



DICKSON COLLEGE
excellence opportunity community

Subject Selection

Course Information 2027



DICKSON COLLEGE

excellence opportunity community

FACULTY INFORMATION SHEET

Arts

Semester 1 2027

Course	Type T/A/M	Minor	Major	Major Minor	Double Major
Media	T /A/M	✓	✓	✓	✓
Photography	T /A/M	✓	✓	✓	✓
Art	T /A/M	✓	✓	✓	✓
Drama	T /A/M	✓	✓	✓	✓
Music Classical/Contemporary/Jazz Streams	T /A/M	✓	✓	✓	✓
Live Production and Services	A/M	✓	✓		

PHOTOGRAPHY UNIT DESCRIPTIONS

Entrepreneurship in Photography (T/A/M)

This is the Introductory Black & White Film unit where basic photographic and darkroom practices are introduced. Students learn how to operate a manual SLR camera, process film and print photographs in the darkroom. Students learn about entrepreneurship and the connections between photographic practice and industry. They consider the nature of entrepreneurship and opportunities for photographers. They explore different ways of working in industry as a photographer whilst employing Film photography as their media. This includes portraiture, product photography, fashion and landscape photography. They explore the tension between the creative and commercial considerations when working within a client brief or creative vision. Students apply their understanding of entrepreneurship and industry to produce authentic photographic products for a range of purposes and audiences.

Digital Photography

Creativity in Photography (T/A/M)

This is the introductory unit in the digital photography stream. Students learn about the creative process in Photography. They explore techniques and strategies used to create photographic works. Students apply the creative process, techniques, use of equipment and strategies to express their understanding of self, others, and the world.

MEDIA UNIT DESCRIPTIONS

Creativity in Media (T/A/M)

Want to make some films? This is the unit! You will develop practical skills in media including pre-production scriptwriting and storyboarding, filming HD footage and post-production video editing and

motion graphics. Through class exercises, discussions, viewing and creating, this unit introduces students to technical elements of media production. Get ready to explore storytelling structures and creative techniques throughout production and post-production processes as you make a variety of film work. Students learn about and apply the creative process, techniques, and strategies to express their understanding of self, others, and the world. Let's get creative!

Innovation in Media (T/A) **This unit can only be studied by students who are completing a double major in media*

Students learn about innovative media practice and practitioners who break with codes and conventions. They explore the aesthetics and ethics of new technological innovations in media. Students apply their knowledge and skills of innovative media practice through experimentation and problem solving.

MUSIC UNIT DESCRIPTIONS

Classical Music Stream

Communicating Meaning in Music (T/A/M)

Students will have the opportunity to perform/compose and analyse music within the classical style. There will be the opportunity to perform and work in small ensembles. Assessment is broken into performance, composing and musicology.

Contemporary Music Stream

Creativity in Music (T/A/M)

This unit focuses on playing and composing contemporary Music. Students will compose songs, listen to and analyse music, and explore the development of contemporary music. Assessment is broken into performance, composing and musicology/analysis.

Jazz Stream – Jazz Band

Innovation in Music (T/A/M)

In this unit, students perform in a Jazz band and small ensembles and learn to compose, perform and analyse music in the jazz style. Assessment is broken into performance, composing and musicology/analysis. It is expected you are competent on your instrument to join this course.

Jazz Band (R) Students rehearse and perform with the Jazz band and receive (0.5) standard units per semester. No assessment is required.

CERAMICS UNIT DESCRIPTIONS

Creativity in Visual Arts (Ceramics) (T/A/M)

Students learn the techniques and concepts of ceramics by critically and creatively analysing artworks. Experimenting with creative processes, students will develop the technical proficiency to express their ideas through various conventions and forms. In this unit, developing an understanding of materials will give students access to a broad range of creative possibilities in ceramics. Students apply their emerging creative skills, techniques and strategies to express their understanding of self and the world.

VISUAL ART UNIT DESCRIPTIONS

Communicating Meaning in Visual Arts (A/T/M)

Students develop visual literacy by learning about how meaning and concepts are constructed and communicated in a variety of art works. They analyse the forms, conventions, vocabulary, and symbols used by artists to construct meaning and express their ideas. Students explore techniques for communicating their ideas to an audience and develop skills as audience and artist. Students apply techniques to communicate their understanding of a range of issues through art works. They express concepts, ideas and meaning through visual communication.

DRAMA UNIT DESCRIPTIONS

Communicating Meaning in Drama (T/A/M)

Students examine how meaning is communicated in drama, utilising performance skills, elements of production, forms, and styles. By conducting research and analysing dramatic works that have communicated a powerful message for a particular purpose and students draw conclusions about how meaning was communicated to the intended audience. They develop skills in empathy, interaction, responsiveness, and communication. Through the creation of their own dramatic works and performances, students understand semiotics and power relationships in different societies. They apply dramatic techniques to shape audience response, by provoking, informing, or entertaining.

Leadership in Drama (T/A/M) **This unit can only be studied by students who are completing a double major in drama*

Students learn about leadership in the context of creating dramatic works. They explore the possibilities for shaping and influencing a dramatic work through engagement with aspects such as producing, writing, directing, performing, or designing. Students develop skills in creative risk taking, integrity, initiative, and confidence to share their vision. In learning about leadership, they gain understanding of the various roles required in a dramatic work, and the communication, teamwork, and collaboration skills necessary to shape and effectively execute performances.

LIVE PRODUCTION UNIT DESCRIPTIONS

Live Production Industry (A)

Live Production Industry pulls back the curtain on how live performances, shows and concerts work. This unit incorporates a mixture of technical and creative skills to facilitate and enhance the performances of our performing arts students. Students will explore different events, roles and production elements with hands on experiences, inter-arts collaborations and peer discussion. Students will come away with an understanding of sound, lighting and other production services that underpin all live performances.

