

**Senior College
Handbook 2026**

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Philosophical Background

The aim of Steiner education is to place into the world balanced and well-rounded young people with a depth of understanding about themselves, their relationships with others, and the society and times in which they live.

The curriculum and philosophy of Dr Rudolf Steiner (1861-1925) focuses on the education and nurturing of the whole child by combining the humanities, arts and sciences to give children an integrated 'human-centred' picture of the world and their place in it.

One fundamental premise of our curriculum is an emphasis on connectedness and integration – between, for example,

human beings, communities, disciplines, society and the natural world. It provides a balanced range of learning experiences; experiences that are academic, artistic, and practical.

From Kindergarten through to Year 12, the education of the child and young person is fully supported by a unique thirteen-year curriculum that is designed to meet and nourish the needs of each stage of development, as well as providing appropriate knowledge and skills.

The aim of Steiner education is to place into the world balanced and well-rounded young people with a depth of understanding about themselves, their relationships with others, and the society and times in which they live.

Vision

Our highest endeavour is to provide a purposeful education that will inspire the students to achieve to the best of their individual ability, work creatively, and become aware of themselves as spiritual beings who will contribute positively to global social change.

Guiding Principles

We work within the School's vision to:

- Encourage a lifelong love of learning
- Respect the growing child and their stages of development
- Provide a supportive environment for physical, emotional and spiritual development
- Strive for a balance between academic, artistic and practical learning experiences
- Foster an understanding of the human being as informed by Rudolf Steiner
- Foster self-confidence in the students
- Inspire a healthy respect for and responsibility toward themselves, each other and the environment

Objectives

The vision will be achieved in harmony with our values as the following five key objectives are realised:

- A strong Steiner-based curriculum and culture
- Students actively engaged in learning
- An involved and supported community
- Quality facilities, integrated with the curriculum
- Effective governance and administration

Senior College at Orana Steiner School

Orana launched its first Year 11 cohort in 2001 with Year 12 following in 2002. A comprehensive Steiner-based curriculum has been developed at Orana, incorporating the requirements of the Australian National Curriculum and the ACT Board of Senior Secondary Studies. A feature of this curriculum is a broad and integrative approach to the Senior College subjects. The emphasis is on providing a well-rounded education with balanced exposure to arts and sciences, together with a range of electives.

Year 12 is the culmination of all that has come before in the student's education, beginning many years ago in Kindergarten. It is a year of synthesis, a bringing together of the divergent and varied subjects that students have studied; a time of more conscious awareness of the connectedness of all they have learnt.

The opportunity for individual, self-directed work is given to each student in the form of the Year 12 Project. This is a research or practical-based task which extends over the whole year. It offers students the chance to demonstrate the skills they have learnt and developed over their school life. At the end of Year 12, all students present their project work to a gathering of the school community and the broader community.

At Orana Steiner School, students complete their studies at the end of Year 12 with an ACT Senior Secondary Certificate (if they have chosen an Accredited package) as well as an Australian Tertiary Admission Rank (ATAR) (if they have chosen a Tertiary package). The ATAR score can be used in enrolment applications to any tertiary educational institution in Australia. In addition, all students who complete an approved educational program in Years 11 and 12 receive an ACT Year 12 Certificate.

The Senior College Team

Senior College students are supported by the Guardians, Pastoral Care Coordinator, Year 12 Project Coordinator, Inclusive Education Team and BSSS Coordinator. The Senior College team collaborates with the class cohort and individual students to support wellbeing and academic potential.

The Coordinators work in consultation with the High School Deputy Principal and Senior College Subject Teachers to ensure that students' needs are met throughout the Senior College Program, and that each student is provided with every opportunity to successfully complete their ACT Year 12 Certificate.

Queries should be directed in the first instance as follows:

Senior College BSSS & Curriculum Coordinator:

- ACT Scaling Test (AST) Practice and Facilitation
- Academic Progress & Support
Course Selection & Progress Support
- Student Attendance
- Package Selection & Progress Guidance
- Australian Tertiary Admission Rank (ATAR) Estimates
- Scaling and Meshing Procedures
- Course and Unit Score Calculation and Reporting

Guardian:

- Pastoral Care of Senior Students
- Student attendance
- Monitoring & Support for Students on Care Plans
- Mentor and first point of communication for students

- First point of communication for parents
- Community Engagement Coordination & Monitoring
- Year 12 Project Support

Careers Adviser & Pastoral Coordinator:

- Oversight of Pastoral Care Year 11 & 12 Students
- Transition to College Support
- Course Selection & Support
- Assist with individual work experience placements
- Advise on work and training options after college
- Advise, assist, and support students to apply and complete an ASBA
- Support application process to tertiary institutions

Inclusive Education Team:

- Develop ILPs to support student's learning
- Monitoring and supporting students on ILPs
- Supporting students to manage assessment planning and timing
- Manage assessment provisions with teachers and students

Year 12 Project Coordinator:

- Oversight of the major projects
- Selection/approval of mentors and supervisors
- Co-ordination of Project presentations and displays



The emphasis is on providing a well-rounded education with balanced exposure to arts and sciences, together with a range of electives.

Senior College students are always expected to be role models in the school and set a positive example in attitude and behaviour.



Student Facilities, Privileges and Expectations

THE SCHOOL DAY

The Orana school day commences at 8.50am and concludes at 3.10pm. Senior College classes can commence at 8am (before school class) and conclude at 4.10pm (after school class). These classes are required to meet mandatory course hours.

SIGNING IN AND OUT

Senior students leaving prior to 3.10pm must sign out so that the School is aware that they are no longer on the premises in the case of an emergency or evacuation.

At times, students may be required to leave the School during school hours to use external facilities or to engage in individual research as in the case of the Year 12 Project. These facilities may include other Colleges, the National Library, galleries etc. Signing out procedures apply in these situations also.

USE OF PRIVATE VEHICLES

Car parking for students is provided in the area below the Senior Resource Centre. Senior College students may drive to and from school provided they adhere to ACT road rules and show all due care to the School community. If driving another student during study periods, written permission is required from a parent or carer.

SENIOR STUDY SPACES AND COMMON ROOM

In Years 11 and 12 students are provided with dedicated Senior Study Spaces, which can be used for both group study sessions and individual study and revision work.

A Senior Common Room is also available, providing students with a space to socialise and relax in their break times.

STUDY SKILLS

Study Skills are an essential component of academic success in Senior College. At this stage of learning, students will need to set individual learning goals, sustain motivation, negotiate distractions, maintain subject study notes and adhere to a personal home study program of at least two hours per night. Unless this is a well-established habit, students will need guidance and plenty of it.

ICT CODE OF PRACTICE AND USE OF PERSONAL DEVICES

At Orana we support the rights of all members of the School community to access and engage in a safe, inclusive, and supportive learning environment. This extends to the use of digital tools and online communities and is underpinned by our expectation of responsible behaviour. All students must sign the Student Declaration of Acceptable Use of ICT.

Senior students are permitted to use their own devices for educational purposes, so long as this is in keeping with the School culture. Devices may be used in the Study Spaces and Common Room and may be used in some classes under the direct instruction of the teacher. While studying in shared spaces is encouraged, students should not use mobile

SCHOOLBOX, SCHOOL EMAIL AND ACS PORTAL

Students are required to check their Schoolbox pages and their school email accounts daily. Teachers will use Schoolbox to post unit outlines, task outlines and due dates as well

as classwork and information updates where applicable. Grades and feedback will also be posted to Schoolbox.

The ACS portal provides students with the ability to check their official academic records and results directly from the BSSS database. Students should check their results on ACS after receiving assessment feedback for each task.

COMMUNITY ENGAGEMENT

Senior College students at Orana take an active leadership role in the life of the School. Students are given the opportunity to contribute to the Orana community in a variety of areas, such as:

- Event Management at school Swimming, Athletics and Cross-Country Carnivals
- Coaching interschool and extra-curricular Orana sports teams
- Assistance with running school assemblies and festivals
- Assistance with High School and Primary School musical rehearsals and performances
- Support of High School Elective Drama performances
- Volunteering with the Canteen, or at before/after school childcare

The students are expected to complete a minimum of 30 hours of school-based or community engagement over the year. Senior College students are always expected to be role models in the School and set a positive example in attitude and behaviour.

