathematics 1: Numbers, Patterns and Relations
- Specialist Mathematics 2: Trigonometry and Derivatives
- Specialist Mathematics 3: Integrals and Special Functions
A Specialist Mathematics Student undertaking a Major/Minor or Double Major would add to the specialist units another two or three-and-a-half semesters of study from this list of semester options. This list of options is a guide only—the topics offered may change depending on student interest and staff availability):

- Specialist Mathematics Option 1: Number Theory and Graphs and Networks
- Specialist Mathematics Option 2: Geometry, Conics and Further Matrices
- Specialist Mathematics Option 3: Vectors and Complex Numbers
- Specialist Mathematics Option 4: Further Calculus and Trigonometry.

As far as the laws of mathematics refer to reality, they are not certain; and as far as they are certain, they do not refer to reality.

Albert Einstein

GENERAL MATHEMATICS (A)

For students not needing a tertiary mathematics there is still a mathematical option available to you. General mathematics is an accredited course in mathematics which is designed to provide students with opportunities for continuing mathematical growth. This level of mathematics is for students who do not intend to continue formal mathematics beyond college but wish to continue developing basic mathematical skills. These skills are valuable for effective participation in society and are highly respected and sought after by employers. This course offers good preparation for some CIT courses.

The course focuses on mathematical skills and techniques that have direct application to everyday activity. The treatment of topics in accredited mathematics contrasts with the more abstract approach taken in the T mathematics courses.

Units in General Mathematics courses are contextually based to maximise the potential for relevance and engagement. Over two years a general mathematics student would study the following units:

- General Mathematics 1: Food Hospitals, Earning and Travel
- General Mathematics 2: Travel, Statistics and Trigonometry
- General Mathematics 3: Cars, Chance, Moving Out and Finance
- General Mathematics 4: Travel, Property and Applicable Maths, or
- General Mathematics 4: Apprenticeship Mathematics.

At Trade Related Mathematics we have identified two main areas that put students wishing to enter the workforce through an apprenticeship at a disadvantage.

One is simply leaving it too late to start the application process. An early start (Year 9 or 10) allows an insight into future employers’ expectations with two or three more years of schooling to hone the skills required.

The second, and the most important, is being able to perform basic mathematical problems without the aid of a calculator. This is required for all jobs and general day to day living but it is essential to pass the majority of pre-selection tests at any major company.

The main aim of these tests is to ensure that prospective apprentices and trainees will be able to successfully complete the mandatory TAFE or other studies required for the relevant trade.

TRM Website (http://trademaths.com.au)
The media are one of the most powerful influences on contemporary society as they inform, educate and entertain. The media are important channels for education and cultural exchange. The media are fundamental to our self-expression and representation as individuals and as communities. The media enable us to understand ourselves as Australian and global citizens, consumers, workers and imaginative beings. They also provide a means to connect with and learn about our own and other cultures and practices. (Media Course Framework, ACT BSSS, 2008.)

MEDIA (T/A)
The course is aimed at students who have a strong interest in communication, creating media productions, studying media products or who wish to expand and complement their studies in other areas. Students are able to access a broad range of media equipment, including: fourteen new high definition HD video camcorders; video editing using iMacs, Adobe CS5 Master Suite and sound production equipment; a radio studio; and a television studio with studio lights and green screen facilities.

Year 11 students undertaking a course in Media should choose Media Foundations in Semester 1.

Media Foundations (T/A)
Strike a pose! Lights, Camera, Action!
This unit explores the relationship between media and culture, as well as examining media issues such as censorship, bias and ownership. In this unit you will make, produce and analyse a variety of media products such as short films, video clips, adverts, scripts etc.

Documentary Production (T/A)
Study the conventions of documentaries and apply your understanding and skills in your own documentary production.

Film Genre and Cultures (T/A)
Study a variety of international film styles, directors and cultural aspects. Pay homage to a particular film style in the practical. Work on a practical assignment related to your favourite genre.

History and Development of Film (T/A)
Where did film begin? Straight to the poolroom! Find out where it all began and where it is headed. Explore the relationship between the cinema industry, its audience, and the production process. Work on a practical assignment related to your favourite genre/auteur/director.

Journalism Genre (T/A)
Study the conventions of journalism. This unit explores the genre—sports, news, travel, investigative, freelance and feature writing.

News and Current Affairs (T/A)
CNN... Today Tonight... A Current Affair... learn how to anchor and produce quality news and current affair programmes.

Process to Production (T/A)
This is recommended as the final unit in a media major. Showcase your media skills as you plan, script and film a major production.

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Process to Production (T/A)
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Radio (T/A)
Run the new, fully automated college radio station while engaging in digital sound production techniques, writing for radio and radio programming.

Television (T/A)
Television as entertainment! Study a wide variety of non-fiction genres including reality television and explore the nature and affect of popular television programs. Apply your understanding and skills to your own TV production.

Television Genre (T/A)
Create your own piece of pop culture, TV drama, sitcom or soap opera after studying a wide range of television programs.

Sound (TA)
Do you hear what I hear? Create an audio production or sound track after exploring the technical and creative aspects of sound.

Video Production (T/A)
Explore video production technology and learn industry standard techniques of editing, lighting and camera work. Learn to use Adobe’s Creative Suit (CS5) and our new high definition cameras.

