

St Columban's College

Senior Phase of Learning

Year 10

2019

Subject Handbook

'Every Student

Every Success'

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From the Principal

Dear Student

You are entering your initial phase of your senior schooling. Much thought and experience has gone into preparing this booklet for your benefit. Make use of this booklet and of the people around you - parents, older siblings, teachers and career counsellors to make appropriate decisions for yourself. I hope that you are able to make decisions that will situate you in the best place to succeed and discover your strengths and abilities.

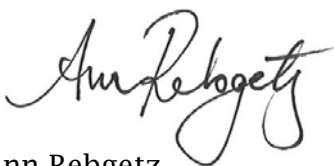
This comprehensive document allows you to access the pathway most suited to your talents and dreams, inclusive of seeking an entry to University or further study, becoming Work Ready at the end of your Queensland Certificate of Education, completing a school based Traineeship/Apprenticeship or pursuing a sporting or cultural pathway, or a combination of these. All are possible if you seek the wisdom of support personnel. Combining academic and vocational pathways provides a wonderful platform to enhance choices and opportunities.

Years 10 and beyond at school may be among the most challenging and rewarding years of your life. You will discover new directions on your way to your Queensland Certificate of Education at St Columban's which will include:

- An opportunity to taste subjects you may like to pursue in Year 11 & 12
- An opportunity to choose AQTRF Vocational Certificates
- Expectation to have goals and plan your pathway
- A higher expectation on you to contribute to College life
- Development of young adult relationships and ownership of responsibilities in learning
- Balancing study, work, cocurricular and social commitments building resilience and maturity.

Our "Partnership of Excellence" is paramount to successful outcomes. I would like to remind students and parents of their contractual obligations. The challenge is for you to set your goals and work hard to achieve them.

The journey will be in your hands. We are all here to help you in your choices, but ultimately it is up to you. May you be blessed in the decisions you face and in the rich experiences, and challenges ahead of you.



Ann Rebgetz
Principal

The College Process

The process of subject selection for 2018 Year 9 students who are proceeding into Year 10 in 2019 is as follows:

1. Each student will be enrolled for 7 subjects, these subjects run for the full school year, which will include:

Religion
English
Mathematics **or** Mathematics Extension
Science

Please note: Students must nominate their choice of Mathematics

2. **For Year 10 you must select 3 Electives plus 2 extra Reserve subjects**
The reserves will be used if we cannot timetable your first preferences

3. Students planning to study General English or Literature in Years 11 &12 must complete Year 10 English to a 'C' standard.

Students planning to study a Science subject in Years 11 &12 must complete Year 10 Science to a 'C' standard.

Students planning to study Mathematical Methods or Specialist Mathematics in Years 11 & 12 must complete Mathematics Extension to a 'B' or higher standard.

4. You will enter your 3 Elective subject choices plus 2 Reserve choices into the Subject Selection Online (SSO) database. You will be emailed your own personal Log-in, and a start and finish date with instructions in regard to details for the Subject selection process.
5. Students unable to be placed in their initial subject choices will be assigned their reserve option preferences. Where this is not possible, students will be interviewed by the Assistant Principal Senior Phase or the VET/Careers Leader to ascertain new selections.
6. Subject selections will be assessed by the Assistant Principal Senior Phase.

Learning Framework



St Columban's College Learning Frameworks

These Frameworks make explicit the core purposes of St Columban's as a Catholic College in educating and equipping students with distinctive qualities that enable them to contribute to our ever-changing global context in a meaningful and positive way.

At St Columban's College, we:

- Form persons of spirit who actively explore our personal relationship with God, celebrate our uniqueness and live a life of moral integrity
- Educate persons of tradition who recognise the importance of honouring and learning from the past, live authentically in the present and engage transformatively with the future
- Build persons of community who live in quality relationships amongst all members of the school, parish and wider community, make individual contributions, honour diversity and live in a just and inclusive manner
- Utilise Literacy for Life strategies in all aspects of the College community life to enhance a student's chances of being a literate and informed citizen
- Provide a supportive College environment where all students are able to develop in a socially responsible, equitable and respectful manner
- Enhance a student's employability skills through their development as life-long learners who demonstrate self management and interpersonal skills, initiative and resilience
- Provide structured learning opportunities that enable all students to actively acquire knowledge and demonstrate that knowledge in a clear, skilful, accurate and articulate manner
- Foster student engagement in creative and critical thinking tasks which extend their knowledge and equip them with learning that has value beyond school
- Promote collaborative and empathetic learning where students work and think interdependently, value and support one another's individual differences and experience positive, constructive and respectful feedback from their teachers and peers
- Develop reflective, self-directed learners who are confident, responsible, reliable, persistent and independent
- Provide learning environments that are student centred, flexible, adaptable, supportive and inspirational and which effectively integrate innovative pedagogical practices, including technology
- Promote and support the acquisition of professional learning by staff which extends their knowledge and skills in teaching, learning and subject specific material
- Recognise staff professionalism which is characterised by continuous collaborative learning (through professional conversations and connected learning teams), reflection, passion and personal growth

St C - engaged in transforming learners of Spirit, Tradition and Community



Guidelines for Choosing Senior Subjects

It is important to choose senior subjects carefully as your decisions may affect not only the types of careers you can follow later, but also your success at school and feelings about school as well. Even though there are many factors to consider, choosing your course of study can be made easier if you go about the task calmly and logically, and follow a set of planned steps.

Overall Plan

As an overall plan you are advised to choose subjects:

- You enjoy
- In which you have achieved good results
- Which reflect your interests and abilities
- Which help you reach your career and employment goals
- Which will develop skills, knowledge and attitudes useful throughout your life.

Subject Details

- Take these steps to ensure you understand the content and requirements of each subject
- Read subject descriptions and course outlines in this booklet.
- Listen carefully to input by College Curriculum Leaders and teachers.
- Listen carefully to subject selection talks.
- Talk to students (e.g. older students) who are already studying the subject.

Choose a combination of subjects that suits your needs and abilities

Traps to avoid

- Do not select subjects simply because someone has told you that they “help you get good results and give you a better chance of getting into university or getting a better ATAR”.
- Try not to be influenced by suggestions that you should or should not choose a particular subject because a friend / brother / sister either liked or disliked it or the teacher when they studied it.

These are quite general points, so it is wise to look in more detail at the guidelines outlined below.

Guidelines

Career pathways

It is helpful if you have a few career ideas in mind before choosing subjects. If you are uncertain, try to select subjects which will keep several career options open to you. The VET & Careers Team may be able to help.

You will also need to be aware of the various pathways you can take to obtain the skills, knowledge and qualifications you will need to get a job in the career areas in which you are interested.

