

GUIDE FOR PROSPECTIVE STUDENTS 2020



Dickson College provides a
supportive, innovative and enriched learning
environment.

Together, we develop
informed, caring, creative and confident
global citizens.

EXCELLENCE | OPPORTUNITY | COMMUNITY

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TEACHING & LEARNING AREAS

Art and Ceramics (A/T)

Biology (T)

Business (A/T)

Chemistry (T)

Chinese (Mandarin) (T)

• Beginning

• Continuing

• Advanced

Dance (A/T)

Design & Graphics (A/T)

• Graphic Design

Designed Environments (A/T)

• Architecture

Drama (A/T)

Earth and Environmental Science (A/T)

Economics (T)

Engineering (T)

English (A/T)

English as a Second Language (A/T)

Exercise Science (T)

French (T)

• Beginning

• Continuing

Geography (A/T)

Global Studies (T)

Health and Wellbeing Studies (T/A)

History (A/T)

• Ancient History

• Modern History

Hospitality and Food Studies (A/V)

Indigenous Culture and Languages (A/T)

Indonesian (T)

• Beginning

• Continuing

Information Technology (A/T/V)

Interdisciplinary Inquiry Project (A/T)

Japanese (T)

• Beginning

• Continuing

• Advanced

Legal Studies (A/T)

Mathematics

• Contemporary Mathematics (A)

• Essential Mathematics (A)

• Mathematics Applications (T)

• Mathematics Methods (T)

• Specialist Mathematics (T)

Media (A/T)

Music (A/T)

• Music Advanced (CSM/ANU)

• Music Industry (C)

Oceanography (A/T)

Outdoor Education (A/T)

Photography (A/T)

• Digital Photography

• Black and White Photography

Physical Education (A)

Physics (T)

Psychology (A/T)

Refugee Bridging Program

Secondary Introductory English Centre (SIEC)

Senior Science (A)

Social and Community Work (A/V)

Sociology (A/T)

Sports Development (A/T)

Tourism and Event Management (A/V)

Textiles and Fashion (A/T/V)

Workshop Technologies:

• Automotive Technology (A/V)

• Construction (A/V)

• Metal Products (A)

• Timber Products (A)

SCHOOL LEADERSHIP TEAM



Craig Edwards
PRINCIPAL

Victoria Margrain and Michelle Morthorpe
DEPUTY PRINCIPALS

John Clink
COLLEGE BUSINESS MANAGER

Alison Di Berardino
Student Wellbeing Centre

Juliette Bornas
Secondary Introductory English Centre (SIEC)
Assessment and Certification
Timetable
Library

Jenny Cowell
Careers & Transitions
Social & Community Work
Woodwork, Metalwork, Building and Construction
Hospitality
Vocational Education and Training (VET)

Caitlin Hanby
Support Programs and Disability Education
Coordinator

Josephine Kim
Mathematics
Science – Biology, Chemistry, Senior Science,
Earth and Environmental Science, Oceanography
and Physics
Information Technology
Engineering

Ros Phillips
Languages
ESL
International Students
Refugee Bridging Program

Lex Warfield
Arts – Dance, Design, Drama, Fashion and Textiles,
Media, Music, Photography and Visual Arts
PE, Outdoor Education and Exercise Science

Kirk Zwangobani
English
Humanities – Psychology, Sociology, Global Studies,
History, Geography, Accounting, Business and Legal
Studies
Curriculum

WELCOME...

Everyone, every day, learning – for life

At our College we embrace every student as an individual, with their own unique talents, passions and interests. Our students consistently achieve outstanding results and our aim is to support and challenge each student to grow and thrive at school and beyond. At DC we believe that developing highly capable, confident and caring young people is fundamental to a successful future. Through a focus on effective teaching and student agency we prioritise the learning and achievement of every young person in our care.

Graduates of Dickson College are recognised as creative thinkers with inquiring minds and a sense of social justice. Our College provides a range of programs and opportunities that allow young people to extend themselves, become active members of the community, develop leadership, and strive for excellence in all that they do. We support students to do this so that they will have the confidence and skills to find their place in the world.

Our college is full of happy and creative young people enjoying innovative and challenging programs. We achieve increasingly outstanding academic results, with approximately half of our university bound students achieving an ATAR over 80 and more than a quarter achieving an ATAR over 90. We also have students completing Vocational Education (VET) courses and receiving nationally recognised certificates, in a range of industry areas.

Our curriculum and extra curriculum offerings are engaging and our teachers are excellent. We believe that students succeed when they find and follow their passions, so providing a wide range of learning options is key to our ongoing success. Our curriculum reflects this philosophy and the diversity of our programs can be seen within this guide.

We provide an environment where student wellbeing is paramount and where every student matters. We invite you to explore Dickson College and to contact us at any time should you wish to know more.

CRAIG EDWARDS, PRINCIPAL

STUDENT WELLBEING AT OUR COLLEGE

We take a holistic approach to supporting students to achieve the best academic and vocational outcomes whilst developing their skills and independence towards adulthood and exciting post-school pathways.

Dickson College takes a systematic approach to meeting the needs of students. The staff in Student Wellbeing prioritise the social and emotional development and wellbeing of students and take a holistic approach to supporting students to achieve the best academic and vocational outcomes, whilst developing their skills and independence towards adulthood and post-school pathways. The team is comprised of:

ADMINISTRATIVE TEAM

At the Student Wellbeing reception area, students can make appointments for all members of the Team, including appointments for careers, work experience, special consideration & the school psychologist. All student attendance is processed by the admin team so leave forms and documentary evidence to explain absences should be submitted here.

YEAR COORDINATORS

There are three year coordinators for each year group and appointments can be made to see them at Student Wellbeing reception. Year coordinators are the first point of call for students to talk through options for managing issues affecting their attendance, academic performance or wellbeing. They utilise a case management approach that encourages students to develop maturity and independence by actively engaging with school's relevant supports and BSSS processes.

Students with more intensive case management requirements may access the Inclusion Support Program. Refer to Support Programs for further information or contact Caitlin Hanby, Disability Education Coordinator (DECO): caitlin.hanby@ed.act.edu.au

The team of year coordinators for 2019 is:

Year 11	Year 12
A-H: Chris Hammerer	A-H: Anna Beaver
I-P: Emily Hathaway	I-P: Jason Abela
Q-Z: Ryan Davis-Philip	Q-Z: Robert Howatson

CAREERS, TRANSITIONS & WORK EXPERIENCE

Officers Lia McKerihan, Erica Brown and Alison DiBerardino are available to provide advice on post-school options, career pathways, training opportunities, vocational education & training, tertiary education, work experience and ASBAs (Australian School-Based Apprenticeships). They are happy to meet with parents/carers and students and share a wealth of knowledge and experience with the school community.

EXECUTIVE STAFF

Alison DiBerardino is the Executive Teacher, Student Wellbeing and oversees wellbeing support of students across the school, along with study skills, clubs and community, and our wellbeing program. She supports teachers from all faculties to make reasonable adjustments for the individual learning needs of students in their classes and is the chair of the Special Considerations Panel.

Juliette Bornas is the Executive Teacher, Assessment and Certification, advising the team on all matters relating to BSSS policy and procedures, and is a member of the Special Considerations Panel.

SCHOOL PSYCHOLOGISTS

Dickson College has one school psychologists, Rebecca Pashley. She is a practicing clinical psychologist and is able to consult on all matters related to student wellbeing, mental health, disability support, cognitive and educational assessment. She is available to all students and appointments can be made via Student Wellbeing reception.

ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS

At Dickson we pride ourselves on acknowledging and promoting the immense value that our Aboriginal and Torres Strait Islander students provide to the college community. We have many different programs that enrich our school and support our Aboriginal and Torres Strait Islander students. Along with a designated Indigenous Contact Officer who provides support and guidance to all our students, we have a cultural space, the Yumalundi Room, and run student-driven projects and programs within the college and broader community. Students have access to various scholarship, tutoring, mentoring and cultural engagement opportunities as well as taking the lead in college-based activities and engaging in community events.

SUPPORT PROGRAMS

There are a range of programs available at Dickson College that are designed to meet the needs of students. For all matters relating to a particular class, students should discuss their needs with their class teacher first. They can also utilise any of the following learning support programs:

STUDY SKILLS

Dickson College Study Skills Program is open to all students at the college. It is a tutorial support program where students can access guidance from staff who monitor progress and communicate with parents/carers and the Student Wellbeing Team as necessary. The program is designed to promote student wellbeing and academic success, with particular focus on:

- Smooth transition to college
- Time management and meeting deadlines
- Proof reading and editing for polished work
- Revision and study techniques to prepare for test conditions
- Building resilience and managing challenges such as anxiety, procrastination and time constraints
- Supporting students who have accessed special considerations, or who have a history of v grades or poor academic performance
- Supporting students who have a history of poor attendance
- Supporting students undertaking distance education courses
- Reducing reliance on special considerations
- Developing independence necessary for successful post-schooling experiences and further learning
- Supporting students with academically demanding workloads
- Supporting students with additional demands on their time such as elite and representative sporting or artistic commitments

Students can enrol in Study Skills or may also be referred by their year coordinator, a parent/carer

or their previous school. Study Skills classes are held in room N37 which is resourced with networked computers, internet access, printing and phone facilities. Study Skills is available several times a week for 1 hour from Monday-Friday.

CLUBS AND COMMUNITY

This is a mandatory one hour pastoral care class for all students. Clubs and Community provides pastoral care, centred around a common interest or hobby. These classes are also a crucial conduit for conveying college information to students, package checks and wellbeing advice. The program aims to provide:

- Strong pastoral care with sustained relationships and a weekly opportunity to seek advice on any matter affecting the student or their participation in education
- Transition support to settle into college
- Strategies to manage stress, reduce anxiety and promote wellbeing, as well as techniques for effective study, time management and test preparation
- Student pathway planning and post-school pathways
- Participation in a group activity linked to the interests of the group.

LUNCHTIME WELLBEING/INTEREST GROUP PROGRAMS

These are informal small groups that are held at lunchtimes and offer a chance for students with common interests to meet other young people in the college. Students bring their lunch, have a chat and become involved in the weekly activity. Groups vary depending on interest each year. Currently we have:

Monday:	LGBTI support group
Tuesday:	Duke of Edinburgh program
Thursday:	DC Student Leadership group
	Dungeons and Dragons
Friday:	Environmental group

DUKE OF EDINBURGH PROGRAM

Students meet at Tuesday lunchtime. It involves participating in four components: service to the community, physical activity, skill development and participation in an adventurous journey (or a camp). There are costs associated with Duke of Ed registration fees and camp.

Further information on these programs is available from Alison Di Berardino in Student Wellbeing.

DC STUDENT LEADERSHIP GROUP

The group support fundraising and wellbeing events throughout the college, actively promoting inclusion through events such as orientation day, stress less week, RUOK day, National Youth Week and Harmony Day. This provides an opportunity for students to express their thoughts and take action on issues important to them.

STUDENT VOICE & LEADERSHIP

The Student Voice and Leadership at our college operates on principles of inclusion, opportunity and community.



DC Student Leadership - Winner, Dhani Gilbert and nominees, Lucy Francis & Laura Mobini-Kesheh at the 2018 Young Canberran of the year ceremony.

Our college and students have developed a formal Student Leadership Group which is a fully inclusive team of students who represent their peers on significant issues across the college. Students are not elected but self-selected so that the current group comprises of a very broad range of students. The group is facilitated by a teacher and operates on principles of inclusion, opportunity and community.

Students who join can get involved in governance, significant projects and programs, and make a positive contribution to the college and the broader community. This opt-in group meets fortnightly to discuss issues, make recommendations and action plans for improving the school community.

This group is open to all students who are willing to attend meetings and events regularly, and operates via a committed core group who communicates regularly with the Senior School Executive.

Projects this group are involved in include:

- Targeted fundraising for school based programs and community organisations
- Raising Mental Health Awareness
- Improving the physical environment of the school
- Improving academic and social support for students
- Sustainability, College re-cycling and waste

At Dickson College we consider all students as leaders. All students are enrolled in a pastoral care group called Clubs and Communities and through this group are part of the culture of giving at the school. There are also a range of opportunities through curriculum areas to represent the school. These range from the building of cubby houses for local childcare centres and schools to involvement in school sports teams, mooting and debating competitions, language and writing contests and many more.

PERSONALISED LEARNING: LEARN ANYWHERE

All students can personalise their learning and access the curriculum using a personal learning device at any time and from anywhere.

Dickson College is committed to providing an enriching learning environment for all its students. All students can personalise their learning and access the curriculum using a personal learning device at any time and from anywhere. The college has undergone some major upgrades in IT infrastructure recently and has Wi-Fi available throughout the learning environment, school library and canteen area. In 2017 the college fully implemented Google Apps for Education (GAPE) and Google classroom in all curriculum areas.

Our ICT strategy aligns with the ACT Education Directorate's Learn Anywhere initiative where we expect all students to be able to:

- access real-world learning platforms that are easy to use and familiar to them, so they can learn, create, communicate and collaborate from anywhere
- connect to reliable high-speed internet, so they are connected to learning, their teachers and each other as a learning community
- use their own device, so their access to learning is personalised and follows them wherever they go.

PASSIONATE & EFFECTIVE TEACHERS

Teachers at Dickson College are constantly reviewing their teaching practices in order to deliver the highest quality teaching and learning for its students.

Dickson College is a school community which is committed to delivering the highest quality teaching and learning for its students. The teachers at Dickson College are constantly reviewing their teaching practice in order to deliver on this commitment.

There are a large amount of teachers at Dickson College who teach across a broad range of curriculum areas in order to meet the needs of our students and enable them to find their passion.

The teachers at Dickson College spend considerable time preparing for their specialised teaching areas to ensure students have access to the most current, relevant and interesting materials and research.

All teachers are also all involved in Professional Practice teams which meet regularly; share research and evidence; observe one another's teaching practice; reflect on how to improve learning and teaching across our school; interrogate assessment tasks and talk and think about the profession of teaching. Each teacher is also a member of a faculty in which they undertake professional learning relevant to their specific teaching area.

NORTH CANBERRA CLUSTER OF SCHOOLS AND COMMUNITY ABORIGINAL AND TORRES STRAIT ISLANDER PARTNERSHIPS AGREEMENT

Each year in Term 3, the Inner North cluster of schools come together with the community to reconnect, celebrate and demonstrate our commitment to the schools Partnerships Agreement. This celebration aims to allow students to reconnect with culture and community, as well as seeing the transition from K to 12 and beyond, of their peers firsthand. The day encompasses many activities, workshops and performances from the 10 schools involved and community organisations. Each year over 200 Aboriginal and Torres Strait Islander students have attended and the event is growing every year with 2019 celebrating 10 years of commitment.

The Agreement is underpinned by the belief that Aboriginal and Torres Strait Islander cultures are unique and vital; the promotion, recognition and celebration of Aboriginal and Torres Strait Islander

history, cultures and achievements contributes positively to school communities; all students have the capacity to achieve high outcomes in all aspects of their life; and strong, respectful relationships are essential.

The Agreement shows that as a community we will: value Aboriginal and Torres Strait Islander cultures; develop mutual respect, acknowledgement and a welcoming and inclusive school environment; build quality relationships with students – staff will know their students, their interests and aspirations; improve outcomes for Aboriginal and Torres Strait Islander students; provide support for learning, social support and quality teaching that meets students' needs and goals; reflection, review and respond together.



DICKSON GREEN

Dickson College maintains a focus on environmental sustainability within our school, with the ongoing support of our community.

In recent years, Dickson College has adopted a focus on environmental sustainability, and we have taken some important steps towards making our facility 'greener' in a way that strongly supports pedagogical activity and student learning.

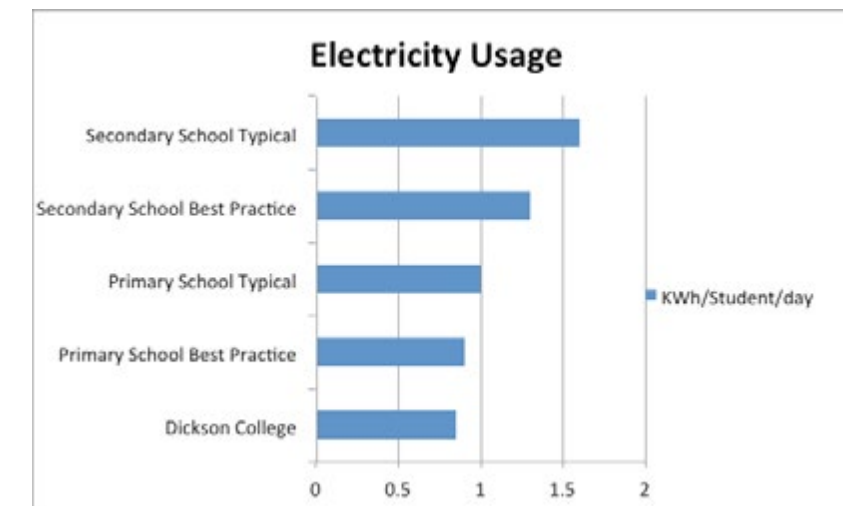
Below are some key points about the College supporting this focus:

1. Solar Panels

Two solar panel arrays (Hall and N-Block Roofs) installed in 2013 and 2014 continue to provide a source of income for the College via a Feed-in-Tariff (FIT) arrangement with ActewAGL. A total of \$44,709 has been generated year to date via the FIT, to be expended on sustainable and/or environmental initiatives College wide.

