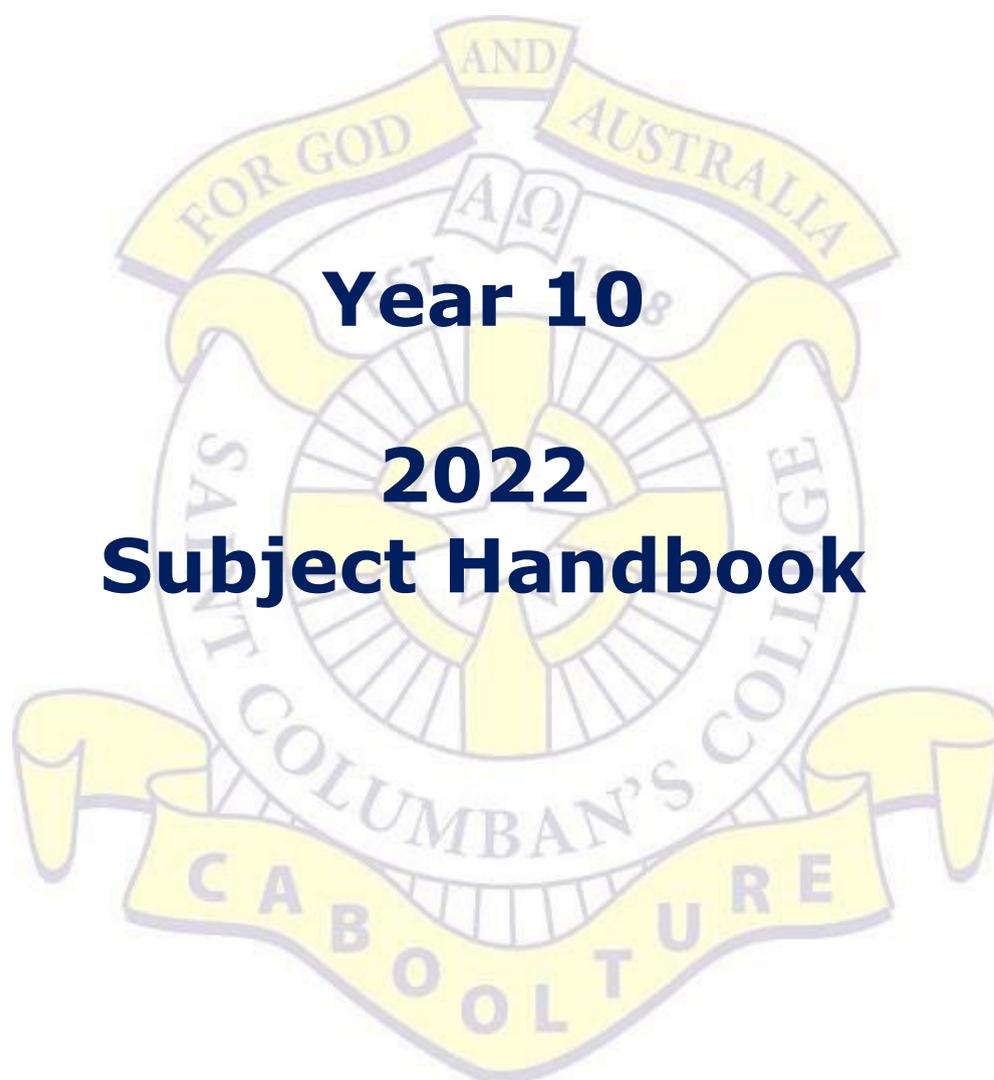


# **St Columban's College**



**Year 10**

**2022**

**Subject Handbook**

**Version 1 as at 4 August 2021**



# Table of Contents

From the Principal .....	1
College Process.....	2
Guidelines for choosing subjects.....	3

## CORE SUBJECTS

Religious Education .....	6
English.....	7
Mathematics.....	8
Science.....	9
History .....	10
Physical Education... ..	11

## ELECTIVE SUBJECTS

### Humanities

Civics and Citizenship (Legal Focus).....	12
Economics and Business.....	13
Geography .....	14
History.....	15

### Languages

Chinese .....	16
Italian.....	17

### Technologies

Aerospace Studies .....	18
Textiles & Materials.....	19
Engineering.....	20
Technologies.....	21
Digital Technologies .....	22

### The Arts

Dance.....	23
Drama .....	24
Media Arts .....	25
Music .....	26
Visual Arts.....	27

### Health and Physical Education

HPE Movement and Physical Activity.....	28
Introduction to Sport, Fitness & Recreation .....	29

## CERTIFICATE COURSES

Certificate II Salon Assistant (SHB20216) .....	30
Certificate II Health Support Services (HLT23215).....	32

# From the Principal

Dear Student

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 (QCE), 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.