Stage Performance (R/A)

This unit engages students in the collaborative process of developing and presenting a stage production. Students develop and apply practical skills in performance, working together to create a cohesive stage work for an audience. They explore how meaning is communicated through theatrical elements and conventions. Students may explore a range of roles and responsibilities within live performance, including performance and/or production roles, supporting the development of the production as a whole. Stage Performance may be studied as an R unit or as Accredited with Accredited study placing a greater emphasis on the development and demonstration of performance skills.

Please note:

If you are interested in of being involved in the college play or musical as an R unit, please indicate this on your enrolment form so that it is possible to make sure the line this runs on is free and doesn't conflict with your other classes selected.

ENROLMENT ADVICE FOR THE ARTS

All Arts units have no pre-requisites. Students can study Arts units at beginner or advanced levels.

Music

- Can be studied in the Jazz, Classical, and Contemporary streams.
- It is recommended that students studying Classical, Contemporary or Jazz stream have some performance experience in these respective genres.
- It is recommended that students wanting to do music at a Tertiary level in Jazz, Classical and Contemporary styles should be able to read music.
- These are the possible double majors to choose from:
 - o Jazz and Classical
 - o Jazz and Contemporary

FACULTY INFORMATION SHEET

COMMUNITY SERVICES

Social and Community Work (A)
Pathways to Work and Learning (A)
Semester 1 2027

Course	Type A/T/M/V	VET Links	Minor	Major	Major Minor	Double Major
Social and Community Work	A/M		✓	✓		
Pathways to Work and Learning	A/M		✓	✓		

SOCIAL AND COMMUNITY WORK UNIT DESCRIPTIONS

Course information

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

Excursions, guest speakers, and volunteer opportunities are integral to the course, providing valuable real -life experiences and connections with community organisations to help build essential workplace skills.

Students who work or volunteer with vulnerable groups must obtain a Working with Vulnerable People (WWVP) card, which can be applied for online.

The course also involves regular participation in small group and whole-class discussions.

It is important to note that this course may at times addresses sensitive topics, including child abuse, mandatory reporting, adolescent challenges, and managing complex relationships.

Unit 1: Societies and Communities

In this unit, students investigate theories related to diversity and the experiences of various community groups, including First Nations Peoples, individuals with disabilities, refugees, and culturally diverse populations. Students develop key interpersonal and communication skills and are provided with opportunities for in-depth exploration through projects and community engagement. They develop knowledge and skills that will assist them in working in the community sector.

Unit 2: Contemporary Ageing

This unit focuses on the physical and psychosocial aspects of ageing, promoting positive ageing and addressing ageism. Students examine the rights and needs of older people, quality care practices, including a person-centred approach, and the challenges of caring for clients with dementia. They develop knowledge and skills that will assist them in working in the aged care sector.

PATHWAYS TO WORK AND LEARNING UNIT DESCRIPTIONS

Unit 1: The Career Mindset (A)

Students investigate the changing world at a local, national, and global level, and set goals to address the challenges and take advantage of opportunities. Students explore the practices, methods, and dispositions useful for work and learning. They identify learning required to prepare for a planned career. Students acquire the capabilities and skills that empower them as lifelong and adaptive learners, and participants in the workplace. They understand the value of their existing skills and knowledge, their transferability to a wide range of settings, and reflect on areas for further development.

FACULTY INFORMATION SHEET

Design and Technology

Semester 1 2027

Course	Type A/T/V	VET Links	Minor	Major	Major Minor	Double Major
Designed Environments	T /A/M		✓	✓		
Design and Graphics	T /A/M		✓	✓		
Textile and Fashion	T /A/M		✓	✓		
Engineering	T /A		✓	✓		
Construction Pathways	A/M		✓	✓		
Timber Products	A/M		✓	✓		

DESIGNED ENVIRONMENTS UNIT DESCRIPTIONS

Landscape Architecture (T/A)

This unit examines architecture and design theory. Students learn that architects investigate new technologies and materials to create buildings or structures and ensure that what is designed is environmentally sustainable and addresses the user(s) needs. Students engage with established methodologies for generating creative design concepts, learning strategies for idea generation and communication.

DESIGN AND GRAPHICS UNIT DESCRIPTIONS

Design Applications (T/A)

Students learn graphic design principles which focus on solving design problems, presenting ideas and solutions as designed products. Students will explore the fundamentals of graphics and use Adobe software to create practical solutions to design problems. Students utilise these skills to create a finished product. No previous experience in graphic design is required, as students begin by learning the basics.

ENGINEERING STUDIES UNIT DESCRIPTIONS

Applied Engineering (T/A)

In this unit, students learn how engineering design processes are applied to solve existing problems. They explore real world problems of increasing complexity requiring project-based solutions. Students use guidelines and a context to apply knowledge of the engineering process and theory, to develop and respond to design briefs.

TEXTILES AND FASHION UNIT DESCRIPTIONS

Design for Futures (T/A)

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

CONSTRUCTION PATHWAYS UNIT DESCRIPTIONS

Industry Practices (A)

In this unit, students investigate industry practices in construction used in residential and commercial contexts. They examine and implement the practices that are used to manage construction enterprises, workplace health and safety, employee personal and interpersonal skills and customer expectations to safely change raw materials into structures. Students demonstrate Work Health and Safety practices in the handling of equipment, materials and in working with others.

TIMBER PRODUCTS UNIT DESCRIPTIONS

Working with Timber (A)

This unit is designed to familiarise students with workshop procedures using 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.

ENROLMENT ADVICE FOR DESIGN AND TECHNOLOGY

Construction Pathways - This course is designed for students interested in the building and construction industry. It focuses on the fundamental skills and underpinning knowledge to pursue further training and work in a range of construction trade areas.