The following resources are available:

- Our College Website contains a wealth of information that might assist parents and students in selecting Senior Subjects – www.stcolumbanscollegcareers.com
- My Future Website: www.myfuture.edu.au provides a wealth of information about career planning, education and training, and the employment in Australia.
- Other career information, such as brochures from industry groups shows the various pathways to jobs within these industries.
- The *Tertiary Prerequisites 2020* book, provided by QTAC, provides advanced information on subjects required for entry to university and TAFE advanced diploma and diploma courses.
- Students will be given a Learner Unique Identifier (LUI) number from the College which will give them access to the QCAA Student Connect website that provides valuable information regarding career information and access to their personal and enrolment details.

Subjects offered by the College

The College will offer the following types of subjects:

General Subjects – Year 11 and 12

- These subjects, approved by the Queensland Curriculum & Assessment Authority (QCAA), are offered state wide in Queensland secondary schools and colleges. Achievements in these subjects are recorded in the QCE and may contribute to the ATAR Calculation.
- Students who do not achieve a 'B' standard in a related Year 10 subject may find General Subjects in Year 11 and 12 difficult. Certain subjects will have prerequisites.
- Your ATAR is dependent on how well you achieve in your subjects. You need to choose subjects in which you have most chance of doing well.
- Many General Subjects may be taken in Year 11 without prior study of similar subjects in Year 10.
- To attempt subjects such as Mathematics Methods & Specialist Mathematics a 'B' standard in Extension Mathematics is required.

Applied Subjects (Study Area Specifications) - Year 11 and 12

Applied subjects are devised from QCCA. Achievements in these subjects are recorded on the Queensland Certificate of Education. Our understanding is that one may contribute in the calculation of an ATAR. Applied subject

emphasise practical skills and knowledge relevant to specific industries and/or provide experience in topic related contexts.

Subjects are as follows:

- Drama in Practice
- Essential English
- Industrial Technology Skills
- Essential Mathematics
- Recreation
- Visual Art in Practice

Vocational Education

Consider taking VET subjects if:

- You are interested in a particular subject because it relates to or could provide a pathway to a career that attracts you
- Success in the subject may give you advanced standing (credit) in a higher level course in which you are interested.

Unique Student Identifier (USI)

All students who wish to study a VET course will be required to have a USI.

We ask that you access the USI Website www.usi.gov.au and complete the process at home – this is a simple process that only takes approximately 5 minutes. Please note that a Medicare Card, Birth Certificate or Passport is required to complete this process.

Students will be required to forward the email from USI.Gov.au with your child's USI number to the College email: rhagel@bne.catholic.edu.au

Senior Education Profile

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include a:

- statement of results
- Queensland Certificate of Education (QCE)
- Queensland Certificate of Individual Achievement (QCIA)

For more information about the SEP see:

www.qcaa.qld.edu.au/senior/certificates-qualifications/sep.

Statement of results

Students are issued with a statement of results in the December following the completion of a QCAA-developed course of study. A new statement of results is issued to students after each QCAA-developed course of study is completed.

A full record of study will be issued, along with the QCE qualification, in the first December or July after the student meets the requirements for a QCE.

Queensland Certificate of Education (QCE)

Students may be eligible for a Queensland Certificate of Education (QCE) at the end of their senior schooling. Students who do not meet the QCE requirements can continue to work towards the certificate post-secondary schooling. The QCAA awards a QCE in the following July or December, once a student becomes eligible. Learning accounts are closed after nine years; however, a student may apply to the QCAA to have the account reopened and all credit continued.

Queensland Certificate of Individual Achievement (QCIA)

The Queensland Certificate of Individual Achievement (QCIA) reports the learning achievements of eligible students who complete an individual learning program. At the end of the senior phase of learning, eligible students achieve a QCIA. These students have the option of continuing to work towards a QCE post-secondary schooling.

Senior subjects

The QCAA develops four types of senior subject syllabuses — General, Applied, Senior External Examinations and Short Courses. Results in General and Applied subjects contribute to the award of a QCE and may contribute to an Australian Tertiary Admission Rank (ATAR) calculation, although no more than one result in an Applied subject can be used in the calculation of a student's ATAR.

Extension subjects are extensions of the related General subjects and are studied either concurrently with, or after, Units 3 and 4 of the General course.

Typically, it is expected that most students will complete these courses across Years 11 and 12. All subjects build on the P–10 Australian Curriculum.

General syllabuses

General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies and to pathways for vocational education and training and work. General subjects include Extension subjects.

Applied syllabuses

Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work.

Vocational Education and Training (VET)

At St Columban's College, we encourage all students to engage in Vocational Education and Training in the Senior Phase of learning. Skills-based training and the transferrable skills, which are embedded in such training packages, will assist you to develop the job ready characteristics you will need to participate fully in the workforce. Our College has a strong tradition of high-quality VET delivery and you will be able to find a training course to compliment your pathway.

Opportunities for School-based Apprenticeships and Traineeships are also strongly encouraged, and we would support students in their pursuit of these employment and training opportunities. Please speak with the Careers and Training Centre if you are interested in an opportunity of this nature.

Underpinning factors

All Senior Syllabuses and VET Qualifications are underpinned by:

- Literacy — the set of knowledge and skills about language and texts essential for understanding and conveying content
- Numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully.
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world. These include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and information & communication technologies (ICT) skills.

Australian Tertiary Admission Rank (ATAR) eligibility

In Queensland, many students will wish to pursue an ATAR Pathway if they are particularly interested in studying at University after Year 12. However, an ATAR is not the only pathway into University, and not all students require an ATAR. Subject choices should always be based primarily on student interest and ability.

The calculation of an Australian Tertiary Admission Rank (ATAR) will be based on a student's:

- best five General subject results
- or
- best results in a combination of four General subject results plus an Applied subject result or a Certificate III or higher VET qualification.

The Queensland Tertiary Admissions Centre (QTAC) has responsibility for ATAR calculations.

English requirement

Eligibility for an ATAR will require satisfactory completion of a QCAA English subject.

Satisfactory completion will require students to attain a result that is equivalent to a Sound Level of Achievement in one of three subjects — English, Essential English or Literature.

While students must meet this standard to be eligible to receive an ATAR, it is not mandatory for a student's English result to be included in the calculation of their ATAR.

Religious Education

Catholic schools are founded on the premise that religion is an essential dimension of education. Parents want their children to be educated in the faith in all its richness, complexity and promise. This religious dimension is made particularly explicit in the subject Religious Education that is a key learning area in Catholic schools and a major educational priority. Therefore, it is a mandated and compulsory subject for all students at St Columban's.

The Religious Education Program is based on the *Religious Education Archdiocese of Brisbane (2013) Document or (Syllabus)*. Some of the units studied have been written and supplied by the Brisbane Catholic Education Website (as Learning Bytes), whilst other units, have been written by staff at the College. The individual units are part of a sequential study of content and process, which extend into the Senior School Religious Education Programme.

The content of the *Religion Curriculum P-12* is organised into four interrelated strands – *Sacred Texts, Beliefs, Church and Christian Life*. Each strand has its own distinctive body of Knowledge.