Popular Culture (T/A)
Fads, fashions, icons and celebrity. The rise of consumerism, representation and appropriation. Analyse and evaluate the social construction of pop culture. Apply these skills in a production.

World Cinema (T/A)
Study films in their cultural context. Look at key directors who influenced the West. Pay homage to your favourite cinematic movement in your production.
Physical Education and Outdoor Adventure

Students studying courses in Physical Education seek the challenge of understanding and enhancing the performance of the human body. They are developing options for future career and study pathways with a sports focus and also striving to maintain an active and healthy lifestyle in an exciting supportive environment.

EXERCISE SCIENCE (T/A)  
(Formerly Human Movement)

A four unit course (major/minor with students completing six units is also available) focusing on sport as a science. This allows the students to gain a better understanding of the way our bodies function as a complex machine. The content includes theory, labs and practical fieldwork with possible camps to Thredbo and the coast, plus a one day snow skiing lab. This course also runs and maintains its own gym and fitness lab for student use.

Students will find this course useful if they are considering courses in nursing, physiotherapy and associated medical/health areas or teaching. It is also useful to students who are intending to do Fitness and Recreation at CIT, or for students who would like to understand more about sports performance.

Year 11 students undertaking a course in Exercise Science should choose Basic Functional Anatomy and Physiology in Semester 1.

◆ Basic Functional Anatomy and Physiology (T/A)

Students will study the anatomy and physiology of the circulatory, respiratory, skeletal, muscular and nervous systems. They will alsoanalyse movement using practical methods.

Sports Performance and Nutrition (T/A)

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 session will be undertaken and training methods will be analysed. Students will also gain an understanding of the relationship between food intake, energy expenditure and metabolism, identifying specific dietary requirements for a variety of athletic performance.

Exercise Physiology and Sports Medicine (T/A)

Students will investigate exercise physiology and muscle contraction. Practical training sessions will be held in the gym. They will gain a 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; and the promotion of safety in prevention of sporting injuries.

Biomechanics and Sports Psychology (T/A)

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.

SPORTS STUDIES  
(Year 12 students only)

Students may choose to complete a major minor in Exercise Science in year 12 by enrolling in the Sports Studies units: Social Issues in Sport and Skill Acquisition in semester 1 and Sport Recreation and Leisure and Ethical Issues in semester 2.
OUTDOOR EDUCATION (A)
Select from a broad range of exciting adventure activities. Major aims of each unit are personal and interpersonal development, safe adventure, excitement and fun. Preparation, both theory and practical, are an essential part of each unit as a lead-up to the unit expedition. Units are discrete and generally non-sequential but some units have pre-requisites, e.g. swimming proficiency tests for sea kayaking, snorkelling and scuba, and scuba for advanced scuba. Units are designed to minimise the impact on other areas of study. In most cases units will be completed before the end of term to allow more time to effectively prepare for assessable items in other units.

NOTE: All Outdoor Education units are term units, 0.5 standard units.

Year 11 students undertaking a course in Outdoor Education should choose one of the following units in Semester 1:

- Horse Trekking
- Surfing
- First Aid
- Snorkelling
- Bushwalking
- Scuba Diving
- Marine Naturalist
- Multi-sport Adventure
- Rock Climbing
- Introduction to Ropes

◆ Horse Trekking (A)
In this unit students will be introduced to the skills of horse trekking. They will participate in a three day camping excursion, team building activities, relevant first aid skills, minimal impact studies, care of equipment, hazard awareness and incident prevention and response. There will be part day horse riding sessions that students will need to successfully complete to participate in the three day camp. There is an extension unit available—Advanced Horse Trekking.

◆ Surfing (A)
In this unit students will be introduced to the skills of surfing. They will participate in a three-day camping excursion, team building activities, relevant first aid skills, minimal impact studies, care of equipment, hazard awareness, incident prevention and response, awareness of coastal geography and the science of wave. There will be swimming sessions that students will need to successfully complete to participate in the three day camp. There is an extension unit available—Advanced Surfing.

◆ First Aid (A)
A vital unit for students looking to spend time in the outdoors, and also extremely helpful as part of: your CV; a major in this and other courses; a prerequisite for further study; students search for employment; or simply as a valuable community service. This unit has a large practical component, including a lot of scenario work. Cost will cover all instruction, text, examination and accreditation as well as materials for scenarios.

◆ Snorkelling (A)
In this unit students will be introduced to the skills of snorkelling. They will participate in a three day camping excursion, team building activities, snorkelling skill development, relevant first aid skills, minimal impact studies, care of equipment, hazard awareness and incident prevention and response. Students will need to display satisfactory swimming proficiency prior to the three day camp.

◆ Bushwalking (A)
In this unit students will be introduced to the skills of bushwalking. Students will participate in appropriate camping and navigational skills, environmental awareness and wilderness safety, a three day camping excursion, team building activities, relevant first aid skills, minimal impact studies, selection, use and care of equipment, hazard awareness and incident prevention and response. There is also Bushwalking Expedition where students have the opportunity to participate in an extended walk in more remote regions.
- **Scuba Diving (A)**

  In this unit students will be introduced to the skills of scuba diving and complete an open water diving certificate. They will participate in a two or three day coast based field trip, team building activities, relevant theory and practical skills work, and their open water dives. Students wishing to complete any other scuba units must complete this course as a prerequisite. There are extension units available—Marine Naturalist and Advanced Scuba, Extended Scuba Training and Marine Expedition.