2. LED Lighting

Completed in early 2015, this retro-fitted new technology has significantly reduced the College's electricity usage. Savings made on these facilities management running costs can then be redirected to further support student learning. (Refer Graph below. Source: ACT Public Schools Pulse Metering using 2017 data)



3. Organic Community Garden

Run by Canberra Organic Growers, the garden continues to thrive. Raised beds were built by College Technology students in 2013, and the plots connected to a supply of rainwater collected in external tanks. These tanks continue to be a supply for all users of the community garden, and in 2015 were upgraded with new water pumps. The gardens continue to be used by a variety of student groups, including Support Programs, SIEC and students in VET Programs.

4. Recycling

Recycling initiatives to date include College wide paper, container and printer cartridge recycling.

In 2019, the College will build on its efforts to maintain a strong culture of recycling. This will include significant student involvement through the Dickson College Student Leadership Group. In previous years, this Group has been encouraged to submit Proposals for consideration by the College Principal.

EXTENSION & ENRICHMENT OPPORTUNITIES

Our college offers a range of extension and enrichment opportunities for students to participate and excel in.



JOIN A CLUB

Some of our 2019 pastoral care clubs cater to the interests of gifted students. The clubs offered will depend on student interest.

ANU EXTENSION

Dickson students study Music, Biodiversity, Chemistry, Physics, Languages, Engineering and Maths with other gifted students from the ACT.

STUDENT LEADERSHIP GROUP

Become a leader in the school and the community. In 2017 our student leadership group was nominated for the group Young Canberra Citizen of the Year award. Wouldn't that look great on an ANU Tuckwell Scholarship application?

COURSES

Our courses allow for extension across all our faculties.

ACADEMIC COMPETITIONS

- Computational and Algorithmic Thinking
- Australian Mathematics Competition
- Mathematics Olympiads
- ICAS – Maths, Science, English, Writing, Digital Technologies
- Australian Geography Competition
- Australian National Chemistry Quiz
- RACI Titration (Dickson often has teams qualify for the National Finals and students who win gold and silver medals)

SPEAKING WITH INFLUENCE

Want to go to Law School? Want to be prepared for University? Interested in speaking publicly in debates and forums? Speaking with Influence is a program that is designed to prepare students for speaking publicly in debates, forums, and mock trials.

MATHS ENRICHMENT

Prepare for ANU Maths Day (Dickson won in 2014, and second in 2016), AMC (Dickson was the only ACT College Prize winner in 2015 and 2016), ICAS Maths (Dickson had the top student in ACT and NSW in 2014 and 2016).

DUKE OF EDINBURGH

Prepare for this prestigious international award. Push your personal limits and have your achievements recognised.

ARTISTIC STUDENTS

There are so many opportunities for gifted musicians, actors, photographers and visual artists. Student artwork is displayed throughout the school and into the community.

SPORTS

- Our Sports Development Program supports gifted athletes.
- Join a range of sporting teams to compete against other schools.

BE A MENTOR

- Helping younger gifted students is fulfilling and is very impressive on a résumé or scholarship application.
- Mentor a group of students for Maths Awesome Day – Dickson And You or be part of the club who write the questions.
- Join a mentoring club to lead a team of high school students to enter the ACT Science Fair, the ACT Engineering Games or Robocup.
- Help design a Girls in Physics Day or a Chemistry Day for visiting high school students.

CAMPS

Outdoor Education Camps and Drama Camp are highlights of the year for many gifted students.

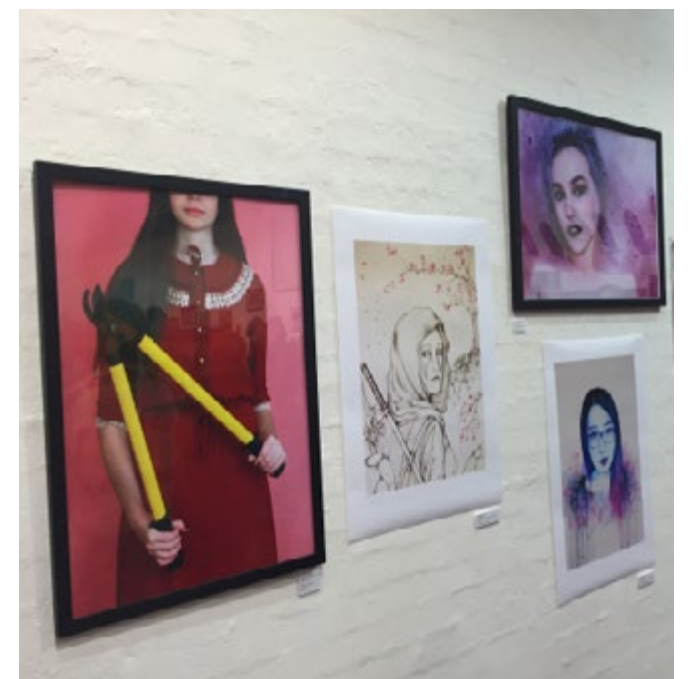
FUN COMPETITIONS

- Unmanned Aerial Vehicle Outback Challenge. Be part of a team to design, build and program a drone to deliver supplies to a simulated outback victim in Queensland.

- Join a team to take part in the weekend ANU Innovation Challenge.
- Recite digits of Pi to win scarves, cushions, bookmarks and more.
- Solve any size Rubik's cube.

STAY IN THE LOOP

There are too many opportunities for Gifted and Talented students at Dickson to mention here. Keep up to date by joining the CODE (Community Of Dickson Excellence) Google Classroom. The CODE code is vhndi8. Choose the opportunities that suit you.



ADMINISTRATION TEAM

The Dickson College Administration Team is the hub of all Administrative and Learning Support activities throughout the College. We are committed to excellence in the provision of Administration and Learning Support services. We focus our energies on two key areas, both of which are integral to the College's Strategic Plan, namely;

1. Enhancing educational outcomes, and
2. Creating a thriving school community

HOW DO WE DO THIS?

We are a diverse, multi-skilled, committed, multi-cultural group of individuals, operating within a Matrix type structure; this structure supports full integration of our activities into the teaching and learning environment.

We provide 'Excellence in Practice' in the following key areas;

People Management

- Staff/student interaction; the majority of our staff are hands-on in Faculty areas;
- Front Office and Student Services; the 'Face of DCKC'; Customer Service a priority;
- Learning Support/ School Assistants; supporting the work of teaching staff across various Faculties, and fully integrated into the holistic teaching and learning environment;

Risk Management

- We foster a 'no fault' environment where every issue is as important as any other, and remedial action is a priority; we create and maintain a safe teaching and learning environment;

Financial Management

- Efficient and effective management of resources is a key focus; we build our educational budgets from first principles (Zero Based Budgeting); if you have an idea which will facilitate student learning, enhance educational outcomes or develop the school community, and you can provide a strong supporting rationale, we will allocate additional resources to make it happen;

Facilities Management

- We are constantly maintaining and developing our facilities; We are guided by the College Master Plan, a high-level plan which sets out objectives and strategies to manage facilities development and change over many years;
- Master Plan work completed to date includes a refurbished student canteen area and external deck; plans are underway to develop a new Performing Arts space;
- Our aim is to provide contemporary learning and interactive spaces to support student growth and development, improve student welfare and grow community involvement;

Community Involvement

- We continue to strive to better understand how the College fits into the Community;
- We continue to develop the concept of the College as a Facility for the Community; currently, the College operates as a Community Facility Monday through Thursday each week, and every Saturday

WHY DO WE DO THIS?

To create a thriving school community, facilitate student learning, enhance educational outcomes, commit to student welfare and grow Community involvement.

COURSE INFORMATION

Typically, units are 1 semester in length and may be in the form of:

Tertiary (T) – units prepare students for higher education courses including university entrance.

Accredited (A) – units prepare students for study at institutes of technology and the workforce.

Vocational (V) – unit content is based on competencies defined in industry training packages and can lead to qualifications.

Vocational (C) – units of competency for a VET qualification are delivered by a college RTO and can lead to the award of a qualification.

Vocational (E) – externally delivered nationally recognised vocational qualifications – Certificate of Statement or Attainment or credit for an Australian School Based Apprenticeship.

Registered (R) – extra-curricular activities including social, artistic, sporting or personal development, including Clubs and Community pastoral care.

Modified (M) – unit that are accredited by the ACT BSSS as providing appropriate educational experiences for students who satisfy specific disability criteria.

Higher Education (H) – year 11 and 12 courses designed and accredited by an Australian higher education provider and where successful completion of the course will be recognised towards an undergraduate degree with that provider. Usually this is via the ANU or University of Canberra.

Courses may be studied in these patterns:

Minor 2 – 3 units completed of a particular course.

Major 3.5 – 5 units completed of a particular course.

Major/Minor 5.5 – 6.5 units completed of a particular course.

Double Major 7 – 8 units completed of a particular course.

Note: Not all courses offer Majors, Major/Minor or Double Major combinations.

CERTIFICATES ISSUED AT THE END OF YEAR 12

ACT Senior Secondary Certificate

A standard package for a Senior Secondary Certificate will be awarded on completion of an educational program approved by the college. This program will have a coherent pattern of study and will include the equivalent of at least 17 standard units in a period not exceeding five years. Refer also to section 8.5 Contribution of Units to Senior Secondary Certificate and Tertiary Entrance Statement on the BSSS website.

This package must contain a minimum of four A, T, M, H, C or E courses from at least three different course areas. This must include at least two A, T or M courses.

Compulsory Courses

All students must complete a course from the English Course Area as a requirement for the award of an ACT Senior Secondary Certificate.

Strongly Recommended Courses

It is strongly recommend that all students complete a course from the Mathematics Course Area as part of their ACT Senior Secondary Certificate package.

Tertiary Entrance Statement (ATAR)

To meet the requirements of a T package and be awarded a Tertiary Entrance Statement and receive an ATAR, during year 11 and 12 studies, a student must complete units that accrue a minimum of: 20 standard units which must include at least 18 standard A, C, E, T, M, H units of which at least the equivalent of 12.5 standard units must be T or H. Refer also to section 8.5 Contribution of Units to Senior Secondary Certificate and Tertiary Entrance Statement on the BSSS website.

For a Teritary Entrance Statement units must be arranged into courses to form at least the following patterns:

- five majors or
- four majors and one minor or
- three majors and three minors

Of these major and minor courses: at least three major courses and one minor course must have been classified T or H.

ART & CERAMICS

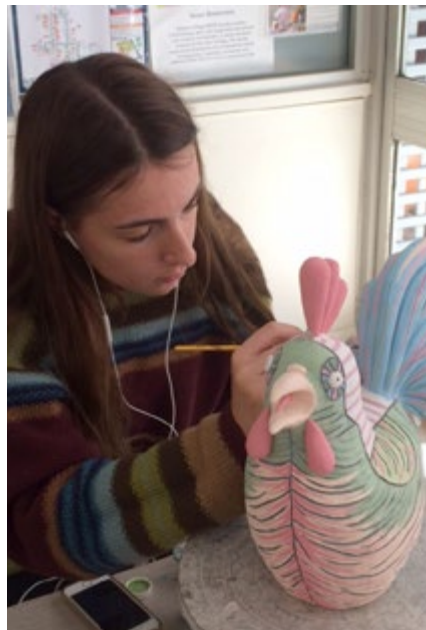
At Dickson College, we regard art as integral to our community and as such display art work throughout the College to highlight the full scope of student work.



VISUAL ART (T/A/M)

A wide range of units are taught through the criteria of Making and Responding, including: Exploring Visual Art; Painting; Illustration; Culture and Identity; Contemporary Art Practice; Printmaking and Mixed Media. It is an energetic and popular course as it provides all students with the hands-on opportunity to develop their creative strengths and skills.

Students are exposed to artists' work through theory, class discussions and excursions to major galleries, both in Canberra and interstate, as well as visiting artists talking to students about their art practice.



The Visual Arts are also a means by which students are able to communicate, express and explore ideas; histories; narratives; information; knowledge; experiences; feelings and concepts. The Arts have a social, cultural and economic function and students are able to reflect on the society and time in which they were produced.

Through the increased insight and thinking skills generated by employing creativity, imagination, planning, solving, experimenting and applying, students develop their ability to create artworks; document their thought processes; evaluate their work and that of other artists.



CERAMICS (T/A/M)

Ceramics explores a wide range of clay construction methods such as pinch, coil, slab and thrown forms. Students will draw knowledge from their study of contemporary artists work, investigate ancient influences, surface finishes, pattern and design to inspire them and expand upon their own creative practice. Students need to be prepared to work both with their teachers and independently to develop and refine skills to create finished works of art.

Ceramics can be studied as a major or minor as part of the Visual Art course.

BIOLOGY

Biology at Dickson is an exciting course that teaches our students how life works.

Dickson biology teachers are passionate about their subject and use a variety of teaching styles for the benefit of our students, including a diverse range of practical lessons, meaningful excursions and the use of ICT. Students can complete a Major or Minor in Biology at Dickson College following the structure indicated in the Australian Curriculum. There are four different semester units of biology available to students.

UNIT 1: CELLS AND MULTICELLULAR ORGANISMS (prerequisite unit)

Students use science inquiry skills to explore the relationship between structure and function by conducting real or virtual dissections and carrying out microscopic examination of cells and tissues. Students consider the ethical considerations that apply to the use of living organisms in research. They develop skills in constructing and using models to describe and interpret data about the functions of cells and organisms.

UNIT 2: HEREDITY & CONTINUITY OF LIFE

Students use science inquiry skills to design and conduct investigations into how different factors affect cellular processes and gene pools; they construct and use models to analyse the data gathered; and they continue to develop their skills in



constructing plausible predictions and valid, reliable conclusions.

UNIT 3: THE INTERNAL ENVIRONMENT

Students use science inquiry skills to investigate a range of responses by plants and animals to changes in their environments and to invasion by pathogens; they construct and use appropriate representations to analyse the data gathered; and they continue to develop their skills in constructing plausible predictions and valid conclusions.

UNIT 4: BIODIVERSITY AND CONNECTEDNESS

Students develop an understanding of the processes involved in the movement of energy and matter in ecosystems. They investigate ecosystem dynamics, including interactions within and between species, and

interactions between abiotic and biotic components of ecosystems. They also investigate how measurements of abiotic factors, population numbers and species diversity, and descriptions of species interactions, can form the basis for spatial and temporal comparisons between ecosystems. Students use classification keys to identify organisms, describe the biodiversity in ecosystems, investigate patterns in relationships between organisms, and aid scientific communication.

Students who wish to undertake a minor in biology may complete two or three semester units. Students completing a major in Biology need to complete all four semesters over the two years.

BUSINESS

Studying Business at Dickson enables students to develop a critical awareness of aspects of finance and business.

Studying Business enables students to develop a critical awareness of how Business interacts with various aspects of the economy, government, law, industry and society, as well as developing an appreciation of how it impacts their lives and the lives of others. This includes: an understanding of business theory and best practice; as well as developing an awareness of how important commerce is in Australia and the world. In understanding how businesses operate in society students become active, informed and responsible global citizens with an understanding and appreciation of a variety of systems of government and civics.

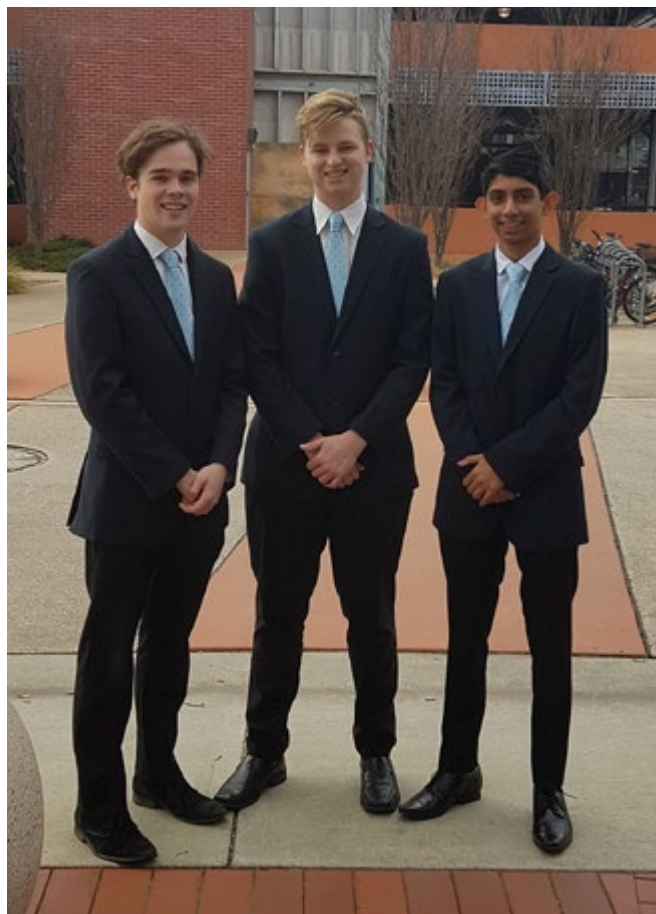
Students studying Business look at how businesses start; the advantages and disadvantages of owning a business; how business impact on the lives of citizens; the economy; government; and employment. Students are challenged to engage with the complex interactions that occur in business between interest groups, as well as the negotiations that occur between stakeholders in local, national and global contexts. In turn, students will learn to think critically, socially and ethically; to develop problem solving skills and to become efficient decision makers.