Religious Education

Catholic Schools are educational institutions and faith communities. Religious Education is understood to consist of two distinct but complimentary dimensions, that can be described as '*teaching people religion* (classroom learning and teaching of religion) *and teaching people to be religious, in a particular way* (the religious life of the school or the spiritual formation of students and their faith development)' Religious Education, Archdiocese of Brisbane, (2013).

Liturgy and Prayer

The College Community celebrates the Eucharist at the opening and closing of the College year and at other times as appropriate e.g. House Masses. On Friday mornings, the College Community is joined by parishioners from St Peter's, for the celebration of the Eucharist.

There are other Liturgical celebrations on Heritage Day, Anzac Day, Remembrance Day and so on. Feast Days and other important religious events are marked by, prayer in student notices. There is also the opportunity for prayer every day in PC groups.

What is studied?

- Term 1 – The Mystery of God
- Term 2 – Missionary Disciples
- Term 3 – Religious Voice in the World
- Term 4 – Responding to the Sign of the Times

How are students assessed?

A variety of assessment instruments are completed including:

- Exams
- Orals
- Multimodal Presentations
- Written Response and Research Assignments

Year 10 is an important time to discern which of the Year 11 and 12 Religion options are most suitable for students.

English

The study of English for our learners provides multiple learning opportunities and experiences to develop effective communication skills.

The Year 10 English Curriculum Program extends the learning progression of the three integrated strands of the Australian Curriculum from Year 9:

- Language
- Literature
- Literacy Skills

How students are assessed?

Students are assessed on a folio documenting evidence of their learning throughout the year in addition to a minimum of two assignments or exam per semester.

What is studied?

The focus of the course develops informative, persuasive and imaginative skills in writing and speaking while engaging students with an appreciation of literature. Students are provided with the opportunity to explore a wide variety of texts such as films, novels, short stories, poems and plays.

Topics include:

- Advertising
- Australian film and stories
- Literature novel study
- Shakespeare

Future Subject Pathways

This subject will provide students with the experience and expertise to choose three different pathways in the new senior syllabus: Literature, General English and Essential English.

A significant achievement of a 'B' standard or better would be a recommended prerequisite for the Literature course for Year 11.

Requirements

All students require a notebook.

Mathematics

All students will select a Mathematics subject in Year 10

Mathematics Core

This course follows the Australian Curriculum for Year 10 Mathematics. It includes the study of Algebra, Measurement and Statistics. This course is suitable for Essential Mathematics or General Mathematics and is at a slower pace than Extension Mathematics.

How students are assessed?

Each semester students should expect a minimum of 2 exams and an assignment or project.

Future Subject Pathways

This subject will give students the chance to experience General Mathematics (previously Maths A) in Year 11 and 12. A significant achievement of a 'B' standard or better in Core Mathematics is a prerequisite for selecting General Mathematics in Year 11.

Students who struggle with this course may consider Essential Mathematics (previously Prevocational Mathematics) as an option when selecting Mathematics in Year 11.

Mathematics Extension

Recommended Standard of entry

Students should have achieved at a minimum 'B' standard in Year 9 to be successful in this course.

Why study Mathematics Extension?

This course is based on the Australian Curriculum and is an introduction to Mathematical Methods (previously Maths B) and Specialist Mathematics (previously Maths C) at a fast pace.

What is studied?

The students in this course will cover Algebra, Quadratics, Geometry, Measurement, Data and Statistics.

How students are assessed?

Each semester students should expect a minimum of 2 exams and an assignment or project.

Future Subject Pathways

A significant achievement of a 'B' standard or better in Extension Mathematics is a prerequisite for selecting Mathematical Methods in Year 11, and an 'A' standard required if selecting Specialist Mathematics (previously Maths C) in Year 11.

Requirements

All Maths students will need a notebook and Scientific Calculator

Science

Natural, historical and cultural factors influence the nature and direction of science, which, in turn, affects the development of society. Decisions about the ways in which science is applied have both short and long term implications for the environment, communities and individuals.

All Year 10 students are expected to undertake Science as a required part of the Australian Curriculum. Some flexibility may be possible in special circumstances upon request and explanation. To that effect it is possible for the students to select an alternative course of study - Practical Scientific Methods (Certificate II in Sampling & Measurement).

Future studies in Years 11 and 12 Science areas, university courses as well as many careers require a student to have some background in Science knowledge but also possess problem solving, analytical and critical thinking skills as well as practical laboratory skills. Therefore, students with an interest in teaching careers and science-related careers are strongly recommended to study Science in Year 10, which allows them to build a strong base for their specialised Science studies in Years 11 and 12 and beyond.

What is studied?

Studies of Australian Curriculum - Science are conducted within **three strands**, with each strand divided into several sub-strands:

Science Understanding	Science Inquiry Skills	Science as a Human Endeavour
<ul style="list-style-type: none"> ▪ Biological Sciences ▪ Chemical Sciences ▪ Physical Sciences ▪ Earth & Space Sciences 	<ul style="list-style-type: none"> ▪ Questioning & predicting ▪ Planning & conducting investigations ▪ Processing & analysing data and information ▪ Evaluating ▪ Communicating 	<ul style="list-style-type: none"> ▪ Nature & development of Science ▪ The use & influence of Science

Science as a Human Endeavour provides the context within which students develop their understanding of the four areas of scientific study and Scientific Inquiry Skills provide the 'tool set' of methods with which to explore, analyse, evaluate and generally 'make sense' of the natural and technological reality around them.

Inquiry based learning is the over-arching method of scientific study in the Australian Curriculum.

Topics covered are:

- Building Blocks of Matter and Chemical Reactions
- Inheritance and Evolution
- Energy Transfers and Transformations
- Energy Conservation and Efficiency
- Motion of Objects
- The Origins of the Universe, Galaxies, Stars and Solar Systems
- Global Cycles of Matter and Interactions of Global Systems

How students are assessed?

- Class tests
- Laboratory inquiry reports
- Research assignments
- Extended experimental investigation

Advanced Mathematics

Recommended Standard of entry

Students should have achieved at a minimum 'B+' Standard in Year 9 to be successful in this course.

Why Study Advanced Mathematics

You will take Advanced Mathematics together with Extension Mathematics. In Advanced Mathematics you will study *completely new topics* that build on and deepen the ideas presented in Extension Mathematics. Advanced Mathematics also introduces the topics covered in Year 11 Specialist Mathematics, and the more challenging topics in Year 11 Mathematical Methods.

You will find Advanced Mathematics to be an interesting subject that introduces you to many *exciting areas of mathematics* that you may pursue in Year 11 and 12, and on into tertiary study. In Advanced Mathematics, you will gain an appreciation of the true nature of mathematics, *its beauty and its power*.

What is studied?

Advanced Mathematics contains topics in the areas of elementary linear algebra, introductory calculus, mathematical structures and patterns, and mathematical functions.