Michael Connolly  
*Principal*

# The College Process

The process of subject selection for Year 9 students who are proceeding into Year 10 in 2022 is as follows:

1. Core subjects that every student will automatically be enrolled in are Religion, English, Mathematics, Science, History and Health & Physical Education
  - 1) Religion
  - 2) English
  - 3) Mathematics
  - 4) Science
  - 5) Health & Physical Education (one semester)
  - 6) History (one semester)
2. Year 10 Elective subjects will run for the whole year. 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 Mathematical Methods or Specialist Mathematics in Years 11 & 12 must complete Year 10 Mathematics at a minimum of a B standard.
4. You will enter your 3 Elective subject choices plus 2 Reserve choices into the Subject Selection Online (SSO) database.
5. Students unable to be placed in their initial subject choices will be assigned their reserve option preferences where possible.

# 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 engagement in your schooling. 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 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 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:

- My Future Website: [www.myfuture.edu.au](http://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 guide*, provided by QTAC, provides advanced information on subjects required for entry to university and TAFE advanced diploma and diploma courses. The QTAC website has a wealth of information that may assist you with tertiary study options.
- Students will be given a Learner Unique Identifier (LUI) number from the College, which will give them access to the QCAA myQCE website. This site 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 Mathematical Methods & Specialist Mathematics a 'B' standard in Year 10 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. Applied subjects 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
- Essential Mathematics
- Industrial Technology Skills
- Information & Communication Technologies
- Media Arts in Practice
- Music in Practice
- Social and Community Studies
- Sport and Recreation
- Visual Art in Practice

## Vocational Education and Training

VET qualifications are nationally recognised qualifications that focus on training that delivers the skills and knowledge required to work in various industries. These qualifications include:

- SHB20216 Certificate II Salon Assistant
- HLT23215 Certificate II Health Support Services

VET qualifications are year-long courses in Year 10. Students selecting a VET course in Year 10 can only select 2 other electives.

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](http://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 their USI number to Mrs Annette Aarts via her College email: [amaarts@bne.catholic.edu.au](mailto:amaarts@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](http://www.qcaa.qld.edu.au/senior/certificates-qualifications/sep).

# 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?

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

## How are students assessed?

A variety of assessment instruments are completed including:

- ② Examination - extended written response
- ② Investigation - inquiry response
- ② Examination - short response

*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 provides multiple learning opportunities and experiences to develop cognitive and 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

## How are students assessed?

Over the course of the year, students will be assessed in each of the following categories, with a minimum of two items per semester:

- Persuasive (written)
- Imaginative (spoken)
- Imaginative (written)
- Informative (written)

## What is studied?

The focus of the course is to develop persuasive, imaginative and informative skills in writing and speaking, while engaging students with an appreciation of literature. Throughout the course, students analyse, evaluate, justify, discuss, compare and create. Students are provided with the opportunity to develop these cognitive skills through an exploration of a wide variety of texts such as advertisements, films, novels, short stories, poems and plays.

Topics include:

- Advertising
- Film and short narratives
- Contemporary Literature
- Shakespeare

## Future Subject Pathways

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

An achievement of a 'B' standard or better would be a recommended prerequisite for General English and Literature courses for Year 11.

# Mathematics

The study of Mathematics provides experiences that allow students to interpret, analyse and make meaning of the world. Students will have the opportunity to investigate, represent and solve problems to become confident, creative users and effective communicators of mathematics.

The Year 10 Mathematics course is structured to develop the numeracy skills that all students need to be effective contributors in society, and to provide the fundamentals for further specialised study in mathematics. Students will explore familiar and unfamiliar situations to develop mathematics strategies to solve problems efficiently.

## What is studied?

The course is intended to develop:

- the students understanding in the strands of: Number and Algebra, Measurement and Geometry, Statistics and Probability
- students literacy and numeracy capabilities
- an appreciation of the power of mathematical thinking and reasoning

## How are students assessed?

Each semester students will be assessed with a test, problem solving and modelling task and an examination on the semester's topics. Assessment is differentiated to provide students with the opportunity to demonstrate higher levels of understanding.

## Future Subject Pathways

This subject will give students the chance to experience General Mathematics Year 11 and 12.

A significant achievement of a 'B' standard or better, and completion of all extension work, is a minimum suggested performance for selecting Mathematical Methods and / or Specialist Mathematics in Year 11.

Students who find this course difficult may consider Essential Mathematics as an option when selecting Mathematics in Year 11.

# 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.

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"> <li>▪ Biological Sciences</li> <li>▪ Chemical Sciences</li> <li>▪ Physical Sciences</li> <li>▪ Earth &amp; Space Sciences</li> </ul>	<ul style="list-style-type: none"> <li>▪ Questioning &amp; predicting</li> <li>▪ Planning &amp; conducting investigations</li> <li>▪ Processing &amp; analysing data and information</li> <li>▪ Evaluating</li> <li>▪ Communicating</li> </ul>	<ul style="list-style-type: none"> <li>▪ Nature &amp; development of Science</li> <li>▪ The use &amp; influence of Science</li> </ul>

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

# History - Core

## Recommended Standard of Entry

A semester long subject which all Year 10 students will study.