The assessment tasks for Business usually include a research essay / report, a test and an open response.

Students have the opportunity to participate in various extension activities such as: Business Forums; Meet the Business Leader; and ANU CBE Apprentice Challenge; as well as putting into practice their skills through job application process; market day; and visits to businesses.

Areas of study over the two years may include the following electives:

- **Entrepreneurship**
- **Media and Communications in Business**
- **Globalisation**
- **Ethics and Business**
- **Marketing**
- **Business Planning**
- **Business Operations and Financial Planning**
- **Issues Facing Business**
- **Change Management**
- **Developing People (HR)**



CHEMISTRY

Chemistry is often referred to as the central science because it joins together Physics and Mathematics, Biology and Medicine, and the Earth and Environmental sciences.

Chemistry is the study of matter and energy and the interaction between them. Chemistry is an incredibly fascinating field of study because it is so fundamental to our world, it plays a role in everyone's lives and touches almost every aspect of our existence in some way.

Chemistry is often referred to as the central science because it joins together physics and mathematics, biology and medicine, and the earth and environmental sciences. Chemistry is also central to many new and exciting technologies, including nanotechnology, and drug design and development. Knowledge of the nature of chemicals and chemical processes therefore provides insights into a variety of physical and biological phenomena.

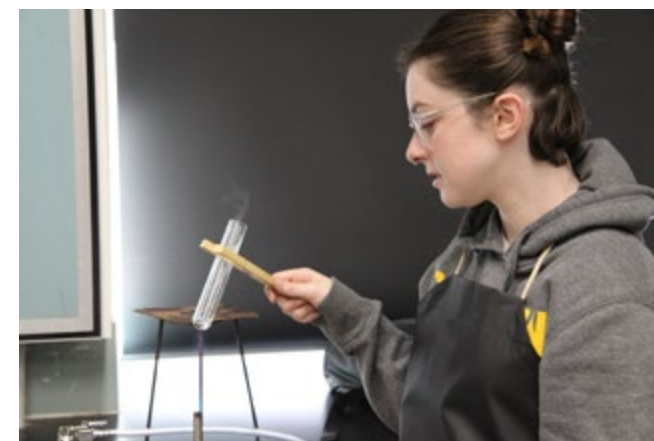
The structure for the Chemistry program follows the Australian Curriculum and consists of the following four units:

UNIT 1: CHEMICAL FUNDAMENTALS

Students use science inquiry skills to develop their understanding of patterns in the properties and composition of materials. They investigate the structure of materials by describing physical and chemical properties at the macroscopic scale and use models of structure and primary bonding at the atomic and sub-atomic scale to explain these properties. They are introduced to the mole concept as a means of quantifying matter in chemical reactions.

UNIT 2: MOLECULES

Students use a range of practical and research inquiry skills to investigate chemical reactions, including the prediction and identification of products and the measurement of the rate of reaction. They investigate the behaviour of gases and use the kinetic theory to predict the effects of changing temperature, volume and pressure in gaseous systems.



UNIT 3: EQUILIBRIUM AND REDOX REACTIONS

Students use science inquiry skills to investigate the principles of dynamic chemical equilibrium and how these can be applied to chemical processes and systems. They investigate a range of electrochemical cells, including the choice of materials used and the voltage produced by these cells. Students use the pH scale to assist in making judgments and predictions about the extent of dissociation of acids and bases and about the concentrations of ions in an aqueous solution.

UNIT 4: STRUCTURE, SYNTHESIS AND DESIGN

Students use science inquiry skills to investigate the principles and application of chemical structure, synthesis and design. They select and use data from instrumental analysis to determine the identity and structure of a range of organic materials. They make predictions based on knowledge of types of chemical reactions and investigate chemical reactions qualitatively and quantitatively.

Students can complete a Major by completing 4 units or a Minor by completing any 2 units.

CHINESE (MANDARIN)

Learning Mandarin has never been more important! We have multiple levels of Chinese classes at Dickson College to suit all learners - Beginning, Continuing and Advanced.



Mandarin Chinese is the official language in China, it is also known as Putonghua and Guoyu. People may not have considered the advantages of learning Chinese ten years ago, but today learning Chinese is one of the wisest and most worthwhile investments you can make for yourself.

Learning Chinese not only means learning a language, but also a culture and people. China is one of the world's oldest cultures – its history goes back more than 5000 years. More than 1 billion people around the world – approximately one fifth of the world's population, speak mandarin.

Chinese language skills are useful in a wide range of vocations and careers. China is the second largest economy in the world and it has become a huge market

which needs people who can speak Chinese and English. In addition, China is a wonderful country to teach English and you can develop your language and cultural skills while earning a living.

Despite its reputation, learning Chinese is not difficult. Chinese has a relatively uncomplicated grammar. For example, it doesn't have verb conjugations and you don't need to memorise verb tenses.

At Dickson College we have multiple levels of Chinese classes to suit all learners: Beginning Chinese, Continuing Chinese and Advanced Chinese. Classes go beyond just the language and we cook Chinese food, learn the art of writing Chinese characters, and explore more traditional

ways of study. In addition to classroom learning, students go on excursions locally to yum-cha and karaoke, visit the ANU as part of the Asia-Pacific program and get a taste of what university has to offer for language students. Every second year we offer a trip to China. This is a fantastic opportunity for students to have firsthand experience of Chinese with their peers.

The Chinese program at Dickson College enriches learners intellectually, educationally and culturally. Students are able to communicate across cultures and contribute to social cohesiveness through better communication and understanding of both Chinese language and Chinese culture. The ANU also offers bonus ATAR points to students who complete a course of study in a language other than English (conditions apply).

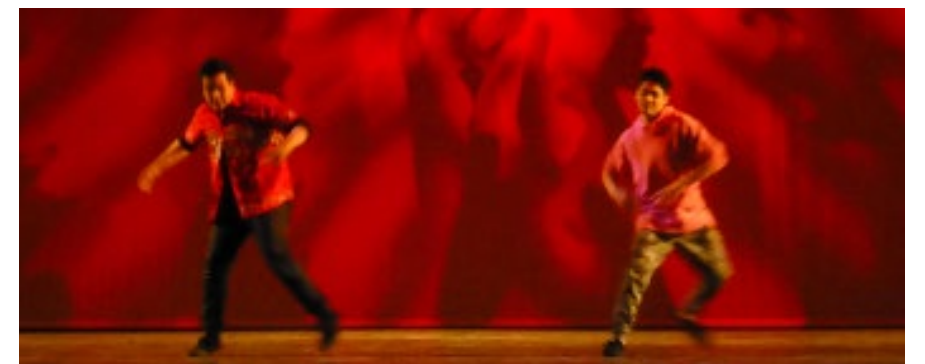
More and more students are starting to learn Chinese with success. If they can, you can too!

DANCE

Students build strength, fitness and essential dance skills through core training and technique classes. Various dance styles are studied and students participate in a wide range of fun, educational and practical activities to develop their performance skills.

A broad range of dance units can be studied for students to gain a major in Tertiary or Accredited Dance at Dickson College. Our course includes units such as Dance Foundations, Dance Production, Theatrical Dance Styles and Dance in the Media.

Dance is the language of movement. It is an art form that uses the body as an instrument of communication and creativity. It has its own specific language, processes and techniques that are explored through creation, performance and evaluation of dance, demanding intellectual and physical rigour.



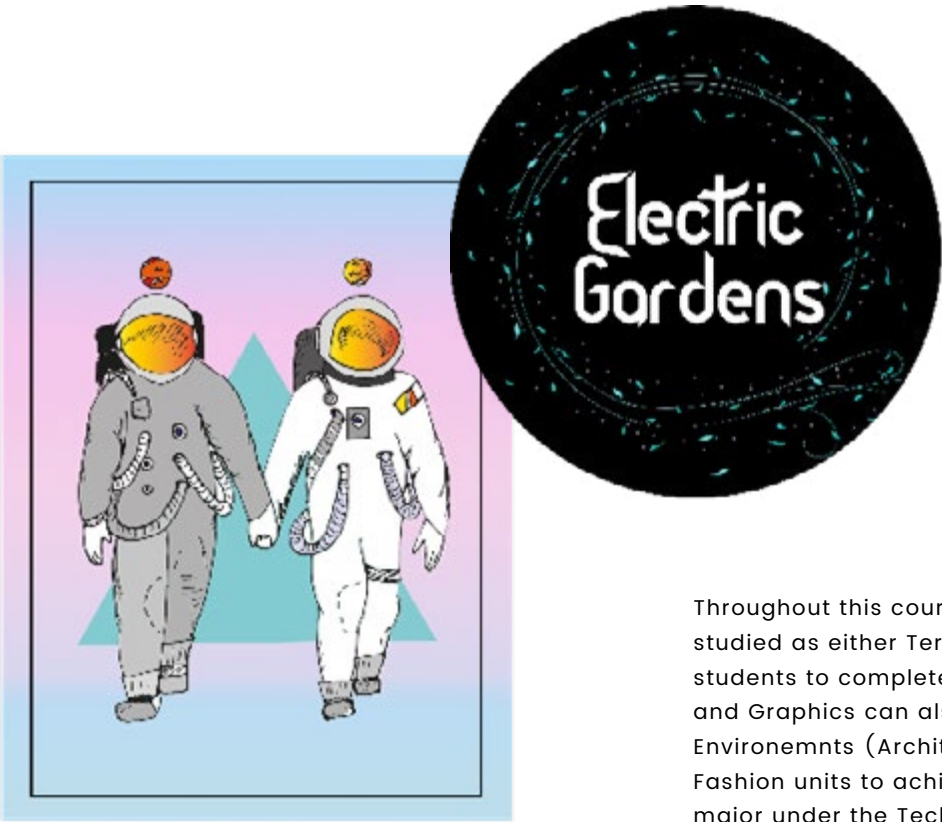
Dance offers opportunities for students to derive a sense of wellbeing, self-esteem and the necessary social skills to work effectively, both individually and collaboratively. Through Dance, students have the opportunity to develop a range of life skills that will enhance their careers and personal growth.

Students participate in performances that take place throughout the year and offer a range of dance experience. Students also have the opportunity to participate in Dance Festival as a Registered unit.



DESIGN & GRAPHICS

The study of Design and Graphics focusses on exploring the purposeful use of technologies and creative processes to produce design solutions.



GRAPHIC DESIGN

Graphic Design encourages students to develop their graphic design and communication skills in order to understand and create real world products. Using the design process, Adobe software and printing processes, students will produce a variety of items including: magazines; t-shirts; packaging; typography; websites; posters; pamphlets; logos; book covers and folios.

Students will gain a sound understanding of design theory and practice and be able to develop and translate concepts to generate original designs that meet a diverse range of visual outcomes. All design work undertaken in this course is utilised to produce a professional portfolio in the last semester of Year 12, which students can use to apply for courses at university or Tafe.

Throughout this course, four individual units can be studied as either Tertiary or Accredited, allowing students to complete a minor or major. Design and Graphics can also be combined with Designed Environemnts (Architecture) and/or Textile and Fashion units to achieve a major-minor or double major under the Technologies framework.

All are welcome and no previous experience in design and graphics is required, as students begin by learning the fundamentals within this course.



DESIGNED ENVIRONMENTS

Designed Environments allows students to design and create a variety of real-world design solutions including buildings, landscapes and gardens and interiors for residential and commercial purposes.

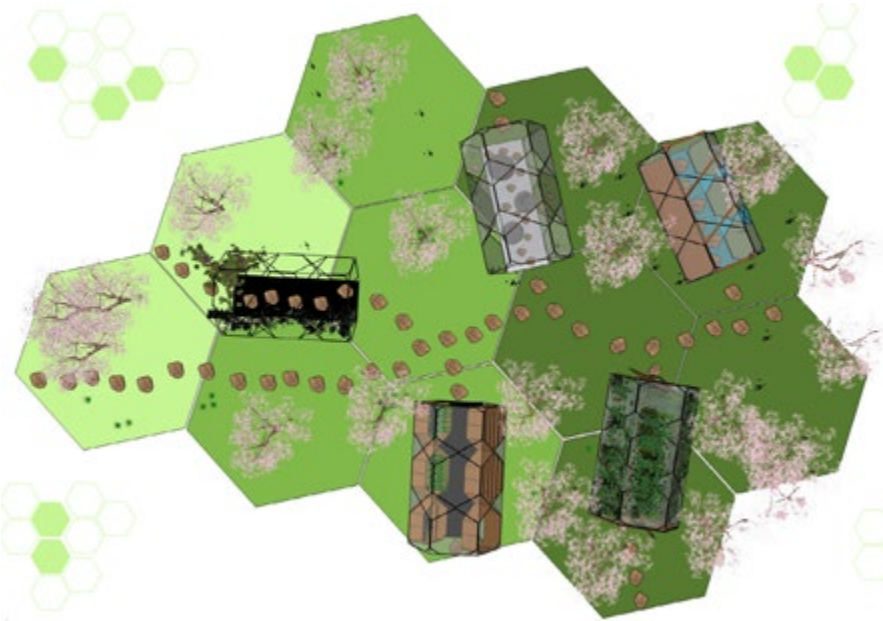
ARCHITECTURE

Studying Designed Environments allows students to: learn how items and ideas have developed throughout history in the context of different cultures; understand the significance of human factors; nurture creativity and develop problem solving skills; and become familiar with basic technology, materials and design methods.

Designed Environments contains four individual units and can be studied over one year to gain a minor, or over two years to gain a major. Students will have the opportunity to use computer-aided drawing software as well as technical drawing techniques by hand.

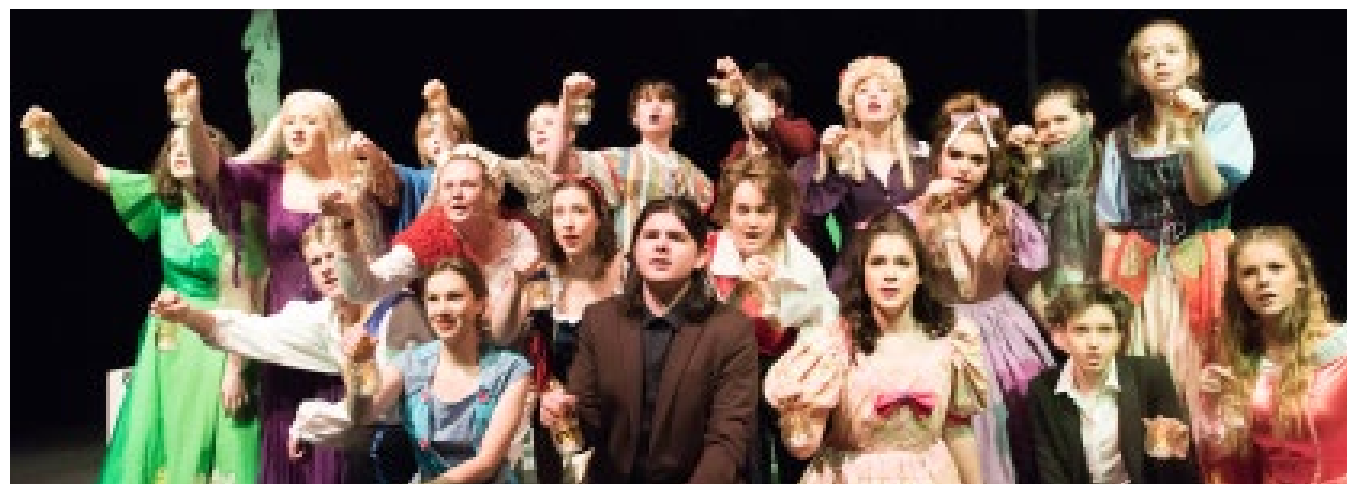
The Designed Environments course introduces students to a range of design applications including architecture, landscape design and interior design. Students studying this course will learn about the design process as we work through a series of class tasks before undertaking a design project. With a focus on sustainability and innovation, projects range from residential buildings to large-scale community and commercial properties.

The Designed Environments course culminates in a major negotiated project and provides students with the opportunity to develop a portfolio of work for entry into tertiary study.



DRAMA

Drama integrates well with all other subject areas by focussing on the way concepts and ideas can be developed into a practical and physical performance.



Tertiary and Accredited courses in Drama give students the opportunity to develop their whole selves – physically, intellectually and spiritually – by creating performances that communicate meaning about their world.

Students can complete anything from a minor to a double major in Drama, while studying a variety of units which emphasise the practical.

Drama integrates well with all other subject areas by focussing on the way concepts and ideas can be developed into a practical and physical performance. Apart from acting technique, students experiment with active analysis, theatrical design and directing principles.

Every semester students will have the opportunity to participate in a major production, staged in Dickson College's own Anthill Theatre and/or go out into the community and perform at events such as the Northside Performing Arts Spectacular or Design Gate.