You will be introduced to some of the following topics, *depending on the interests* of the students enrolled in the course:

- Matrices and their applications
- Vectors and their applications
- Complex numbers
- Sequences and series and their applications
- Mathematical proof with applications to the properties of circles and vectors
- Trigonometric functions and their properties
- Permutations and combinations
- Logarithmic and exponential functions and their properties
- Differentiation of polynomial functions and their applications

While you are studying these topics you will develop:

- knowledge and skills in advanced computation, and algebraic methods and procedures
- mathematical modelling and problem-solving strategies and skills
- the capacity to justify mathematical arguments and make decisions
- the capacity to communicate about mathematics in a variety of forms
- As a part of Advanced Mathematics, you will utilise a range of digital resources including:
 - technology (e.g. graphics calculators) and software (e.g. MATLAB) for advanced computations
 - graphics software (e.g. Geogebra and Grapher) to visualise mathematical formulas, equations and structures and,
 - data software (e.g. Excel) to present and analyse data

How students are assessed?

Each semester students should expect a minimum of 2 exams and an assignment or project.

Business Education

incorporated VET Subject

The Registered Training Organisation is St Columban's College - 30351



In Business Education, students continue studying Economics and Business as an introduction to the senior subject **Business** offered in Years 11 and 12.

Students will also undertake a **BSB10115 Certificate I in Business** as part of this subject.

Whilst there are no prerequisites for Year 11 and 12 Business, this elective is strongly recommended, as is a 'B' achievement in English at Year 10, to study Business in Year 11 and 12.

What is studied?

Knowledge and skills are developed in effectively managing a business organisation. Students are introduced to the four key roles of management:

- Marketing
- Operations
- Human Resources Management
- Finance

Students will develop their economic understanding through real-life, relevant and current investigations of economic issues revolving around:

- Economic systems & decision making
- Relationship between needs, wants and resources
- Economic performance and standard of living
- Different types of industries
- Circular flow

Skills which are developed include:

- Research and questioning
- Interpretation and analysis
- Economic reasoning, decision-making and application
- Communication and reflection

BSB10115 Certificate I in Business

The Certificate I in Business gives students a taste of studying a VET subject. They undertake competency-based assessment in order to achieve their Certificate I.

The units of competency incorporated in the subject are as follows:

- | | |
|-------------|---|
| ▪ BSBWHS201 | Contribute to health and safety of self and others |
| ▪ BSBIND201 | Work effectively in a business environment |
| ▪ BSBCMM101 | Apply basic communication skills |
| ▪ BSBITU111 | Operate a personal digital device |
| ▪ BSBSUS201 | Participate in environmentally sustainable work practices |
| ▪ BSBWOR202 | Organise and complete daily work activities |

Students must successfully complete all Modules and Units of Competencies to achieve the Certificate I.

Chinese

Recommended Standard of Entry

Year 9 Chinese to a 'C' level. Students who did not study Chinese in Year 9 may enter Year 10 Chinese in consultation with the subject teacher. As learning Chinese is a linear progression, students need to choose Chinese in Year 10 if they intend on studying Chinese as a Senior General subject in Years 11 and 12.

Why study Chinese?

- The study of a language other than English has many advantages.
- It contributes to a student's communication skills, cognitive development, and appreciation of other cultures.
- Chinese is one of the most important languages in our region for future trade and employability
- General academic development is enhanced
- Communicating in another language develops flexible and creative thinking
- English language and literacy ability is improved
- Students are better able to solve problems, to think logically and to express themselves clearly
- Students appreciate other cultures and gain a wider perspective of their place in the world
- The ability to use another language can enhance students' post-school options
- Trade, cultural and tourist links with other countries are enhanced
- Learning additional languages widens horizons, broadens cognitive experience and cultural perspective and develops communication and intercultural understanding.
- China is a popular destination for Australian travellers. The ability to communicate in Chinese enriches the travel experience by fulfilling practical needs and opening up opportunities for social interaction with Italian people.
- It also provides opportunities to study abroad, and to travel and live in parts of the world that would not have been possible without the local language

What is studied?

Chinese involves learning the language and the culture of China. Students engage in activities with a purpose. Chinese cultural, historical and geographical aspects are also covered. Students are assessed in speaking, listening, reading and writing in Chinese. Computers and technology are central to learning Chinese. Learning builds on past knowledge and skills.

Activities include communication with Chinese students and other students learning Chinese through emails, penpals, excursions to Chinese heritage, authentic Chinese Restaurants and the opportunity to travel to China.

Chinese offers students an extensive range of themes and topics. The course provides a sensible balance between cultural and linguistic elements, however there will be greater emphasis of learning in language functions, grammar and vocabulary. This is to provide a bridge for students to study Chinese in Years 11 and 12.

The Units covered are as follows:

<i>Unit 1</i>	My life at school	<i>Unit 3</i>	A walk through China
<i>Unit 2</i>	Stories and fables	<i>Unit 4</i>	Spice of life

How are students assessed?

Students demonstrate their learning through task-based assessment or exams as per unit requirement on a combination of the four macroskills of language: reading, writing, listening and speaking.

Requirements

Students considering taking Chinese in Years 11 and 12 **MUST** study Chinese in Year 10.

Dance

Why study Dance?

Dance is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. Dance can establish a basis for further education and employment in the field of dance, and to broader areas in creative industries and cultural institutions.

The demand for creativity in employees is rising in a world of rapid technological change. As more organisations value work-related creativity and diversity, the processes and practices of dance develop transferable 21st century skills essential for many areas of employment. As people are asked to think innovatively and differently, unconventionally and from new perspectives, the role of 'the creative' across many workplaces is increasingly in demand. Diverse pathways may include fields such as psychology, social work, counselling, law, journalism and human relations.

Like all art forms, dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

What is studied?

In Dance, students:

- build on their awareness of the body and how it is used in particular dance styles
- extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions
- extend the combinations of fundamental movement skills to include dance style-specific movement skills
- extend technical skills from previous study, increasing their confidence, accuracy, clarity of movement and projection
- draw on dances from a range of cultures, times and locations as they experience dance
- explore the dance and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- reflect on the development of traditional and contemporary styles of dance and how choreographers can be identified through the style of their choreography
- learn about sustainability through the arts and sustainability of practices in the arts
- explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance as they make and respond to dance
- evaluate dancers' success in expressing the choreographers' intentions and the use of expressive skills in dances they view and perform
- understand that safe dance practices underlie all experiences in the study of dance
- perform within their own body capabilities and work safely in groups.

Students have the opportunity to create, perform and evaluate dance in conventional and non-conventional dance environment such as site-specific dance work and virtual spaces such as film or digital platforms.

How are students assessed?

Students are assessed each term on the focus areas of **Responding**, which includes exploring, responding to, analysing and interpreting artworks and **Making** which includes performing and Choreographing artworks.