## 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.

## What is studied in History - Core?

The history of the modern world and Australia from 1918 to the present day, with an emphasis on Australia in its global context. The 20th Century was a time of political turmoil, global conflict and international cooperation and provides an understanding of Australia's development, in its place within the Asia-Pacific region, and the demands for rights and recognition by First Nations People of Australia.

## Units Studied:

- World War II (1939 - 1945)
- Rights and Freedoms (1945 - the present)

## Historical Skills covered are:

- Asking historical questions
- Sequencing chronology
- Using historical sources as evidence
- Analysing causes and effects
- Evaluating historical significance
- Communicating

## How are students assessed?

### Assessment will include:

Quizzes, Exam, Source and research investigations, Presentations.

All Year 10 Humanities subjects (History, Geography and, Civics and Citizenship) can lead to any of the Senior Humanities subjects: Geography, Modern History, Ancient History, Legal Studies and Social & Community Studies.

# Health & Physical Education

## Why study Movement and Physical Activity?

Health and Physical Education supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits.

## What is studied?

Students identify situations where they may be at risk and how adolescents respond to these. They evaluate responses and propose and practise appropriate responses to these situations.

Students identify the factors that contribute to sustainable health, such as regular exercise, food intake and a healthy and balanced state of mind. They examine the external influences that could impact on their ability to make good decisions and plan creative interventions that promote their own connection to the community and enhance health and wellbeing.

Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures

Unit 1	Unit 2
Safety Australian Games	Physical Activity, Fitness & Health Lifelong Fitness

## How are students assessed?

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

- Investigating
- Practical Performance and Practical Application

Written assessments include:

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

## Requirements

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

# Civics and Citizenship (Legal Focus)

## Recommended standard of Entry

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

## Why study Civics and Citizenship?

- Civics and Citizenship enables students to understand how the law affects their world and to understand the diverse legal issues that arise in their everyday lives.
- Studying Civics and Citizenship 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.
- This subject will also assist in preparing students for the rigour of senior Humanities subjects, as methods of teaching and types of assessment will be closely modelled on the senior subjects.

## What is studied?

Civics and Citizenship 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

All Year 10 Humanities subjects (History, Geography and, Civics and Citizenship) can lead to any of the Senior Humanities subjects: Geography, Modern History, Business, Ancient History, Legal Studies, Social & Community Studies and Certificate III in Business.

# Economics and Business

Students will continue to study Economics and Business as an introduction to the senior subject **Business** offered in Years 11 and 12.

## Recommended Standard of Entry

Whilst there are no prerequisites for Year 10 Economics and Business, previous completion of Business electives will be advantageous. An achievement standard of a 'C' or higher in English and Mathematics is strongly recommended.

## Why study Economics and Business?

Economic and Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace. It also prepares them as potential employees, employers, leaders, managers and entrepreneurs. Economics and Business activities influence the daily life of everyone, from the way we work, spend, save, and invest, to the way we travel. Business has a significant impact not only on the standard of living and quality of life, but also on the environment in which we live.

All students will encounter the world of business at some stage in their life. They, therefore, must be prepared to engage in business activity with confidence and competence. Business studies at secondary school provide a pathway to tertiary business studies, which is highly regarded and sought after by a number of industries.

## What is studied?

In Economics and Business students will familiarise themselves with the skills that are required in business environments and the impact these skills can have on their own lives and on society globally.

Every industry and position has a "business" side, whether it is owning and operating a small business, working in an accounting firm, rolling out a national marketing campaign or effectively managing a team on the footballfield.

In Economics and Business students develop the knowledge and skills to effectively work within a business organisation. Students explore key topics including:

- Business Foundations
- Marketing
- Human Resource Management
- Finance
- Business Cycle
- Economic systems
- Economic performance
- Business Cycle

Skills which are developed include:

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

## How are students assessed?

Unit 1: Entrepreneurship & \$20 Boss (Project)

Unit 2: Business Life-Cycle (Exam)

Unit 3: Economics (Investigation Report)

# 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 year long 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, Geography in particular, as methods of teaching and types of assessment are modelled on the senior 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

- Development / Wellbeing
- 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

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

All Year 10 Humanities subjects (History, Geography and, Civics and Citizenship) can lead to any of the Senior Humanities subjects: Geography, Modern History, Ancient History, Legal Studies, Social & Community Studies and Certificate III in Business.

# History - Elective

## Recommended Standard of Entry

Students should have achieved a 'C' 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 year long 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.

## 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.

Year 10 History will also assist in preparing students for senior Humanities subjects, Ancient or Modern History in particular, as methods of teaching and types of assessment are modelled on the senior subjects.