Being an active viewer of live theatre is also encouraged with excursions, camps and trips to Sydney – some of the many highlights.

Dickson Drama is not only a fun and dynamic troupe to be a part of, but one that inspires students to take risks and put theory into practice. All are welcome and no previous Drama experience is required.



Dickson College Drama Presents

A Day In The Life

Comedy From the Psychedelic 60s
**Contains Adult Themes*

27th, 28th, 29th
June, 7.30pm
Matinee: 29th June, 2pm
Theatre 3
3 Repertory Ln, Acton

Bookings:
(02) 6247 4222
canberrarep.org.au
\$10 Concession
\$20 Adult

EARTH & ENVIRONMENTAL SCIENCE

Earth and Environmental Science is a multifaceted field of inquiry that focuses on interactions between the solid Earth, its water, its air and its living organisms, and on dynamic, interdependent relationships that have developed between these four components.



The knowledge, understanding and skills introduced in Earth and Environmental Science will encourage students to become confident, active citizens who can competently use diverse methods of inquiry, and will provide a foundation for further studies or employment in Earth and Environmental science-related fields.

UNIT 1: INTRODUCTION TO EARTH SYSTEMS

Students critically examine the scientific evidence for the origin of life, linking this with their understanding of the evolution of Earth's hydrosphere and atmosphere. They review evidence from the fossil

record that demonstrates the interrelationships between major changes in Earth's systems and the evolution and extinction of organisms. They investigate how the distribution and viability of life on Earth influences, and is influenced by, Earth systems.

UNIT 2: EARTH PROCESSES

Students explore how the transfer and transformation of energy from the sun and Earth's interior enable and control processes within and between the geosphere, atmosphere, hydrosphere and biosphere. Students examine how the transfer and transformation of heat and gravitational energy in Earth's interior drive movements of Earth's tectonic plates. They analyse how the transfer of solar energy to Earth is influenced by the structure of the atmosphere; how air masses and ocean water move as a result of solar energy transfer and transformation to cause global weather patterns; and how changes in these atmospheric and oceanic processes can result in anomalous weather patterns.

UNIT 3: LIVING ON EARTH

Students examine the occurrence of non-renewable mineral and energy resources and review how an understanding of Earth and environmental science processes guides resource exploration and extraction. They investigate how the rate of extraction and other

environmental factors impact on the quality and availability of renewable resources, including water, energy resources and biota, and the importance of monitoring and modelling to manage these resources at local, regional and global scales. Students learn about ecosystem services and how natural and human-mediated changes of the biosphere, hydrosphere, atmosphere and geosphere, including the pedosphere, influence resource availability and sustainable management.

UNIT 4: THE CHANGING EARTH

Students review the scientific evidence for climate change models, including the examination of evidence from the geological record, and explore the tensions associated with differing interpretations of the same evidence. They consider the reliability of these models for predicting climate change, and the implications of future climate change events, including changing weather patterns, globally and in Australia (for example, changes in flooding patterns or aridity, and changes to vegetation distribution, river structure and groundwater recharge).

Students can complete a Major by completing 4 units or a Minor by completing any 2 units.

ECONOMICS

The study of economics provides a framework for understanding societies and the directions they take as they develop from subsistence to complex nation states.

Economics is the exploration of the key questions that shape the organisation of societies. The study of economics provides a framework for understanding these societies and the directions they take as they develop from subsistence to complex nation states.

Economics at Dickson College has a strong emphasis on contemporary issues. When undertaking the course students examine how nation states deal with economic realities to provide for the needs of its citizens. Students in Economics also study the complex relationships between individuals, groups, business and government that are at the heart of our economic system, as well as interpreting the implications of decisions and how potential challenges to an economy can be effectively managed.

The Economics course is divided into a number of units that progressively build on skills and understanding.

- Electives of study within the units generally include:
- **Economics Principles and History**
 - **Finance and the Share Market**
 - **Macroeconomic Theories and Issues**
 - **Microeconomics Theories and Theory of the Firm**
 - **Globalisation**
 - **Development and Trade Economics**

In studying Economics, students will be introduced to the fundamental principles of economics (e.g. demand and supply) and the social, historical and political forces that have shaped the discipline and practice. They will then progress in, Macroeconomics, for example, to explore the broader management of the economy with the use of monetary, fiscal and external policy. Students can also complete units that look at contemporary issues (globalisation / free trade Vs aid) and interactions that shape economies on a national and international scale and/or how economic strategies underpin nation building and the alleviation of poverty.

The course is offered at Tertiary level. There is an emphasis on research work with students being assessed via research assignments, essays, oral seminars and project work.

The course content learnt and skills development from studying economics provides a valuable compliment to other courses offered in the college and will enable students to pursue a range of educational pathways and careers.

ENGINEERING

Engineering is the branch of science and technology concerned with the design, building, use and improvement of machines, structures and systems.

Engineering is the branch of science and technology concerned with the design, building, use and improvement of machines, structures and systems. In practicing their craft, engineers must draw on a wide range of practical and theoretical knowledge, from a wide range of fields including mathematics, science, economics and other social sciences.

The engineering course exposes students to a number of fields of engineering. The course has an academic focus with the opportunity for students to develop their understanding of each field. The course also involves significant project work where students can develop and demonstrate their abilities in developing practical solutions to a variety of engineering challenges.

Throughout the course, students will also have the opportunity to participate in a number of excursions to experience real world applications of engineering. The course has a strong emphasis on applying knowledge from other fields. Reasonable algebraic skills are desirable but are not essential. Students can mix and match units from the following streams to make up major (4 units) and minor (2 units). The course is available for Tertiary packages.

- **Aerospace Engineering**
- **Architectural and Building Systems**
- **Engineering Design and Drawing**
- **Engineering Major Project**
- **Structural Engineering**

DICKSON COLLEGE UAV

Can you develop a drone that can fly autonomously? Are you interested in an engineering search and rescue solution that could save someone's life? Are you interested in cutting edge technologies like digital mapping, autopilots and image recognition? Are you interested in marketing, promotion or management of a large project?

Dickson College offers students the opportunity to participate in the UAV (Unmanned Airborne Vehicle) Outback Challenge. This event combines a wide range of disciplines into one project and takes place in Queensland at the end of Term 3. Students involved in the program will develop and build quadcopters and fixed wing aircraft to participate in the Outback challenge.

Students may take various roles in the project. These include building airframes; developing software for flight computers and building electronic circuits. Students can also train to fly the UAVs, developing skills in the control of autonomous aircraft. Students with an interest in business can also take part and develop experience in project management and marketing.



ENGLISH

English is an engaging and stimulating area of study, designed to help students, create, communicate and analyse.



At Dickson College you can study English at either an Accredited or Tertiary level, under the Australian Curriculum.

ESSENTIAL ENGLISH (A)

The course focuses on students comprehending and responding to a range of texts. The emphasis is on using several strategies to assist comprehension and improve the standard of reading, writing, listening, viewing and speaking. Students study literary, digital and media texts. As English is a prerequisite for study at the majority of universities, Essential English (A) is generally for those students who are not thinking of pursuing a course at a tertiary institution after they complete Year 12.

ENGLISH (T)

This course focuses on students refining their skills across all language modes by engaging critically with texts, including literary, digital and media texts. Topics vary between course and include the study of genre, place and theme. English (T) is for students who are considering undertaking further study at a tertiary institution after Year 12.

LITERATURE (T)

The focus in this course is for students to develop a knowledge and understanding of different literary conventions, storytelling traditions and their relationships with audiences. Literature (T) is a course for students considering undertaking further study at a tertiary institution after Year 12.

Literature (T) and English (T) subjects are interchangeable and can be mixed to gain a tertiary package. Students in English classes complete three/ four pieces of assessment each semester. Typically, these tasks include an oral presentation, an essay and a creative response to a specific text type. At least one assessment per semester must be completed in exam conditions.

- The Year 11 introductory units are:
- **Essential English (A): Comprehending and Responding**
 - **English (T): Communication of Meaning**
 - **Literature (T): Ways of Reading and Creating**

EXTENSION ACTIVITIES

DEBATING

DEBATE WITH OTHER CANBERRA SCHOOLS AND COLLEGES FOR THE DOUSE TROPHY

WRITING COMPETITIONS

WE'VE HAD STUDENT WINNERS IN NEWSPAPER AND LITLINKS WRITING COMPETITIONS

SPEAKERS

GUEST SPEAKERS
LOCAL WRITERS, ACADEMICS,
POLICE AND COMEDIANS COME
IN TO SPEAK TO US

ENGLISH AS A SECOND LANGUAGE

At any one time we might have students from China, Ethiopia, Denmark, Afghanistan, Pakistan, Japan, Burma, Thailand, Sudan, Germany, Brazil, Italy, ... anywhere in the world!

Dickson College is a diverse and inclusive community with students from many different countries including exchange students, international students, refugees and migrants.

The Dickson College teachers of English as a Second Language Faculty are highly experienced and qualified. They provide support to the students so that they can access the Australian curriculum. The primary focus is on academic support with a strong emphasis on settlement and student well-being. The ESL teachers advise and guide students in their class choices, making sure their subject college package suit their abilities and aspirations.

- WHAT DO WE OFFER?**
Dickson College offers the following specialised ESL subjects:
- **Tertiary ESL**
 - **Accredited ESL**
 - **Bridging Intensive English Classes**
 - **Targeted ESL tutorial programs**

Tertiary classes focus on academic writing and research, giving students the skills needed for tertiary education. There is explicit teaching of skills required for academic success. In the Accredited ESL classes students are given the opportunity to

improve their general English skills across all four macro areas of reading, writing, speaking and listening, and the skills required to be 'work ready'.

The Bridging Intensive English Classes cater specifically for students who need extra support with language to access the broader curriculum, this class is specifically useful for IPS students who are doing a Bridging year.

TECHNOLOGY AND ESL AT DICKSON COLLEGE
In 2019 the Dickson College ESL faculty are piloting an innovative IT project that will promote, and encourage, English Language learning. We are working with a specialist Educational IT provider to embed technology within our curriculum and allow students to improve their English both within and outside of the classroom.

For more information about ESL please contact:
Marcus Lee, ESL Coordinator or
Ros Phillips, Executive Teacher of ESL / Languages.



EXERCISE SCIENCE

Exercise Science is an excellent platform for students who are interested in careers in the fitness industry, physiotherapy, nutrition, biomechanics, sports psychology, sports coaching, medical science and nursing.



Exercise Science will introduce students to the anatomy and physiology of the human body and will explore how body systems affect human performance.

This course is an excellent platform for students who are interested in careers in the fitness industry; physiotherapy; nutrition; biomechanics; sports psychology; sports coaching; medical science and nursing.
At Dickson College students will study the following units of work:

ANATOMY AND PHYSIOLOGY OF THE HUMAN BODY
This unit will examine and explore the structure and function of musculoskeletal and cardiorespiratory systems and analyse how the systems adapt and adjust to the demands of physical activity.

Students will investigate these systems from a cellular to systemic level allowing them to develop an understanding of how each system acts as an enabler or barrier to physical performance.

FACTORS AFFECTING PERFORMANCE
This unit will examine the physiological, psychological and behavioural theories that influence athletic performance. Students will be introduced to factors affecting performance and develop basic insights into the science underpinning the management of sports injuries and athletic mindset.

Students will examine and explore how the extent and intensity of sports participation relates to the incidence of sports injuries and explore a range of technical

and scientific approaches for maintaining the physical and mental well-being of athletes.

PREPARATION FOR TRAINING AND PERFORMANCE
This unit investigates the factors that influence sports performance. Students will critically analyse the effectiveness of training and nutritional guidelines and how they contribute to the improvement of athletic performance. Students will explore a variety of training and nutritional principles to develop an understanding of the varying needs of community target groups and elite athletes.

THE BODY IN MOTION
This unit will explore the biomechanical and physiological principles involved in analysing and interpreting the body in motion and energy production. Students will apply a variety of methods used to analyse movement patterns and examine the physiological adaptations to exercise. Students will investigate the biomechanical and physiological factors that influence athletic performance.

Students can complete a Major or Minor in Exercise Science at Dickson College.

FRENCH

Students reflect on their own cultural place by negotiating meaning and recreating identities as global citizens who function as language users.

Studying Languages at Dickson College gives students an appreciation of diversity, develops their intercultural understanding, provides an insight into different ways of thinking, being and doing, and offers opportunities to engage in dynamic cultural and language activities.

The study of French offers many benefits. It can improve your career options, enhance travel and of course it is a gateway to a rich, exciting culture. French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture.

In class, students are given the opportunity to share their opinion and argue about current, relevant and interesting issues in French in a fun supportive environment. A range of activities include: debate, film analysis, creative tasks, study of authentic French resources.

Here is what students say about their French class:
Leila (Year 12)
"I only study STEM classes and French has allowed me to gain understanding of social understanding that I wouldn't be exposed to otherwise".

Sophie (Year 12)
"Learning French has empowered me in the sense that I was able to learn a foreign language which has allowed me to travel confidently overseas and expand my horizons".

Maggie (Year 11)
"As a growing citizen of the world it is important to understand different cultures and global issues and it is even better to do it in French."

Students study a cycle of four units when undertaking a two year course of French at Dickson College.



The Units studied are:

THE INDIVIDUAL
This unit covers the Personal World and Education and Aspirations.

SOCIETY AND COMMUNITY
This unit covers Leisure and Health and Into the Future.

THE CHANGING WORLD
This unit covers Lifestyles and Cultural Perspectives.

DIVERSE PERSPECTIVES
This unit covers Popular Culture and The Arts.

GEOGRAPHY

Students that study Geography explore the spatial interrelationships that exist between people, places, and environments.

Geography seeks answers to four key questions:
1. What and where are the issues or patterns being studied?
2. How and why are they there?
3. What are their impacts or consequences?
4. What is being or could be done?

The Geography course at Dickson College has a strong environmental emphasis. This provides a lens through which students can respond to geography's key questions that focus on the spatial interrelationships that exist between people, places, and environments.

Students studying Geography are also challenged to use spatial concepts as tools to investigate, interpret and explain observed patterns in nature and human activities. From doing so they are able to assess information, make predications, and develop an awareness of sustainable practices for the future of the planet and its inhabitants.

Geography is divided into 2 units that combine the study of the natural world and its processes, and the human and economic world.



The units that can be studied include:
• **Natural and Ecological Hazards**
• **Sustainable Places**
• **Land Cover Transformations**
• **Global Transformations**

In addition to the focus on geography's key questions, these units invite students to look at the way the natural world is under rapid change from human interaction and activity, and how such activity is transforming the land cover and threatening the support systems we all depend on.

In turn, students that study geography also focus on developing an understanding of the necessity for humans to build a sustainable mindset, so that we can work within the planet's boundaries and limited natural resources.

Geography is offered as a tertiary and as an accredited option. Generally, students will be assessed via research assignments, essays, oral seminars and project work. The course involves a contemporary and practical approach to learning, involving students in research and creating links with other institutions and experts.

The interdisciplinary knowledge, insight, thinking and practical skills developed through studying Geography equips students with the ability to grapple with the challenging issues that are increasingly facing the world community. Through studying Geography students are well prepared to explore contemporary issues in a changing world and develop a foundation which will enable them to pursue a broad range of careers and educational pathways.

GLOBAL STUDIES

Global Studies is the study of the political, economic, social and cultural relationships of the world.

Global Studies is the study of the political, economic, social and cultural relationships of the world. When undertaking the course, students are encouraged to take a global perspective through the study of other cultures in relation to their own and through developing a greater understanding of philosophical concepts such as identity and belonging. Furthermore, the Global Studies course teaches students to think critically about key global issues and analyse the effects of international politics, global economic forces, intercultural relationships and international cooperation on global relations.

This course mirrors a number of interdisciplinary courses now offered in prominent universities in Australia and around the world and is of particular value to students interested in studying Philosophy; Politics; International Relations; Economics; Media and Asian studies.

Units in Global Studies at Dickson College are offered at a Tertiary level. Students can complete a Major or Minor.

The course includes the following core units that include elements of philosophy, the study of democracy, international relations, and diplomacy:

- **Big Ideas and You**
- **Australia: Our Democracy Your Choice**
- **International Relations**
- **Global Challenges**

It is recommended that students in year 11 study the two introductory units; 'Big Ideas and You' and 'Australia: Our Democracy Your Choice'. 'Big Ideas and You' introduces students to philosophical thought, and concepts such as reality, consciousness, truth and knowledge, as well as important ideas and thinkers. 'Australia: Our Democracy Your Choice' explores the foundations of Australian democracy and the role of institutions in solving a variety of problems. Students will also learn about the role of the media, political parties and elections in nation building.

Students undertaking the International Relations unit in year 12 learn about the role of NGOs and other global organisations such as the United Nations, as well as different styles of government that exist around the world. They also explore current domestic

and international conflicts that pose a challenge to international relations, peace and security. In the 'Global Challenges' unit students are required to complete a project for change. This project is based on one of the UN development goals and challenges students to be involved with, and raise awareness of, an important global issue.

Students taking Global Studies can participate in a number of extension activities. These activities are organised by the Humanities faculty at the college and aim to give students the opportunity to hear presentations by and participate in, workshops with leading academics and experts.