Digital Technologies

Students continue studying Digital Technologies from Year 9 and are introduced to the Senior General subject of **Digital Solutions**, which is a subject offered in Years 11 and 12.

Whilst there are no prerequisites for Digital Solutions in Year 11 and 12, this elective is strongly recommended if you are planning to study the subject in senior.

Why study Digital Technologies?

Technology, mobile devices, the Internet and computers are now a part of everyday life for the digital generation. This subject offers students the ability to learn new skills to use with their computers while also exposing them to the issues with the uptake of new technology.

What is studied?

Unit	Content
Introduction to Computer Systems and Hardware	<ul style="list-style-type: none"> What is a computer? How does a network work? How does a hard drive work? What's the difference between binary and hexadecimal?
The Internet	<ul style="list-style-type: none"> How does the internet talk? How do IP addresses, packets and DNS work? History of the internet
Digital Information – Encoding, Storing and Transferring	<ul style="list-style-type: none"> How does Encryption work? How does a computer store and transmit information? How can we create, use and store data? How does this differ to what a computer does?
Programming, Scripting and User Interface Design	<ul style="list-style-type: none"> Programming Principles and Theory Python Scripting Programming Applications
Social and Ethical Issues in Information Technology	<ul style="list-style-type: none"> This is embedded in to each unit and ties in with the school's focus on Digital Citizenship

How are students assessed?

Students are assessed through individual projects that reflect their personality and skill level. Some of the Assessment Instruments include:

- Minor projects
- Major projects
- Knowledge exams
- Written reports
- Multi-media presentations

Drama

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential.

Why study Drama?

Students learn to think, move, speak and act with confidence. In making and staging drama, they learn how to be focused, innovative, resourceful, collaborate and take on responsibilities. They develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

Individually and collaboratively, students develop:

- confidence and self-esteem to explore, depict and celebrate human experience
- take risks and challenge their own creativity
- knowledge and understanding in controlling, applying, analysing and creating meaning
- a sense of curiosity, aesthetic knowledge, enjoyment and achievement as drama makers and audiences
- knowledge and understanding of traditional and contemporary drama

What is studied?

Across of the course of the year students will engage with a variety of forms and styles of theatre, which may include a combination of Collage Drama, Verbatim Theatre, Realism, Australian and Gothic Theatre and Physical Theatre.

Throughout these styles students will develop their skills of improvisation, experimenting with movement, engaging with the playwriting process, presenting scripted texts, investigating relevant social issues and exploring personal stories.

How are students assessed?

Two dimensions are used to assess student achievement in Drama:

- Making
 - learning about and using knowledge, skills, techniques, processes, materials and technologies to explore drama
 - make drama that communicates ideas and intentions
- Responding
 - exploring, responding to, analysing and interpreting drama

Design and Technology: Design & Engineering

This subject is a product driven course focusing on developing practical skills through the manufacture of items in a variety of materials. Units will cover timber furniture and products as well as machining and sheet metal fabrication.

Why study Design and Technology: Design and Engineering?

Students will develop skills in interpreting drawings and planning the manufacture of given plans. Through each unit there will be an opportunity for students to deepen their understanding of how materials behave along with the correct use of tools and machines within the workshop. Along with practical skills students will be able to gain a range of other skills such as self-management, time planning, resource organisation and material preparation. Students will be required to follow Workplace, Health and Safety regulations at all times.

Students will be able to show their creativity within the course through the adaptation of given plans and the use of finishing techniques. Knowledge and understanding will be demonstrated mainly through the completion of practical items but also through the production of manufacturing journals.

What is studied?

- Material characteristics and uses
- Manufacturing techniques and processes (Hand tools and machinery)
- Workplace health and safety
- Industry practices and pathways

How are students assessed?

- Practical Items
- Production Journal
- Research investigation assignment
- Production of Working Drawings
- Short response exams



Design and Technology: Food & Fibre

Recommended standard of entry

This subject is for students with an interest in health, nutrition, design and sustainable living. There is the opportunity to develop products within given issues. There are no prerequisites for this subject.

Why study Health and Living Technologies?

Study within the subject can provide a pathway and foundation for students interested in pursuing careers in nutrition, dietetics, education, design, fashion, fitness or environmental sustainability. Through each of the units covered students have the opportunity to combine theory and research with practical studies, covering a range of health, technology and social issues.

There are project based design challenges that allow for innovative and creative solutions for real world problems.

What is studied?

- Food and Nutrition relevant to the individual
- Dietary related diseases and illness
- Healthy food choices and menu planning
- Fast fashion and the impact of the media

Practical skills gained include:

- Basic food preparation and production
- Textile creation and design production
- Time management

How are students assessed?

- Process/design journal
- Research investigation assignment
- Design challenge projects
- Short response exams

Geography

Recommended Standard of Entry

Students should have achieved a 'C' or higher standard in Year 9 Humanities and/or English. Year 10 Geography follows from the study of Humanities in Years 8 and 9. It is a full year subject.

Why study Geography?

- Geography helps develop many transferable skills valued by employers (such as good analytical and evaluative communication skills, numeracy and literacy skills and the ability to work as a member of a team).
- Geography helps students develop decision-making and problem solving skills which will become useful in many aspects of life beyond school.
- Geography provides students with an insight into the world beyond South-East Queensland.
- Geography provides students with the opportunity to observe real world examples of many concepts studied in class through fieldwork and excursions.
- Geography provides students with the opportunity to experience tasks relevant to careers that utilise geographic skills using integrated computer technologies and spatial technologies.
- Year 10 Geography will also assist in preparing students for senior Humanities subjects, as methods of teaching and types of assessment are modelled on the senior history subjects.

What is studied?

Geography is the study of the Earth's surface as the space in which people live. It is the study of places, peoples, societies and environments and the relationships between them. Knowledge will be developed through geographical skills based on case studies, fieldwork and relevant tasks.

Year 10 Geography investigates environmental processes and physical landscapes (**Physical Geography**) and cultures, societies and human behaviour (**Human Geography**).

Physical Geography

- Environmental Processes
- Physical Landscapes

Human Geography

- Cultures
- Societies
- Human Behaviour

How are students assessed?

Students are assessed through a variety of assessment instruments, which allow them to showcase their abilities and maintain elements relevant to work in geography related fields.

Assessment instruments include:

- Knowledge tests
- Field reports
- Practical exercises

Students considering taking a Humanities subject in Years 11 and 12 are strongly encouraged to study at least one Humanities subject in Year 10. The Senior General subjects are Geography, Modern History, Ancient History, and Legal Studies. Tourism is a Certificate II course offered by the Humanities Department. Entry to such subjects will be at the discretion of the College if no Humanities subject was studied in Year 10.

An integral part of Year 10 Geography is attendance at compulsory fieldwork excursions.

History

Recommended Standard of Entry

Students should have achieved a 'B' or higher standard in Year 9 Humanities and/or English. Year 10 History follows from the study of Humanities in Years 8 and 9. It is a full year subject.

Why study History?