- **Extended Scuba Diving (A)**

  Students complete a two day trip to the sought coast and Montague Island where they complete a night dive and dive with the seals. Students also undertake study of the Australia Fur Seal. Students must have their open water scuba qualification.

- **Advanced Scuba Diving (A)**

  Students gain their Advanced Scuba qualification, while staying on and diving from a ‘Live-aboard’ dive boat in Jervis Bay. Students also undertake marine studies and research. Students must have their scuba qualification to complete this unit.

- **Marine Naturalist (A)**

  This course has the open water scuba qualification as a prerequisite and will further enhance students scuba diving skills and understanding of the marine environment. Students will visit some of Australia’s best dive sites, including South West Rocks where they will dive with turtles, grey nurse sharks and an abundance of other sea life. The dives on this trip will be more challenging and students will complete research on marine life specific to the dive area. They will participate in a three day camping excursion, team building activities, relevant first aid skills, minimal impact studies, care of equipment and safety.

- **Oceans: Environment and Recreation (A)**

  In this unit students will be introduced to a variety of different coastline oriented activities, developing personal and activity specific skills across these various activities. They will participate in a three day camping excursion that includes: problem solving; team building activities; relevant first aid skills; minimal impact studies; selection, use and care of equipment; hazard awareness; and incident prevention and response.

- **Rock Climbing (A)**

  In this unit students will be introduced to the skills of rock climbing. They will participate in a three day camping excursion, team building activities, rope skills and climbing techniques, relevant hazard awareness and incident prevention and response, minimal impact studies, care of equipment and equipment safety. There are extension units available—Seconding and Lead Climbing.

- **Introduction to Ropes (A)**

  In this unit students will work on their basic rope skills. They will participate in a three day camping excursion, developing and extending their rope skills and knowledge through problem solving, team building activities, relevant first aid skills, minimal impact studies, selection, use and care of equipment, hazard awareness and incident prevention and response.

- **Advanced Ropes (A)**

  In this unit students will develop their rope skills significantly. They will participate in a three day camping excursion, extended rope skills activities and problem solving, team building activities, relevant first aid skills, minimal impact studies, selection, use and care of equipment, hazard awareness and incident prevention and response.
Cross Country Skiing (A)
In this unit students will be introduced to the skills of cross country skiing. They will participate in a two or three day alpine excursion, team building activities, relevant first aid skills, minimal impact studies, selection and care of equipment, hazard awareness and incident prevention and response. Students will need to display satisfactory fitness proficiency prior to the two or three day camp.

Alpine Skiing and Snowboarding (A)
In this unit students will be introduced to the skills of alpine skiing and/or snowboarding. They will participate in a two or three day alpine excursion, team building activities, relevant first aid skills, minimal impact studies, selection and care of equipment, hazard awareness and incident prevention and response. Students will need to display satisfactory fitness proficiency prior to the two or three day camp.

Caving (A)
In this unit students will be introduced to the skills of caving. They will participate in appropriate rope skills, underground navigation, a three day camping excursion, team building activities, relevant first aid skills, minimal impact studies, selection, use and care of equipment, hazard awareness and incident prevention and response. There is an extension unit available—Cave Leadership.

Bushcraft and Survival (A)
In this unit students will be introduced to the skills of bushwalking. Students will participate in appropriate camping and bushcraft skills, environmental awareness and wilderness safety, a three day camping excursion, team building activities, relevant first aid skills, minimal impact studies, selection, use and care of equipment, hazard awareness and incident prevention and response.

Marine Naturalist (A)
This course has the scuba unit as a prerequisite and will further enhance students scuba diving skills and understanding of the marine environment. The dives on this trip will be more challenging and students will complete research on marine life specific to the dive area. Students will participate in a three day camping excursion, team building activities, relevant first aid skills, minimal impact studies, care of equipment and safety. Extension unit available—Advanced Ropes.

Canyoning (A)
Students will be introduced to the skills of canyoning. They will participate in a three day camping excursion, team building activities, rope skills and relevant techniques, first aid skills, minimal impact studies, care of equipment, hazard awareness, incident prevention and response. Extension unit available—Advanced Ropes.

Sea Kayaking (A)
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.
**Physical Education (A)**

This course is designed for students with an interest in physical activity, personal fitness, sport and recreation. A mainly practical course, that also caters for students who would like to gain coaching accreditation or learn how to organise and manage various competitions. It is a suitable foundation for students considering various fitness and recreation courses at CIT.

The course aims to build your self-confidence and develop skills and attitudes, which may lead to sustained interest in leisure activities in post college years.

**Year 11 students undertaking a course in Physical Education should choose one of the following units in Semester 1:**

- Racquet Sports and Indoor Team Sports or
- Fitness Activities and Sport–Skills–Striking.

**Racquet Sports and Indoor Team Sports (A)**

Students will participate in skill development in a variety of Racquet Sports and Indoor Team Sports as well as the rules and scoring methods of those sports. They will analyse tactics, skills, practices and team strategies involved in the sports covered. These could include tennis, badminton, squash, racquetball, table tennis, basketball, volleyball and futsal.

**Fitness Activities and Sport–Skills–Striking (A)**

Students will develop an understanding of physical fitness, identify the components and ways of measuring this while actively participating in activities which develop fitness. They will also participate in a variety of different striking sports, such as baseball, softball and cricket, developing their skills and understanding of both individual and team play.