## Units Studied:

- Archaeology - Bog Bodies and other mysteries
- Popular Culture
- Past societies (Qin Dynasty, Vikings)
- French Revolution

## Historical Skills covered are:

- Asking historical questions
- Sequencing chronology
- Using historical sources as evidence
- Analysing causes and effects
- Evaluating historical significance
- Communicating

## How are students assessed?

### Assessment will include:

Quizzes, Exam, Source and research investigations, Essays, Presentations.

All Year 10 Humanities subjects (History, Geography, Economics & Business, Civics and Citizenship) can lead to any of the Senior Humanities subjects: Geography, Modern History, Business, Ancient History, Legal Studies and Social & Community Studies.

# Chinese

## Recommended Standard of Entry

Students are able to build on previous language acquired in the Middle Phase Years in preparation for their continued Chinese learning in the Senior Years. It is beneficial, but not essential, for students to have previously studied one elective unit of Italian in Years 8 or 9.

## Why study Chinese?

Studying a language has many benefits for students both in their career and throughout their lives. With many modern organisations operating internationally in some form, employers look for staff with a second language due to the ability to communicate with people around the world. Employers also value the secondary skills learned while studying another language, such as increased adaptability, social, emotional, and interpersonal skills. Numerous studies show that people who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask, and better listening skills.

Some Australian universities offer bonus ATAR points to students who have studied a language at high school. Students who are considering taking Italian in Years 11 and 12 must have completed Italian in Year 10.

## Learning experiences

Students will gain communicative and composing skills through a range of learning experiences. Throughout the course of Chinese, students will build on and expand their knowledge and understanding of key grammar and vocabulary points that will prepare them for real-life experiences in engaging units. Students are assessed in speaking, listening, reading and writing in Chinese. Computers and technology are central to learning Chinese. 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.

The units will be selected from the following topics according to students' interests:

- 故事和寓言 Stories and Fables
- Celebrations
- Let's get away!
- 我很聪明的! I'm Intelligent
- 我的世界和我 My life and Me
- 我的一天 How I spend my day
- 我的学校生活 My life at School

## Career Pathways

Learning Chinese opens a window to many future pathways in both further study and employment. Chinese gives you an edge in a very dynamic world and complements many areas of studies. In a world where we are more global than ever, learning Chinese makes sense for an economic, business and social sense. Possible careers include business, tourism, aerospace, hotel management, immigration and trade, customs, journalism, charity work, government, intelligence, military, information technology, law and hospitality to name a few.

# Italian

Students are able to build on previous language acquired in the Middle Phase Years in preparation for their continued Italian learning in the Senior Years. It is beneficial, but not essential, for students to have previously studied one elective unit of Italian in Years 8 or 9.

## Why study Italian?

Studying a language has many benefits for students both in their career and throughout their lives. With many modern organisations operating internationally in some form, employers look for staff with a second language due to the ability to communicate with people around the world. Employers also value the secondary skills learned while studying another language, such as increased adaptability, social, emotional, and interpersonal skills. Numerous studies show that people who speak more than one language have improved memory, problem-solving and critical-thinking skills, enhanced concentration, ability to multitask, and better listening skills.

Some Australian universities offer bonus ATAR points to students who have studied a language at high school. Students who are considering taking Italian in Years 11 and 12 must have completed Italian in Year 10.

## What is studied?

Italian offers students an extensive range of themes and topics through learning experiences and Italian texts. Some topics will be taught in greater depth than others, with particular attention to social 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.

The units will be selected from the following topics according to students' interests:

La Vita è Bella (Life is Beautiful)	Friendships, family and leisure time
Casa, Dolce Casa (Home, Sweet Home)	Houses and real estate
Celebriamo Insieme (Let's Celebrate)	Celebrations and festivities
Destinazione Italia (Destination Italy)	Travel plans
Prodotto in Italia (Made in Italy)	Describing and marketing Italian products
Le Amicizie e i Passatempi (Friendships and Pastimes)	Friendships, hobbies and sports

## Career Pathways

Learning Italian opens a window to many future pathways in both further study and employment. Italian gives you an edge in a very dynamic world and complements many areas of studies. In a world where we are more global than ever, learning Italian makes sense for an economic, business and social sense. Possible careers include business, tourism, aerospace, hotel management, immigration and trade, customs, journalism, charity work, government, intelligence, military, information technology, law and hospitality to name a few.

# Aerospace Studies

## Recommended Standard of Entry

Nil. Both beginners and learners are welcome.

## Why study Aerospace Studies?

This subject will contribute to creating a pathway for students into the Aerospace Industry.

The Aerospace Industry offers a wide variety of opportunities and endless career options to those who are interested in the Aerospace field. Australia has many aviation organisations that contribute to the mentoring, friendships and financial support of students pursuing a career in Aerospace. As a recognised Aerospace Gateway School students at St Columban's will be provided with opportunities to access industry opportunities. There are over 30 industry partners and supporters that we engage, including, local and international aerospace entities, training institutions and universities.