- Through History people investigate, interpret, explain and describe changes and consequences in human affairs over time. Students inquire into the past, using primary and secondary sources of evidence, to interpret events, focusing on motives, causes and effects.
- Through History, young people learn to approach the present and the future in a creative way, characterised by critical thinking, careful reflection and well-founded decision-making.
- Students investigate the ways cultures have emerged and developed over time, and the changing ways in which individuals and societies have developed in different times and places. They study conflicts, reforms, revolutions, race relations and peace efforts.
- History helps young people respond to the challenges, uncertainties and debates of their own society and the increasingly globalised world.
- Year 10 History will also assist in preparing students for senior Humanities subjects, as methods of teaching and types of assessment are modelled on the senior history subjects.

What is studied?

History offers students an extensive range of themes and topics. It includes topics from a range of time periods and geographical contexts. People and events from Ancient, Medieval and Modern times will be studied from Europe, Australia, Asia, Africa and the Americas. Concepts such as civilization, revolution, empires, democracy, and civil rights will be investigated. History is based on inquiry and students are actively involved in locating, interpreting, analysing and evaluating historical sources.

Ancient

- Archaeology – Bog Bodies
- Ancient Egypt – Power
- Groups in Ancient Societies

Modern

- World War II – The Pacific War
- Rights & Freedoms – Civil Rights
- Popular Culture – Movies, Film, Sport

How are students assessed?

Students demonstrate their learning through their:

- Knowledge and understanding
- Investigating
- Communicating
- Reflecting

A range of assessment techniques is used including:

- Short answer tests
- Response to stimulus tests
- Research assignments
- Essays
- Multi-modal oral presentations

Requirements

Students considering taking a Humanities subject in Years 11 and 12 are strongly encouraged to study at least one Humanities subject in Year 10. The Senior General subjects are Ancient History, Modern History, Geography, and Legal Studies. Tourism is a Certificate II course offered by the Humanities Department. Entry to such subjects will be at the discretion of the College if no Humanities Subject was studied in Year 10.

HPE: Movement and Physical Activity

Recommended Standard of Entry

Satisfactory completion of Year 9 English and Year 9 Sports Science or Sport Excellence is recommended.

The course in Year 10 is designed as a taster for those considering completing both the Certificate III and IV in Fitness in Years 11 and 12.

Students will have the opportunity to have successfully completed work credited against the Certificate III which may allow an early completion of the Certificate III and commencement of the Certificate IV.

Why study Fitness?

The Fitness course is based on the modules and competencies of study included in the Certificate III in Fitness Course (through the Australian Sport and Fitness Council).

- Students will gain knowledge in all fitness related areas with a particular focus on sport.
- Students gain an opportunity to participate in physical activity and sport, while developing knowledge and skills necessary in Sport and the Fitness Industry.
- Students will develop their interpersonal skills, to learn and function in varied situations, and to acquire specific knowledge and skills related to further training and employment in the Fitness Industry.
- Students who wish to continue on the Certificate III in Fitness is the entry level qualification required to work in the Fitness Industry.

What is studied?

The Fitness Course will be conducted in modules including exercise science, nutrition, orientation and fitness assessment, fitness programming, equipment maintenance, strength and conditioning, advanced first aid, gym instructing, requirements of specific populations, leadership in sport and recreation, Occupational Health and Safety, Sport and Recreation Law, Process client complaints and operating computing packages.

Units covered are as follows:

- Apply anatomy and physiology principles in a fitness context
- Provide healthy eating information to clients in accordance with recommended guidelines
- Maintain sport, fitness and recreation equipment for activities
- Follow occupational health and safety policies

How are students assessed?

Students will undertake competency-based assessment towards the achievement of the Certificate including:

- Gathering evidence
- Making judgements on whether the student can consistently demonstrate knowledge and skill
- Application of the knowledge and skill to the standard of performance required in the workplace

Requirements

Students will be required to have regular access to their sports uniform.

Hospitality Introduction

Recommended Standard of Entry

It is an advantage if you have studied Food Technology in Year 9, but is not essential.

Why study Hospitality Introduction ?

This subject provides an introductory overview into the career pathways available in the Hospitality industry. Students will be exposed to learning activities in both the front of house aspect of Hospitality and the commercial kitchen aspect.

This unit is beneficial for students interested in a pathway to Home Economics and also the Certificate II in Hospitality (Food and Beverage Focus) and/or Certificate II in Kitchen Operations vocational training qualifications.

What is studied?

Students will undertake a variety of mini units based around different Hospitality competencies. The standards of hygiene and safety will be investigated through a variety of practical learning experiences.

This unit of study has a strong focus on practical cookery, which will include skill in food preparation and presentation, knife handling and large equipment. The food and beverage units cover dining room preparation and table service, preparation of non-alcoholic beverage and service. Students will experience an introduction in preparing and serving espresso coffee.

How are students assessed?

Assessment task in Hospitality Introduction could include:

- Individual and class work folios
- Individual/group practical functions
- Written and verbal questioning
- Design challenge responses

Italian

Recommended Standard of Entry

Year 9 Italian to a 'C' level. Students who did not study Italian in Year 9 may enter Year 10 Italian in consultation with the subject teacher. As learning Italian is a linear progression, students need to choose Italian in Year 10 if they intend on studying Italian as a Senior General subject in Years 11 and 12.

Why study Italian?

- After English, Italian is the most widely spoken language in Australia.
- Students of Italian gain access to cultural traditions and creative influences that have a profound and direct effect on Australia and the world.
- Italian is one of the easiest languages for English speakers to learn, as Italian and English are related in pronunciation, grammar, spelling, alphabet, and vocabulary.
- Learning additional languages widens horizons, broadens cognitive experience and cultural perspective and develops communication and intercultural understanding.
- Italy is a popular destination for Australian travellers. The ability to communicate in Italian enriches the travel experience by fulfilling practical needs and opening up opportunities for social interaction with Italian people.
- It also provides opportunities to study abroad, and to travel and live in parts of the world that would not have been possible without the local language.

What is studied?

Italian offers students an extensive range of themes and topics. The course is designed for students with or without knowledge of the language. Some topics will be treated in greater depth than others, with particular attention to commercial, artistic and cultural aspects of Italy. The course provides a sensible balance between cultural and linguistic elements, however there will be greater emphasis of learning in communicative context. This is to better prepare students for studies of Italian in Years 11 and 12.

The Units covered are as follows:

<i>Unit 1:</i>	La Dolce Vita	Weather and fashion
<i>Unit 2:</i>	Destinazione Italian	Travel and Geography
<i>Unit 3:</i>	Casa Dolce Casa	Houses in Italy and Australia, rooms and furniture, real estate, architecture
<i>Unit 4:</i>	Andiamo in città	Shopping and accessing services in Italy

How are students assessed?