Students will be expected to complete three assessment tasks for each unit. The assessment tasks aim to assess students' ability to think critically, to collaborate with their peers and improve the way in which they communicate ideas. Assessment tasks may include research essays, experiential journal / article writing, or empathetic presentations.

HEALTH & WELLBEING STUDIES

Health & Wellbeing Studies is the study of biological, physiological, psychological, social and cultural influences on health and broader wellbeing.

Health & Wellbeing Studies is the study of biological, physiological, psychological, social and cultural influences on health and broader wellbeing. They develop the ability to analyse influences and make decisions on health at an individual, community and global level.

Students develop their knowledge and understanding of theories, concepts and perspectives to explain health and lifestyle trends and patterns. They analyse the nature and purpose of health and broader wellbeing and develop insights into how values, behaviours, priorities and actions reflect the complex contexts in which people live.

Health Studies prepares students for career and employment pathways in a range of sectors including and beyond traditional health professions such as allied health fields including social work, physiotherapy, audiology, nutrition, counselling, and a range of therapies. They may work in community and international development. The course lays a foundation for both tertiary and vocational studies.

UNIT 1 - Individual Human Health

Students will identify and understand influences on individual health and examine the indicators and determinants of their health. Students investigate individual human development across the lifespan which involves a series of orderly and predictable changes, which can be classified as biological, behavioural, environmental and social. Students will evaluate influences on individuals such as media and reflect on personal and social actions to promote and improve health outcomes for individuals.

UNIT 2 - Health in Australia

Students will define health, examine the indicators and determinants of health, and explore health promotion in Australia. Students investigate the priority health areas, major causes of ill-health and the role of health services in preventing and treating ill-health in Australia. Students will evaluate public and private contributions to Australian health care and explore the different support professions and organisations and their role in providing health for Australia.

UNIT 3 - Health of Populations

Students will study the health status of various populations, examining concepts, models, theories and principles which can be applied to address health inequities. Students interpret relationships in data which explain these disparities in health. Students examine different cultural perceptions and approaches to health and wellbeing.

UNIT 4 - Global Health and Human Development

Students will examine the role of international organisations including the UN and WHO in combating inequality. Students explore current issues on global health and review strategies designed to promote health and sustainable human development globally, as well as government and non-government contributions to international health programs.

HISTORY

Studying history gives you the opportunity to explore the past, engage with the world imaginatively and empathetically, conduct your own research, critically interpret evidence, develop rigorous historical arguments and communicate clearly and persuasively.



rigorous historical arguments; and communicate clearly and persuasively.

The Humanities faculty offers Modern and Ancient History units from the National Curriculum for Senior Secondary students. History units are offered at A and T level. Assessment of skills and content in History includes the completion of a research essay, document test and critical empathetic presentation. Students can complete a Major or Minor with any combination of Ancient and Modern History units.



ANCIENT HISTORY
The Ancient History curriculum enables students to study life in early civilisations based on the analysis and interpretation of physical and written remains. The ancient period, as defined in this curriculum, extends from the development of early human communities to the end of late antiquity AD 650, with a particular focus on the ancient societies of Europe, the Near East Asia and Australia.



History is the study of forces that have shaped today's world based on the analysis and interpretation of physical and written remains. The study of History stimulates students' curiosity and imagination and their empathetic appreciation of humanity; individuals; movements; events and ideas that have shaped time and place. While studying History students: conduct their own research; critically interpret evidence; develop

the curriculum refers back to formative changes from the late 18th century onwards and encourages students to make connections with the changing world of the 21st century.

CHOOSING HISTORY UNITS
Year 11 students must complete Unit 1 in either Ancient or Modern history before proceeding to Unit 2, 3 and 4. Year 12 students that have not completed history units in year 11 must also complete these units. Year 12 students that have done history in year 11 can choose from any of the units.

The following units are offered:
ANCIENT HISTORY
• Unit 1: Investigating the Ancient World
• Unit 2: Ancient Societies
• Unit 3: People, Power and Authority
• Unit 4: Reconstructing the Ancient World

MODERN HISTORY
• Unit 1: Understanding the Modern World
• Unit 2: Movements for Change in the 20th Century
• Unit 3: Modern Nations in the 20th Century
• Unit 4: The Modern World Since 1945

HOSPITALITY & FOOD STUDIES

Students undertake training at college in the Majura Cafe and with local employers through Structured Workplace Learning.



THE FOOD FOR LIFE (A)
This course offers students a range of practical and theoretical learning experiences related to food preparation, food presentation and strategies for achieving a healthy lifestyle through good nutritional practices.

The units in the course are based around themes including Food and Culture in Australia, Independent Living, and Nutrition for Life. Students will also develop communication, team work and problem solving skills as they work with peers to prepare a variety of recipes.

HOSPITALITY (A/V)
Hospitality is designed for students who wish to pursue a career pathway in the hospitality industry or develop practical work ready skills for casual and part time employment in Australia and overseas.

The following units can be used to make up a Hospitality course. Different units of competence will be delivered each semester.
• Hospitality Essentials
• Hospitality Service Procedures
• Cafe Service Operations
• Leadership in Cafe Training

Students undertake training at college in the Majura Cafe and with local employers through Structured Workplace Learning (SWL) that can lead to the award of Certificate I and Certificate II in Hospitality (SIT10216 & SIT20316).



INDIGENOUS CULTURE AND LANGUAGES

In 2020 the BSSS, with guidance from the local Ngunnawal Elders Council, hopes to launch this new course. Dickson College is proud to promote the course and acknowledges the vital role of cultural integrity and community consultation in doing so. This course will only run with the blessing of the Ngunnawal Elders and community.



In studying Indigenous Culture and Languages, students will explore the complexities of identity, social justice and human rights issues relevant to the world's oldest continuing culture, the Australian Aboriginal and Torres Strait Islander peoples. In this course, students explore the complexities and rich opportunities of 'walking in two worlds'. The course provides learning that allows students to examine and shape values and attitudes towards culture, language and Indigenous ways of knowing.

CHOOSING UNITS

It is strongly encouraged that both Year 11 and 12 students complete Unit 1 in Indigenous Languages and Cultures before proceeding to Unit 2, 3 and 4. The following units are offered:

Unit 1: Communities, Cultures and Identities

In this unit, students will explore the diversity of Indigenous peoples. Students will learn about this from a local, national and global context with understanding of historical, socio political, socio economic, linguistic and cultural concepts. This unit will have a strong community context and students will learn to explore the complexities of identity and the individual experience. Students will gain an appreciation of the

resilience of the world's oldest continuing culture in Aboriginal and Torres Strait Islander Australia.

Unit 2: Representation and Perspectives

In this unit, students will explore perspectives in the representations and misrepresentations of Aboriginal and/or Torres Strait Islander peoples and communities in local, national and global contexts. Students will learn about conflicts and triumphs of various communities and peoples over time. They will examine how narratives and language have positioned indigenous people throughout history. Students will explore social justice and human rights issues.

Unit 3: Ways of Knowing

In this unit, 'Ways of Knowing', students will develop insights into Aboriginal and/or Torres Strait Islander peoples through comparison with local, national and global communities. Students will investigate traditional and contemporary ways in which communities transfer language, knowledge, beliefs and values including protocol, roles and responsibilities.



Unit 4: Language and Wellbeing

In this unit, students will develop insights into Aboriginal and/or Torres Strait Islander through comparison with local, national and global peoples. Students explore the complexities and rich opportunities of 'walking in two worlds'. Students will investigate traditional and contemporary ways in which communities transfer language, knowledge, beliefs and values including protocol, roles and responsibilities.

Unit 5: Negotiated Study

In this unit, students will study the diversity of language and how language connects people to land and culture. Students explore the connection between language and identity, the consequences that flow from the loss of language and the benefits, including wellbeing and connection to country that come from language recovery and revitalisation.

****It is important to be aware of cultural sensitivities and protocols within our community. Dickson College is in the process of liaising with the United Ngunnawal Elders Council and will only adopt this course once this consultation has formally taken place.**

INDONESIAN (BAHASA INDONESIA)

Learning Indonesian will give you a means to access and understand a unique culture that is an eclectic mix of Eastern, Western and Islamic influences.



Learning Indonesian will give you a means to access and understand a unique culture that is an eclectic mix of Eastern, Western and Islamic influences. The experience will challenge you to think outside of your comfort zone and engage with unfamiliar values and practices. It will also allow you to learn more about yourself and your own culture by forcing you to reflect on your cultural pre-conceptions – for example, on time, on religion, and on politics – and how they differ to those in Indonesia.

Bahasa Indonesia – a language created for a newly independent nation (in the early 1900's) – is based on an old Malay trading language. The study of it gives you access to the languages used in Malaysia, Brunei, Singapore, parts of the Philippines, and Thailand and even Madagascar!

Why learn Indonesian?

Indonesia is our nearest, largest neighbour, and the 4th most populated nation in the world. The Indonesian economy is big and it's growing rapidly.

Learning Indonesian is relatively easy.

- No genders
- No tenses
- No tones
- Same script as English

Learning Indonesian can open doors to a wide range of employment opportunities. e.g.

- In areas of government; education; business; tourism; travel; translating and interpreting; the military; medicine; law; engineering and journalism.

Learning Indonesian will improve your thinking and communication skills as it:

- Develops the ability to think and reflect about the workings of language
- Develops mental flexibility and problem-solving strategies
- Increases interpersonal skills and cultural awareness.

As Australia's nearest Asian neighbour, Indonesia is a fascinating and affordable country in which to travel, study or work. Learning Bahasa Indonesia opens a pathway that allows you to travel (literally and figuratively) much deeper into this different and exotic world.

In an increasingly connected world, being able to communicate effectively with those of different cultural and religious backgrounds will become an essential skill. Therefore, learning Indonesian is one of the best ways to equip yourself with the cross-cultural literacy necessary in this "Asian Century".

So as a Beginning or as a Continuing student, join us and hang out or "nongkrong" as we take an amazing journey to Indonesia through topics such as Leisure, Travel, Sport, Health, Environment, Entertainment, Celebrations, Relationships, Shopping, Traditions, Youth and Food.

INFORMATION TECHNOLOGY

All units taught in Information Technology have a rigorous academic focus as well as being vocationally based.

The Information Technology Courses at Dickson College aim to provide students with the opportunity to gain experience in a broad range of ICT skills. All units taught in Information Technology have both a rigorous academic focus and are an opportunity for students to achieve nationally recognised vocational qualifications.

Students enrolled in Information Technology courses at Dickson College can earn a Certificate II in Information, Digital Media and Technology (ICT20115) while also working towards a university entrance score (ATAR) or an accredited package. Students can mix and match units from the following streams to make up a double major (7 units), major/minor (3.5 units) and major (3.5 units).

Information Technology units are structured as the following:

- DIGITAL TECHNOLOGIES**
- Unit 1: Digital Assets and Skills**
- Unit 2: Programming and Platforms**
- Unit 3: Digital Solutions**
- Unit 4: Structured Project or Negotiated Study**



- ROBOTICS AND MECHATRONICS**
- UNIT 1: Building and Programming Circuits**
- UNIT 2: Digital and Analog Interactions**
- UNIT 3: Robotics and Mechatronic Systems**
- UNIT 4: Applications of Robotics or Negotiated Study**

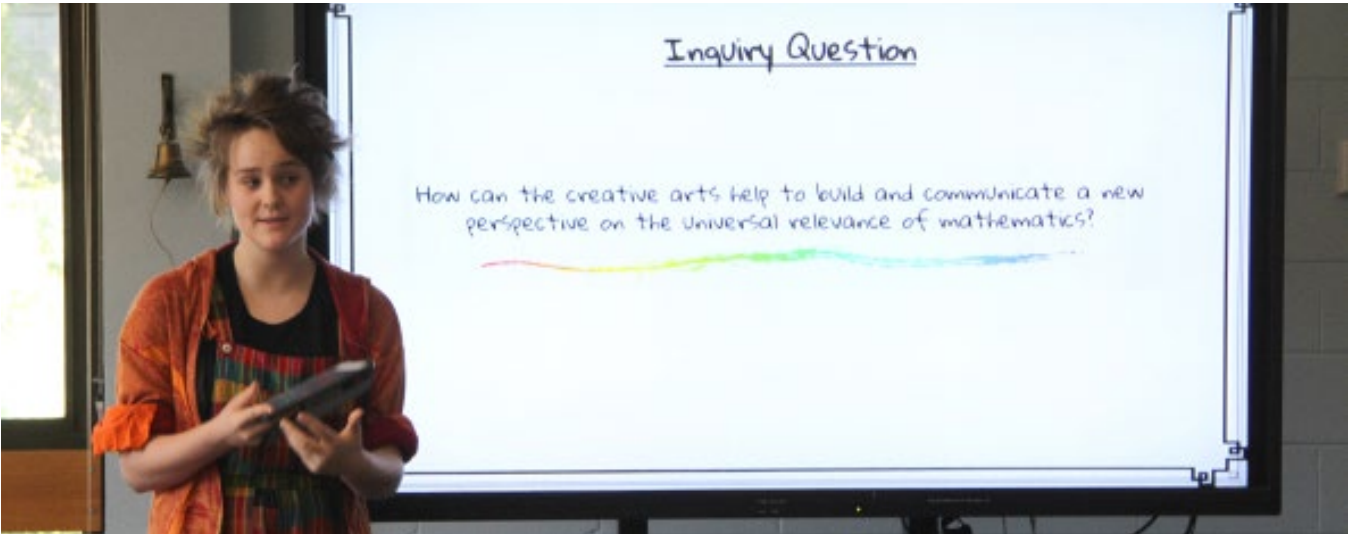
The faculty has many links to industry, universities and C.I.T/ TAFEs which allow students to gain valuable on-the-job experience outside the classroom. Students also have the opportunity to participate in various prestigious competitions like the UAV Outback Challenge and the UNSW Programming competition.

Our philosophy in the faculty is to make sure that our students have fun while they learn. There is plenty of time to get serious in the future so why not enjoy learning some cool stuff in a fun environment. To help our students keep on top of their workload and to help them extend their learning at home, we try to make all of our software available (for free) to our students to complement and reinforce the work done in the labs. If a free version is not available or if licence issues get in the way, then we try and use Open Source software to ensure equitable access for all students.

INQUIRY CLASS

INTERDISCIPLINARY INQUIRY PROJECT

This course started in 2018 and can be studied as a major or minor both at Tertiary and Accredited levels.



Inquiry is a project based class that allows students to develop an independent personal project within the semester timeframe and present it to a public audience.

Students are required to demonstrate a range of capabilities. They are required to apply concepts, methods, and language of more than one discipline to explore topics, design research questions, develop skills and solve problems.

Students develop the ability to engage with a process, question sources of information, make effective decisions, consider ethical implications, evaluate their own progress, be innovative and solve problems. This course is suited for students with diverse abilities and learning styles, including students preparing to enter the workforce, as well as those planning to study at university.

- This course enables students to:
- Synthesise, analyse and evaluate ideas, methodologies, concepts, issues and knowledge
 - Apply ethical frameworks that underpin relevant disciplines
 - Plan and develop research projects
 - Reflect on the learning process
 - Demonstrate interpersonal and communication skills
 - Build on and connect, concepts and skills from diverse disciplines
 - Use inquiry and research methods from diverse disciplines to identify problems and to research solutions
 - Use critical and creative thinking skills to synthesise methodologies and insights from a variety of disciplines
 - Demonstrate collaboration and build mentoring relationships within the community
 - Apply creative and innovative solutions to real life contexts.



INTERNATIONAL STUDENTS

Dickson College has won two Australian Capital Territory awards for excellence in Multicultural Education, recognising its outstanding support of ESL learners and inclusive curriculum.

UNIT 1: COMMUNICATION INQUIRY

Students study modes of inquiry. They learn about data collection, ways of communicating findings and evaluation. Students apply the understanding and skills required to formulate an interdisciplinary inquiry. The inquiry leads to deep knowledge in a defined area as well as transferable knowledge, understanding and skills. Students evaluate their inquiry and reflect on their learning.

UNIT 2: CREATIVE AND INNOVATION INQUIRY

Students study the elements of creativity and innovation and apply this learning within their own inquiry. Students learn how to formulate an inquiry question, select and apply appropriate methodology in conducting the inquiry, and evaluate and communicate their process and findings. The inquiry leads to deep knowledge in a defined area as well as transferable knowledge, understanding and skills. Students evaluate their inquiry and reflect on their learning.

UNIT 3: CRITICAL THINKING INQUIRY

Students study theories such as laws of logic, different modes of reasoning, identifying, constructing and evaluating arguments, detecting inconsistencies, biases and other barriers to critical thinking. These critical

thinking processes are applied in constructing and conducting an inquiry, solving problems systematically where evidence is tested. The inquiry leads to deep knowledge in a defined area as well as transferable knowledge, understanding and skills. Students evaluate their inquiry and reflect on their learning.

UNIT 4: COLLABORATION INQUIRY

Students learn how collaboration skills can be practiced and developed for use in different contexts. They study elements such as socio-emotional awareness, giving and receiving feedback, recognising talents, leadership, organisation, conflict resolution strategies, stakeholder advocacy and cultural awareness. These processes are used in communicating with others in planning and conducting an inquiry which may be a group or individual project. The inquiry leads to deep knowledge in a defined area as



well as transferable knowledge, understanding and skills. Students evaluate their inquiry and reflect on their learning.