This unit aims to provide students with an introduction to the operational aspects of aerospace businesses as well as an introduction to the principles of flight and understanding of an aerospace working environment.

This subject provides a bridge to the Senior Aerospace System subject which will be offered in 2021.

## How are students assessed?

Students will be assessed through one exam and one research project in each term. They will be able to choose a topic with different focus points for the research project.

## What is studied?

### Unit 1 Introduction to Aerospace and Systems Thinking

- A brief history: a few major advancements in aerospace over recent history
- History of aviation and flight
- Intro to basic aeronautical knowledge
- Language of Aerospace (eg. alpha, bravo, charlie..)
- Futures of Aerospace
- Introduction to the concepts and benefits of the Systems Thinking approach to the development of aerospace systems and the importance of the integration of people, processes and tools.

### Unit 2 Let's Fly Away

- Aerodynamics
- Wing terminology
- Aircraft design
- Theory of flight
- Instrumentation
- Flight controls

### Unit 3 Systems Thinking

- Problem solving
- What is a system?
- Systems thinking

### Unit 4: Unmanned Aeronautical Vehicle (UAV) / Drones

- UAV Technology
- UAV Systems
- UAV Law and Legislation

# Textiles and Materials

This subject is for students with an interest in textiles and fashion. There is the opportunity to develop products within the contexts of different social and environmental issues. There are no prerequisites for this subject.

## Why study Textiles?

Study within the subject can provide a pathway and foundation for students interested in pursuing careers in design, fashion, manufacturing and environmental sustainability. Through each of the units covered, students have the opportunity to combine theoretical knowledge and research with practical application. Skills gained will include textile creation, working within the design process and project management.

### Unit 1 – Introduction to Textiles and Influencers

Students will develop a range of sewing skills that will be extended on throughout the year. Students will study the impact social media has on perceptions and wellbeing to create a creative representation of the issue in a cushion medium.

Topics:

- Teacher directed folio building of stitching, embellishment techniques, machine and hand sewing
- Digital citizenship
- Self-esteem and bullying
- Online marketing
- Data collection on current products and trends
- Ethics within the modelling industry
- Existing products within the fashion world including work by designers

### Unit 2- Sustainable Fashion

Students will analyse and develop ways to make sustainable and ethical fashion choices and create an upcycled/recycled or sustainable/ethical item that could be pitched as a solution the fashion industry could be proud of.

Topics:

- Fashion manufacturing and waterway pollution
- Embellishment and self-directed design choices
- Sketching
- Fashion and impacts on landfill
- Upcycled material uses and purposes

Assessment:

Project 1 – multimodal presentation and product

Project 2 – written design folio and product

# 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 workshop skills and products.

## Why study 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 as well as 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 and Folios.

## What is studied?

- Material characteristics and uses
- Manufacturing techniques and processes (Hand tools and machinery)
- Workplace health and safety
- Industry practices and pathways
- Units within this subject are studied over a Semester

## Unit 1 – On the Go

Students will undertake project based design challenges for real world problems. Topics will include:

- Manufacturing an item for traveling and camping
- Working with sheet metal to design and manufacture an item
- Investigation into industry pathways and preferred futures

## Unit 2 – War on Waste

Students will undertake project based design challenges for real world problems. Topics will include:

- Repurposing and reusing pallets to design and create an item
- Investigations on current repurposing trends
- Design challenge to reduce waste within our environment

# Technologies

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 construction of their designed products.

## Why study Technologies?

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 ICT skills as well as their hands, using various technologies and 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, laser cutters and the CNC router. 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.
- Units within this subject are studied over a Semester.

## Unit 1 – STC Grand Prix (the Downforce Racer)

Students will undertake a team based design challenge based on building a scale race car. Developing and testing ideas incorporating a range of skills and techniques.

Topics will include:

- Designing and developing CNC, laser cut and 3D printed items in design challenges
- Creating a race car within teams
- Presenting a Team proposal
- Sustainable practices within industry

## Unit 2 – MyKea

Students will undertake project-based design challenges for real world problems. Topics may include:

- Designing and developing household and furniture items using computer aided manufacture
- Mass production within industry using advanced manufacture and consumer driven products
- Sustainable and environmentally friendly design

# Digital Technologies

This subject is for students who enjoy using their knowledge and skills to design and produce digital products in response to given needs, issues or problems. Students will have the opportunity to further understand the technology that runs the Internet and the connected devices they interact with each day.

## 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. Students will work through the design process to investigate, develop and create digital solutions & products. There will be project based design challenges that allow for innovative and creative solutions for real world problems.

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 creation of their ideas. This subject also provides students with the opportunity to build on and further develop their technological literacy through the use of programming & scripting languages, computer software packages and new technology hardware. Throughout the course students will learn both graphical and written communication skills in the completion of their design folios.