Students demonstrate their learning through task-based assessment or exams as per unit requirement on a combination of the four macroskills of language:

- Reading
- Writing
- Listening
- Speaking

Requirements

Students considering taking Italian in Years 11 and 12 MUST study Italian in Year 10.

Legal Studies

Recommended standard of Entry

Students should have achieved a 'B' or higher standard in Year 9 Humanities and/or English. Year 10 Legal Studies follows from the study of Humanities in Years 8 and 9. It is a full year subject.

Why study Legal Studies?

- Legal Studies enables students to understand how the law affects their world and to understand the diverse legal issues that arise in their everyday lives.
- Studying Legal Studies helps students to determine their personal views of the world.
- Legal issues affect the rights and obligations of all citizens.
- Students will gain knowledge to understand the legal frameworks which helps to shape our society.
- Year 10 Legal Studies will also assist in preparing students for the rigours of senior Humanities subjects, as methods of teaching and types of assessment will be closely modelled on the senior subjects.

What is studied?

Legal Studies offers students an extensive range of topics covering Australia's legal system, lawmaking, and current legal issues. In particular, Year 10 students will study:

- The Australian Legal System
- Family and the Law
- Sport and the Law
- Employment and the Law

How are students assessed?

Students demonstrate their learning through their:

- Knowing and understanding the law
- Investigating legal issues
- Responding to the law

A range of assessment techniques is used including:

- short and extended response tests
- non-written presentations
- inquiry and research
- responses to stimulus materials

Requirements

Students considering taking a Humanities subject in Years 11 and 12 are strongly encouraged to study at least one Humanities subject in Year 10. The Senior General subjects are Ancient History, Modern History, Geography, and Legal Studies. Tourism is a Certificate II course offered by the Humanities Department. Entry to such subjects will be at the discretion of the College if no Humanities Subject was studied in Year 10.

Design and Technologies: Materials

This subject is for students who enjoy using their knowledge and skills to design and produce creative products in response to given needs, issues or problems. Students will have the opportunity to combine computer aided manufacture with traditional workshop skills in the manufacture of their designed products.

Why study Introduction to Materials & Technology?

Students will work through the design process to investigate, develop and create products. There will be project based design challenges that allow for innovative and creative solutions for real world problems. This course will suit students who are practically minded and enjoy working with their hands, using various materials to develop a finished product.

Project management skills are an essential part of successfully developing products. Students will learn to plan their time, materials and resources during the design and then manufacture of their ideas. This subject also provides students with the opportunity to build on and further develop their technological literacy through the use of 3D modelling software and machines such as 3D printers and laser cutters. Throughout the course students will learn both graphical and written communication skills in the completion of their design folios. Students will be required to follow Workplace Health and Safety regulations at all times.

What is studied?

- Students advance their knowledge and understanding of manipulating materials, tools, and processes through a range of topics.
- Students will become more skilled at identifying the steps involved in planning solutions and developing detailed plans to solve problems.
- Students will focus on developing an awareness of the design process and how it is used to solve problems and create solutions.

How are students assessed?

- Manufactured Products
- Research Reports
- Design Records/Folios
- Theory Exams

Media Arts

Media Arts Focuses on the *Making of Media Artworks*, including the design and production of film projects using a range of technologies and communications.

Along with this, Media Arts also provides opportunities for the students to explore, view and analyse media culture, *Responding*.

Students will learn, develop and build on their skills in moving image production, camera work, editing programs, basic lighting, and 'green screen' technology through practical, 'hands on' tasks. They will work individually and in small teams to create film productions and props required for specific production projects.

The students will get the opportunity to:

- Create storyboards/cartoons
- Scriptwriting Conventions
- Develop camera skills, (panning, tracking, tilting, framing & composition)
- Utilise editing software
- Create props for production
- Produce short films

What is studied?

- Semester 1 – TV Genres, (Crime Drama) exploration of film production, Scriptwriting conventions, film viewing and analysis.
- Semester 2 – Video Portrait, documentary film making techniques, cinematography, audio recording, mise en scène analysis.

How are students assessed?

Two dimensions are used to assess student achievement in Media Arts:

- Making – film productions, film design, scripting, storyboarding, capturing footage, editing
- Responding - interpreting, analysing, reflecting and evaluating media products

Media Arts is exactly what it claims to be, an exploration of the art form that is today's Media – technical, creative, imaginative, powerful.

(Please note, the study of Media Arts in Year 9 is not a prerequisite for studying Media Arts in Year 10)

Music

Students learning Music listen, perform and compose. They learn about the elements of music comprising rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Aural skills, or ear training, are the particular listening skills students develop to identify and interpret the elements of music. Aural skills development is essential for making and responding to a range of music while listening, composing, and performing. Learning through music is a continuous and sequential process, enabling the acquisition, development and revisiting of skills and knowledge with increasing depth and complexity.

Why Study Music?

Students learn the language, skills, techniques and knowledge of music in increasing depth and complexity with ongoing and disciplined practice. Students work with the elements and materials of music to develop musicianship, critical thinking and aesthetic understanding. Students' active participation in music fosters learning for life-long well-being, developing understanding of other times, places, cultures and contexts.

What is Studied?

The following 3 units are studied over the course of the year:

Jazz and Blues (Semester 1)

The course begins with the foundation unit of *Jazz and Blues*, which is designed to develop a basis on which the Senior Syllabus can be introduced, with a basic understanding of music notation, aural musicianship, 'Performance Skills', 'Blues Composition' and the analysis of Jazz and Blues styles.

Metal and Mayhem (Term 3)

This unit continues to develop aural musicianship and "Performance Skills." The students compose in a Metal style and analyse various metal genres.

Music Innovators (Term 4)

Through the study of the music of contemporary and past times and cultures, including Aboriginal and Torres Strait Islander Peoples, students will continue to develop aural musicianship skills, 'Performance' and 'Analysis Skills' within the chosen repertoire.

How Are Students Assessed?

Three dimensions are used to assess student achievement in Music:

- Performing
- Composing
- Responding

Physical Education

Recommended Standard of Entry

Students should have achieved a 'C' standard completion of both Year 9 English and, Physical Education or Sport.

Why study Physical Education?

- Physical Education involves students learning in, about and through physical activity
- Students will be able to acquire knowledge, skills and understandings of themselves and others as performers and participants

What is studied?

Students study a variety of Physical Education theory units as well as various physical activities as outlined below.

Term 1	Term 2	Term 3	Term 4
Basketball Energy systems & fitness components	Oz Tag Training Principles	Hockey Media in Sport	Volleyball Sport Psychology

How are students assessed?

Each term students will have to complete written and practical tasks to show their knowledge in the assessable criteria of:

- Acquiring
- Applying
- Evaluating

Written assessments include:

- Physical Performance
- Exams
- Essays and research reports
- Multimodal Presentations

Requirements

Students will be required to have regular access to their sports uniform.

Sport

Why study Sport?

This course is based on developing students' abilities and skills with an aim of maximising the potential of each student. The focus sports align with our strong TAS program. Students with an interest and ability in these areas are encouraged to join this subject.