The ACT College System

The ACT Senior Secondary education system is based on the principle of continuous assessment throughout Years 11 and 12. Assessment tasks completed throughout the two years count towards the Senior Secondary Certificate and may count towards an Accredited or Tertiary Package and an Australian Tertiary Admission Rank (ATAR).

Students at Orana continue to access the Steiner Curriculum in Years 11 and 12, and all units and courses studied are accredited or registered with the ACT Board of Senior Secondary Studies.

DEFINITIONS

Below are some key terms which are applicable to Senior College. For more details, please refer to the Board of Senior Secondary Studies website.

- **Course:** An approved program of study in a particular subject area, such as English or Drama.
- **Unit:** Units form part of courses. A standard unit (SU) usually spans one semester, has the value of 1.0 and is delivered over a minimum of 55 hours. Main Lessons and Term Units have the value of 0.5 standard unit and involve a minimum of 27 ½ hours of study.
- **Accredited Courses:** These are courses approved by the Board of Senior Secondary Studies as suitable for study in Years 11 and 12. They emphasise the learning of general education skills and their application.
- **Tertiary Courses:** These are accredited courses which are approved by the Board of Senior Secondary Studies as also being suitable preparation for tertiary entrance. Scores from these courses may be used in the calculation of a student's Australian Tertiary Admission Rank (ATAR).
- **M Courses:** These are courses considered by the Board to provide appropriate educational experiences for students who satisfy specific disability criteria.
- **H Courses:** These are external courses designed and accredited by an Australian higher education provider, but suitable for students in Years 11 and 12.
- **E Courses:** These are external vocational learning courses run by a Registered Training Organisation which lead to a nationally recognised vocational program. E units are also awarded for students undertaking an ASBA.
- **R Units:** R Units are registered with the Board of Senior Secondary Studies and provide learning situations appropriate to Years 11 and 12 students in personal development, recreational or community service activities. Students can use a maximum of 5 R-unit points towards their Senior Secondary Certificate.
- **Course Length:** Course lengths are based on the number of hours spent in each, and are expressed as follows:
- **Minor:** Course consisting of at least 2 standard units
- **Major:** Course consisting of at least 3.5 standard units
- **Major Minor:** Course consisting of at least 5.5 standard units
- **Double Major:** Course consisting of at least 7 standard units. *Note: A maximum of 8 standard units in any course area will be recognised on a Senior Secondary Certificate.*
- **Marks:** Students are awarded marks as a result of an assessment task.
- **Unit Score** (or Unit Mark): A number indicating a student's ranking in a T unit or course.
- **Unit Grade:** A criterion-based, global, summative award for a particular semester unit of study, A to E.
- **Accredited Package:** A package that grants an ACT Senior Secondary Certificate.
- **Tertiary Package:** A package that grants an ACT Senior Secondary Certificate and a Tertiary Entrance Statement.
- **AST:** The ACT Scaling Test. This is a standardised test taken by all students in the ACT intending to obtain a tertiary package.
- **Course Scores:** The score you are awarded when you have completed a T course. It indicates your ranking in the scaling group relative to other students.
- **Aggregate:** You will receive an aggregate score only if you have completed a tertiary package. The Aggregate score is the sum of the best three major scaled scores plus 0.6 of the next best scaled score.
- **ATAR:** Australian Tertiary Admission Rank. This is your rank by Year 12 candidature and is the figure which will determine your acceptance for tertiary study. For example, an ATAR of 92 means that the student is placed in the top 8% of candidates in Australia.
- **ACT Senior Secondary Certificate:** This certificate is issued at the end of Year 12 to all students who have completed an approved programme of studies in Years 11 and 12 which include 17 Standard Units containing a minimum of four courses from at least three different course areas including English.
- **Tertiary Entrance Statement:** This is an additional certificate issued at the end of Year 12 to all students who have qualified for the ATAR, that is, they have completed a tertiary package.

THE ACT SENIOR SECONDARY CERTIFICATE

The Certificate gives results for all units and courses completed by the student during Years 11 and 12.

Students will qualify for the award of an ACT Senior Secondary Certificate on completion of an educational program approved by the College as having provided a coherent pattern of study and which includes the equivalent of at least 17 standard units. Within these units there must be a minimum of four A, T, M, H or E courses

from at least three different course areas including English.

The ACT Senior Secondary Certificate reports results of studies and is especially useful to employers in selecting candidates. It may also be of use to other education or training institutions at any stage after completing Year 12 studies. It can be used to accompany applications for awards of scholarships and applying for voluntary work with community organisations.

THE TERTIARY ENTRANCE STATEMENT AND ATAR

This statement is awarded to students who complete a Tertiary Entrance Package and who qualify for an Australian Tertiary Admission Rank (ATAR). It contains information (such as courses completed, course lengths, scaled scores and the student's ATAR) which may be used in applying to tertiary institutions. It accompanies the Senior Secondary Certificate.

Gaining an ATAR does not guarantee a student admission to university or to a university course of their choice. Universities have their own admission procedures and minimum ATARs for their courses.

To qualify for a Tertiary Entrance Statement a student must:

- Complete units which are the equivalent of 20 standard units which must include at least the equivalent of 18 standard A, E, T, M, or H units.
- Have a course package consisting of at least 4 majors and 1 minor OR 3 majors and 3 minors or 5 majors.
- AND of these major and minor courses, at least 3 majors and 1 minor must be T or H Courses;
- Sit for the ACT Scaling Test (AST) in Year 12. The AST is used in compiling the Australian Tertiary Admission Rank (ATAR).

THE ATAR CALCULATION

Senior Secondary Certificate

The Senior Secondary Certificate is made up of units and courses and will come as either an A (accredited) or T (tertiary) package (see above). The certificate is made up of courses of study for example Mathematics, English, and Visual Art. Within each course are the units studied that make up the course. Within each unit are the assessment items that count towards the final unit score. For a Tertiary Package each unit score within a course is used to calculate the course score via an 80% rule. Course scores and AST (ACT Scaling Test) result are then used, through a scaling process, to calculate each student's ATAR (Australian Tertiary Admission Rank).

How Does This Process Work?

A student should be able to achieve their best ATAR no matter what courses they choose and no matter which school they attend. Within Orana Senior College and the whole ACT there are checks and balances to ensure that every student has a 'fair go'.

At the Level of the Unit

Assessment items are carefully designed so that they assess similar skills and knowledge to a similar standard within and across subject areas. Once assessment is complete, the students' work is ranked according to set criteria. This is called meshing. Teachers then compare marks and grades in similar subjects in the Senior College to ensure comparability. This is moderation and it also takes place twice a year on Moderation Days involving all Senior Secondary teachers in the ACT.

At the level of the course

Raw unit scores are collected in scaling groups (groups with similar assessment and meshing characteristics) and are statistically scaled to ensure the integrity of the students' rank order and to obtain data which is statistically representative of the cohort (that is, the mean and standard deviation truly represents the abilities of the cohort). Therefore, a student's raw scores will not necessarily be their final unit score. For each course a student takes, they will be given a score at the end of Year 12. The best 3.6 of their course scores will then go towards the calculation of a student's ATAR.

AST and ATAR

The AST is designed to measure a range of general skills that are relevant to success in a variety of school subjects and further education. The AST scores are used, along with the student's scaled course scores, to calculate their ATAR. The process used is a scaling process that aims to obtain scores that are comparable between different courses and different schools. A student's rank order within their school is maintained through this process. The ATAR can then be used when applying for university entrance anywhere in Australia.

BSSS Procedures and Requirements

ABSENCES AND ATTENDANCE

It is a BSSS requirement that students attend and participate in 90% of all scheduled class activities for a course. Both non-attendance and lateness will be counted towards a student's absence. More than 10% of the course in unexplained absences will result in a V grade or Void and the student will not be able to count the units towards their Senior Secondary Certificate.

For an absence to be recorded as Explained, students need to ensure that their parent/carer provides written notification to the School, along with a satisfactory explanation for the student's absence.

For cases of illness where a test is missed or an assessment task is due, a medical certificate must be obtained to cover the period of absence, and this certificate should state the functional disadvantage suffered by the student in relation to their school work. For absences of three or more days, a medical certificate or other appropriate documentation must be provided, unless a Leave Application has been approved.