Timber Products - The course has been developed to cater for all students who have an interest in developing skills in the context of a practical workshop. The course provides opportunities for students to work individually or cooperatively in the design, construction and evaluation of wood projects. Students who are looking to enter trade or design courses through CIT or similar institutions will benefit from the experiences offered in this course.

FACULTY INFORMATION SHEET

Education Studies

Semester 1 2027

Course	Type A/T/V	VET Links	Minor	Major	Major Minor	Double Major
Education Studies	T		✓	✓		

EDUCATION STUDIES RATIONALE

Do you want to be a teacher, coach, or early educator?

Are you interested in how the human brain learns?

This course will provide foundational understanding of education, giving you a mix of theory and community engagement. You will have opportunities to observe different education settings and practice the skills you learn in the classroom. In the first semester, you will learn about different theories of education and how they have evolved over the years, as well as schools of thought around the purpose of education. You will be exploring your own experiences in education and the impact they've had on your life. You will also explore Indigenous ways of learning and knowing.

Education Studies provides students with an understanding of schools and education and of teaching and learning. Students will gain insights both into their own learning, and into the learning of others, exploring both the science of how brains work and the social understanding of education. They gain deeper understanding of the disciplines and methods targeted for teaching as they develop skills in how to convey complex and difficult material in a manner comprehensible to targeted groups of students. In doing so, they develop an understanding of the art of teaching that allows them to communicate effectively, inspiring and engaging students in the process.

Students will also gain a wide variety of transferable academic and general skills in communication, literacy, numeracy, research and ethics. In gaining a deeper understanding of the diversity of learning, schools and teachers and their place in society, locally and globally. This course provides knowledge, understanding and skills for further study, work and life.

Goals

This course should enable 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.

EDUCATION STUDIES UNIT DESCRIPTIONS

Teaching and Engagement

In this unit, students focus on how learning can be planned and pedagogy applied to promote engagement. They investigate ways for students to experience joy in learning. Students evaluate ideas about optimising the physical learning environment. They investigate the pedagogical tools teachers use to overcome the challenges faced by individuals in accessing and succeeding in education. Students explore different approaches to classroom management and student wellbeing.

Curriculum in Action

Students investigate the nature and purpose of different curriculums, including the priorities, choices and silences of different curriculums. They examine the spoken and unspoken curriculums delivered in schools. Students evaluate different programs for implementing curriculum in schools. They synthesise their disciplinary knowledge and understandings of learning to translate curriculum into sequences for student learning in the classroom. Students investigate curriculum differentiation to plan for access to learning by all students.



DICKSON COLLEGE

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FACULTY INFORMATION SHEET

English

Semester 1 2027

Course	Type A/T	VET Links	Minor	Major	Major Minor	Double Major
Bridging Literacy	A		✓	✓		
Essential English	A		✓	✓		
English	T		✓	✓		
Literature	T		✓	✓		
Literature/English	T		✓	✓	✓	✓

ENGLISH UNIT DESCRIPTIONS

Bridging Literacy

Students develop knowledge and understanding of English orthography, spelling, and refine their reading and writing skills. They relate their study of literacy to the other subjects in their academic packages, and to social, personal, and cultural texts. Students develop an understanding of the benefits of literacy as a social practice, and as a tool for continuing participation in society. They interact with literacy events in technological and non-technological spheres; they develop skills to inform their understanding, ability to interact with others, and to solve problems, making use of appropriate communication and learning dispositions.

Essential English

Comprehending and Responding (A)

In this unit, students focus on comprehending and responding to a range of texts, with the emphasis on using strategies to support ongoing understanding and improve one's standard of reading, writing, listening, viewing, speaking, and analytical thinking. This course is for those who do not intend to go on to university, but who may wish to attend CIT or TAFE. Students may establish a firm framework of literacy skills to seek a career in retail, hospitality, trades, the armed forces, or many other industries. Texts may include modern and relevant texts in a variety of forms.

English

Communication of Meaning (T)

In this unit, students explore how meaning is communicated through the relationships between language, text, purpose, context, and audience. This includes how language and texts are shaped by their purpose, the audiences for whom they are intended and the contexts in which they are created and received.

Students will develop analytical thinking and writing skills that can assist further studies beyond College. Texts may include modern and relevant texts in a variety of forms.

Literature

Ways of Reading and Creating (T)

In this unit, students develop knowledge and understanding of different ways of reading and creating literary texts drawn from a widening range of historical, social, cultural, and personal contexts. Students analyse the relationships between language, text, contexts, individual points of view and response. The unit develops knowledge and understanding of different literary conventions and storytelling traditions and their relationships with audiences in order to develop a lifelong engagement and appreciation of literature throughout time. A range of literary forms are considered in fiction and non-fiction texts; for example, oral, written, multimodal, verse, prose, and film. Texts may include an older focus, including: Shakespeare, plays from previous centuries, alongside a selection of contemporary texts.

ENROLMENT ADVICE FOR ENGLISH

- A minor (minimum) in English is compulsory in college. Majority of students studying Tertiary elect a major in English as it can be a pre-requisite for some University courses.
- Double Majors in English (T) – You may undertake a double major (or a major-minor) in Tertiary English by combining it with Literature T. You require a minimum of 7 semesters of a subject for a double major, so you can commence a double major at the beginning of the second semester of Year 11.
- English and Literature are at the same level of difficulty, each with a different focus and range of texts. They are worth the same in terms of standard units and scores.

You can switch between English T and Literature T, depending on which units you would like to choose. You are not locked into either course but may move between them each semester.

FACULTY INFORMATION SHEET

English as an Additional Language (EAL)

Semester 1 2027

The Dickson College EAL team provides a nurturing and holistic teaching and learning environment.