Students will gain knowledge in all fitness related areas with a particular focus on their chosen sport:

- Sport specific coaching will be provided for TAS Sports
- Students will develop their interpersonal skills, to learn and function in varied situations, and to acquire specific knowledge and skills related to further training and employment in their sport.

What is studied?

Sport will be conducted in terms including an introduction to exercise science, nutrition, fitness, strength and conditioning, first aid, coaching and officiating. It is the aim of the subject to give the student an increased understanding of their particular sport. At the completion of the course students should be able to efficiently train themselves and others as well as being able to play a further role in the community within their sport.

Students will be expected to contribute to their chosen sport within the College throughout the year. This includes TAS, House Competitions and Sport classes.

How are students assessed?

Students will be assessed on their participation in all activities.

Each topic will be assessed in:

- Written form by virtue of assignments
- Exams
- Oral and physical presentations
- Games
- Demonstrations

The students will also be assessed on their progression in their sport.

Requirements

Students will be required to have regular access to their sports uniform.

Visual Arts

Recommended Standard of Entry

This subject is for students who wish to gain more skills and knowledge in Visual Arts. This unit is a more advanced course of study developing on the skills learnt in Year 9 and prepares students for the type of work that they will encounter in the Senior Visual Arts course.

It is recommended that students who wish to successfully study Senior Visual Art should have studied Visual Arts across Years 9 & 10.

Why study Visual Arts?

Learning in and through visual arts, allows students to create visual representations that communicate, challenge and express their own and others' ideas as artist and audience. 21st century skills such as critical and creative thinking, communication, collaboration and teamwork, personal and social skills and information and communication technologies skills are all embedded into the Visual Arts curriculum. Through the study of Visual Arts students develop these skills and attributes preparing them for higher education, work and engagement in a complex and rapidly changing world.

Students develop perceptual and conceptual understandings of visual language enabling them to be visually literate in the symbol systems and visual communication of cultures and societies, past and present. They engage in experiences to develop personal expression, aesthetic judgement and critical awareness and a sense of satisfaction and enjoyment in making images and objects and experiencing display.

What is studied?

The following 2 units are studied over the course of the year:

A Felt Reality

In the unit 'A Felt Reality', students will explore how artists see their world to represent concepts and communicate ideas/emotions in their artmaking.

Students will be given a range of media and will be asked to develop and create artworks that reflect the concept of "A Felt Reality". Students will learn to work through many processes to produce resolved artworks.

Growth and Change

In the unit 'Growth and Change' students will explore how artists often use their art making as a form of expression. Risk taking in their art making will also be focused heavily on to help them step out of their comfort zone to expose other artistic abilities. Students will take on the challenge of a more student directed approach to art making.

This unit is designed to prepare students for study of Visual Arts or Visual Arts in Practice in Years 11 and 12. Risk taking, problem solving, and flexibility are integral to this unit. Student choice is given in both practical and theoretical components of this unit as students become aware of and take responsibility for their own learning.

How are students assessed?

Two dimensions are used to assess student achievement in Visual Arts:

- Making
 - representing ideas and subject matter in artworks
 - planning, developing and resolving artworks
 - manipulating materials, techniques, processes and visual language in artworks
- Responding - describing, analysing and evaluating artworks

Practical Scientific Methods

VET Subject

(Certificate II in Sampling and Measurement)

AQF Qualification **MSL20118**

The Registered Training Organisation will be St Columban's College – 30351



This qualification covers the skills and knowledge required to perform a range of sampling and measurement as part of laboratory, production or field operations in the construction, manufacturing, resources and environmental industry sectors. Eight units of competency must be successfully completed – Four Core and Four Elective units to attain the completed Certificate II Sampling and Measurement.

What is studied?

- Wine making
- Cheese making
- Local Industry
- Horticulture/Gardening
- Food Science
- Water Chemistry
- Forensic Science

MSL20118 Certificate II in Sampling and Measurement

Units of Competency are as follows:

Core

MSMENV272	Participate in environmentally sustainable work practices
MSL912001	Work within a laboratory or field workplace (induction)
MSL922001	Record and present data
MSL943002	Participate in laboratory/field workplace safety

Elective

MSL952001	Collect routine site samples
MSL972001	Conduct routine site measurements
MSL973001	Perform basic tests
MSL973002	Prepare working solutions

How are students assessed?

This is a competency based course and students will undertake competency-based assessment. Evidence will be gathered by trainer observation during practical activities, oral questioning, and theory activities.

**Students must successfully complete all Units of Competencies
to achieve the Certificate II in Sampling and Measurement**

Salon Assistant Certificate II

AQF Qualification SHB20216

VET subject

The Registered Training Organisation is St Columban's College – Code 30351



Recommended Standard of Entry

There are no pre-requisites for this course however a 'C' Standard of Literacy is desirable.

Pathways

This course will be delivered one day a week at the St Columban's College Sion Salon. Students receive basic training in hygiene, communication, greeting clients, shampooing skills, scalp treatments, braiding hair, blow drying and reception duties. 12 units of competency must be successfully completed – Eight Core and Four Elective units to attain the completed Certificate II Salon Assistant.

Why study Certificate II Salon Assistant?

This course provides a first step to a career in the hairdressing industry or in associated retail areas. The program offers simulated workplace training with students training in **Sion**, the Hairdressing Salon in the College Trade Training Centre.

Successful completion of this certificate may assist towards a Certificate III in Hairdressing (Trade Qualification)

What is studied?

SHB20216: Certificate II Salon Assistant

Units of Competency are as follows:

BSBWHS201	Contribute to health and safety of self and others
SHBHBAS001	Provide shampoo and basin services
SHBHDES001	Dry hair to shape
SHBHIND001	Maintain and organise tools, equipment and work areas
SHBXCCS001	Conduct salon financial transactions
SHBXCCS003	Greet and prepare clients for salon services
SHBXIND001	Comply with organisational requirements within a personal services environment
SHBXIND002	Communicate as part of a salon team
SHBHDES002	Braid hair
SHBHBAS002	Provide head, neck and shoulder massages for relaxation
SHBHCLS001	Apply hair colour products
SIRXSLS001	Sell to the retail customer

Optional unit

SIRRINV001	Receive and handle retail stock
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How are students assessed?

This is a practical course and students will undertake competency-based assessment. Evidence will be gathered by the trainer during simulated practical activities and practical client days. Knowledge assessment will also be assessed through written questioning.

Requirements

Students are required to dress for employment in the Hairdressing Industry. Dress code is black and white clothing, suitable to meet industry standards. It is a workplace health and safety requirement to wear fully enclosed rubber soled shoes. Students will be required to purchase a hairdressing equipment kit from the College, which will cost approximately \$150. The list will be provided closer to the start date.

Students must successfully complete all Units of Competency to achieve the Certificate II Salon Assistant



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Community*