Please note that any absence for non-medical reasons, that has not been approved in advance, may be considered as an 'unexplained' absence. This is at the discretion of the Senior College Team.

APPLICATIONS FOR LEAVE

Where a student absence is known in advance, students must request leave by submitting a Leave of Absence form to the High School Deputy Principal. Students will be required to have the absence form signed by all teachers and make arrangements to complete missed work. The High School and Senior College Deputy is guided by BSSS regulations and will, in consultation with teachers, provide written confirmation if the request for leave has or has not been granted.

Absences exceeding five school weeks will require the receipt of an Exemption Certificate from the ACT Department of Education and Training.

Please note that Leave for personal recreation outside the school holiday period will not be granted.

INDIVIDUAL PLANS OF STUDY

All students will have guidance from the Careers Adviser/Pastoral Coordinator and BSSS & Curriculum Coordinator on compiling their individual course of study. Student subject choices must meet the requirements of the BSSS and must be approved by the BSSS & Curriculum Coordinator. Senior College students at Orana are required to study five subjects at A or T level each semester. Requests for exemptions, for example based on medical reasons, will be considered on an individual basis.

WITHDRAWALS FROM COURSES/ CHANGES OF STUDY PLANS

Students must consult with the BSSS Coordinator to gain approval for withdrawal from subjects or changes to their plan of study.

UNIT OUTLINES

All students will be given a Unit and Assessment Outline within the first two weeks of a semester unit or in the first week of a Main Lesson or term unit. This outline will summarise the content of the unit and list the assessment items and when they are due, giving the weighting for each assessment item. The Outline details may only be altered by the teacher in consultation with the classes concerned and with the approval of the BSSS Coordinator, and any variations will be confirmed in a written notification to the students. Unit and Assessment Outlines will also contain information regarding attendance expectations, the appeals process and penalties for late submission of work and for breaches of discipline including plagiarism.

ELECTRONIC SUBMISSION OF WORK

- All assessments, apart from those of a practical nature, will be submitted electronically via Schoolbox. For practical items, and digital items with a file size too large for Schoolbox, students must submit a photo, screenshot, or other evidence of submission through Schoolbox.
- Assessment that is handed in through a non-Schoolbox method, without prior written permission, will not be counted as submitted.
- Students are required to keep their own copy of an assessment task.
- Electronic submissions must only be in .pdf or .docx format. Any alternatives (e.g. PowerPoints) must have specific approval. Under no circumstances will links to documents be accepted.

Declaration of Original Work

All students are required to complete, sign and submit a Declaration of Original Work form with any assessment item submitted in hard copy or electronic format. The forms are available from the BSSS Coordinator.

LATE SUBMISSION OF WORK

Late work will receive a penalty of 5% (of possible marks) per calendar day late. 'Per calendar day late' means each day late, including weekends and public holidays. A maximum of up to the notional zero may be lost in this way. Items due on any date must be submitted by 4.10pm on that day. After 4.10pm the item will attract a late penalty. All assessment in Senior College is due at 4:10pm. This rule overrides any incorrect time noted on an assessment sheet or on Schoolbox.

Unless prior approval is granted, any student who fails to submit

assessment tasks worth in total 70% or more of the assessment for the unit will be considered to be non-assessable and will receive a V grade. The Deputy Principal has the right to exercise discretion in the application of the late penalty in special circumstances where satisfactory documentation is provided.

For cases of illness where a test is missed or an assessment task is due, a medical certificate must be obtained to cover the period of absence, and this certificate should state the functional disadvantage suffered by the student in relation to their school work.

SPECIAL CONSIDERATION/STATUS FOR ILLNESS

Students seeking Special Consideration due to illness must contact the BSSS Coordinator. The application will be considered by the Senior College Coordinators. Parents/guardians will receive emailed advice about the decision on the application.

Possibilities for special consideration may include an exemption from completing an assessment item, alternative or modified assessment items, or an extended time period to complete a task.

In the case of on-going or chronic illness, students may be considered for a grade of Status. This will only be awarded if the student has completed insufficient assessment to be awarded a fair grade in the subject. However, Status can only be awarded to cover less than 50% of the units within any course. In cases of prolonged illness or misadventure, students have the alternative of deferring the completion of the Senior Secondary Certificate and may complete it over a period of up to five years.

The primary aim of special consideration is to provide assessment opportunities for students to demonstrate evidence for grading that is fair to both the student who has suffered the illness or misadventure and the other students in the class.

CHEATING AND DISHONEST PRACTICE

The integrity of the Senior College assessment system relies upon all involved acting in accordance with the highest standards of honesty and fairness. Any departure from such standards will be viewed very seriously. Accordingly:

- ‘Plagiarism’ is the copying, paraphrasing, or summarising of others’ work, in any form (including digital image, sound, design, photograph or animation, altered or unaltered) without proper acknowledgment of sources and presenting this as your own work.
- Unless explicitly agreed by the teacher, the inclusion of any AI generated content in assessment tasks will be considered plagiarism. This includes the use of paraphrasing software. Use of AI generated content will be treated as plagiarism. While AI generated content may be cited and references, it must be noted that the credibility of this source is questionable.

- Students are required to acknowledge the source of all material that is incorporated into their own work.
- Orana uses Harvard referencing style for all subjects with the exception of Psychology which uses APA.
- Students may not submit the same item for assessment in more than one unit, unless specific agreement has been reached with the BSSS Coordinator.

Where a suspected breach of discipline is identified, the teacher will undertake the necessary initial investigation. If there is evidence a breach has taken place, the student will be given the opportunity to explain their case to both the teacher and subject coordinator. If a breach is still deemed to have occurred an appropriate penalty will be imposed as described below:

- First instance, the task will be marked with any plagiarised content removed. The student will receive a formal written notification that a plagiarism breach has occurred.
- Second instance, the task will not be graded, and the student will receive a Notional Zero for that task, and a written notification will be issued to the student.
- Further breaches will be referred to the Deputy Head of High School and may result in additional or alternative assessment; imposition of further penalties, the cancellation of the assessment task or the unit concerned with the award of a Void (V) grade.

APPEALS PROCEDURE

The ACT senior secondary system is designed to give students the opportunity to see how their work is assessed. If a student believes they have been assessed unfairly for a piece of work, a test, unit or a course, they may query the decision. A student may appeal a mark, a unit score or grade, a course score or grade, or a disciplinary penalty.

If a student is dissatisfied with a mark for a particular piece of work, they should discuss the matter directly with their teacher, as soon as possible after receiving the result. The teacher will explain the criteria applied in marking the piece. If the student is not satisfied, they must discuss the situation with the BSSS Coordinator. If the student is still dissatisfied with the result of the appeal, they can lodge a formal appeal with the Principal and after this with the ACT Board of Senior Secondary Studies.

Students should be aware that an appeal may have one of three outcomes: a higher mark/grade/score, no change, or a lower mark/grade/score.

Assessment and Reporting

ASSESSMENT PROCEDURES

There are no external subject examinations in the ACT and assessment is continuous throughout Years 11 and 12. Students are assessed on a regular basis during each unit, and in the case of T courses, a course score is calculated at the end of Year 12 based on the work completed during Years 11 and 12, so consistent effort in all units and across all tasks is important.

Assessment varies from course to course. Assessment instruments include tests, assignments practical work, field work, oral presentations, essays and in-class exercises.

Reports are sent out every semester.
T students will be given unit scores and grades.
A students will be given unit grades.

UNIT GRADES

In R units, grades may be recorded as P (satisfactory) or V (void). For T, A and M units, there are five Unit Grades with A representing the highest and E the lowest grade. Course framework descriptors for each Unit Grade detail criteria and standards against which student work is assessed in particular units to study. The grade descriptors are specific to each course and are detailed in the Unit Outline of each unit.

An **R** Grade (Recognition) may be awarded where a unit is transferred from another school.

An **S** Grade (Status) may be awarded where the study program is substantially interrupted by illness or misadventure. A unit with an S grade can be counted towards a course. Please note that there are additional BSSS criteria that must be met to award an S grade and this needs to be done in consultation with the BSSS Coordinator.

A **V** grade (Void) is awarded when a student does not satisfy the unit attendance or assessment requirements.
A unit with a V grade will not count towards a course.