**Modified Sports and Sports Coaching (A)**

Students will undertake practical activities in modified sports, to develop and improve sports-related skills and develop coaching skills in a variety of settings. They will develop and implement their own modified sports and activities and demonstrate and organise skill practises in presenting various coaching sessions across different sports.

**Sports Competitions and World Sports (A)**

Students will develop an understanding of the principles involved in organising sporting competitions through practical involvement in devising and implementing competitions in various sports. They will also be exposed to a variety of world sports to develop team and individual skills. Activities in this unit could include: croquet, pateka, european handball, kushti, gaelic football, la crosse, curling, bocce, sipa (hackey sack), jai alai, floor hockey.

**Sports Administration (T/A/V) Certificate II and Certificate III**

This course will enable students to: attain a nationally recognised Certificate II, Certificate III, or Statement of Attainment in Sports Fitness and Administration; work in the sport industry whilst still at college; and develop sound workplace skills, knowledge and experience.

This course will be attractive to those students who are interested in: entering directly into the Sport and Recreation Industry or teaching; working part-time while still studying at college; working in sports coaching or fitness; assistance in the transition to CIT if planning to study in a sports’ associated course. The course also develops confidence and organisational and administrative skills that can be applied to a variety of workplaces. It is a project based course where students gain experience running a number of local and community sporting events, including primary school swimming, cross country and athletics carnivals, as well as, taking a leadership role in administering the Ben Donohoe Walk and Run for Fun—a significant community fund raising event.

Students may have the opportunity to apply for an Australian School Based Apprenticeship (ASBA) as a sports leader in a local primary school, high school, at a fitness centre or with local sporting organisations.
Year 11 students undertaking a course in Sports Administration should choose *Introduction to Sports Industry* in Semester 1.

**Introduction to Sports Industry (T/A/V)**
Students will undertake the planning and implementation of a primary school sports carnivals. They will develop workplace and communications skills in a sports setting, including computing, organisational and occupational health and safety. They will also be involved in planning and delivering a sports coaching module to primary students.

**Event Management and Sports Administration (T/A/V)**
Students will develop sports industry skills including the organisation and delivery of local sporting events as well as the financial and customer support issues associated with these events. They will also look at the various industry sectors and potential career paths in the sport and recreation industry.

**The Sport Industry and First Aid (T/A/V)**
Students will develop leadership skills in administering sports carnivals while working as part of the Sport and Recreation Industry. They will also learn to respond to emergency situations and gain their First Aid Certificate.

**Event Leadership and Project (T/A/V)**
Students studying this unit will coordinate and process registration and entries for a major sporting event, as well as prioritise work and manage the workload of a sports office. They will also take on the organisation and leadership of the Ben Donohoe Run and Walk for Fun.

**SPORTS DEVELOPMENT (A)**
For those students who have advanced in their chosen sport to a level where time management becomes paramount. The course aims to cater for the demand on students, both physically and academically, by providing students with knowledge and skills to enhance their complete potential in both sporting and academic endeavours.

Year 11 students undertaking a course in Sports Development should choose *Time Management and Drugs in Sport* in Semester 1.

**Time Management and Drugs in Sport (A)**
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 Injuries and Applied Time Management (A)**
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 Psychology and Career Planning (A)**
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 Promotion and Administration (A)**
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.
Science

The Scientific Method involves four steps: observation, analysis, prediction and testing. Developing your skills in these areas will be an asset in any career or field of study that you choose. You may never go near a laboratory or an experiment again in your life, but you will use the thinking skills you develop from science subjects for the rest of your life.

BIOLOGY (T)

The Biology course will enable students to pursue an interest in living things. It will provide a sound background if students wish to proceed to areas of study which have a biological basis, or require an appreciation of biological matters.

Sequence of units:

◆ **Introductory Biology (T)**
In this unit, students learn about cell structure and function, biochemistry, microscopy, cellular processes (such as diffusion, osmosis and active transport), mitosis and cell specialisation.

◆ **How Living Organisms Function (T)**
This unit introduces students to the basic life functions and processes found in plants and animals. Life functions include: nutrition, gas exchange, excretion, transport systems and structural support systems.

◆ **Coordination, Reproduction and Disease (T)**
This unit introduces students to the nervous and endocrine systems involved in coordinating the activities of the human body. Asexual and sexual reproductive strategies used by both plants and animals, as well as meiosis and spermatogenesis and oogenesis are covered in the reproduction section. The disease section focuses on infectious diseases and the pathogens that cause them. The human immune system and its response to infectious disease is also studied.

Principles of Genetics and Genes in Action (T)

This unit covers the structure and function of DNA and RNA and their involvement in protein synthesis. The major patterns of inheritance and pedigree trees are also covered. The world of biotechnology is explored by investigating the molecular tools and techniques used and visits to CSIRO to participate in experiments working with DNA are incorporated. (The Principles of Genetics unit is a prerequisite for the Genes in Action unit).

Detailed unit information can be found at www.hawkerc.act.edu.au/our_curriculum/science/biology

CHEMISTRY (T)

Chemistry is a science that helps students to understand the world around them. The Hawker College Chemistry course caters for students who are interested in science with a view to a career and those who wish to achieve a well-rounded college education or who are interested in careers requiring knowledge of science.