UNIT 5: NEGOTIATED STUDY

This negotiated study allows for the negotiation of the lens through which the inquiry project will be conducted. Although the project can be viewed through lenses of communication, creativity/innovation, critical thinking or collaboration, the negotiated study must have a prime focus on a different lens. The unit will develop this lens through further research in methodologies and theories into the lens, as well as applying the learning to the inquiry project. For example, another lens could be intercultural understanding, digital technology or organisation and planning. The selected skill provides methodologies to improve one's own work.



Students at Dickson College consistently achieve excellent results in our rigorous and challenging programs. Our learning environment is interactive and holistic and supports students as they prepare for university and life beyond college. Students have the opportunity to study a wide range of subject areas.

Dickson College provides opportunities for International Students to learn about and study in Australia by developing a strong sense of belonging with homestay families and the wider community. Pastoral care and academic support is provided by two experienced coordinators who guide students in their choice of suitable subjects and courses to access tertiary entrance.

International students usually study 5 subjects each semester. Students can choose from some of the following T and A courses over 2 years: Mathematics at 3 different levels; English as a Second Language (ESL); Business Studies; Economics; Information Technology; Music; Science subjects such as Physics and Chemistry; languages including French, Chinese and Japanese; Sports Studies; Art; Photography and Technical Drawing.

Dickson College also offers:

- Secondary Introductory English Centre (SIEC) up to 30 weeks on campus
- Bridging courses (up to 40 weeks available)
- Homework tutorials helping students with drafting and editing
- Excursions to the snow and beach

For more information on courses offered at Dickson College

contact:

Ms Christiane Roth or Ms Yani Tian



JAPANESE

By embracing the traditional aspects of Japanese language and culture, students are inspired to be a part of the new generation of Japanese culture.



The Dickson College Japanese Program is a vibrant celebration of culture and language, enriching learners to view the world from an intercultural perspective. Students acquire problem solving and higher order thinking skills by collaboratively deconstructing the evidence of shared values.

Students learn modern and traditional Japanese language and culture through the use of authentic resources. The supportive and fun learning environment is augmented by a variety of specialist guest speakers, engaging excursions and technologically assisted exchange with our global community. Students are inspired to be a part of the new generation of Japanese popular culture.

Students are encouraged to respect and harmonise with the Japan of the past and contributes to the Japan of the future, by embracing the traditional aspects of Japanese language and culture.

We take pride in reflecting conceptually about values that are promoted within the culture, and in relationships, products and services. As a result, students learn to interact responsibly and enthusiastically as global citizens.

Students have the opportunity to engage in a variety of rich learning tasks including: cooking; calligraphy; the arts; debating with scholars; exchanges; numerous external competitions and a variety of annual events at the college using Japanese.

Regular visits by native speakers, visits to local schools and the use of technology as a window to the world, allow our students maximum exposure to all things Japanese. Students quickly learn the scripts and relevant kanji characters through engagement with four themed units.

So what are you waiting for?

LEGAL STUDIES

Studying Legal Studies at Dickson College enables students to develop a critical awareness of how the legal system and society are intertwined, as well as developing an appreciation of how it impacts their lives and the lives of others.



Through the use of logical and coherent arguments, students can explore various implications and consequences of decisions made by various groups in order for students to communicate their insights through a range of modes and mediums.

The assessment tasks for Legal Studies usually include a research essay / report, a test and an open response (such as a mock trial, presentation, seminar or case study).

One of the features of Legal Studies is that students have the opportunity to participate in various extension activities that develop their theoretical knowledge of the legal system and processes as well as their practical skills in debate, advocacy, and critical thinking. Such activities include: Legal Forums, ACT Legislative Assembly Parliamentary Debates, ACT Constitutional Convention, Court visits, Parliament House question time, Mock Trial Competitions, the Bond University Moot Trial Competition and many more.

Studying Legal Studies at Dickson College enables students to develop a critical awareness of how the legal system and society are intertwined, as well as developing an appreciation of how it impacts their lives and the lives of others. By developing this awareness students are able to form their own opinions on legal, social and political issues that not only affect themselves, but also their fellow citizens in Australia and the world.

Students studying Legal Studies look at; how laws are made; how legal systems impact on the lives of citizens; seek to balance the rights and responsibilities of individuals, the community,

and governments, in an effort to achieve justice and equality for all. This is done through various electives over the two years with many topics to explore through debating, questioning, undertaking investigations, making arguments and developing case studies.

The electives are:

- **Crime Justice and the Legal System**
- **Civil Law and Resolution of Disputes**
- **Law, Government and Society**
- **International Relations and the Law**

Legal Studies provides students with the opportunity to develop their skills in research, analysis and evaluation of information.

MATHEMATICS

Students who continue to study mathematics through their years at college keep their pathways options wide open for the future.



Students who continue to study mathematics through their years at college keep their pathways options wide open for the future.

At Dickson College there is a mathematics course to suit everyone. Dickson College is one of the few colleges in the ACT offering the full spectrum of mathematics courses. The courses of mathematics at Dickson College are:

- **Specialist Mathematics (T)**
- **Specialist Methods (T)**
- **Mathematical Methods (T)**
- **Mathematical Applications (T)**
- **Essential Mathematics (A)**
- **Contemporary Mathematics (A)**

All mathematics courses at Dickson College incorporate the Australian Curriculum. Students with a deep understanding of mathematics also have the opportunity to enrol in a double major in mathematics through enrolling in two high level mathematics courses concurrently – Specialist Mathematics and Specialist Methods. Students who are very interested in Mathematics can do double major in Mathematical Methods and Mathematical Applications. For more information on individual course frameworks, please visit the Board of Senior Secondary Studies (BSSS) website: [http:// www.bsss.act.edu.au](http://www.bsss.act.edu.au).



Opportunities for the study of mathematics extend beyond mainstream courses and those tailored to meet the needs of mathematically gifted students. In addition to an inclusive classroom environment, we also provide modified (M) and registered (R) courses, to meet the needs of our students undertaking Support Programs and Refugee study programs. These M and R courses allow for a flexible approach to individual students’ needs within Dickson College.

ADDITIONAL OPPORTUNITIES
Every Dickson College student has access to the Maths Club where mathematics teachers are available to provide extra support. Students at Dickson College are also encouraged to seek extra assistance when required during their study lines.

At Dickson College, students of mathematics are extended through external programs and competitions including: ANU Extension; ANU Maths Day; Australian Mathematics, UNSW and ICAS Competitions; and

International Tournament of the Towns. Additionally, the school runs fun events to engage students in maths including Riddle of the Week and Pi Day competitions.

WHICH COURSE IS RIGHT FOR YOU?
When considering which mathematics course at Dickson College is most suitable for you, it is important to consider:

- Possible career paths that may interest you
- Your level of interest in the subject

• Your level of study and achievement in high school mathematics.

Historical data of student success in mathematics at Dickson College has enabled us to develop the following guide.

You are welcome to discuss this matter with a member of the mathematics team at Dickson for further advice to help you in selecting the best Mathematics Course for you or contact the Executive Teacher for STEM, Josephine Kim, by ringing 61420161 to make an appointment.

College Course	Purpose of Course	Other Skills
Contemporary Mathematics (A)	Supports improvement in basic numeracy and everyday use of maths. An accredited course designed for students who want to gain valuable skills for working in an office or industry	Maintains and improves numeracy skills and applies these in a wide range of real-life settings Has an emphasis on basic numeracy
Essential Mathematics (A)	Supports trades, financial skills and numeracy. Useful if intending to study at CIT later	Needs good skills in application of the basic algebraic skills, measurement and geometry.
Mathematical Applications (T)	Supports university study in areas esp. in statistics, such as Commerce, Psychology, Sociology, Primary Education and Health	Some algebra skills will be helpful
Specialist Methods (T) / Mathematical Methods(T)	Supports university study in areas using considerable maths – Accounting, Sciences, including Physics, Medical science & Engineering	Needs strong algebra skills
Specialist Mathematics (T)	Supports the study of Mathematics, Physics, or Engineering, Actuarial Studies at university.	Needs excellent algebra skills
ANU Mathematics (H)	A course run at the ANU to provide an enhanced learning in Mathematics.	Entry to this ANU program should have a confirmed enrolment.

MEDIA

Media provides students with an in-depth understanding of the principles, knowledge and skills involved in a vast range of areas including digital media, video production, documentary, film, television, journalism, scriptwriting, pop culture, and motion graphics and special effects.



The Arts Faculty provides a practical and theoretical study in Media, whilst encouraging creativity, experimentation and developing valuable life skills.

Students gain thorough knowledge in the underlying principles and techniques of media production including: pre-production processes, which include concept development, scriptwriting, storyboarding; video production, including directing, cinematography and audio recording; post-production processes including editing, special effects and motion graphics coupled with rendering for final output.

This course provides students with a vast range of areas to choose from including: animation, documentary, film genre studies, interactive media, journalism, media foundation, motion graphics and special effects, popular culture, public communication, scriptwriting and video production.

The Media area includes a theatre, computer editing suites and a comprehensive range of equipment which includes: HD digital video cameras; 27" inch computers; the latest industry standard software; Rode microphones; Velbon tripods and monopods, a camera slider and jib, studio lights, green screen and other backdrops as well as other production accessories.



The college offers a variety of Tertiary and Accredited Media units, allowing students to complete a minor, major, major/minor or double major in this course. Media is full of innovation, creativity and exciting opportunities to explore!



MUSIC

Students study up to eight units in which include Rock and Pop, Music for film, Ensembles and Self-directed studies. Jazz Tertiary students study early Jazz, Blues, Swing and Bebop and Funk.

Music at Dickson offers students a wide range of opportunities for both Tertiary and Accredited study. Students study up to eight units in the two years which include: Rock and Pop; Music for film; Ensembles and Self-directed studies. Jazz Tertiary students study early Jazz; Blues; Swing; Bebop and Funk.

In each unit students practice and present for performance, compose music and study the particular music of that unit. Students working in the Jazz units practise and perform in jazz combos and in a big band.

There are excellent facilities for practice including; industry standard PA; microphones; amps and instruments. The music room includes a computer lab with state of the art recording, notation and sequencing software and hardware.

Students have the opportunity to study Tertiary Music at the ANU school of music as a part of their Dickson College program.

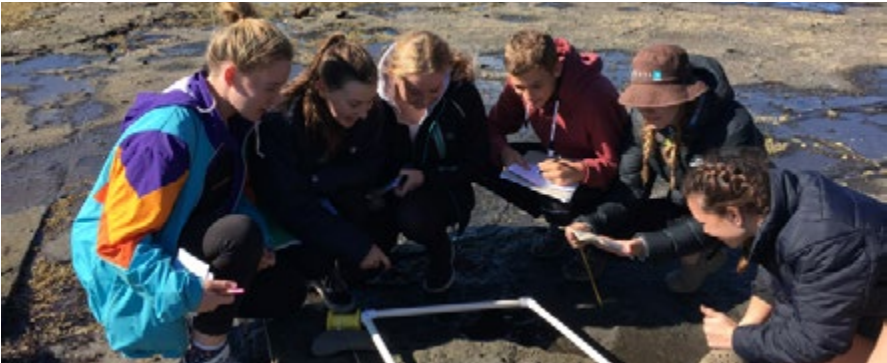
Music Industry is a C course which is a nationally recognised vocational program. Students work towards the award of a Certificate II in Music Industry (CUA20615). The units are designed to develop

competencies in the Music Industry and to give access to future employment opportunities in this field. Work placements are available in a variety of Music Industry businesses. Students learn or further develop their skills on an instrument; work in bands; learn how to mix sound for performances; compose songs using live instruments and/or computers; and study recording techniques and studio engineering.



OCEANOGRAPHY

The study of oceanography gives students a world view, an understanding of the global system that is our environment; it provides a better understanding of the interconnectedness of systems within a major feature of our earth.



Oceanographers address practical problems and engage in basic scientific discovery. In the area of human health, for example, the oceans provide threats such as storms and hurricanes, and rising sea levels endangering coastal populations (more than half of the world's population live within 50 km of the sea). The oceans provide a diversity of food, are the reservoir of our water supply and most of the heat and carbon of the climate system, are the source of roughly half the respired oxygen of the biosphere, and contain most of the remaining undiscovered natural pharmaceuticals.

MARINE BIOLOGY

Marine Biology covers the study of a range of marine ecosystems, organisms and their classification. It examines the interconnectedness and relationships within the population dynamic and the human impact on these. Students will use the skills of scientific inquiry to design

and conduct an investigation and communicate their findings. They will develop an understanding of science as a human endeavour within the inter-disciplinary field of Oceanography.

MARINE GEOGRAPHY AND GEOLOGY

Students will develop an understanding of the physical forces within the earth that affect the ocean basins, including tectonic theory and volcanism. Data is used to construct visual representations and models of the bathymetry of the ocean basins and to predict new land formations such as those seen in volcanic island arcs. Students will evaluate mapping tools and the use of technology. They will examine the effects of natural and anthropogenic processes that create weathering and erosion of coastal environments. Students will examine science as a human endeavour within the interdisciplinary field of Oceanography.

CHEMICAL OCEANOGRAPHY

Students will develop an understanding of the chemical properties of the marine environment such as salinity, dissolved gases and water molecules, and the effects related to these properties, such as density, acoustics, viscosity, temperature and movement of nutrients. The unit examines atmospheric properties and conditions, oceanic and atmospheric pollution, and gas cycles for carbon, nitrogen and oxygen. Students will use scientific inquiry and examine science as a human endeavour within the field of Oceanography.

PHYSICAL OCEANOGRAPHY

Students will study physical principles such as wave generation and theory, fluid statics and dynamics and the effects of processes such as tides and currents, including thermohaline circulation. Students will study energy balances, weather patterns, sustainability and energy harvesting, and an evaluation of the anthropogenic contribution to climate change.

Students can complete a Major by completing 4 units or a Minor by completing any 2 units.

OUTDOOR EDUCATION

Students in Outdoor Education will explore river systems through canoeing; the ocean environment through surfing, sea kayaking and scuba diving; the snow through snowboarding and alpine skiing; and the land through mountain biking, trekking and volunteer work.

OUTDOOR EDUCATION (T)

Students in Outdoor Education will explore river systems through canoeing; the ocean environment through surfing; sea kayaking and scuba diving; the snow through snowboarding and alpine skiing; and the land through mountain biking; trekking and volunteer work.

DISCOVER OUTDOOR ENVIRONMENTS

Explore the environment and its features; the role of the environment in promoting mental health and physical well-being; work with others to respectfully and safely participate in diverse outdoor environments, building knowledge, skills, self-efficacy and appreciation of natural places.

PLANNING AND MANAGEMENT

Planning for participation in an expedition; plan all aspects required for participation in an expedition and activities; evaluate

the risks involved in the activity/ies; develop risk management and emergency response plans (such as completing a first aid course) appropriate to the activity.

RESPONSIBILITY OF SELF AND OTHERS

Explore the relationships between people and the environment, teamwork, leadership and individual learning characteristics; explored through a variety of outdoor activities; choice of appropriate methods applied to individual activities.

SUSTAINABLE OUTDOOR RECREATION

Sustainable use of wilderness environments and the importance of healthy outdoor environments; develop philosophy on adventure, connection to wilderness environments and the use of technology in outdoor recreation and various outdoor settings.

OUTDOOR EDUCATION (A)

This course is run "offline" and students will complete class in R unit (Registered unit) time on a Thursday afternoon and take a three day trip to complete the scheduled hours. This course is a great release of stress, giving students the opportunity to get away from it all and learn some leadership and personal development skills as well as having a great time. Outdoor Education (A) can be chosen term by term but make sure you keep a look out for the upcoming trips!

- **Snow Skiing & Snowboarding**
- **Mountain Biking**
- **Surfing**
- **Sea Kayaking**
- **Scuba Diving**
- **Canyoning**
- **Rock Climbing**
- **White water rafting and wake-boarding**



PHOTOGRAPHY

Photography gives students the opportunity to explore the medium in creative, contemporary ways and understand how to communicate through the image and for enjoyment.

Dickson College offers both digital and black and white film photography at Tertiary and Accredited levels.

The photography unit has a focus on creative ways to manipulate images in Photoshop. Students look at a plethora of images to get a broad understanding of the contexts of the images and learn how to critically analyse images created today and in the past. Students gain in-depth knowledge about the digital SLR, Photoshop, history and advanced studio lighting. No previous experience is required.

The digital stream focuses on digital camera functions, lighting and digital manipulation techniques using Adobe Photoshop CC. Whilst in the black and white film stream, students learn composition, the fundamentals of the SLR cameras and technical aspects of the darkroom print making process.

These courses open up fantastic opportunities for further study in photography at tertiary level educational institutions. The students complete a large variety of work presented professionally in a portfolio to use for university entry interviews.



Students that do both film and digital photography courses have an advantage for further study and a deeper understanding of the technical applications of photography. Students are encouraged to enter their work in various community exhibitions as well as the annual Dickson College arts exhibition.



PHYSICAL EDUCATION

Physical Education is an integrated area of study that actively engages students holistically in intellectual, social, emotional and physical development and learning in, about and through physical, recreational and sporting activities.