MODERATION

Orana's Senior College is part of the process of Moderation. This process is designed to support teachers across the ACT to make consistent and comparable judgements about student performance. It ensures fairness for all students and provides the wider community with reliable information about student performance.

Qualitative moderation involves teachers in their own schools and in cross-school moderation days reaching consensus about grades through consultation and negotiation in relation to samples of student work. At a school level, common marking schemes and cross-marking occurs across all units in the Scaling Group. At the state level, common assessment criteria and unit grade descriptors in each course allow teachers in different schools to judge standards and to agree on their application.

What Does the AST Involve?

The AST is held in the first week of September for students in Year 12. Students will sit three exams: Multiple Choice exam, Short Response Exam, Written Exam. Practice AST lessons will take place during Main Lesson time in Class 12. Practice examinations will run throughout Years 11 and 12.

Statement of Achievement

The Statement of Achievement records the units and courses you studied during Years 11 and 12 up to the time that it was requested. It is issued on request and would be beneficial if a student were leaving school to seek employment, moving interstate or changing colleges. It is issued on request and would be beneficial if a student were leaving college to seek employment, moving interstate or changing schools.



In the Senior College, we aim to address the needs of the young person, as well as being mindful of the demands of society.

Senior College Course and Unit Descriptions

MAIN LESSON UNITS

Within the framework of the courses that have been approved by the ACT Board of Senior Secondary Studies, students at Orana will continue to complete Main Lessons alongside their other classes. As a core component of the Steiner curriculum, Main Lessons are compulsory and may be taken at T, A or R level depending on the individual student's package.

The Main Lessons in Years 11 and 12 build on all that has been studied in the previous years. Through this process, students continue to connect with the many complex and diverse strands of the 13-year curriculum. The rhythm of learning in Main Lesson encourages students to transfer concepts and skills, as well as connect learning with life. The breadth of this learning experience provides students with an opportunity to master their skills and broaden their general knowledge, which are a focus in the AST examinations conducted in August for tertiary students each year. Orana students consistently perform well in the AST examinations prepared by the Steiner approach to engaging with a broad curriculum base and developing critical thinking skills.

The Main Lessons undertaken in Years 11 and 12 are described in more detail in the course and unit descriptions section of this handbook. Further information is available from the subject teachers.

Over the two years of Senior College, students will engage with a selection of the following Main Lessons:

English

- Romanticism
- Parzival
- World Literature
- Communication (Year 12 Project)

Humanities

- Medieval History
- Modern History
- Big Ideas
- Political Theory

Arts and Technology

- Architecture
- Food Technology
- Silversmithing
- Photography

Science

- Botany
- Science of Water
- Science of Colour
- Evolution

Mathematics

- Surveying
- Projective Geometry
- Financial Mathematics
- Fractals

SUBJECTS

In most classes A and T level levels are taught in the same class. Some units will have combined student groups from Years 11 and 12.

Courses offered in 2026:

- | | | |
|--------------------------------|----------------------------------|-----------------------------|
| • English (T) | • Design & Emerging Technologies | • Physics |
| • Essential English (A) | • Design & Textiles | • Interdisciplinary Science |
| • Essential Mathematics (A) | • Digital Technologies | • Exercise Science |
| • Maths Applications (T) | • Visual Arts | • History |
| • Maths Methods (T) | • Drama | • Psychology |
| • Maths Specialist Methods (T) | • Music | • Japanese |
| • Maths Specialist (T) | • Human Biology | |

Subjects from the list below will run based on student interest and teacher availability:

- | | | |
|------------------|----------------|----------|
| • Biology | • Geography | • German |
| • Chemistry | • Oceanography | |
| • Global Studies | • Engineering | |

EXTERNAL LEARNING

Students may also include units studied outside of Orana. These include language or music courses delivered by Karabar Distance Education Centre or Languages delivered via Canberra Institute of Technology (CIT); H Courses offered by ANU and other university secondary colleges. These units can be taken at M, R, T, C, E, H or A level depending on the course.

Vocational Programs

At Orana Senior College the main Vocational Program offered is through the ASBA program.

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

A **Certificate II** qualification requires a minimum of 8 hours (equivalent to one day) in the workplace and a minimum of 3 hours off the job training per week. Students will be entitled to a maximum of 2 units a semester in the relevant industry area (1 unit for structured training and 1 unit for on-the-job training).

A **Certificate III** qualification has a greater time and work commitment (12 hours on the job and 3 off) and may require further work and study after the completion of Year 12. Students will be entitled to a maximum of 3 units a semester in the relevant industry area (1 unit for structured training and 2 units for on-the-job training).

There are many areas in which an ASBA can be completed and students completing an ASBA will finish Year 12 with the added benefit of a Certificate II or III qualification. In fact, many students who undertake an ASBA are immediately placed in full time employment at the completion of Year 12.

ASBAs can be taken by Senior College students (undertaking an Accredited course) with the only pre-requisite being that they are 15 years of age. The Careers Coordinator will work closely with the students to monitor progress and provide support with the completion of schoolwork.

An ASBA can result in the attainment of up to 8 Accredited Units (out of 18) towards the Senior Secondary Certificate and therefore offers a real alternative to students. It is difficult to include an ASBA as part of a Tertiary package because of the heavy workload this entails, so this is not advised.

For more information about ASBAs please contact our Careers Adviser, Kirstie Brass.

HOW DO I CHOOSE WHAT COURSES TO STUDY?

Selecting courses to study in Years 11 and 12 can be a challenge, as the ACT Senior College system is quite different from the curriculum studied up until Year 10.

However, during Year 10 and throughout Years 11 and 12, our Careers Adviser, Guardians and BSSS Coordinator will help students to select their courses. The best advice is to choose subjects you have enjoyed and done well at in High School, or new ones which really interest you.

During the first few weeks of Year 11, it is common for students to change units and levels of study. Students will be advised about the deadlines for these changes several times prior to the deadline. The important thing to remember is that your teachers want to help you find the course which will suit you best for your future.

SOME REQUIREMENTS OF TERTIARY INSTITUTIONS

Students should carefully check the pre-requisites or assumed knowledge for the course they intend to study at the end of Year 12. While entry to most university courses requires only a satisfactory ATAR, for some courses the student must have studied certain subjects (pre-requisites). For others it is assumed that certain subjects have been studied at college and without this knowledge you will find the course difficult.

Relevant information can be found in the following:

- Various publications by the BSSS available on the BSSS website, <https://www.bsss.act.edu.au>
- UAC Information Guide
- Job Guides
- Handbooks from tertiary institutions

CAREERS ADVICE FOR SENIOR COLLEGE STUDENTS

We aim to nurture and develop the career-building skills of our senior students, while providing individualised support and guidance in achieving career pathway goals. Support offered to students via our Careers Advice Service include:

- Individual Pathways Planning
- Work Experience Coordination
- ASBAs Coordination
- Subject Selection and Senior College Package Advice
- Careers Guidance
- Registration of educational pathway goals and course interest; issue relevant information to students relating to university, CIT and further education admissions information and open days
- Assistance and support with applications to university and CIT
- Registration of Community Engagement/volunteer experience.



“It is important that we discover an educational method where people learn to learn and go on learning their whole lives.”

Rudolf Steiner

Course Information

ENGLISH

All Senior College students at Orana complete a Major in English. The courses are delivered as a combination of regular weekly lessons and Main Lessons.

Romantic Representations

This unit focuses on the representation of ideas, attitudes and voices in Romantic Literature, particularly through an examination of Romantic Poetry and a novel study. Students consider the role of poetry and the Arts as agents of change in society, nature and in the spiritual world, the concept of the Genius and the Hero, the emergence of female agency and the contemporary allure of the Gothic imagination.

Comparative Texts, incorporating *Parzival*

In this unit, students consider and compare the ways in which representations of landscape and environment shape ideas, themes and character. The study of Wolfram von Eschenbach's *Parzival* is fundamental to the Steiner curriculum, is our "cornerstone" text and invites students to examine the rise of the individual as a moral being with a social conscience directed outward into the world.

Perspectives

This unit circles back to the rich cultural tradition of Folk and Fairy tales first encountered in the early Primary School curriculum. The unit invites students to consider the ways in which a range of textual representations shape perspectives from different times and places, and to examine the ways in which our own perspectives are formed.