Sequence of units:

◆ **Introductory Chemistry (T)**
A general introduction to matter and then a study of the Mole. This unit is a prerequisite for further studies in Chemistry

◆ **Acids, Redox and Organic Chemistry (T)**
This unit is offered during semester 2. The topics studied include acids and bases, reduction and oxidation and carbon chemistry.
Physical Chemistry (T)
Topics covered include gases, modern atomic theory, thermochemistry and reaction kinetics and equilibrium.

Biochemistry
Biochemistry is the science in which chemistry is applied to the study of living organisms and the atoms and molecules which comprise living organisms. This includes organic molecules and their chemical reactions.

Detailed unit information can be found at http://www.hawkeract.edu.au/our_curriculum/science/chemistry

GENERAL SCIENCE (T/A)
This course is for students who have an interest in Science but who are not necessarily committed to further studies in this area. In this course we cover topics from each of the major areas of Science.

Sequence of units:

◆ The Human Machine in Health and Sickness (T/A)
Students will learn how the body works, what kinds of organisms may attack the body and how the body can fight back.

Our Perilous Planet (T/A)
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.

Life and Crime (T/A)
The student will learn about living things and then move on to a study of forensic science.

Living in the 21st Century (T/A)
Looks at the underlying scientific concepts behind common aspects of modern life. Issues examined include the chemical properties of cosmetics, medicines, cleaning products, etc. The generation of energy, it’s supply and transmission as well as the impact of these processes on the environment and finally the impact of human beings on the ecosystem.

Detailed unit information can be found at http://www.hawkeract.edu.au/our_curriculum/science/general_science.

PHYSICS (T)
This course is designed to give students a sound grounding in Physics as a preparation for tertiary studies. If students intend studying science and technology courses at a tertiary institution, they should check the course requirements, as Physics at secondary college level is often assumed knowledge for science based tertiary courses. Students should also consider studying Physics for general education purposes to assist in related science fields.

It is recommended that students have a level one mathematics background from studies in Year 10, or a strong performance in level two.

Sequence of units:

◆ Force and Complex Motion (T)
Introduces linear motion and Newton's Laws, and examines different types of forces and energy, projectile motion, circular motion and the wave theory of light.

Charge and Electromagnetism (T)
Heat, electric circuits and fields are studied, and the interaction between electricity and magnetism and electric generators and motors.

Geometric Optics and Waves (T)
Examines physical properties of light such reflection, refraction, diffraction and interference and optical devices such as lenses and mirrors as well as considering the nature of light as a particle and a wave.

Nuclear and Atomic Physics (T)
Looks at the component particles of the atom and the nucleus as well as their properties and how they interact. Examines topical issues around nuclear physics such nuclear energy, nuclear weapons, medical and industrial applications and health and environmental factors.

Detailed unit information can be found at www.hawkeract.edu.au/our_curriculum/science/physics
Social Sciences

Select a course in this area to learn about the world and the social systems developed by the people who lead the world.

PSYCHOLOGY (T/A)
Psychology is the scientific study of the brain, behaviour and mental processes. Studies in this area help us to understand people through analysis of their experiences, biology, culture and identity. Psychologists seek to answer fascinating and fundamental questions about the human race, and a background in this subject is helpful for many careers, such as those in health, education, marketing, design, management and so on. These units are helpful if you wish to undertake tertiary study in psychology or sociology.

Year 11 students undertaking a course in Psychology should choose Psychology, Sensation and Perception in Semester 1.

Psychology, Sensation and Perception (T/A)
This unit examines the nature and methods of psychology as well as the psychological basis of our sensations and perceptions.

Infancy to Adulthood (T/A) Semester 2
This unit explores the nature of human development over the lifespan, concentrating on the forces that shape behaviour (from birth to old-age) and various individual responses.

Mental Abilities, Learning and Memory (T/A) Semester 3
This unit examines the psychological basis of intelligence, thinking, creativity and other important mental abilities. It also examines how we learn and how our memory systems function.

Personality and Abnormal Psychology (T/A) Semester 4
This unit examines the main theoretical explanations of personality, as well as the methodology and ethics of psychological testing. It then explores the concept of mental health and the diagnosis and treatment of various mental and behavioural disorders.

SOCIOLOGY (T/A)
Sociology is the study of the processes of social organisation and change and their consequences in human life. Using methods of investigation and critical analysis, sociologists explore issues of significance to society, including race, gender, religion, crime and social behaviour. This area of study is broad and constantly changing and is useful for anyone interested in studying social science at a tertiary level or working in the community sector.

Year 11 students undertaking a course in Sociology should choose Sociology of Gender, Youth and Culture in Semester 1.

Sociology of Gender, Youth and Culture (T/A)
This unit explores the changing definitions of gender and sexuality, through analysis of key issues such as stereotyping and division of labour. The role of the media in society is also explored, as well as the construction of culture and social norms, and concepts of adolescence, subcultures and delinquency.

Sociology of Family, Health and Medicine (T/A—Semester 2)
This unit evaluates the forces behind changing patterns of family structures, marriage and domestic relationships, and explores the social construction of health and illness through various case studies and theoretical perspectives.
BEHAVIOURAL SCIENCE (T/A)

Behavioural Science is the scientific study of how people think, feel and behave. It gives students a better understanding of themselves and others and provides a useful background for jobs such as nursing, teaching, childcare, advertising, interior decorating, market research, workplace psychology and many other careers which involve contact with people. These units are helpful if you wish to undertake tertiary study in psychology or sociology.