## What is studied?

- Students design, create, manage and evaluate sustainable & innovative digital solutions to meet current and future needs.
- Students will become more skilled at using computational thinking and algorithms to solve problems and create digital products.
- Units within this subject are studied over a Semester.

## Unit 1 – Virtual Worlds

Students will undertake project based design challenges for real world problems. Topics will include:

- Understanding how the world is dealing with and using the 'Internet of Things'
- Designing and developing materials for use in augmented reality situations
- Using 3D modelling tools and available resources to construct materials for virtual worlds.

## Unit 2 – Stay Connected

Students will undertake project based design challenges for real world problems. Topics will include:

- Designing and developing interactive web content
- Understand how HTML & CSS work together to form websites
- How to create 'apps' and content for mobile devices

# Dance

Dance is a creative artform which engages students in physical and critical thinking capacities. It generates rich experiences for students by drawing on their imagination and encouraging them to develop creative, physical and expressive capabilities.

## Why study Dance?

Students learn to move confidently and create with ease. They develop skills such as teamwork, body awareness, new ways of thinking, and problem solving by performing and making dance. Through analysing the evaluations of dance styles and cultural dance forms, and investigating viewpoints expressed in dance works students develop a sense of inquiry.

Students learn:

- To confidently perform in tune with their own body capabilities, broadening movement vocabulary and skills
- To work creatively and collaboratively with others
- About the Elements of Dance applied to different dance genres and contexts
- About the rich historical and cultural contexts of dance

Dance can establish a basis for further education and employment in the field of dance, the arts industry and to broader pathways such as psychology, social work, counselling, law, journalism, and human relations.

## What is studied?

### Unit 1 Musical Theatre and Contemporary Dance

Students create, perform, and evaluate dance in a variety of styles such as Musical Theatre and Contemporary dance. They investigate the rich history and origins of these dance genres, identifying key characteristics, movements, and vocabulary. Students practice and rehearse style specific movements to develop technical and expressive dance skills. In responding to dance pieces of different genres, including their own work, and that of other Australians and international choreographers, students develop further appreciation of their key elements and diversity.

### Unit 2 Dance as a Viewpoint

Students will learn about dance created to express social and political points of view. They will investigate choreographers who use dance as a platform to communicate a viewpoint. Students will develop their dance skills to create and perform their own dance that communicates meaning. Students will explore world issues and the viewpoints of the people involved. They will have opportunities to create, perform and evaluate dance in conventional and nonconventional dance environments such as site-specific dance works 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 danceworks and **Making** which includes performing and choreographing danceworks.

# 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?

### Unit 1 Verbatim Theatre and Documentary Theatre

Verbatim theatre is a form of documentary theatre which is based on the spoken words of real people. In its strictest form, verbatim theatre-makers use real people's words exclusively, and take this testimony from recorded interviews. However, the form is more malleable than this, and writers have frequently combined interview material with invented scenes or used reported and remembered speech rather than recorded testimony. There is an overlap between verbatim theatre and documentary theatre, and other kinds of fact-based drama

### Unit 2 Visual and Cinematic Theatre

Cinematic Theatre describes the fusion of dramatic performance and screen technology styles; the use of visual media during stage scenes and scene transitions that allows the stage space to always be alive with action to become a continuous narrative experience.

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

# 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*.

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?

The following units of study will be offered over the year-long subject

### Unit 1 'St Columban's CSI' - Crime Drama in media production

In this unit students will continue to develop their understanding of media institutions and practices. They will explore the popular 'Crime Drama' genre through both analysis and production. Students consider audiences, technologies, representations and languages relevant to the core topic. Students will design and develop a short pilot episode as proof of concept for a new Australian Crime Drama.

### Unit 2 Media and the music industry

In this unit students examine the interconnection of media design and the music industry with a focus on the construction of media messages through music video. They will investigate the technologies and institutions at the heart of the multi-billion-dollar music industry. Students will examine the social and cultural benefits and pitfalls around media messages presented by the music industry. Students will consider issues such as personal and cultural identity, product placement, ethics and standards as well as censorship and the impact of social and political influences. Students will look at the technical and conceptual processes behind music video production and will work towards the creation of a music video suitable for specific audiences.

## 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

# 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 2 units are offered to Year 10 students over the year-long subject:

### Semester 1                      Bach to EDM...

This unit is based on the concept of the Melody, Riff and Motif as used through the ages, from the Romantic period of Bach, to the modern digital music. The focus of the class will be on studio production where the student explores techniques beyond the laptop, making full use of all the possibilities found in a professional performance environment. An integrated production final project will culminate the unit, requiring students to problem solve the live music performance of the genre.

### Semester 2                      Top of the Pops

The unit begins with the foundation of *Gospel*, *Jazz* and *Blues* as a basis for which early and current Rock trends are built. Students will perform in one of the studied genres, as well as hone their composing skills with *Blues* composing structures, looking into the modern interpretations of *Rock* today. Students will exit with a basic understanding of music notation, aural musicianship, performance skills and a strong foundation in composition techniques and practices.