Communication - Year 12 Project

In the final semester, Year 12 students have the opportunity to develop and refine their skills Communication, thoroughly preparing the students for the development and delivery of their Year 12 Project Presentation, Report and Display.

HISTORY

History is offered as a Major or a Minor at A and T levels with regular weekly classes. There may be a History Main Lesson in Year 11 and/or one in Year 12.

Why Study History?

Studying History helps us to understand the world we live in. History shows how ideals from the past can affect our lives today. Studying history not only develops the skills of thinking, critical analysis, and judgement, but engages us as people with moral initiative, social awareness and the freedom to make choices, now and in the future.

Investigating the Ancient World

This unit involves an investigation of how the ancient world has been represented. This involves an exploration of the remaining sources and how they have been interpreted. Students study issues related to evidence including the authentication, preservation, ownership and/or display of material from the ancient world, and how evidence has been used in interpretations and representations of an ancient site, event or change, individual or group through to modern times.

Ancient Societies

This unit involves an investigation of how people lived in the ancient world through an examination of the evidence of the social, political and economic institutions and structures of societies. Students study a significant feature of society, and make connections between the social, economic and political elements of the society. In this unit there is a focus on analytical skills, which require identification and evaluation of a variety of ancient and modern sources for the society.

People, Power & Authority

This unit involves an investigation of an ancient society across a broad historical period, with a particular emphasis on the nature and exercise of power and authority in that society. Students also study an individual who had a significant impact on their times, and examine the nature of power and authority in the society and the ways in which it was demonstrated through political, military, religious and economic features. Students develop their skills of historical analysis with an emphasis on the identification and evaluation of different perspectives and interpretations of the past and on an understanding of the issue of contestability in history.

Reconstruct the Ancient World

This unit involves an investigation of a significant historical period through an analysis of relevant archaeological and written sources. Students examine how these sources have been used to construct an understanding of the relevant social, political, religious and economic institutions and practices, and key events and individuals of the historical period. This unit focuses on historiography and the challenges associated with the interpretation and evaluation of the evidence, and enables students to develop their understanding of changing interpretations over time and appreciate the contestable nature of history and the value of the ancient past.

Course Information

DRAMA

The Senior Drama course can be taken as either a minor or a major, at both Accredited and Tertiary levels. The teacher and students work collaboratively in forming aspects of the study program to meet our individual interests as well as the requirements of the BSSS.

In Senior Drama, we explore the human condition through acting. We take on roles that extend our understanding of others, and ourselves; we work collaboratively to express greater truths through the creative medium.

Theatre ranges from light-hearted or comedic expression through to quite abstract, philosophical ideas made real and accessible through performance. Performance can be used as a medium for political statements, for grappling with social issues, or as a playful exploration of life, a celebration or expression of artistry. At Orana, we see dramatic exploration as a part of the process by which we explore and define our sense of identity and values, and how we share that process with others. Through acting, we develop our self-expression, communication, empathy, awareness, and confidence.

Creativity in Drama

Students develop their skills to think imaginatively and flexibly, to express their understanding of self, others, and the world. They explore techniques and strategies to achieve their purpose and apply the creative process. Students work collectively, collaboratively, and independently to examine the human experience and create new insights.

Communicating Meaning in Drama

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 made a difference, students draw conclusions about the purpose and intended audience. They develop skills in empathy, interaction, responsiveness, and communication. Through the creation of their own dramatic works, students understand semiotics and power relationships in different societies. They apply dramatic techniques to shape audience response, by provoking, informing, or entertaining.

Drama in Context

Students explore the works of dramatists and performers from different times and different places, to understand the way social, historical, political and/or cultural contexts have shaped theatre and impacted audiences. They engage with the issues and ethical dilemmas confronting people in other contexts, to develop insight and intercultural understanding. Through a range of perspectives, they examine the possibilities - through different genres, forms of practice and approaches to technique, they gain understanding of dramatic techniques that may be applied.

Adaptation in Drama

Students examine a range of spoken, performed, visual or written texts to understand how universal themes and perspectives are represented. They assess the relevance of the challenges and the issues that are revealed and explore possible interpretations to reimagine them as dramatic performances for a contemporary audience. They develop skills in adaptability, critical analysis and versatility. In adapting texts, students use a variety of methods, mediums, and techniques to achieve transformation.

GLOBAL STUDIES

The Global Studies course may be offered as either a minor or a major, at both A and T levels.

Global Studies is the study of the political, economic, social and cultural relationships of the world. The course content encourages a global perspective and provides students with the background to study other cultures in relation to their own, including the concepts of identity and belonging. This interdisciplinary course explores global issues, global communities, global challenges and change.

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

Global Studies takes a multi-disciplinary approach. The course incorporates units from Philosophy, Politics, Sociology, Anthropology, and more. It is a course best suited for those students who have an interest in a wide variety of Humanities courses and in how theories from those courses relate to real world examples.

Global Actors

Students critically analyse the distinctive nature and origin of actors within contemporary global politics. They use theories to question and analyse hierarchies and taxonomies of actors and power.

Global Processes

Students critically analyse the purpose, nature, and origins of global processes in the international order, and how these facilitate or impede relationships among global actors in many communities.

They analyse different processes for negotiation between actors within global anarchy. Students evaluate the processes by which global systems operate as well as their potential for reform.

Global Challenges

Students critically analyse significant contemporary issues that pose challenges around the world as a result of processes employed by global actors to address issues and critique the resulting balance of power. They question whether the

mechanisms that regulate global behaviour effectively manage the tension between self-interest and collectivism. They analyse the challenges faced by actors and processes with the emergence of new powers and value systems.

Global Opportunities

Students analyse what progress and change can be achieved by global political action. They examine how the global system is perceived and used to improve the lives of individuals and communities. Students evaluate possible pathways for progress and consider to whom current reform processes bring benefits.

ECONOMICS

The Economics course may be offered as either a minor or a major, at both Accredited and Tertiary levels.

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

Students develop their knowledge and understanding of the structure and operation of Economic models. They examine the relationship between theory and practice including the role of stakeholders and decision-making. Students develop insights into the impact of change on the economic environment. This course examines representations and interpretations of economic issues.

Students develop the skills to create innovative solutions to Economic problems. They will research and analyse information to present logical and coherent arguments through an inquiry approach to learning. Students

will assess the ethical implications and consequences of a changing commercial environment. Skills implicit in the study of Economics empower students to communicate in a variety of contexts.

The study of Economics enables learners to develop their knowledge, understanding and skills to enhance the well-being of all citizens locally, nationally and globally. Skills implicit in the study of Economics empower students to communicate in a variety of contexts.

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

Microeconomic Foundations

In this unit, students investigate the nature and purpose of a range of economic theories and concepts related to microeconomics to better understand human behaviour. In investigating scenarios in local, national, global economies,

and developing societies, they evaluate theories, models, and numerical analyses. Students evaluate explanations of microeconomic phenomena provided by economists to draw conclusions about the nature and actions of economic agents.

Debates in Microeconomics

In this unit, students analyse complex scenarios in microeconomics to understand choices of policy makers. They will engage with debate in the discipline on explanations for contemporary economic dilemmas and the range of possible solutions to problems facing people. Students collaborate to make predictions and propose solutions to problems facing policy makers and citizens.

Macroeconomic Foundations

In this unit, students investigate the nature and purpose of a range of economic theories and concepts related to macroeconomics. They evaluate theories, models, and numerical analyses through investigating scenarios in local, national, global economies and developing societies to understand how policy makers foster prosperity. Students evaluate explanations of macroeconomic phenomena provided by economists to draw conclusions about the effectiveness of decision making.

Debates in Macroeconomics

In this unit, students critically analyse in-depth scenarios in macroeconomics to understand the functional role of economics in bettering lives. They will engage with debate in the discipline around explanations for contemporary economic dilemmas and the range of possible solutions to problems facing people. Students make predictions and propose solutions to problems facing policy makers and citizens.

Course Information

LANGUAGES

Orana offers Continuing and Advanced language courses in German or Japanese. These courses can be taken as a Major or Minor, at either A or T level. Other languages (at Beginner, Continuing and Advanced levels) are accessible through the Canberra Academy of Languages as part of an accredited or tertiary package.

Why Study Languages?