A major (or major-minor) in Behavioural Science is achieved if students wish to combine study from both the psychology and sociology disciplines.

LEGAL STUDIES (T/A)

Legal Studies is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates within Australian and international contexts as well as encouraging students to understand the impact of the law, legal system and legal processes in their daily lives.

Opportunities for further involvement in Legal Studies include:

- Youth Cabinet
- Youth Parliament
- University of Canberra Mock Trial Competition
- Legal Seminars
- Constitutional Convention
- Excursions (such as Supreme and Magistrates Courts, Parliament House).

Year 11 students undertaking a course in Legal Studies should choose Legal Systems and Sources of Law in Australia in Semester 1.

◆ Legal Systems and Sources of Law in Australia (T/A)

This is an introductory unit which examines legal principles such as justice, fairness and equality. Students will consider the social, cultural, moral, political and economic influences on the law. The second part of this unit looks at sources of law in Australia and provides an historical overview of law in Australia.

Crime and Consumer Law (T/A) Semester 2

The first part of this unit examines the concept of crime by exploring the principles of criminal law. Students will become familiar with the elements of a crime, sources of law and jurisdictional issues in the field of criminal law. The second part of this unit looks at the definition of consumer and introduces students to the basic principles of contract law. Students will become familiar with Australian Consumer Law and will be able to identify consumer rights under legislation.

Family and Property Law (T/A) Semester 3

The first part of this unit examines the changing nature of families and laws governing family relationships including divorce and the role of the Family Court. In the second part of the unit students will examine the concept of property law in the Australian legal system. Students will gain an understanding of legal principles around possession, ownership, native title, personal property and intellectual property.

Torts, Sport and Law (T/A) Semester 4

In this unit students extend their understanding of legal principles as they examine situations where a person's behaviour has unfairly caused someone else to suffer loss or harm. Students analyse torts of negligence, defamation and trespass and discover remedies offered through the courts. In the second part of this unit students look at contemporary issues in sport such as contracts for professionals, dispute resolution, discrimination and drugs.
SOCIAL AND COMMUNITY WORK (A)

PLEASE NOTE: The following information has been included as a guide only to give you an indication as to the types of units that may be available.

This course is designed primarily to prepare students for work in the industry. It is focused on developing interpersonal and care giving skills for work in the fields of Child Care, Community Work, Disability Support, Aged Care and Youth Work.

Year 11 students undertaking a course in Social and Community Work should choose Understanding Community Services in Semester 1.

Understanding Community Services (A)
This unit is an introduction to the community services sector and to working with people within these organisations.

Child Development (A) Semester 2
This unit covers babies’ needs, security and safety issues with babies and infants, the nutritional needs of children and child development issues relevant to working effectively with young children.

Disability and Aged Care (A) Semester 3
A unit that identifies the range and impact of disabilities and how community services organisations can service their needs. The unit is also an introduction to caring for older people within a legal and ethical framework.

Issues in Youth Work (A) Semester 4
An introduction to how community services can support the needs of youth in society, with mention of support for alcohol and drug related issues.
Technology

Enquiry, design and problem solving methodologies are a strong focus in the study of technology, exposing students to learning experiences which can be intellectually challenging and developmental in nature. Courses in Automotive Technology and Design and Graphics are being re-written. The Board of Senior Secondary Studies will publish new versions towards the end of 2013. Titles and contents of courses and units may change in 2014.

AUTOMOTIVE TECHNOLOGY (A/V)
This popular course is for any student who would like to learn about the operation and maintenance of motor vehicles. It is a comprehensive course with a practical skills focus. Students do not need prior automotive knowledge.

Year 11 students undertaking a course in Automotive Technology should choose Automotive Fundamentals in Semester 1.

◆ Automotive Fundamentals (A/V)
Students need have no prior automotive or mechanical knowledge as the course starts with simple engines and works through the many functions and components of a motor car, buying, insuring and costing ownership of a car. The course is largely practical but does involve a structured theory component.

Automotive Electrical Systems (A/V)
In this unit students learn to: remove and tag automotive electrical system components; remove and replace electrical, electronic units and assemblies; and service, maintain or replace batteries. Basic wiring including how to wire in a stereo is also included.

Automotive Engine Systems (A/V)
In this unit students learn to identify dangers and abide by OH&S procedures in an automotive service and repair environment. They: remove, dismantle, inspect, tag, reassemble and report on the serviceable condition of an automotive engine block or cylinder head; perform a basic engine analysis and tune up; use and maintain measuring equipment; have an overview of the operation theory and reconditioning procedures related to multi cylinder engines; and work on projects relating to automotive engine systems.

Automotive Vehicle Systems (A/V)
In this unit students learn to identify dangers and abide by OH&S procedures in regards to inspecting vehicle transmission, suspension, steering, braking and drive-line systems in an automotive service and repair environment. They explain and practically apply the operating principles of various automotive vehicle systems, including transmission, suspension, steering, braking, and drive-line systems and perform a basic roadworthiness inspection inline with registration authorities standards.

DESIGN AND GRAPHICS (T/A)
This course is targeted at students who wish to engage in a course of study that encourages autonomy, personal organisation and project management. The course is designed for a wide range of students. It will contribute to the development of technological literacy and will develop the communication, analytical and problem solving skills required for a large number of educational and vocational aspirations.