Students can complete a Double Major, Major Minor, Major or Minor in Physical Education at Dickson College.

Physical Education is an integrated area of study that actively engages students holistically in intellectual, social, emotional and physical development and learning in, about and through physical, recreational and sporting activities.

- This course will enable students to:
- increase physical literacy in, through and about movement
 - analyse, physical education studies theories, concepts, principles, methodologies, assumptions, perspectives and ideas in and through sport
 - analyse the nature and purpose of physical education and the impact of factors that influence self, others and well-being
 - analyse values and attitudes and evaluate their influence on health, outdoor and physical education
 - communicate in a range of modes and mediums for specific purposes and audiences
 - reflect on and apply concepts, skills and strategies.

At Dickson College students may study the following units of work:

SPORTS SKILL ACQUISITION
Students explore the acquisition and development of sports skills. Activities may include modified sports, or themes such as, invasion games, net/wall/court games, target games or striking/fielding games. Suitable activities may include but are not limited to:



Touch, Football, Volleyball, Netball, Oztag, Softball, Australian Football, Water Polo, Ultimate Frisbee, Cricket, Basketball, European Handball, Flag Football, Field or Court Hockey, Baseball, Softball, Lacrosse.

LEISURE & RECREATION
This unit develops students' understanding of physical activity, recreation and sport from a participatory perspective. Activities may include but are not limited to: League Tag, AFL 9's, Fast 5 Netball, Floorball, Ultimate Frisbee, Indoor Cricket, Flag Football, Lacrosse, Orienteering, Fitness and conditioning, Aquatic activities, Rock Climbing, Lawn Bowls, Surfing, Golf, Tennis, Squash, Mountain biking, Bush walking, Gym fitness, Dance.

BUILDING AND IMPROVING TEAMS
Students explore and develop skills associated with the enhancement of teams. Activities may include but not limited to: Touch, Football,

Volleyball, Netball, Oztag, Softball, Australian Football, Water Polo, Ultimate Frisbee, Cricket, Basketball, European Handball, Flag Football, Field or Court Hockey, Baseball, Softball, Lacrosse, Weights and Gym, Aerobic training ,as well as Community Coaching principles related to game-sense and teamwork.

SPORT, ACTIVITY, CULTURE AND SOCIETY
Students explore a range of sports and physical activities that contribute to individual, societal and cultural identity. Activities may include but are not limited to: Gaelic Football, Netball, Flag Football, Australian Football, Cricket, European Handball, Baseball, Hip Hop, Surfing, Soccer, Indigenous games, Badminton, Table Tennis, Yoga, Bootcamp/ Challenge, Wheelchair Basketball, Goal ball, Golf, Lawn Bowls, Bocce.

PHYSICS

Through the study of motion and energy, sound and light, electricity and the atom, we develop a greater appreciation for the forces and processes which exist within our daily lives.

The study of Physics explores humankind's drive to explain the phenomenon which shape our world and universe. Through the study of motion and energy, sound and light, electricity and the atom, we develop a greater appreciation for the forces and processes which exist within our daily lives. The skills learnt through the study of Physics directly link to problem solving techniques, research and communication skills and specialised experimental methods aimed at achieving specific goals.

Physics students can discover the workings of the atom, the mysteries of the universe and all the other pieces in-between. At Dickson College students will study the following units from the Australian Curriculum.

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



Students who wish to undertake a minor in Physics may complete two or three semester units. Students completing a major in Physics need to complete all four units over the two years.



PSYCHOLOGY

Through the study of the mind, our behaviour and the human condition, students have the opportunity to develop their own understanding of the individuals and groups they encounter in their lives.

Psychology is the study of the human mind and behaviours. Learning about psychology helps students gain greater awareness about the self and an understanding of the impact of other individuals, families and communities on an individual's psychological development.

Psychology is designed to help students learn to question and challenge assumptions about human behaviour as they further their higher order thinking skills with reflection, creativity, communication and analysis. Through the study of the mind, our behaviour and the human condition, students have the opportunity to develop their own understanding of the individuals and groups they encounter in their lives. To build this critical awareness and appreciation of their self-development and the development of others, students learn to apply the general theories and principles of psychology across a range of clinical studies and everyday experiences.

Studying Psychology at Dickson College is for those thinking about a career not only in psychology, but any area that involves an interest in the human mind and behaviour.

It is also very helpful in developing critical and creative thinking, and research and writing skills that can benefit the student in any subject throughout their further studies. Students will study units from the list below:

INDIVIDUAL DIFFERENCES

This unit explores how the individual develops physically, socially and cognitively. The electives in this unit are designed to introduce students to psychology and analyse how we function as human beings.

INTO THE MIND

This unit explores the biological basis of behaviour. The electives in this unit are designed to help students discover how humans interact with our internal and external environments to produce behaviour.

PSYCHOLOGY AND SOCIETY

This unit explores how psychology is present in everyday society. The electives are designed to analyse how humans interact at a group level. We will look at how norms are formed and why deviance to cultural and societal norms can occur.

PSYCHOLOGY OF WELLBEING

This unit explores the psychological and physical health of individuals and groups. The electives are designed to promote awareness around health, how it can go wrong and how positive health can be obtained.

Students may study a Minor (two semesters) or Major (four semesters) in Psychology. Students can also combine units of Psychology with units of Sociology to form a Behavioural Science Major, Major/Minor or Double Major.

Assessment for Psychology can take the form of research assignments (such as experiment reports, essays, or oral presentation), creative responses (multimedia, visual representations, portfolios, etc.) and tests (including multiple choice and extended response questions). There are 3 to 4 major pieces of assessment throughout each semester in Psychology at Dickson College. Psychology is offered at both Tertiary and Accredited levels.

REFUGEE BRIDGING PROGRAM

Refugee young people have the right to a meaningful education that takes into account their refugee experiences and supports and prepares them in their quest for successful educational outcomes.

The Refugee Bridging Program at Dickson College has been developed as a response to the interrupted schooling of many young refugee students that enter the ACT college sector. Although many refugee students aim to attend and complete college, they face innumerable hardships and challenges such as social adaptation, English language acquisition and adapting to an unknown school system. Our unique program, in Dickson College, aims to support students with a refugee experience and provide them with the skills, and the opportunity, for academic success.

WHAT IS THE REFUGEE BRIDGING PROGRAM?

The Refugee Bridging Program is a year 11 and 12 course. The program allows the students to fulfil the requirements of a year 12 Senior School Certificate. Students may choose a tertiary pathway through the CIT or University or explore the options of apprenticeships and employment.

Students who aspire to gain their year 12 certificate will be given the opportunity to study units that are appropriate to, and support, their past educational and life experiences. The flexible nature of the program allows more

able, and experienced students, to study in college mainstream subjects. The Refugee Bridging Program also offers targeted classes in the fundamentals of English as a Second Language, Maths and IT for those students that have had more disrupted education and require extra support.

WHO CAN JOIN THE PROGRAM?

The program is open to students 16 years and older with a refugee experience. Students must meet a minimum standard of written and spoken English before they can enter the program, although they may initially have significant ESL and literacy needs. Typically, the cohort are students who:

- are refugees (or have had a refugee experience),
- have had disrupted education,
- have significant settlement issues,
- may have spent significant time in a refugee camp prior to their arrival in Australia and Canberra.

Dickson College has been awarded a recognition of excellence for 'best practice with refugee background students'.

For more information please contact: Ros Phillips, Executive teacher ESL / Languages



SECONDARY INTRODUCTORY ENGLISH CENTRE (SIEC)

Students join the SIEC from countries across the world. Some are here for a fixed term, others are making Australia their new home.



The SIEC is the only secondary introductory English language centre in the ACT. We teach English as an Additional Language/Dialect (EAL/D) through a specialised, full-time program of learning to students preparing to enter secondary schools across the ACT. Students are aged between 12 and 18 years old.

Students join the SIEC from countries across the world. Some are here for a fixed term, others are making Australia their new home. The aim of the SIEC is for students to have a foundation in Standard Australian English and the academic skills and knowledge they need to effectively participate in mainstream school. SIEC students participate in full-time study in core learning areas – reading and writing, speaking and listening, science, maths, research skills, art and physical

education. Our program is designed to be completed within three terms (30 weeks).

The SIEC promotes mutual respect among students and staff. Students are encouraged to draw upon knowledge and skills from their first language, previous schooling and life experiences. The SIEC has a long history of delivering outcomes for EAL/D students. 2016 marked the SIEC's thirtieth year of operation in Canberra. Our staff are highly qualified and have completed tertiary studies in Teaching English to Speakers of Other Languages (TESOL) and education. We are dedicated professionals who draw on our diverse personal and professional backgrounds, including experiences of learning and living overseas, to create a safe and caring learning environment for our students.

The SIEC forms an integral part of the Dickson College community. Students share the College's resources and facilities, which assists them to develop their broader social networks and independent learning skills. The SIEC works closely with other ACT schools to support the transition of students into the wider secondary school system. The SIEC also has close links to community organisations and programs that offer services to newly-arrived students and their families.

SENIOR SCIENCE

The study of Senior Science encourages and enables students to develop an understanding of the universe through observation, questioning, experimentation, discussion, critical analysis and creative thinking.

The study of Senior Science encourages and enables students to develop an understanding of the universe through observation, questioning, experimentation, discussion, critical analysis and creative thinking.

Students explore key concepts and models through active enquiry into phenomena and through contexts that exemplify the role of Science in society. They learn how an understanding of Science is central to the identification of, and solutions to, some of the key issues facing an increasingly globalised society.

The subject explores ways in which scientists work collaboratively and individually in a range of integrated fields to increase understanding of an ever-expanding body of scientific knowledge.

- **Unit 1: Environmental Senior Science**
- **Unit 2: Biological Senior Science**
- **Unit 3: Chemical Senior Science**
- **Unit 4: Physical Senior Science**
- **Unit 5: Negotiated Study Unit**

Students can complete a Major by completing 4 units or a Minor by completing any 2 units.



SOCIAL & COMMUNITY WORK

Studying Social and Community Work provides students with opportunities to make a difference in people's lives within their local community.



This course is designed for students interested in all aspects of the community services sector, childcare, disability work, aged care and youth work. The course also covers foundation skills and knowledge that would assist students wanting career pathways into nursing and teaching.

Students undertake training at college and with local employers through Structured Workplace Learning (SWL) that can lead to the award of Certificate II in Community Services (CHC22015).

The following units can be used to make up a Social and Community Work course. Different units of competence will be delivered each semester.

- **Work in Community Services**
- **Disability and Aged Care**
- **Work with Young People**
- **Interact with Children**

Benefits for students:

- Gain a head start into nursing or many other community service careers such as; disability work; children's services; community work; youth work and aged care
- Develop links with local employers and opportunities to undertake challenging work with tremendous personal satisfaction
- Learn appropriate work practices from childcare professionals, nurses, carers and healthcare professionals in the workplace while on SWL
- Develop work ready skills in career pathways that are in demand here and overseas
- Flexibility of hours, conditions

and good opportunities for advancement

- Opportunities to make a difference in people's lives within their local community.

PARTNERSHIPS

Dickson College has established partnerships with Majura Early Childhood Centre, Northside Community Services and Goodwin Ainslie. Students are able to gain valuable skills and career exploration opportunities in the areas of early childhood education, aged care work and youth and disability support work. These employers have the opportunity to enrich their programs through working with our students and the opportunity to showcase the broad range of career opportunities in community services and allied health.

SOCIOLOGY

Through the study of society, culture and the norms and values of everyday life, students have the opportunity to develop their understanding of their own identity and the world they live in.

Sociology is the study of the social forces and relationships. Studying Sociology at Dickson College helps students gain greater awareness about the systems and ideas that make up society, their cultural and historical context, and the ways individual and group behaviour is shaped by social forces.

The discipline of Sociology is designed to help students question and challenge assumptions about human society, and develop their higher order thinking skills through reflection, creativity and debate. By learning how to apply the principles and theories of sociology, students develop their critical awareness; an ability to examine issues from multiple perspectives and apply relevant ideas to diverse situations.

Studying Sociology at Dickson College is for those thinking about a career not only in the Behavioural Sciences, but for any related Humanities subject area such as Psychology, History, Global Relations and Business. It is also helpful in developing critical and creative thinking, as well as research and writing skills that can benefit the student in any subject throughout their further studies.

Students will study units from the list below:

IDENTITY

This unit explores society on the individual level: the ways people define themselves and their relationships with others. The electives in this unit provide students with opportunities to study the myriad of ways that society classifies and categorises people at an individual and small group level, and how individuals can be constrained and empowered through their identification with such labels.

CULTURAL ICONS

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

POWER & INSTITUTIONS

This unit explores the superstructure of society, the social institutions and systems that determine the structure of society on a macro level, and in turn influence life on a micro level. The electives in this unit provide students with opportunities to study the 'big picture' of society,

and explore the ways in which their lives are shaped by forces outside of their control.

SOCIAL JUSTICE

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

Students may study a Minor (two semesters) or Major (four semesters) in Sociology. Students can also combine units of Sociology with units of Psychology to form a Behavioural Science Major, Major/Minor or Double Major.

Assessment for Sociology can take the form of research assignments such as: oral seminars; primary research; essays; oral presentations; creative responses and tests (including multiple choice; response to stimuli; extended answer questions).

SPORTS DEVELOPMENT

Programs are tailored to meet the individual athlete's needs and sporting requirements, in close consultation with identified coaches and sporting organisations.

Sports Development is an integrated area of study that actively engages students holistically in intellectual, social, emotional and physical development, and learning in, about and through physical, recreational and sporting activities.

PERSONAL DEVELOPMENT IN A SPORT

Students will explore time-management, lifestyle balance, academic pursuits, training, work and social interactions in the context of developing and maintaining an elite athlete.

BUILDING AN ELITE ATHLETE

Students will explore personalising programs, individual and/ or team development, nutrition, psychology and recovery in the context of developing and maintaining an elite athlete.

ATHLETES IN SOCIETY

Students will explore issues in sport, drugs, community expectations of athletes, as well as community, national and global environments in the context of developing and maintaining an elite athlete.

PERFORMANCE ANALYSIS

Students will explore technology in sport, injury management and prevention, biomechanics, tactics, game analysis and feedback in the context of developing and maintaining an elite athlete.



Student programs are tailored to meet the individual athlete's needs and sporting requirements, in close consultation with identified coaches and sporting organisations. In each unit, the sports performance strand will provide the talented athletes with the time and access to the facilities that they need to develop their specialised skills. It will encourage them to evaluate and assess their performances while reflecting on their goals, aspirations and expectations, both short and long term.

Sports Development will enable students to:

- develop knowledge, skills, understanding and values to establish and maintain healthy, satisfying lives
- develop physical skills which promote cognitive and academic performance e.g. functioning of the brain, learning, memory, concentration and mood

- plan activities independently and collaboratively communicate ideas
- develop self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing

EMPLOYMENT OPTIONS AND FURTHER STUDIES PATHWAYS

Members of Sports Development receive numerous opportunities to promote and develop their sports, and a number end up pursuing their sport in a part-time or full time capacity after leaving college.

The information gained in the theoretical aspects of the course provides valuable foundation knowledge for tertiary study in related fields.

SUPPORT PROGRAMS

At Dickson College we work from a strengths based platform, focusing on building the capacity of students for greater independence in their adult lives.



To qualify for one of the Support Programs at Dickson College students must have completed year ten studies in a disability education setting or be assessed by a school psychologist as meeting the criteria for access to a place in the program.

Learning Support Centre (LSC) and Learning Support Unit (LSU)
Students enrolled in the LSC or LSU have a core program of units called the Foundations for Independence Package (see next page), and can supplement these units with other subjects offered in the wider school community.

Dickson College is proud of its inclusive education model and we encourage and support our students to undertake mainstream classes in areas of interest. LSC and LSU students will usually have access to a Learning Support Assistant in their classes, in addition to the classroom teacher.

The Foundations Program utilises BSSS coursework that can lead to the awarding of the ACT Senior Secondary Certificate.

Inclusion Support Program
Across Australia, all schools are required to make reasonable adjustments for students with disability at the time of their enrolment and during the course of their education, ensuring they have the support they need to successfully access and participate in the school curriculum, programs and activities on the same basis as their peers.

Our school will:

- consult with parents/carers and the student to understand their education needs and any adjustments required
- make the reasonable adjustments that are necessary to enable a student with disability to take part in education on the same basis as other students
- assist students and families

to feel safe and supported in the education environment.

Adjustments may be made in the areas of curriculum, environment and/or teaching methods, and will vary according to the needs of individual students.

Students enrolled in the Inclusion Support Program at Dickson College can complete a Tertiary or Accredited package along with other students. They are eligible for a case manager / tutor who will meet with them for an hour every week to check in with their progress, scaffold their assessment tasks and support them to manage their time and anxiety.

SUPPORT PROGRAMS

The support programs provides a unique opportunity for students requiring additional support to complete a package of study related to their educational needs, interests and future options.

FOUNDATIONS FOR INDEPENDENCE PACKAGE

FOOD FOR LIFE (M)
The course recognises the importance of a practical approach to solving everyday life problems and provides students with the opportunity to develop management skills involved in the selection and manipulation of resources.