Course	Type T/A/V	VET Links	Minor	Major	Major Minor	Double Major
EAL	T		✓	✓		
EAL	A		✓	✓		
EAL – Bridging Literacy	A		✓	✓		
EAL - Bridging Numeracy	A		✓	✓		

EAL UNIT DESCRIPTIONS

English as an Additional Language

Tertiary (T)

Students who are intending to do a tertiary academic package and have English as an additional language are encouraged to choose tertiary EAL. This course is designed for students who are at or are approaching the **consolidating phase** when assessed against the EAL/D learning progressions for listening, speaking, reading, and writing.

Accredited (A)

Students who are intending to do an accredited academic package and have English as an additional language are encouraged to choose accredited EAL. This course is designed for students who are at the **developing or emerging phases** when assessed against the EAL/D learning progressions for listening, speaking, reading, and writing.

Language and Culture (T/A)

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

English as an Additional Language - Bridging

Bridging units are designed for students who are at the **emerging or beginning phases** when assessed against the EAL/D learning progressions for listening, speaking, reading, and writing. The units focus on developing communication skills in a range of contexts. Students that are doing an EAL accredited course are eligible for bridging units.

Responding to Texts (A)

This Bridging Unit is focused on developing oral communication skills. Age-appropriate texts are used to develop vocabulary, grammar, language learning strategies and understanding. This includes the comprehension and retrieval of key information from familiar texts. The unit will enable students to create extended oral, written and multimodal texts with a degree of accuracy in structure, language and register. Strategies for collecting, organising and presenting ideas and information continue to be developed.

English as an Additional Language - Bridging Numeracy

Bridging Numeracy is built on a foundation of students seeing and understanding how quantitative skills and understanding can be applied to their own lives, in the workplace, in their personal life, and as part of effective citizenship.

Making Informed Numeracy Decisions (A)

Students learn how to interpret quantitative information to inform decision-making in personal and societal contexts. Students will be able to effectively identify, interpret and use mathematical and problem-solving strategies for managing their own lives, including common experiences such as, probability-based decisions, assessing the accuracy of claims made in the media, assessing contract terms, tenancy, or the mathematics of transport and travel. They will understand how information is represented to favour particular points of view or interests and build a disposition toward implementing their critical quantitative skills when faced with both familiar and unfamiliar information presented by online, media and commercial sources.

ENROLMENT INFORMATION

Please ensure an EAL/D teacher is part of EAL enrolment.

Am I eligible to do EAL?

Students who have English as a second language or dialect at high school **may** be eligible for EAL courses. This could include students within the first 5 to 7 years of their schooling in an Australian context.

Ask the EAL/D teacher – What are their EAL/D phases for listening, speaking, reading, and writing?

EAL (T) – consolidating phase.

EAL (A) - developing or emerging phases.

EAL (A) – Bridging - emerging or beginning phases.

An EAL/D assessment **will** be conducted by an **EAL teacher** at Dickson College at the beginning of Year 11 to help determine their appropriate course.

Dickson College offers the Refugee Bridging Program 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.

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.

Information about the Dickson College Refugee Bridging Program can be found on the attached fact sheet.

How do I decide between EAL and English?

Students who have been **successfully** studying mainstream English for at least two years **without** EAL/D support in your high school study English (not EAL).

If you have any questions, please refer to Reece Cheater – EAL Executive teacher.

FACULTY INFORMATION SHEET

Health and Physical Education

Semester 1 2026

Course	Type A/T	VET Links	Minor	Major	Major Minor	Double Major
Exercise Science	A/T		✓	✓		
Public Health	A/T		✓	✓		
Athlete Development (TSP)	A/T		✓	✓		
Football and Futsal Program Athlete Development (TSP)	A/T		✓	✓		
Outdoor and Environmental Education	T		✓	✓		
Outdoor Recreation	A/M		✓	✓		
Physical Education Studies	A		✓	✓		

EXERCISE SCIENCE UNIT DESCRIPTIONS

Anatomy & Physiology of the Human Body (T/A)

Students 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 and understanding of how each system acts as an enabler or barrier to physical performance.

Future Employment might include Physiotherapy, Massage Therapy, Sports Medicine, Nurse, Doctor, Physical Education or Science Teacher, Exercise Physiologist, Sports Coach, Personal Trainer.

PUBLIC HEALTH UNIT DESCRIPTIONS

Health of Populations(T/A)

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.

Future Employment might include Nurse, Doctor, Physiotherapy, Personal Trainer, Dietitian, Nutritionist, Occupational Therapy, Epidemiologist, Medical Researcher, Radiologist, Podiatrist.

ATHLETE DEVELOPMENT UNIT DESCRIPTIONS

Building an Elite Athlete (T/A)

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

NOTE – Students studying in the Talented Sports Program (TSP) at Dickson College can study units from this course at an accredited level while focusing on their own personal fitness, career planning and athletic competitions.

OUTDOOR EDUCATION AND RECREATION UNIT DESCRIPTIONS

Discover Outdoor Environments (T)

Students explore the environment and its features through participating in outdoor activities in the natural environment. Students learn about the role of the environment in promoting mental health and physical wellbeing. They work with others to participate in activities respectfully and safely, in diverse outdoor environments, building knowledge, skills, self-efficacy and appreciation of natural places.

Adventure Learning (A/M)

Students analyse, concepts, models, and theories of adventure learning experiences in a range of recreational and educational contexts. They analyse case studies of adventure learning programs designed for individuals and groups. Students reflect on learning and development gained through challenge and adventure in outdoor recreation contexts. They develop technical knowledge and skills necessary to experience adventure learning in chosen contexts. They apply adventure learning understandings to outdoor recreation experiences.