For students aspiring to enter fields such as International Relations, Media and Tourism, Strategic Studies, Foreign Affairs, European or Asian Studies, or International Law or Business, language study is not only advantageous but often essential. Proficiency in another language significantly broadens academic and professional horizons, particularly for those seeking international study or work placements. Language learning cultivates intellectual agility, enhances problem solving capabilities, and fosters creative and critical thinking. It is also closely linked to academic success, with research indicating that students who study a second language consistently outperform their peers in standardised assessments, like the AST, in numeracy and literacy.

The Individual

In this unit students explore how personal experiences and relationships shape identity. Through the study of the target language, they reflect on their own sense of self and how identity is expressed and negotiated across cultures. Topics may include: personal narratives, cultural and social identity, relationships, belonging, and self-expression.

Society and Community

This unit focuses on the way in which language communities are structured and function within broader societies. Students engage with cultural practices and community participation through the lens of the target language, considering similarities and differences in roles, rights and responsibilities. Topics may include: language communities, migration, cultural traditions and festivals, and socially defined roles within communities.

The Changing World

In this unit students investigate how cultural values shape perception of and responses to contemporary global issues. Using the target language, they examine global challenges and explore the shared responsibilities of individuals and societies in creating sustainable futures. Topics may include: global issues, change and continuity, sustainability, and cultural diversity.

Diverse Perspectives

This unit examines how language and culture are conveyed, preserved, and challenged through a range of creative and intellectual media. Students explore and analyse diverse cultural perspectives through the arts and sciences, using the target language to deepen intercultural understanding. Topics may include: literature, media, visual and performing arts, and scientific and cultural expressions.

“Dedicated teachers are at the heart of this school and every person employed there makes it a special place.”

Chris, Orana parent



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Course Information

MATHEMATICS

Courses are offered at 4 levels:

- Specialist Mathematics (T)
- Mathematical Methods and Specialist Methods (T)
- Mathematical Applications (T)
- Essential Mathematics (A)

Mathematical Methods (T) or Specialist Methods (T)

Unit 1	Unit 2	Unit 3	Unit 4
Functions and graphs Trigonometric functions Counting and probability	Exponential functions Arithmetic and geometric sequences and series Introduction to differential calculus	Further differentiation and applications Integrals Discrete random variables	The logarithmic function Continuous random variables and the normal distribution Interval estimates for proportions

Mathematical Applications (T)

Unit 1	Unit 2	Unit 3	Unit 4
Consumer arithmetic Algebra and matrices Shape & measurement	Univariate data analysis and the statistical investigation process Applications of trigonometry Linear equations and their graphs	Bivariate data analysis Growth and decay in sequences Graphs and networks	Time series analysis Loans, investments and annuities Networks and decision mathematics

Specialist Mathematics (T)

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics Vectors in the Plane Geometry	Trigonometry Matrices Real & Complex numbers	Complex numbers Functions and sketching graphs Vectors in three dimensions	Integration and application of integration Rates of change and differential equations Statistical influence

Essential Mathematics (A)

Students who do not intend to undertake a T package are encouraged to complete a Minor in General Mathematics in order to be comfortable with the requirements of post-secondary training and apprenticeships. Units include:

Unit 1	Unit 2	Unit 3	Unit 4
Calculations, percentages and rates Measurement Algebra Graphs	Representing and comparing data Percentages Rates and ratios Time and motion	Measurement Scales, plans and models Graphs Data collection	Probability and relative frequencies Earth geometry and time zones Loans and compound interest

All standard mathematics units are covered during class time outside of Main Lesson. Added to this we have two Main Lessons in each senior year with a mathematical focus, which aim to foster an appreciation of maths beyond the BSSS curriculum. Examples of topics which may be covered are financial applications of maths, patterns and fractals, as well as geometry of perspective.

PHYSICS

The goal of Physics is to provide the student with a broad understanding of the physical principles of the universe, to develop critical thinking and quantitative reasoning skills to support analysis. The course is aimed at providing training for students planning careers in physics and in the physical sciences broadly defined, including those whose interests lie in research, K-12 or college teaching, industrial jobs, or other sectors of our society.

Physics can be taken as a Major (two years) or a Minor (one year) and is available at T level only.

Linear Motion and Waves

This unit looks at Newton's Laws of Motion and the relationship between forces on objects as well as the wave model of sound and light. It will include practical classes, investigations, modelling, and excursions when possible.

Thermal, Nuclear and Electrical

This unit will look at the kinetic particle model and thermodynamics as well as the nuclear model of the atom. It will include practical classes, investigations, modelling, and excursions when possible.

Gravity and Electromagnetism

This unit looks at the Laws of Motion in gravitational, electric and magnetic fields as well as the electromagnetic wave model and the transformation and transfer of energy. It will include practical classes, investigations, modelling, and excursions when possible.

Revolutions in Modern Physics

This unit will look at the equivalence principle and its consequences for space and time as well as the quantum theory of light and matter, the photoelectric effect, and atomic emission and absorption spectra. It will include practical classes, investigations, modelling, and excursions when possible.

CHEMISTRY

Chemistry is the science describing matter and its transformations. It defines molecules, nanostructures, and extended solids, and their properties, reactions and applications. This empowering science is central to virtually all areas of modern science and technology, especially the new, exciting inter- and multi-disciplinary areas of molecular genetics, molecular biology, nanotechnology, medicinal chemistry, drug design and development, and green (environmentally sustainable) chemistry/industry.

Chemistry is called the central science because all scientists study chemicals at some level. Geologists examine the way chemicals come together to form rocks. Biochemists and pharmacologists study chemicals that cause and cure diseases. Astronomers

study the chemical compositions of stars, planets and galaxies. Geneticists study the chemicals of biological inheritance. A background in chemistry is useful in a career in all these disciplines.

Chemical Fundamentals

In Unit 1 students use models of atomic structure and bonding to explain the macroscopic properties of materials and to predict the products and explain the energy changes associated with chemical reactions.

Molecules

In Unit 2, students continue to develop their understanding of bonding models and the relationship between structure, properties and reactions, including consideration of the factors that affect the rate of chemical reactions.

Equilibrium and Redox Reactions

In Unit 3, students investigate models of equilibrium in chemical systems; apply these models in the context of acids and bases and redox reactions, including electrochemical cells; and explain and predict how a range of factors affect these systems.

Structure, Synthesis and Design

In Unit 4, students use models of molecular structure, chemical reactions and energy changes to explain and apply synthesis processes, particularly with consideration of organic synthesis; and they consider current and future applications of chemical design principles.

INTERDISCIPLINARY SCIENCE

Interdisciplinary Science A/T/M engages students in investigating the complex relationships between systems and domains of science inherent to investigating phenomena and problems in the world today. They develop the scientific, mathematical, and technological skills to engage with the study of contemporary interdisciplinary science topics and develop an understanding of problems confronting society.

Provision for development of integrated courses is important for developing quality curriculum that prepares students for life and work in the 21st Century. Solutions to societal challenges and the nature of work are becoming increasingly cross-disciplinary. As such, an integrated curriculum enables students to apply deep understandings of key disciplinary concepts and principles to real-world problems. They promote creativity and the ability to develop innovative solutions to entirely new problems. As such this course focuses on the collaborative solution of real, complex problems.

In bringing together often siloed domains of knowledge, students pursue understanding and a depth of analysis uninhibited by

Course Information

disciplinary boundaries by acquiring the skills and knowledge necessary to solve problems. This has a range of benefits for student development of skills in scientific analysis as well as 21st century work and life skills. Higher order thinking is facilitated through the opportunities to inquire freely, think critically, use deductive and inductive reasoning, think creatively, and reason using analogy and synthetic thinking. Students gain deep understanding through the analysis of complex systems as they are, rather than limited by the boundaries of disciplines.

Students develop communication and interpersonal skills in undertaking meaningful collaborative projects to solve problems. They understand the challenges of producing and disseminating reliable scientific knowledge in often heavily contested policy spaces. They learn to address the challenges of applying contemporary research findings and recommendations in contexts characterised by evolving scientific understanding, tradition, economic pressures, and policy conflict.