Year 11 students undertaking a course in Design and Graphics should choose one of the following in Semester 1:
• Computer Aided Drawing and Design (CADD)
• CADD—Applications
Computer Aided Drawing and Design (CADD) (T/A)

This foundation unit will enable students to use a CADD package and apply the design process in the designing of a range of tasks. Students will also learn drawing interpretation, freehand sketching, orthographic and isometric presentations and the application of Australian standards. Students will acquire skills in fundamental 2D CADD modelling techniques such as using drawing tools, modifying tools, understanding the co-ordinate systems and spatial concepts.

CADD—Applications (T/A)

This unit will enable students to further develop CADD techniques and concepts. Student will learn to use a 3D CADD software package to design, visualise, test and analyse their projects. They will also learn how to render 3D environments to achieve photo realistic results. This unit introduces Computer Aided Manufacture and the relationship between CADD, CAM and CAE, including 3D scanning, prototyping 3D printing, milling and moulding.

Architecture (T/A)

Prerequisite CADD or CADD application

This unit is designed to introduce students to the use of fundamental presentation techniques and concepts e.g. plans, elevations, sections, site plans, and architectural symbols. The students will gain experience in using Architectural CAD applications, develop an understanding of siting and energy considerations, construction of architectural models, building materials and processes and the historical, environmental, and social issues in architecture.

Architecture—Application (T/A)

Prerequisite Architecture

This unit will further the students understanding of architecture. Topics that will be covered are town planning, human needs, sustainable and environmental design, landscaping, recycling, passive solar and energy efficient design and technological innovation in materials and processes. The students will be asked to present their architectural ideas and concepts in a variety of ways such as written, CADD and three dimensional presentations.

Major Design Project (T/A)

The purpose of this unit is to offer the opportunity for students to undertake self directed study. It is appropriate that after three units of study a student will be able to put into practice previous learning experiences giving the student an opportunity to study a particular area of interest within the subject. This unit provides an opportunity for students to receive individual assistance from the teacher. Students are expected to manage a ‘real’ client relationship and design a ‘real’ solution to a brief.

DESIGN AND TECHNOLOGY (T/A)

This dynamic and engaging course is targeted at students who wish to engage in a course of study that encourages autonomy, personal organisation, project management and promotes problem solving processes. It is a course, which aims to prepare students for careers in the technology and design fields such as Industrial Design, Product Design, Architecture, Interior Design, Interior Architecture, Landscape Design, Jewellery Design, Furniture Design and Design Management. Design and Technology prepares students for tertiary studies beyond college. Where possible, guest speakers and industry visits are incorporated into this course.

Year 11 students undertaking a course in Design and Technology should choose one of the following in Semester 1:

- Product Design
- Design and Manufacture
- Environmental Design.

Product Design (T/A)

This foundation unit will allow students to learn the basics of design, sketching, introduction to CADD software, product representation drawing, application of the design process, selection and use of a variety of materials and
the management of consumer based design projects. Documentation and visual records of project development are to be included in a design folio.

◆ Design and Manufacture (T/A)
This unit introduces students to the study of industrial design which include aesthetics and ergonomics, industrial production processes, rapid prototyping and sustainability. Students undertake a series of projects and practical tasks where the emphasis is on developing an understanding of a range of manufacturing processes and materials, their properties, characteristics and applications. Students are expected to design and manufacture projects using a variety of materials and processes. Industry visits underpin the unit content.

◆ Environmental Design (T/A)
This unit introduces students to architectural design centred on domestic, public and commercial environments. Students explore issues such as sustainability and energy efficiency, current trends in design and inclusive design. The students learn to represent their designs as rendered drawings and 3D models.

◆ Major Design Project (T/A)
This unit should be the culmination of the course goals where students are expected to work independently and in cooperation with others on a major design project. It is expected that students will utilise sound research strategies, risk and project management processes and record all stages of project development. To enrol in MDP, students must have successfully completed at least two other design units.

ELECTRICITY AND ELECTRONICS (A)
Through this course students develop the knowledge, skills and understanding of the electrical trades. It prepares students for entry-level employment into an apprenticeship or traineeship in the electrical/electronics industry.

Year 11 students undertaking a course in Electricity and Electronics should choose Electricity and Electrical Circuits in Semester 1.

◆ Electricity and Electrical Circuits (A)
Students will learn to understand electricity, electrical safety and electrical circuits. They will apply this knowledge to solving problems in relation to static and current electricity, and electrical circuits. They will investigate the role and implications of static and current electricity in the wider community, as well as the importance of electrical circuits.

Semiconductors and Integrated Circuits (A)
Students will learn to understand semiconductors and integrated circuits. They will apply this knowledge to solving problems in relation to semiconductors and integrated circuits; and they will investigate the role and implications of semiconductors and integrated circuits in the wider community, particularly in the communications industry.

AC Theory and Audio Systems (A)
Students will learn to understand AC theory and audio systems. They will apply this knowledge to solving problems and they will investigate the role and implications of AC theory and audio systems in the wider community.

Digital Electronics and Computer Technology (A)
Students will learn to understand digital systems and basic computer parts. They will apply this knowledge to solving problems in the construction of a major digital project relevant to the electronics industry and they will investigate the role and implications of computers in the wider community.

FURNITURE CONSTRUCTION (A/V)
This course allows students to develop knowledge, skills and understanding of the furniture manufacturing industry. It prepares students for entry-level employment into an apprenticeship or traineeship in the furniture industry, or for life long leisure skills.