PHYSICAL EDUCATION STUDIES UNIT DESCRIPTIONS

Building & Improving Teams (A)

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

ENROLMENT ADVICE FOR PHYSICAL EDUCATION

Sports Development Football & Futsal Program

An exciting specialist program in Football and Futsal is now available at Dickson College, offering students the opportunity to develop their skills in the world's most popular sports. The course was developed and is led by Grant Davoren, a highly experienced coach and Physical Education teacher with a strong background in player development and talent pathways.

Grant holds both an FA B Licence and an AFC Futsal Level 1 Licence, and currently coaches in the Gungahlin United Pathways Program, West Lightning Futsal Club as well as the Capital Futsal ACT Men's Team.

The program provides both Accredited and Tertiary options, allowing students to pursue their passion for Football and Futsal while working towards their ACT Senior Secondary Certificate. Whether aiming

for elite performance, coaching, or simply improving gameplay and fitness, the program offers a well-rounded experience within Dickson College's inclusive and academically enriching environment.

R unit Outdoor Education

Every student at Dickson College can enrol into Outdoor Education. This subject is delivered via 'flexible learning', this means 3.5-hours of lessons before the camp then a 3-day camp = 0.5 points per term unit.

Public Health

At Dickson College Health covers four key topics over a two-year cycle, consisting of year A and Year B. In the A year students' study 'Building Individual Health' and 'The Environment and Health in the B year students cover 'Population Health' and 'Global Health and Human Development'. Giving students a holistic understanding of Health for future pursuits.

FACULTY INFORMATION SHEET

Hospitality and Food Studies

Semester 1 2027

Course	Type A/T/V	VET Links	Minor	Major	Major Minor	Double Major
Hospitality	A/V/M	Cert II	✓	✓		
Food Studies	A/M		✓	✓		

HOSPITALITY UNIT DESCRIPTIONS

Hospitality Essentials (A/V/M)

In this unit, students develop practical skills in food and hospitality. They develop skills in the selection and use of appropriate technology to prepare, present and serve food and beverages, applying safe food practices and consider issues in food preparation, including food and safety, and Workplace Health and Safety. Students ensure good hygiene practice for employees and consumers and apply infection prevention and control policies and procedures. They evaluate the changing social, ethical and legal implications that impact on the hospitality industry, including current government policies and guidelines.

FOOD STUDIES UNIT DESCRIPTIONS

Food Communities (A)

In this unit students explore the cultural experience of food from a variety of local and global communities to understand the cultural significance of the food and its role in customs and traditions. They develop intercultural understanding through the medium of food. Students account for the prevalence and significance of food types and practices. Students develop an understanding of worldwide consumption patterns and food practices that responds to their ecological and economic context. They apply their cultural knowledge and authentic production techniques to prepare and deliver a food based cultural experience.

FACULTY INFORMATION SHEET

Humanities

Semester 1 2027

Course	Type A/T	VET Links	Minor	Major	Major Minor	Double Major
Global Studies	A/T		✓	✓		
Ancient History	A/T		✓	✓	✓	✓
Modern History	A/T		✓	✓	✓	✓

GLOBAL STUDIES SUBJECT DESCRIPTION

Global Studies explores the big questions shaping our world today. Why do conflicts happen? Who has power in the international system? How do countries, organisations and communities respond to global challenges?

In this course you will learn how to think critically about world events and understand the different perspectives that shape international debates. Global Studies helps you develop the skills to analyse news, question assumptions, and evaluate how cooperation, culture and ideology influence global politics. Global Studies is a subject for students who are curious about the world and want to understand how global events affect societies and individuals. It develops analytical thinking, research and argument skills that are valuable for further study in fields such as international relations, politics, law, economics and journalism.

Global Actors (T/A)

- In Semester 1, the unit Global Actors examines how different actors influence international issues.
- Students explore the roles of states, international organisations, non-government organisations, and other political actors, and how they pursue power, interests and legitimacy.
- A key case study is the conflict between Israel and Palestine, which allows students to analyse competing perspectives, the role of international organisations such as the United Nations, and the challenges of achieving peace and cooperation.

HISTORY UNIT DESCRIPTIONS

Ancient History - Students study life in early civilisations such as Europe, the Near East and Asia, and Indigenous Australia based on the analysis and interpretation of physical and written evidence. The course covers the period from the development of early human communities to late antiquity.

Ancient Societies (T/A)

- This unit examines how people lived in the ancient world through an investigation of archaeological and written evidence.

- The focus may be on Ancient Egyptian civilization and the study of significant features of ancient societies, such as slavery, the family, belief, ritual, and funerary practices.
- Students may have the opportunity to examine ancient artefacts from the Sydney University and Australian National University collections.

Modern History - Students study the forces that have shaped the 20th Century and gain a broad and deep comprehension of the world in which we live.

Understanding the Modern World (T/A)

- Students examine developments of significance in the modern era, including the ideas that inspired them and their far-reaching consequences, such as liberty, equality, and fraternity.
- In this course we seek to understand how the political experiments of the French Revolution contributed to the invention of modern democratic politics. Students may also explore the fault lines that still exist in US politics today due to the American Civil War or explore the legacy of the Industrial Revolution or the Age of Imperialism.

ENROLMENT ADVICE FOR HUMANITIES
You can do a mixture of Ancient and Modern History to make a major, or you can focus exclusively on one of these two streams. Classes include students studying both Tertiary and Accredited.

FACULTY INFORMATION SHEET

Indigenous Culture and Languages

Semester 1 2027

Studying languages and cultures at Dickson College enables students to develop a critical awareness and appreciation of the self, others, and the world, inspiring them to become active global citizens.