This course develops the scientific literacy necessary to understanding the world around them and engage meaningfully as citizens in the significant policy debates that will shape our future. It allows students to pursue areas of interest and satisfy their curiosity. For those students interested in a career in science, it will prepare students for further study in a range of areas, and potentially work in a growing economic sector. For those not interested in a career in science, the capacity for critical and creative thought, IT skills, literacy and numeracy will be valued as preparation for any career goal.

HUMAN BIOLOGY

The Human Biology course may be offered as either a minor or a major at both A and T levels.

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

The Human Biology course uses the human life cycle to create a close link between personal experience and theoretical content for students. Health issues that relate to particular life cycle stages are explored in relation to the structure and function of the human body. This connects theory to practice and provides real world examples.

As a senior secondary subject, Human Biology provides a valuable foundation for students who wish to follow a variety of career pathways by introducing them to the complex technical language of the discipline and to key concepts around the structure and function of the human body. These skills enable students to make informed decisions about their pathways

into Tertiary studies in the fields of medicine and allied subjects (Nursing, Nutritional Health, Occupational Therapy, Osteopathy, Para-medicine and Physiotherapy, for example).

The Essentials of Human Life

Students learn about the stem cells from which tissues form in the embryo and which are the foundation for the growing therapeutic treatment of a number of degenerative diseases. They also focus on the anatomy and physiology of different tissue types and their purposes in the mature human body.

The Ageing Human Body

From birth to adulthood, the human body grows at different rates and changes in form. Students focus on a range of illnesses that relate to age and tissue types so that they gain a deep understanding of how disease relates to tissue function in the body.

Human Health and the Environment

This unit investigates the impact of environmental conditions upon the health of humans both at the individual and population level.

Treating the Human Body

In this unit, students study the exponential growth of research and knowledge about the functioning of the human body that informs the Western mode of treating illness, and also consider alternative ways of treating illness in Australia.

Psychology

The Psychology course may be offered as either a minor or a major at both A and T levels.

Psychology is the study of the human mind and behaviour. Students develop an understanding of themselves and others by exploring the interactions of biological, social, and psychological factors in individuals and groups.

Self and Identity

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.

Cognition and Emotions

This unit examines traditional and contemporary understandings on the basis of human cognition and emotion in context. Students explore how our perception of, and feelings about, the world

shapes our interaction with it. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

Normality and Abnormality

This unit examines traditional and contemporary understandings of the continuum of normality and abnormality, and the social construction of healthy and unhealthy thoughts, feelings, and behaviour. Students explore biological, psychological, and social, and contextual aspects of normality and abnormality, how they are determined, and how that has changed over time. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

Groups and Society

This unit examines traditional and contemporary understandings of the implications of identity and membership within groups and society for thoughts, emotions, and behaviour. They explore how and why humans think, feel and act in group and social settings using a range of approaches. They develop skills in ethically and scientifically generating, evaluating, and communicating valid qualitative and quantitative data and conclusions.

VISUAL ART

Visual Art may be studied as a Major or Minor at either T or A level.

The course offers much more than just the acquisition of practical skills in a range of media areas; it teaches independent thought and creativity, confidence and self-expression, critical analysis and critical thinking. In Steiner Education, one of the aims of teaching art is to convey the concept of beauty to the young person, both theoretically and materially. The study of art in historical, social and technological contexts enables students to become more aware of the beliefs and values of their own time and culture.

Students are taught practical skills relating to a variety of art mediums and application techniques, with consideration for the implementation of elements and principals of design. Practical tasks give students the ability to make individual choices based on learnt skills to create a body of work. Formal theory allows students choice for research, analysis and critique of artists, artworks, exhibitions, art history and art movements within focus areas.

Creativity in Visual Arts

Students learn about the creative process in Visual Arts by critically and creatively analysing art works, experimenting with creative processes, and developing technical proficiency to express their ideas through various conventions and forms. They understand that creativity in the visual arts is the

transformation of materials to convey ideas. Students apply their emerging creative process, techniques, and strategies to express their understanding of self and the world.

Communicating Meaning in Visual Arts

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. They apply techniques to communicate their understanding of a range of issues through art works. Students express concepts, ideas and meaning through visual communication.

Narratives in Visual Arts

Students learn about the artist as a storyteller. They explore both representational and nonrepresentational art works and how these shape narratives. Through analysis of narratives in art works, students gain insights into how perspectives on the world are presented and how that affects reception of and responses to art works and artists. Students apply their theoretical and technical skills to create representational and non-representational art works that convey narratives and responses to narratives.

Visual Art in Context

Students learn about how artists over time and place have represented their concepts and ideas. They explore how artists, curators, critics throughout the world and history have expressed their understanding of self, place, and issues. Students apply their technical knowledge, empathy, ethics, and principles of intercultural understanding to creating art works.

MUSIC

Music is offered at T and A levels, as both Major and Minor courses. The T level Music course assumes students have a formal knowledge of musical notation, developed literacy and performance skills and general knowledge and understanding of some musical styles (approximately at a minimum of Grade 3 AMEB level).

Music is a unique art form that records and enriches human civilisation, reflecting the development of human cultures. The study of music enables critical thinking and engagement with innovative musicians to experience music as artists and audience members. In broad terms, learning in Music involves making and responding. Students learn as musicians, by making musical works that communicate to audiences. They learn as audiences, by responding critically to music.

Course Information

Studying Music enables students to:

- Develop technical knowledge and notation skills
- Perform and compose music according to given guidelines
- Respond creatively and critically to music works
- Comprehend the diverse cultural, social and historical contexts of music
- Develop knowledge of musical concepts and styles
- Pursue excellence in all aspects of music

In every Music course, students study the concepts of music through learning experiences provided in Creating (Composing), Performing and Musicology.

Creativity in Music

Students learn about creativity in music by exploring a range of techniques and strategies that musicians use in the creative process. They make informed personal interpretations in performances, compositions and criticism to evoke responses from target audiences. Students make music to express their understanding of the world through interpretation, performance, production and composition in authentic contexts.

Communicating Meaning in Music

Students learn about how meaning is communicated in a variety of musical genres by analysing musical works and performances that have made a difference. They explore technical skills, stage craft and production elements for communicating their ideas to a target audience to shape response, provoke, inform, or entertain. Students apply techniques to communicate their understanding of themselves and the world through music.

Music in Context

Students explore the works of musicians from different times and places to understand the way social, historical, political and/or cultural contexts have shaped music and impacted audiences. Students create music drawing on forms, styles, and techniques from a variety of contexts. They develop insights into intercultural understanding and ethical approaches to music reproduction.

Improvisation and Variation in Music

Students learn about improvisation and variation through a range of musical genres. They explore how musicians adapt ideas, arrange, improvise and create variation in music. They consider regulatory and ethical issues associated with using the works of others. Students create music that explores a variety of interpretations of an idea, context, mood, or emotion. They develop skills in adaptability, resilience, critical analysis and versatility.

DESIGN AND EMERGING TECHNOLOGIES

Design and Emerging Technologies may be studied as a Major or Minor at either T or A level.

Design and Emerging Technology offers students a range of career pathways in a range of design fields. Students studying technologies will learn about the design process and its application. Students will also be able to understand how the selection and use of technologies contributes to a sustainable and improved future.

Students will develop research skills, computational thinking and a range of communication skills. They will refine their interpersonal and intrapersonal skills including collaboration and project management and will be able to reflect on their own learning. Students will have opportunities to use design thinking and to apply creativity through structured, collaborative and project-based learning, solve problems, develop practical skills and apply critical thinking in the development of new ideas. Students will consider and use global perspectives, identify ethical issues related to the technologies in relevant industries and the sustainability of solutions as they manage projects from beginning to end.

Design Processes

A design process is the central framework that designers use to create innovative ideas and solutions. This unit gives students the opportunity to apply a staged design process to develop design solutions. They will apply design thinking in a focus area such as creating products, systems or environments. Student skills and understanding are developed by using the design process to define needs or opportunities, collect information, develop ideas, analyse, plan, produce and evaluate final solutions.

Product Design

Designers play a vital role in shaping the way we live through the design of the products that surround us. This unit gives students the opportunity to develop a user centred product while considering the social, ethical and environmental responsibilities of designers. It provides opportunities for creative thinking, for the development of technical knowledge and for understanding design opportunities that are brought about by technological change.