PATHWAYS TO WORK AND LEARNING (M)
This course is designed to provide a foundation for students to improve their literacy, numeracy and digital technology skills as well as develop life skills and career planning.

LIFE, LEISURE AND LEARNING (M)
This course provides opportunities for students to gain the skills necessary to make a smooth transition to post school options and to participate in society in a meaningful and effective manner.

CONTEMPORARY ENGLISH (M)
The study of Contemporary English develops students' literacy ability to become effective users of language and producers of texts. It focuses on developing reading, writing, speaking and listening skills.

ESSENTIAL ENGLISH (M)
Essential English is designed to provide students with the skills that will empower them to succeed in a wide range of post-secondary pathways.

CONTEMPORARY MATHS (M)
The major themes of Contemporary Mathematics are the numeracy skills students will require in employment post-college and to manage their personal finances.

ESSENTIAL MATHS (M)
Essential Mathematics focuses on enabling students to use mathematics effectively, efficiently and critically to make informed decisions in their daily lives.

INFORMATION TECHNOLOGY (C)
An information technology course that will enhance transitions to work and further education and training opportunities.

CLUBS AND COMMUNITY (R)
A pastoral care class occurring once a week to discuss opportunities in the wider college community and practice mindfulness, wellbeing and relaxation activities.

For more information contact:
Caitlin Hanby
Disability Education Coordinator (DECO)
caitlin.hanby@ed.act.edu.au



TOURISM & EVENT MANAGEMENT

Tourism can lead to a variety of career opportunities within hotels, clubs, restaurants, catering organisations, resorts, travel, tourism and event organisations and government departments.



Tourism and Event Management is designed for students with an interest in the travel, tourism and hospitality industry. Tourism is defined as travel away from the traveller's normal place of work and home, exploring local or international destinations for a range of reasons.

The course explores a wide range of locations, an insight into services provided by transport and tour operators, travel agencies, accommodation providers, theme parks and attractions, tour guides, sporting, entertainment and arts venues, museums and historical sites, restaurants, cafes and clubs

as well as event management. Tourism can lead to a variety of career opportunities within hotels, clubs, restaurants, catering organisations, resorts, travel, tourism and event organisations and government departments.

The following units are available to complete to work toward a major in Tourism. Different units of competence will be delivered each semester which can lead to a Certificate II in Tourism (SIT20116):

- **Tourism and Event Management**
- **Global Tourism**
- **Working in Tourism**
- **Tourism and Events Promotion**

Participation in Tourism excursions and SWL placements are also encouraged to deepen the knowledge and understanding of the Tourism industry.



TEXTILES & FASHION

Textiles and Fashion allows students to become discerning consumers in a global marketplace. They develop confidence to pursue a variety of study options, employment and lifelong leisure activities.

A variety of Units are taught including: Fabric Dyeing and Printing; Recycle and Reuse; Costume Design; Marketing a Designer Label and Negotiated Study.

Excursions to major exhibitions, both locally and interstate are also frequented. Work experience in the Textiles and Fashion Workplace is also available as well as workshops at the Australian National University School of Art, National Gallery of Australia, Whitehouse School of Design, Digital Printers and Canberra Institute of Technology. Also, we have a wide range of visiting artists talk to the students.

Hands-on applications such as garment making, surface design applications such as print, dye, embroidery, applique and structural fabric construction (weave, knit) are explored and developed.

Textiles and Fashion is a varied and evolving area of study that reflects the important part that textiles play in industry and broader society. Textiles fulfil the essential role of providing protection, comfort and social meaning with a cultural context.

It is a multidisciplinary study that draws on concepts and skills underpinning design, technology,

markets, culture, environmental sustainability and ethical issues.

Students are encouraged to gain knowledge and understanding of textiles and fashion by utilising the design process to develop creative, innovative and resourceful responses. They develop skills in ideas generation, problem solving, communication, project management, analysis, technical skills and evaluation.

Students can also undertake vocational studies leading to the award of a Certificate II in Applied Fashion Design and Technology (LMT2170).



WORKSHOP TECHNOLOGIES

The Technology Faculty provides a range of programs which provide educational foundations for further studies in traditional trade areas at the Canberra Institute of Technology or with private Registered Training Organisations.

The Technology Faculty provides a range of programs which provide educational foundations for further studies in traditional trade areas at the Canberra Institute of Technology or with private Registered Training Organisations.

Students also have the opportunity to participate in the Australian School Based Apprenticeship (ASBA) program in conjunction with their studies in a number of courses.

The Technology courses offered at Dickson College include Accredited (A) and Vocational (V) courses.

AUTOMOTIVE TECHNOLOGY (A/V)

In the Automotive Technology course, students develop knowledge and skills related to various types of engine and vehicle systems. This is an ideal course for students who want to learn about maintaining their own car.

At a professional level, the course provides a pathway into the Automotive Industry for students who successfully complete the requirements for the Certificate I in Automotive Vocational Preparation [AUR10116].

CONSTRUCTION PATHWAYS (A/V)

This course is aimed at students who may be seeking a career in the Construction Industry. The course provides students with the opportunity to develop their skills in the use of hand and power tools; in construction techniques



with different materials and in the preparation of building sites. Students will work towards Certificate I in Construction [CPC10111] and Certificate II in Construction Pathways [CPC20211].

METAL PRODUCTS (A) Working with Metal

This unit is designed to familiarise students with workshop procedures using metal. Students learn to work safely with metal and alloy products, using and naming selected tools and materials correctly. Students learn to use selected tools and machinery to follow a given design to complete the projects undertaken in this unit. They learn communication skills such as following instructions, seeking help and recording processes as well as strategies to solve problems.

Techniques in Working with Metal

This unit is designed to familiarise students with workshop procedures and techniques in using different gauge sheet metal. Students learn to work safely with sheet metal products

and the tools and equipment associated with light fabrication. Students follow a given design in the fabrication of a sheet metal product. They learn communication skills such as following instructions, seeking help and recording processes as well as strategies to solve problems.

Creating to a Design Brief or Plan

This unit is designed to develop welding and thermal cutting skills. Students learn the fundamentals of working safely with gas and high voltage welding. Students learn to use a range of metal work tools such as welding, braising, soldering and thermal cutting to follow a given design to complete the projects undertaken in this unit. They learn communication skills such as following instructions, seeking help and recording processes, as well as strategies to solve problems.

Metal Project

This unit is designed to develop project management skills. Students create a project from a design brief or modifying

an existing design to meet a particular need. Students learn to manage the fabrication of a project. They consider the choice of appropriate materials and techniques, the project timeline and the economic use of materials. They learn communication skills such as following instructions, seeking help and recording processes as well as strategies to solve problems.

Negotiated Study

In this unit, students will study an area of special interest to be decided upon by a class, group(s), or an individual student in consultation with the teacher and with the Principal's approval. The program of learning for a Negotiated Study unit must meet all the content descriptions as appear in the unit.

TIMBER PRODUCTS (A) Working with Wood

This unit is designed to familiarise students with workshop procedures using wood and timber. Students learn the fundamentals of working safely with timber products, using and naming selected tools and materials correctly. Students learn to use selected hand and power tools, machinery, make joints and follow a given design to complete the projects undertaken in this unit. They learn communication skills such as following instructions, seeking help and recording processes as well as strategies to solve problems.

Techniques in Working with Wood

This unit is designed to develop skills in the workshop using wood, timber and other materials. Students learn the fundamentals of workshop safety requirements, including attitudes and behaviours. They learn techniques for the manufacture and use of jigs, as well as tool maintenance for both power and hand tools. Students make decisions about appropriate jointing techniques according to the product. They learn communication skills such as reading plans and drawings, measurement and scale, as well as the reasons for selecting particular materials for a given task.

Creating to a Design Brief or Plan

This unit focuses on sustainable workshop practices and procedures, including interpretation of plans and the concept of the design brief and the design process. They explore the nature and properties of materials to fulfil a design brief. Students learn about of the selection of appropriate materials and calculate cost of production, including the whole manufacturing process. They learn communication skills such as to actively listen, and to reflect on and implement feedback from clients.

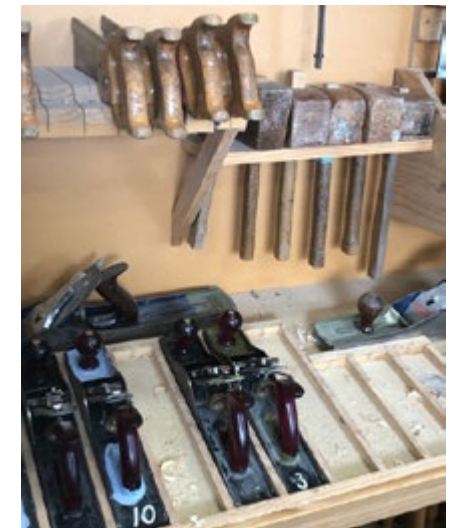
Timber Project

In this unit students create a project of their own design, or modify an existing design, to

meet a particular need. Using a project timeline, students learn to manage the entire construction of a project, from conception to delivery. They consider the choice of appropriate materials, finishes and techniques, in accordance with the project requirements, proactively managing risks associated with constructing the product in the workshop. They learn communication skills such as maintaining an ongoing record of evaluation of production processes and techniques.

Negotiated Study

In this unit, students will study an area of special interest to be decided upon by a class, group(s), or an individual student in consultation with the teacher and with the Principal's approval. The program of learning for a Negotiated Study unit must meet all the content descriptions as appear in the unit.



VOCATIONAL EDUCATION & TRAINING

We offer Vocational Education and Training (VET) courses from a variety of industry endorsed training packages.

Dickson College offers Vocational Education and Training (VET) courses from a variety of industry endorsed training packages. Students can complete nationally recognised qualifications whilst completing their ACT Year 12 Certificate.

Dickson College operates a joint venture Registered Training Organisation with Gungahlin College called North Training.

Students enrolled in VET courses are given the opportunity to gain valuable industry experience through Structured Workplace Learning (SWL). Students who

can demonstrate competence to industry standard in a workplace context and in the workplace during SWL, are eligible to receive a qualification or Statement of Attainment in the following qualifications:

- **Certificate II Applied Fashion Design and Technology (MST20616)**
- **Certificate I Automotive Vocational Preparation (AUR10116)**
- **Certificate II in Community Services (CHC22015)**
- **Certificate I Construction (CPC10111) & Certificate II in Construction Pathways (CPC20211)**

(CPC20211)

- **Certificate I & II Hospitality (SIT10216 & SIT20316)**
- **Certificate I & II in Information, Digital Media and Technology (ICT10115 & ICT20115)**
- **Certificate II Music (CUA20615)**
- **Certificate II in Tourism (SIT20116)**

Other vocational opportunities are available through partnering arrangements with external RTOs throughout the year. These include:

- Canberra Institute of Technology
- The Academy of Interactive Entertainment
- Masters Builders Association



AUSTRALIAN SCHOOL-BASED APPRENTICESHIPS (ASBAS)

On completion of an ASBA, students receive a nationally recognised vocational qualification and an ACT Senior Secondary Certificate.

Australian School-Based Apprenticeships (ASBAs) offer students, 15 years of age or over, the opportunity to achieve a nationally recognised vocational qualification by combining paid work and training as part of their educational program at college.

Students train for a minimum of 8 hours in the workplace and a minimum of 3 hours off the job training weekly, for a Certificate II qualification, and a minimum of 15 hours a week for a Certificate III qualification.

On completion of an ASBA, students receive a nationally recognised vocational qualification and an ACT Senior Secondary Certificate.

Employment in an ASBA is available in a wide variety of industries including:

- **Building & Construction**
- **Hairdressing**
- **Community Services (Aged Care & Early Childhood Education and Care)**
- **Business**
- **Information Technology**
- **Plumbing**
- **Electro Technology**
- **Hospitality**

If you are interested in exploring an ASBA, please complete an Expression of Interest form when you enrol in classes, so that you can be placed on our register to receive information on available positions. Further information is available at www.Australianapprenticeships.gov.au

If you are already undertaking an ASBA, please let us know at the time that you enrol. If you are an employer looking to employ a student under an ASBA arrangement, please contact the school to discuss options.

For more information contact:
Erica Brown, Transitions and Careers Officer.



LIBRARY

Dickson College Library holds an extensive collection of resources supporting curriculum areas and reading interests.



Dickson College Library holds an extensive collection of resources supporting curriculum areas and reading interests. Teacher librarians and library assistants help students access multiple sources of information within and beyond the college library and also help students with research and assignment skills.

RESOURCES

- Graphic novels, fantasy, science fiction, crime fiction, contemporary fiction, picture books, easy readers
- Interesting and useful non fiction
- ebooks – a growing collection
- DVD collection – films and documentaries
- TV4Education online video delivery system – curriculum-related programs, available on all devices

COMPUTERS

- Desktop computers for research and assignments
- Wifi – Chromebook laptops and personal devices
- Access to Oliver, the library catalogue – available from anywhere via the Digital Backpack
- Access to Weblinks, Hot Topics, eNotes, Online Referencing Generator
- Online full text journal, magazine and newspaper articles via Libraries ACT

DICKSON COLLEGE LIBRARY WEBSITE

<https://tinyurl.com/dicksoncollegelibrary>

- Useful websites & online research links
- Bibliography and referencing guides
- Essay and report writing guides
- Teacher librarians can help you with:**
- Essays and other assessment tasks
- Research skills – finding great resources
- Information literacy, multiliteracies and guided inquiry
- Referencing and bibliographies
- Library orientations and e-learning sessions



CAREERS & UNIVERSITY ADVICE

When helping a young person in your care to consider their career, we suggest that they consider their interests, abilities and values. Success is found most often when you do something you like and are good at, so why not pursue all the options?

Come and see our team of fully qualified Careers Advisors in N-Block – the red carpet connects us to other members of the Student Wellbeing team.

We can help you to take the steps in the future directions that interest you. When helping a young person in your care to consider their career, we suggest that they consider their interests, abilities and values. Success is found most often when you do something you like and are good at, so why not pursue all the options?

We can help lead you to information that you might not even know exists and the more information you seek out early on, the better prepared you will be for what lies ahead.

Come to us for: Work Experience; excursions to Career Markets; guest speakers and lectures; access to external courses; Australian School-Based Apprenticeships (ASBAs); assistance with job seeking and employability skills. We also help with applications to CIT, university through UAC, VTAC, QTAC, etc, as well as scholarships, and more.

TRANSITIONS

Dickson has developed a number of programs to assist students in successfully transitioning into and through college into university and the workforce. For further information contact the careers and student wellbeing teams.

STUDENT PATHWAYS PLANNING

We work with students, families and pastoral care teachers to individually help with Pathways Planning.

CAREERS & UNIVERSITY ADVICE

We offer a range of services to assist you with career planning. The Careers team are available to students during school hours and appointments can be made to discuss options.

WORK EXPERIENCE

Work Experience is a great way to explore career paths and to find out what is involved in an occupation. This is especially true if you are unsure about the type of work you would like to do when you leave college. Work Experience often leads to further employment opportunities, including part time work.

You can spend one week (minimum of 30 hours) in a work place. Each Work Experience placement can count towards your Year 12 Certificate and you can participate in several placements while at college. To find out more about Work Experience visit the Work Experience Coordinator – in the Careers Centre.

CAN YOU HELP?

Finally, if you are an employer and would like to be involved by taking on a student as an Australian School-Based Apprentice (ASBA) or as part of our Work Experience program, please contact us to discuss how you can become involved (6142 0140).

KEY DATES

ONLINE APPLICATIONS GO LIVE: WWW.EDUCATION.ACT.GOV.AU

MONDAY 29TH APRIL 2019

ONLINE APPLICATIONS CLOSE AT 5PM:

7TH JUNE 2019

Any applications received after this date will be processed according to the Education Directorate's Enrolment Policy and based on college capacity. All students living in the Priority Enrolment Area are guaranteed a place at Dickson College for 2020.

OFFERS OF PLACEMENT ARE DISPATCHED BY COLLEGES:

MONDAY 29TH JULY 2019

LAST DAY FOR STUDENTS TO ADVISE THE COLLEGE OF ACCEPTANCE OF PLACEMENT:

MONDAY 19TH AUGUST 2019

YEAR 11 2020, CLASS SELECTION INTERVIEWS:

Campbell High and Lyneham High arrange the bookings for class selection for year 10 students at their schools.

3RD SEPTEMBER 2019 – LYNEHAM HIGH SCHOOL (PARENTS WELCOME)

4TH SEPTEMBER 2019 – CAMPBELL HIGH SCHOOL (PARENTS WELCOME)

If you attend any other high school please contact Dickson College on 6142 0140 to arrange an interview time for the evening:

4pm – 7pm 22ND AUGUST at Dickson College OR

4pm – 7pm 28TH SEPTEMBER at Dickson College

THE ENROLMENT PROCESS REQUIRES THREE KEY ITEMS:

1. A completed application (online)
2. A completed enrolment pack (paper, emailed to you to complete and return to Dickson College)
3. Class selection (in person at either Lyneham High, Campbell High or Dickson College)



DICKSON COLLEGE

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www.dicksonc.act.edu.au

www.facebook.com/DicksonCollege

Open Night - Thursday 30th May, 2019