Course	Type A/T	VET Links	Minor	Major	Major Minor	Double Major
Indigenous Culture and Languages	A/T		✓	✓		

INDIGENOUS CULTURE AND LANGUAGES UNIT DESCRIPTIONS

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 diverse cultures and lived experiences of First Nations people, and the challenges and rich opportunities of 'walking in two worlds'. The course provides learning that allows students to examine and shape values and attitudes. Students will have an opportunity to explore their passions and curiosities via self-directed interdisciplinary inquiry in a supported and structured pattern of study. Students will have the opportunity to engage with authentic Indigenous ways of knowing, being and doing.

Ways of Knowing (T/A)

- Students will develop insights into Aboriginal and/or Torres Strait Islander peoples, knowledges and cultures through comparison with local, national, and global communities.
- Students will explore the complexities and rich opportunities of the concept of shared worlds and cultures, considering the personal experiences of community members.
- Students will investigate traditional and contemporary ways in which communities transfer language, knowledge, beliefs, and values including protocol, roles, and responsibilities.
- Students will engage with the arts, literature, and storytelling.

ENROLMENT ADVICE FOR INDIGENOUS CULTURE AND LANGUAGES

Students will be assessed on their knowledge and understanding of content as well as their skills. They will be assessed in a range of different ways. These may include written reports, exhibitions of work, viva voce, field work, project management and reflective journals.

FACULTY INFORMATION SHEET

Information Technology

Semester 1 2027

Course	Type A/T/M	VET Links	Minor	Major	Major Minor	Double Major
Digital Technologies	A/T		✓	✓		
Robotics and Mechatronics	A/T		✓	✓		
Digital Products (New)	A/M		✓	✓		

DIGITAL TECHNOLOGIES UNIT DESCRIPTIONS

Digital Assets (T/A)

The focus of this unit is on developing the students' understanding data-driven systems such as databases, desktop or mobile applications. Students will examine the small building blocks of these systems, design and implement their own systems. Students will learn to design solutions to real world problems and evaluate the effectiveness of the solutions they implement.

ROBOTICS AND MECHATRONICS UNIT DESCRIPTIONS

Building and Programming Circuits (T/A)

This unit of study provides opportunities for students to learn about the components of electronics and the design and construction of electronic systems. Students will explore how the electronics systems around them are designed, made and programmed. Students will have opportunities to design and make their own circuits, focusing on how to solve real world problems.

DIGITAL PRODUCTS UNIT DESCRIPTIONS

Desktop Applications (A/M)

This unit of study provides opportunities for students to investigate the components of Information Technology and the applications that can be installed on computers to assist in publishing digital products and that can be used for communication. Students will identify parts of a computer, how they are installed and used. Students will learn how to create documents in both desktop and cloud-based applications as well as use applications for communication and presentation.

ENROLMENT ADVICE FOR INFORMATION TECHNOLOGY

All IT T units can be mixed and matched to form any type of minor, major, major/minor or double major. No prior knowledge is required for either course, they start at a basic level, but as they are design based, they allow for students to stretch and challenge themselves.

Digital Products is a new course and will only be offered as an A and M course.

FACULTY INFORMATION SHEET

Interdisciplinary Inquiry

Semester 1 2027

Course	Type A/T	VET Links	Minor	Major	Major Minor	Double Major
Interdisciplinary Inquiry	A/T		✓	✓		

INTERDISCIPLINARY INQUIRY UNIT DESCRIPTIONS

Advances in technology, coupled with political, economic, and social shifts both nationally and globally have transformed the nature of work and learning. 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.

Communication Inquiry (T/A)

In this unit, students study modes of inquiry, formulate a question and select the medium for an interdisciplinary inquiry. They develop methods of communication to improve their own work, while conducting and reporting on an inquiry. They learn about the theory and practice of communication including ways of communicating findings, such as presentation of data. While the emphasis is on communication, the inquiry incorporates elements of critical thinking, collaboration, and creativity/innovation. 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.

ENROLMENT ADVICE FOR INTERDISCIPLINARY INQUIRY

Students will be assessed on their knowledge and understanding of content as well as their skills. They will be assessed in a range of different ways. These may include written reports, exhibitions of work, viva voce, field work, project management and reflective journals.

FACULTY INFORMATION SHEET

Languages

Semester 1 2027

Course	Type A/T	VET Links	Minor	Major	Major Minor	Double Major
Chinese (Advanced/Continuing/Beginning)	T		✓	✓		
French (Advanced/Continuing/Beginning)	T		✓	✓		
Japanese (Advanced/Continuing/Beginning)	T		✓	✓		

LANGUAGE LEVEL DESCRIPTIONS

Students must be **eligible** to enrol in a specific **language level**. Prospective language students are required to complete a BSSS Languages Eligibility Form, stating their previous language experience. This experience determines the level of language they are eligible to enrol in. There are three language levels: **Advanced**, **Continuing** and **Beginning**.

BSSS Guidelines

Beginning	Primary or early high school as a second language, with less than 200 hours including less than 80 hours in year 9 and 10 or in an intensive language course.
Continuing	1-5 years in a school where language is language of instruction, or Year 9-10 study in language >80 hours
Advanced	>5 years formal schooling where language is language of instruction

Chinese / French / Japanese (T / R / M) UNIT DESCRIPTIONS

Unit 1: The Individual

Students learn about how relationships and personal experiences shape identity. Students explore ways of belonging and reflect upon their own expression of identity through the target language.

ENROLMENT ADVICE FOR LANGUAGES

All students must complete a BSSS Languages Eligibility Form and a Statutory Declaration, as required by BSSS. This must be completed prior before students commence their studies at Dickson College. Please follow the BSSS language guidelines when choosing the students course. Languages at Dickson College are only offered as T / R / M subjects. You cannot do them as Accredited subjects. If you have any questions, please refer to Reece Cheater – Languages Executive teacher.