Design for Manufacturing

Design for manufacturing explores the way in which design solutions are produced using existing and emerging technologies. The focus of this unit is on production processes, prototyping, manufacturing, economy of scale, material properties and emerging technologies. This unit offers students the opportunity to design, make and evaluate design solutions using a range of materials, technologies and production processes.

Innovation and Design

Authentic innovation in design can be achieved by combining process thinking with new ideas and existing and emerging technology. This unit offers students the opportunity to explore an area of futuristic design concepts within the focus areas of systems, product or environment design. Students will use their understanding of design process, technical knowledge, and social, ethical and environmental responsibilities to create, test and evaluate this design solution.

DIGITAL TECHNOLOGIES

The Digital Technologies course focuses on computational thinking and the application of the design process to create and develop digital solutions using a variety of digital technologies. Digital Technologies involve students creating new ways of doing things, generating their own ideas and creating digital solutions to problems of individual, community and global interest. Students will develop and extend their understanding of designing and programming, including fundamental computer science principles such as algorithm selection and complexity, structuring data for processing and problem-solving. This course serves as a basis for further education and employment in the IT industry in a range of fields including programming, web development, robotics and games development.

Digital Assets

The focus of this unit is on developing the students' understanding of digital assets. Digital assets function as the building blocks of larger systems and could be as small as a simple programming function or a 3D model, or as large as a webpage or a 3D environment. Students develop the skills necessary to design and develop digital assets for more complex data-driven systems. They interpret and create their own digital assets for a range of purposes and audiences. Students analyse discrete components of existing processes and products in order to examine how they function within a system. They can then use this understanding to re-design and develop assets.

Digital Applications

The focus of this unit is on managing and understanding the complexity of a data-driven system by examining the individual components involved in its operation and the interconnectedness of those components. Students develop the skills and knowledge required to analyse and examine existing applications. Applications could be as simple as a static website or as complex as a distributed learning and management platform. They design and build their own applications to further their understanding of the interconnected nature of various digital assets.

Digital Solutions

The focus of this unit is creating appropriate data-driven solutions to authentic problems, and on developing students' understanding and application of a design process.

Students develop the skills and knowledge required to analyse and examine existing solutions to known problems and produce their own solutions to existing problems. They focus on understanding how to choose and apply a design process to create a relevant solution for a client's needs.

Structured Project

The focus of this unit is on developing students' ability to conceive, define, analyse, develop, and publish a data-driven project. Students develop and refine their design skills and knowledge in order to create and develop a project using a clearly defined structure in an authentic context.

They focus on effectively applying a design process to inform and develop their project.

DESIGN AND TEXTILES

Design and Textiles may be studied as a Major or Minor at either T or A level.

The Design & Textiles course focuses on design thinking and the application of the design process to create and develop practical solutions using textiles as a medium. This will empower students to utilise design thinking in different contexts. Students learn about the design and related industries by exploring fundamentals of design, as well as textile futures, history and culture, sustainability and ethics. Students apply innovation, creativity, problem solving, collaboration and project management skills in making appropriate design solutions.

Design and Textiles is an interdisciplinary course of study and forms the basis for further education and employment in the design fields such as interior design or decoration, personal styling, fashion design, industrial design, costume design, production manufacture, architecture, landscape architecture and textile technologies.

Design Aesthetics

This unit examines the value of aesthetics and its relationship to design theory. Students engage with established methodologies for generating creative design concepts. They investigate and experiment with strategies for idea generation and product development, incorporating the medium of textiles.

Course Information

Design for Purpose

This unit examines how designers create for end purpose, using relevant criteria and considering the user's experience. Students engage using a range of textile mediums to design solutions and create a product with consideration given to needs, purpose and product performance.

Design for Futures

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.

Design for Communication

This unit examines communication theories, methodologies and meanings within the area of design and textiles. Students develop skills in effectively disseminating ideas to convey visual messages in the design, making and promotion of solutions and/or textiles products. They utilise a range of tools to communicate and make meaning.

EXERCISE SCIENCE

Exercise Science may be studied as a Major or Minor at either T or A level.

(T and A)

Exercise Science examines biological, physiological, biomechanical and psychological theories; and the interrelationship and influences on performance and participation in physical activity. Students develop insights into the science underpinning sports performance and movement. When students undertake practical activities in Exercise Science, they gain knowledge through experiential learning. This course prepares students for further study and provides pathways into careers such as Physiotherapy, Sport and Injury Prevention, Fitness training and Allied Health.

Anatomy and Physiology of the Human Body

In the unit Anatomy and Physiology of the Human Body 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 an understanding of how each system acts as an enabler or barrier to physical performance.

The Body in Motion

In the unit The Body in Motion students 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.

Preparation for Training and Performance

In the unit Preparation for Training and Performance students investigate 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.

Factors Affecting Performance

In the unit Factors Affecting Performance students 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 the athletic mindset. Students will examine and explore how the extent and intensity of sports participation relates to the incidence of sports injuries and will explore a range of technical and scientific approaches for maintaining the physical and mental well-being of athletes.



Year 12 is a year of synthesis, a bringing together of ... varied subjects ... a time of more conscious awareness ... of all they have learnt.

Year 12 Major Projects

WHY THE MAJOR PROJECT?

The Year 12 Project is an independent, year long project, which is presented to the School community in both written and oral form, complemented by a visual display. The Year 12 Project begins in Semester 1 as an R unit while the student explores the range and potential of their chosen subject. It is realised in Semester 2 within the structure of an English T or A unit focused on Communication and three assessment items: a written report, An oral presentation and a visual display.

The aims of the Year 12 Project are to allow students to:

- Engage in independent inquiry on issues that are relevant to themselves and their community
- Demonstrate the skills, attitudes and knowledge required to manage and complete a substantial, complex project over an extended period of time
- Reflect on their learning and knowledge (on their own and with others)
- Move towards thoughtful and positive action
- Develop confidence as independent learners
- Present their project to a broad adult audience

The Year 12 Project is:

- The student's chance to develop new skills and explore an area outside their previous experience
- An opportunity to further develop and showcase the skills they have developed during their schooling
- An opportunity to share
- with others something that is of great interest to them as an individual but that can also impact their community

The Year 12 Project should:

- Have a clear, specific and achievable goal
- Comprise a Practical, Community and Research component
- Be something the student really wants to invest time and energy in
- Be the result of the student's initiative, creativity and ability to organise and plan
- Deal with a topic or area to which the student is committed, and which offers genuine opportunity for growth

WHAT TYPE OF PROJECT CAN BE DONE?

The Practical/Creative Component (Semester 1 R unit)

In Semester 1, the focus is on experiential learning. Students are required to engage practically with an aspect of their topic, with the aim of putting something new out into the world. Possible options include but are not limited to:

Original work/s of art (visual, dramatic, musical, literary etc.), an invention or specially designed object or system, an originally programmed piece of software, a major event or undertaking, an investigation or experiment.

The Community Component (Semester 1 R unit)

As part of their practical exploration of their topic, students must engage with the school or wider community. This should involve seeking out local experts and community groups working in their chosen field, participating in and/or creating relevant volunteering opportunities, and finding ways to extend the positive impact of their Project beyond their own individual experience.

At the end of Semester 1, the students present a Viva Voce speech to their peers and teachers, discussing their learning and achievements over the first half of the year. This concludes the R unit, though students are welcome to continue the experiential components of the project throughout the remainder of the year.

The Written Report (Semester 2 A or T unit – 30%)

The Report should demonstrate a synthesis of ideas based on in-depth of research into the chosen topic. Possible options include but are not limited to:

A scientific report (on an original experiment or meta-analysis), an analytical research report, an academic article, essay or literature review, or similar text type relevant to the student's topic of inquiry.

The Visual Display (Semester 2 A or T unit – 30%)

Students design and create an informative, eye-catching Multimodal Display to accompany their Year 12 Projects. This is publicly displayed during the Project Presentation weekend. The Display includes both visual and textual material to support, inform, add value to and/or complement the information shared in the Presentation and Report, and is accompanied by a creative Rationale.

The Presentation (Semester 2 A or T unit – 40%)

The culmination of the Year 12 Project is the Presentation Weekend, held in Term 4. Each student gives a 20 minute presentation to their peers, parents, teachers and the wider community. The structure and format of the presentation is determined by the student, to allow them to showcase their Project process and achievements.

Notes

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