Year 11 students undertaking a course in Furniture Construction should choose Timber Furniture Construction in Semester 1.
**Timber Furniture Construction (A/V)**

This introductory unit provides students with an opportunity to begin developing knowledge, skills and understanding of the furniture manufacturing industry.

Through practical projects, work placement and class lectures, students will cover:

- workplace environment
- OH&S—general responsibilities, eye protection, noise control, industry, signage
- communications
- information technology
- measuring equipment and calculation methods
- hand tools and equipment.
- construct a basic timber furnishing product.

**Timber Machining and Assembly (A/V)**

Through practical projects, work placements and class lectures, students will cover:

- workplace environment
- communications
- information technology
- drawing
- hand tools and equipment.

**Timber Furniture Project (A/V)**

Through practical projects, work placement and class lectures, students will cover:

- drawing as a means of communication
- introduction to materials, e.g. furniture timbers, adhesives, hardware
- the construction of a basic timber furnishing product
- power tools and equipment
- working effectively with others.

**Timber Furniture Major Project (A/V)**

Through practical projects, work placement and class lectures, students will cover:

- basic calculations
- basic construction
- project work, emphasising material selection, quantity and costs.

**METAL ENGINEERING (A/V/C)**

This course is for students who are interested in metal fabrication and metal machining. It is equally suitable for students who are thinking of pursuing a trade or for students who would like to learn life-long leisure skills.

**Year 11 students undertaking a course in Metal Engineering should study Introduction to the Metal Industry in Semester 1**

**Introduction to the Metal Industry (A/V/C)**

Students learn how to perform routine manual metal arc welding, carry out mechanical cutting, interpret technical drawing, perform engineering measurements, apply principles of occupational health and safety in the work environment and use hand tools.

This first unit is compulsory as it introduces Occupational Health and Safety (OH&S) issues.

This is a skills based unit and usually only one project is made, but many practical skills exercises are done. Students will become competent welders quickly doing this subject.

**Metal Trade Skills (A/V/C)**

Students learn to perform routine manual metal arc welding, use workshop machines for basic operations, plan to undertake a routine task, work with others in a manufacturing environment and use power tools/hand held operations.

**Metal Skills and Processes (A/V/C)**

Students learn to perform routine gas tungsten arc welding or perform routine metal inert gas welding, plan a complete activity, apply quality systems and organise and communicate information.

**Working within the Metal Industry (A/V/C)**

Students learn to perform routine gas tungsten arc welding or perform routine metal inert gas welding, plan a complete activity, apply quality systems and organise and communicate information.
Registered Units and Inter-College Sport

Registered Units for Semester 1, 2012

Badminton Club
Line: 8
Time: Wednesdays 4 pm – 6 pm

Good fun, meet new friends and play in an intracollege social competition. The competition allows for all standards of players from absolute beginners to experienced.

Debating
Line: 8
Time: 8 – Off Line

Would you like to develop more confidence in speaking to audiences? Learn how to tear an opponent’s argument to shreds? Become a persuasive orator? Hawker College has had great success in the Douse Trophy and the Crime Prevention debating series over the last few years. If you want to develop your skills and have a lot of fun at the same time, then debating could be for you.

Indoor Soccer/Futsal (Term one ONLY)
Line: 8
Time: Thursdays 1:45 pm onwards

In term one, students will form teams and participate in an intra mural competition amongst other Hawker College students. From this competition, teams will be selected to represent Hawker College for the ACT Colleges Indoor Soccer Competition, T2.

Rugby Club
Line: 8
Time: Thursdays 1:45–3:45 pm

Students electing this unit are expected to make themselves available for selection in the College Rugby League and Rugby Union teams for competition during semester 1. All students will be actively involved in supporting the teams in their respective competitions and support Rugby Club activities.

Science tutorials
Line: 8
Time: Thursday 1:45 pm – 3:45 pm

Students who would like support in science work previously presented in their respective classes, gaining guidance from the teacher.

Stage Production
Line: 8
Time: Thursdays 1.45–3.45 pm
plus rehearsals and performances

Backstage, technical and theatre administration is offered in an extension of line 7 Drama activities. Students will be involved in a large teacher-directed performance in the first half of the year. There is a significant number of specific units that offer specialised experience. For example, choreography, stage lighting, stage musician, play scripting, stage design and more.

Study Support
Line: Negotiated lines (Line 1–7 available)
Time: Two single hours as per timetable

For students who would like support, extension work and/or tutoring in any of their classes. Students work in small groups on homework and assigned class work previously presented in their respective classes, as well as, developing skills in study methods and presentation. This unit gives students the opportunity to draft their work and prepare a more refined finished product.
INTER-COLLEGE SPORT

These are college sporting teams, which engage in regular weekly competitions. Out-of-hours practice sessions are required. Travel to other colleges or other venues is involved. Selection trials may be needed.

Block 1 (Term 1 and Term 2)
• Rugby league—boys
• Basketball—boys and girls
• Cricket—boys

Block 3 (Term 3 and 4)
• Volleyball—boys and girls
• Oztag—boys
• Golf—boys and girls

Block 2 (Term 2 and 3)
• Netball—girls
• Futsal—boys and girls

Block 4 (Term 4)
• Touch—mixed

Note: Inter-College Sport registered units are only for the term indicated and are 0.3 of a standard unit not 0.5 as for Registered units that are full semester units.