FACULTY INFORMATION SHEET

Mathematics

Semester 1 2027

Course	Type A/T	VET Links	Minor	Major	Major Minor	Double Major
Bridging Numeracy	A		✓	✓		
Essential Mathematics	A		✓	✓		
Mathematics Applications	T		✓	✓	✓	✓
Mathematical Methods	T		✓	✓	✓	✓
Specialist Methods	T		✓	✓		
Specialist Mathematics	T		✓	✓	✓	✓

College Course level	Purpose of Course (This is only a guide and does not indicate the requirements for Tertiary study in an area.)	Other Skills
Specialist Mathematics (T)	Supports the study of pure mathematics, physics or engineering at university. Needs excellent algebra skills	Needs excellent algebra skills
Specialist Methods/ Mathematical Methods (T)	Supports university study in areas using considerable maths; sciences (including physics, medicine & engineering), economics, finance and accounting.	Needs strong algebra skills
Mathematical Applications(T)	Supports university study in areas NOT using considerable maths; psychology, health, finance, accounting, marketing and commerce.	Some algebra skills will be helpful
Essential Mathematics(A)	Supports trades, financial skills and numeracy. Maintains and improves numeracy skills and applies these in a wide range of real-life settings.	Needs good skills in percentages, measurement and geometry. Useful if intending to study at CIT later
Bridging numeracy (A)	Supports improvement in basic numeracy and everyday use of maths.	Has an emphasis on basic numeracy and applications to people's lifestyle and workplace.

MATHEMATICS UNIT DESCRIPTIONS

Mathematical Applications(T)

Unit 1: Consumer Arithmetic, Algebra and Matrices, Shape and Measurement

Students review the concepts of rate and percentage change in the context of earning and managing money and continues the F-10 study of algebra and introduces the new topic of matrices. Students also build on and extends the knowledge and skills of shape and measurement with the concept of similarity and associated calculations involving simple and compound geometric shapes. The emphasis in this topic is on applying these skills in a range of practical contexts, including those involving three-dimensional shapes.

Specialist Mathematics (T*)

Unit 1: Combinatorics, Vectors in the Plane, Geometry

*Note that this course is not a stand-alone course. Specialist Mathematics must be studied with Mathematical Methods or Specialist Methods to create a major/minor or double major.

Specialist Methods(T)/ Mathematical Methods (T)

Unit 1: Functions and Graphs, Trigonometric Functions, Counting and Probability

- Specialist Methods and Mathematical Methods cover the same content.
- Specialist Methods studies the same content to greater depth.
- Specialist Methods progresses at a faster pace.

Essential Mathematics(A)

Unit 1: Measurement, Algebra and Graphs

This unit provides students with the mathematical skills and understanding to solve problems related to measurement, scales, plans and models, drawing and interpreting graphs, and data collection. Teachers are encouraged to apply the content of measurement, scales, plans and models as well as graphs and data collection in a context which is meaningful and of interest to the students. A variety of approaches can be used to achieve this purpose.

Bridging Numeracy (A)

Unit 1: Practical Numeracy

Students learn about the versatility and practical applications of mathematics in personal, workplace and social contexts. Students will study numeracy in the workplace, workplace problem solving, and be empowered to interpret mathematics pertaining to pay and conditions. Students will be able to effectively identify, interpret and use mathematical and problem-solving strategies in workplace situations with confidence and flexibility. Students practice transferring these skills to other personal, social, or academic situations. Students learn to identify when a problem is making use of quantitative thinking and skills. They build a disposition of understanding when and how to use their mathematical skills, including identifying when to make the contextual leap to apply quantitative skills to both -familiar and unfamiliar problems.

ENROLMENT ADVICE FOR MATHEMATICS

Students should enrol in the course level that best matches their mathematical background and their requirements for future studies. All students will be encouraged to enrol in the course they are to succeed in to maximise their possible score in maths. It is recommended that students purchase a CASIO fx-9860 series graphics calculator if they pursue a Specialist Methods Course.

FACULTY INFORMATION SHEET

Science

Semester 1 2027

Course	Type A/T	VET Links	Minor	Major	Major Minor	Double Major
Biology	T		✓	✓		
Chemistry	T		✓	✓		
Earth and Environmental Science	A/T/M		✓	✓		
Interdisciplinary Science - Oceanography	A/T/M		✓	✓		
Physics	T		✓	✓		

SCIENCE UNIT DESCRIPTIONS

Biology

Cells and Organisms (T)

Students examine inputs and outputs of cells to develop an understanding of the chemical nature of cellular systems, both structurally and functionally, and the processes required for cell survival. Students investigate the ways in which matter moves and energy is transformed and transferred in the biochemical processes of photosynthesis and respiration, and the role of enzymes in controlling biochemical systems.

Chemistry

Chemical Fundamentals(T)

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.

Earth and Environmental Science

Living on Earth (T/A)

Explore how humans depend on Earth's resources—and the challenges that come with it. You'll examine renewable and non-renewable resources, environmental impacts of mining and energy use, and strategies for sustainable management. This unit connects science with real-world decision-making about our future.

Interdisciplinary Science (Oceanography)

Interdisciplinary systems (T/A)

Each unit in Oceanography focuses on a different scientific discipline: chemistry, physics, biology or geology — each studied through the lens of the ocean. This unit explores the chemistry of the ocean and biogeochemical cycles. Students will develop skills during a field investigation that examines changes in salinity and water chemistry from a freshwater river to the sea. Topics of learning include the chemical properties of water, how the ocean reaches chemical equilibrium and how chemical cycling affects marine biological processes.

Physics

Linear Motion and Waves (T)

Students develop an appreciation of how an understanding of motion and waves can be used to describe, explain and predict a wide range of phenomena. Students describe linear motion in terms of position and time data, and examine the relationships between force, momentum, and energy for interactions in one dimension and common wave phenomena, including waves on springs, and water, sound and earthquake waves, and compare the behaviour of these waves with the behaviour of light. This leads to an explanation of light phenomena, including polarization, interference, and diffraction, in terms of a wave model.