## How are students assessed?

Three dimensions are used to assess student achievement in Music:

- Performing
- Composing
- Responding

# 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. 21<sup>st</sup> 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:

### Unit 1            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 experimental artworks that reflect the concept of "A Felt Reality".

### Unit 2            Growth and Change

In the unit 'Growth and Change' students will explore how artists often use their art making to communicate their views of the world they live in. Risk taking, creative problem solving, and critical thinking skills will be the focus of the unit and help prepare students for further study in Visual Art. Students will take on the challenge of a more student directed approach to art making.

This unit is designed to prepare students for the study of General Visual Art or Visual Arts in Practice in Years 11 and 12. 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

# HPE Movement and Physical Activity

## Recommended Standard of Entry

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

## Why study Movement and Physical Activity?

A physically educated student communicates and demonstrates the interrelatedness of learning about, through and in physical activity; makes informed decisions and critical judgments regarding their own and others' involvement in physical activity.

## What is studied?

Students study a variety of Physical Education theory units including various physical activities as outlined below:

Term 1	Term 2	Term 3	Term 4
Biomechanics Volleyball	Energy Systems Basketball	Training Programs OzTag/Touch Football	Sport Psychology Badminton

## How are students assessed?

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

- Investigating
- Practical Performance and Practical Application

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.

# Introduction to Sport, Fitness & Recreation

## SPORT & FITNESS

### VET COURSE

## SHORT COURSE: INTRODUCTION TO SPORT, FITNESS AND RECREATION (4 UNITS OF COMPETENCY)

### REGISTERED TRAINING ORGANISATION

Binnacle Training (RTO Code: 31319)

### DELIVERY OVERVIEW

The Binnacle Training Short Course: Introduction to Sport, Fitness and Recreation is delivered as a Year 10 short course by qualified school staff via a third-party arrangement with external Registered Training Organisation (RTO) Binnacle Training. This short course incorporates 4 units of competency towards the qualification SIS30315 Certificate III in Fitness; plus an option to undertake the nationally recognised CPR Certificate.

Students successfully achieving all requirements will be provided with a Statement of Attainment listing the units of competency completed. Students who achieve at least one unit (but not the full short course) will receive a Statement of Attainment listing the unit(s) achieved.

Successful completion of this short contributes a maximum 2 credits towards a student's QCE (partial completion of qualification: SIS30315 Certificate III in Fitness).

### ENTRY REQUIREMENTS

At enrolment, each student will be required to create (or simply supply if previously created) a Unique Student Identifier (USI). A USI creates an online record of all training and qualifications attained in Australia.

### LANGUAGE, LITERACY AND NUMERACY SKILLS

A Language, Literacy & Numeracy (LLN) Screening process is undertaken at the time of initial enrolment (or earlier) to ensure students have the capacity to effectively engage with the content. Please refer to Binnacle Training's Student Information document for a snapshot of reading, writing and numeracy skills that would be expected in order to satisfy competency requirements.

### COURSE OUTLINE

Students will participate in the delivery of a range of sport, fitness and recreation activities and programs within the school. Graduates will be competent in a range of essential skills – including coaching beginner participants to develop fundamental skills, effective communication skills, and developing self-awareness. This program also includes the following:

- An option to undertake the nationally recognised CPR certificate
- A range of career pathway options including club level official and/or coach; plus

### ASSESSMENT

Program delivery will combine both class-based tasks and practical components in a real sport environment at the school. This involves the delivery of sport and fitness programs to real participants within the school community. A range of teaching/learning strategies will be used to deliver the competencies. These include practical activities involving participants as well as group work with peers. Evidence contributing towards competency will be collected throughout the short course.

### COURSE SCHEDULE – TERMS 1 & 2

- The Sport, Fitness and Recreation Industry
- Personal development and performance
- Planning and Delivery Sport-Specific Sessions
- Healthy Eating and Energy Systems
- Anatomy and Body Systems
- Fitness Programs

### UNITS OF COMPETENCY

SIS550001: Conduct sport coaching sessions with foundation level participants

BSBPEF302: Develop self-awareness

BSBTWK201: Work effectively with others

BSBPEF201: Support personal wellbeing in the workplace

PLUS OPTIONAL:

HLTAID009: Provide cardiopulmonary resuscitation.

### PATHWAYS

The Short Course – Introduction to Sport, Fitness and Recreation will predominantly be used by students as a Year 10 pathway into a full qualification as a Year 11-12 subject e.g. Certificate III in Fitness or Certificate III in Sport and Recreation.

It may also be used by students seeking to enter the sport, fitness and recreation industry as a community coach, sports coach, athlete, volunteer, or activity assistant.