ENROLMENT ADVICE FOR SCIENCE

To study Physics or Chemistry – students are recommended to study Mathematical Methods or Specialist Methods to be able to cope with the complexity of the calculations in Physics and Chemistry. To study these subjects at University, Specialist Mathematical Methods is also highly recommended.

Students may study more than one stream of science and each of these streams will then count as a major toward their ATAR. For example, students can complete majors in Chemistry and Biology, or majors in Chemistry and Physics.

FACULTY INFORMATION SHEET

Social Science

Semester 1 2027

Course	Type A/T	VET Links	Minor	Major	Major Minor	Double Major
Psychology	A/T		✓	✓		
Sociology	A/T		✓	✓		
Business Studies	A/T		✓	✓		
Economics	A/T		✓	✓		
Legal Studies	A/T		✓	✓		

Social Sciences at Dickson enables students to process and document the human experience and their place in it. It empowers students to better understand humankind, society and culture and communicate ideas for the future. Social Sciences examines what it means to be human and to ask questions about society and its institutions.

PSYCHOLOGY UNIT DESCRIPTIONS

Self and Identity (T/A)

Are we born with our personalities or are they something that we learn? What makes us similar to others, and yet so different? These are some of the questions explored in this unit as students examine traditional and contemporary psychological understandings of how individuals develop a unique self and identities in their context, using a range of approaches, including the interaction between nature and nurture. In examining differences, they will focus on individual difference in thoughts, feelings, and behaviour. Students develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

SOCIOLOGY UNIT DESCRIPTIONS

A study of the social forces that influence our lives, from gender and race to the media and popular culture, the government, and religions. Learn how to understand and navigate these forces. Such knowledge has the potential to empower and enhance individual abilities and facilitate awareness of the human condition, along with tolerance and respect for others.

Constructing Identity (T/A)

This unit explores the construction of individual identity. Students explore social phenomena, such as socialization, culture, and relationships. They apply and assess sociological theories and methodologies to

examine a myriad of interactions in society and how individuals can be defined, constrained, and empowered.

BUSINESS UNIT DESCRIPTIONS

Students study the essential requirements to plan and manage a business through the development of their own small business, to marketing strategies, ethical practices, sustainability, and the future of business. Students examine the relationship between theory and practice and insights into the impact of change on the business environment.

Business Opportunities (T/A)

In this unit, students investigate the nature of businesses formed in response to economic, social, regulatory, local, national, and global contexts. They critically analyse business responses to the opportunities and challenges offered by the contemporary world, including a social enterprise, a First Nations Australian enterprise and an enterprise operating in the Asia-Pacific region. Students develop skills in communication and planning to support collaborative problem solving and project work. They refine their capacity to analyse numerical data that supports business decisions. In proposing solutions and conclusions, students consider ethical and sustainability factors and issues.

ECONOMICS UNIT DESCRIPTIONS

Students study how we best manage our economic resources for the benefit of society, and how individuals, groups, businesses and governments effectively manage potential challenges to an economy, such as booms, recessions, or global financial crises.

Economics (T/A)

Students will learn about economic concepts, models and relationships.

Students will problem solve and apply economic theory to current world events.

ENROLMENT ADVICE FOR COMMERCE

You can do these subjects (Business or Economics) separately as a minor or major or combine a minor in any of them to make a Commerce major. Alternatively, you can undertake two majors to make a double major. A double major requires at least one minor in a minimum of two areas (i.e. you can't do 3 Economics units and 1 Business unit to make a Commerce major).

LEGAL STUDIES UNIT DESCRIPTIONS

Students explore the law and its institutions and processes in a social, economic and political context. Students investigate, question, and evaluate their personal view of the world and society's collective future. They develop their skills in research, analysis and evaluation of information through logical and coherent arguments.

Civil Law & Dispute Resolution (T/A)

- Students explore the impact of the legal system on the lives of individuals and on society including the nature and purpose of laws in different contexts, locally, nationally and globally.
- Students explore the law of torts and contracts.

Students evaluate the nature and operation of aspects of the Australian legal system and examine the ethical and social implications of legal issues; as well as critically analysing the nature and purpose of laws in different contexts, locally, nationally and globally.

ENROLMENT TEAM FACULTY INFORMATION SHEET

World Religions

Semester 1 2027

Course	Type A/T/V	VET Links	Minor	Major	Major Minor	Double Major
World Religions (New)	A/T		✓	✓		

WORLD RELIGIONS RATIONALE

This course is about understanding why people see the world differently. You'll look at the major religions and spiritual traditions, but you'll also explore how religion influences politics, culture, identity, conflict, social movements and everyday life.

We'll look at the stories behind the headlines, ask difficult questions, and discuss why religion still matters in a world that seems more connected than ever. You'll hear different perspectives, challenge your own assumptions, and learn to understand people whose experiences are completely different from your own.

You don't need to be religious to enjoy the course. In fact, most of what we do is about asking questions, having discussions and making sense of the world around us. If you're curious about people, history, current events or different cultures, you'll probably enjoy it.

- 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.

WORLD RELIGIONS UNIT DESCRIPTIONS

Religion and Popular Culture

Students explore the relationship between popular cultures, religions and spiritual traditions. They examine how religions and spirituality appropriate and affect popular cultures, and how popular cultures create and re-enforce stereotypes. A minimum of two different religious or spiritual traditions to be studied in depth.

Influence, Community, Culture & Power

Students explore power relationships between and within religions and spiritualities, as evident in diverse cultures and communities. Students examine the influence of single and multiple religions on cultures and communities. A minimum of two different religious or spiritual traditions to be studied in depth.