### COST

- **\$80.00** = Binnacle Training Fee
- **\$40.00 = Optional: CPR Certificate costs**  
*All costs associated with Introduction to Sport, Fitness and Recreation short course with Binnacle Training will be covered by your College tuition fees.*

### PROGRAM DISCLOSURE STATEMENT

This Subject Outline is to be read in conjunction with Binnacle Training's Program Disclosure Statement (PDS). The PDS sets out the services and training products Binnacle Training provides and those services carried out by the 'Partner School' (i.e. the delivery of training and assessment services).

To access Binnacle's PDS, visit: [www.binnacletraining.com.au/rto](http://www.binnacletraining.com.au/rto) and select 'RTO Files'.



# Certificate II in Salon Assistant

## AQF Qualification SHB20216

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



### Entry Requirements

There are no entry requirements for this qualification.

### Learning experiences

Learning experiences will be achieved by students working in SION Hair and Makeup Salon, the College training facility located in the Trade Training Centre. Students will engage in projects that work to develop skills in the areas of communication, customer service, WHS, retail product knowledge and hair design, care and presentation.

### Pathways

This is a preparatory qualification which provides a defined and limited range of basic skills and knowledge used in hairdressing salons by individuals who provide assistance with client services. The combined skills and knowledge do not provide for a job outcome as a hairdresser and this qualification is intended to prepare individuals for further training.

This is a great introductory qualification for students considering a career in the hairdressing or beauty industry.

### Qualification structure

#### Units of Competency are as follows:

BSBWHS201	Contribute to health and safety of self and others
SHBHAS001	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
SHBHAS002	Provide head, neck and shoulder massages for relaxation
SHBHCLS001	Apply hair colour products
SIRRINV001	Receive and handle retail stock
SHBHIND002	Research and use hairdressing industry information

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

**Delivery Mode**

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- face-to-face instruction
- guided instruction

**Assessment**

Assessment for Certificate II in Salon Assistant will be related to real life industry situations and is based on the consistent demonstration of competency. A variety of assessment will be used including:

- portfolio of work
- observations
- questioning

**Requirements**

Students will be required to attend regular full day training sessions one day per week. Students will be required to wear a Salon uniform and will be required to purchase black slacks, closed in leather shoes. Students will be provided with an industry standard hairdressing equipment kit.

**Service Agreement**

This is a 1-year course delivered in Year 10 or 11 at St Columban's College. The RTO guarantees that the student will be provided with every opportunity to complete the qualification. We do not guarantee employment upon completion of this qualification. Students successfully achieving all qualification requirements will be provided with a Qualification and record of results. Students who achieve at least one unit (but not the full qualification) will receive a Statement of Attainment. This information is correct at time of publication but subject to change (July 2021).

# Certificate II in Health Support Services

AQF Qualification **HLT23215**

Delivered in Partnership with Connect 'n' Grow®

RTO number: 40518



## Entry requirements

There are no entry requirements for this qualification.

## Qualification description

Health and community services training is linked to the largest growth industry in Australia, estimated to grow by 20% over the next five years. This program prepares students with the basic skills for a career in the health sector as well as providing a pathway to further study. Skills acquired in this course include communication, workplace health and safety, conducting basic health checks, relevant health administration tasks, infection control, personal time management and working with diverse people.

Refer to [training.gov.au](http://training.gov.au) for specific information about the qualification.

## Duration and location

This is a 1-2 year course, delivered on site in partnership with Connect 'n' Grow® to senior school students.

## Pathways

This qualification may credit toward various Certificate III's including:

- Certificate III Health Services Assistance
- Certificate III Community Services
- Certificate III Individual Support (Disability and Aged Care)

## Course units

Unit code	Title
HLTWHS001	Participate in workplace health and safety
BSBWOR202	Organise and complete daily work activities
BSBINM201	Process and maintain workplace information
HLTINF001	Comply with infection prevention and control policies and procedures
HLTHSS003	Perform general cleaning tasks in a clinical setting
HLTHSS005	Undertake routine stock maintenance
CHCCOM005	Communicate and work in health or community services
BSBCUS201	Deliver a service to customers

CHCCOM001	Provide first point of contact
CHCCCS010	Maintain a high standard of service
CHCCCS020	Respond effectively to behaviours of concern
CHCDIV001	Work with diverse people

### **Obligation**

Students will be provided with every opportunity to complete this qualification. Employment is not guaranteed upon completion. Students who are deemed competent in all 12 units of competency will be awarded this qualification and a record of results by Connect 'n' Grow<sup>®</sup>, RTO 40518. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

### **Delivery modes**

A range of delivery modes will be used during the teaching and learning of this qualification. These include:

- Face-to-face training
- Practicals and scenarios
- Online learning

### **Fees**

The cost of this course is \$399.

Students may be able to access funding to help subsidise the cost of their training. Contact Mrs Amanda Schimke for further information.

### **QCE Points**

Maximum 4

### **Work experience**

Students are encouraged to complete work experience in a health or community service facility to strengthen their skills, knowledge and understanding of the sector.



C  
St

*Spirit  
Tradition  
Community*