Junior Electives Guide

Year 10
2024

Trinity College
BEENLEIGH

CONTENTS

Introduction

This study guide is provided to assist students and their parents in making an appropriate selection of subjects for Year 10 in 2024. The contents of this study guide should be studied thoroughly to gain an accurate understanding of the nature, scope, requirements and relative difficulty of each subject.

Students are able to select from a wide range of subject areas to create an individual program of study that best serves their needs and aspirations. The College has a tradition of excellence in teaching and learning, in which the needs of the individual student is the central focus of the learning process.

At Trinity College a number of support structures exist so that students and their parents are fully aware of the choices available and the applications of the selected subject course work. It is very much our intention to have parent's integrally and frequently involved in the subject selection process of their child.

The course offerings shown in this study guide are prospective in that the actual availability of courses will be subject to demand and the capacity of the College to run the subject course.

How to Choose Elective Subjects

Choosing your elective subjects for Year 10 is an opportunity for you to explore and discover your own particular talents, skills and interests. When selecting your elective subjects, you should consider subjects you enjoy and will be successful in, keeping in mind the choices you make could have a bearing on your future career goals and aspirations.

When choosing your elective subjects there are a few things you should consider:

- What are my personal interests and hobbies?
- What am I good at and will be successful in?
- What are my career goals and aspirations?

The subjects you choose may lead to new career pathways or interests e.g. Art may lead you to cultivate an interest in the Arts. You may become an Artist or enjoy it as a hobby. Even if you did not pursue a career in Art, it could help you pursue a career in design e.g. Fabrics, Dressmaking and Graphic Art. Similar things might be said about Drama, Physical Education and Design Technologies (Food and Materials).

You are not being asked to make major career choices at this particular moment. The way the subject courses are structured at Trinity College, most career paths will still be open to you even after you have completed Year 10 and students will be invited to choose electives again in mid-2023 for the following years.

Steps in Choosing Subjects:

1. Think about yourself, the things you value like to do, think are worth doing and are achieving towards.
2. Talk to your parents and teachers about yourself and the subjects.
3. With your parents, complete the online Subject Selection process.

TRINITY COLLEGE COVENANTS

Student Responsibility

CARE FOR YOURSELF AND OTHERS

- To treat others with courtesy and respect in words and actions
- Follow rules and instructions
- To observe the uniform code

ACTIVELY LEARN

- Be efficient, effective and active learners
- To refrain from being disruptive
- Be punctual to all classes
- To ensure computer use supports learning

COMMUNICATE JUSTLY

- To listen to others
- To refrain from interrupting while others are speaking
- Read all email communication
- Be respectful in all forms of communication
- Must refrain from having a visible mobile phone

ACT SAFELY

- To not engage in physical, emotional or cyber bullying
- To report and intervene to prevent physical, emotional or cyber bullying or serious inappropriate behaviour
- To listen to directions and follow them immediately
- Do not engage in risky behaviour
- To obey out of bounds rules
- To attend all lessons

RESPECT PROPERTY

- To take care of personal and others property and equipment be it either physical, intellectual or digital
- To assist in maintaining a clean and tidy working, learning and playing environment
- To refrain from bringing inappropriate/undesirable property or equipment to school e.g. computer software
- To report possession of this type of property or equipment
- To report vandalism or damage of College or student property, including computer equipment

Junior Subject Curriculum

The curriculum offered to Year 10 students at Trinity College seeks to provide all students with a quality and broad education. Traditionally as the years progress, students are given a greater scope to specialise, adapt course choices to their own talents and abilities, and to develop their plans for future careers and vocations.

Core Key Learning Areas

In Year 10, all students are required to study the following **CORE** Key Learning Areas.

- Religion
- English /English Literature
- Mathematics
- History/Civics/Geography/Business
- Health and Physical Education
- Science – choose **ONE** focussing on General Science, Biology, Marine Science, Cert II Sampling and Measurement or Physics

Elective Subjects

All students choose **THREE** elective subjects.

- Business
- Building and Construction
- Chemistry
- Civics and Citizenship
- Design
- Design and Technologies
- Design and Technologies (Food and Materials)
- Drama
- Geography
- Health
- Japanese
- Music
- Physical Education (ATAR Preparation)
- Psychology
- Spanish
- Specialist Maths
- STEM
- Talented Athletes Program (Choose **ONE** TAP sport option) Cert II Sport Coaching embedded
- Visual Art
- Headstart – Cert I Retail /Cert I Workplace Skills
- Certificate I in Construction
- Certificate I in Hospitality
- Certificate II Creative Industries (Media)
- Cert II Dance
- Cert II Outdoor Recreation
- Cert II Sampling and Measurement
- Cert II Sports Coaching
- Cert III Design Fundamentals
- Certificate III in Information Technology (Animation/ Game Development)
- Certificate III in Information Technology (Programming /Web Development)

Core Key Learning Areas

Religion

In this course students will investigate how the mystery of God can be named, encountered and better understood, and describe an understanding of God or the 'Other' as revealed in creation. Students will differentiate between the core beliefs of the major world religions and identify and describe how these reflect a human understanding of God or the 'Other'. They will used Biblical evidence to differentiate different representations of God by various human authors in different historical, social and cultural contexts and evaluate their relevance for a modern Australian context.

Students will evaluate and draw conclusion about the ways the Church has responded to a range of emerging threats to human and environmental ecology, consider sources that guide the Church's action in the world, and create responses to a contemporary moral question using evidence from these sources.

They participate respectfully in a variety of personal and communal prayer experiences and consider the significance of these source that nourish the spiritual life of believers.

Course Outline

UNIT 1: Mystery of God.

- Students will explore how the mystery of God is expressed across the major world religions as well as considering how it is revealed in creation. They will develop their ability to analyse and interpret a range of texts including Sacred Text, Art and Media.

UNIT 2: Courage to Care.

- During this unit students will analyse contemporary historical events, including the Shoah (Holocaust), and evaluate the actions of those involved using Catholic Social Teaching and other spiritual writings.

UNIT 3: Reconciliation.

- Students will evaluate behaviours using religious principles. They will analyse Australian history, explain how relationships have been damaged and evaluate actions, or lack thereof, using Biblical texts and Catholic teachings.

UNIT 4: How can my religious voice be heard.

- In this unit students are learning about different religious teachings and how they can be respectfully expressed in contemporary society. Students will evaluate situations using religious principles, as well as explain and justify their position in contemporary society.

Examples of Activities and Assessment

- Investigation – research assessment
- Short Response examination
- Essay under exam conditions.

Pathways

A course of study in Religion involves skills used from a across different subject areas and can be useful for those students looking to do further study in Religion, Ancient or Modern History, Anthropology, Archaeology, Literature, Politics and Social Sciences, Law, Psychology, or Philosophy and Theology. It can also be advantageous in a range of careers in Broadcasting, Foreign Affairs, Education, Health and Social Care, Government, International Business, Law, Travel and Tourism.

English

The study of English provides students with the skills to communicate in a clear and concise manner using written, spoken and multimodal techniques to both enhance meaning and position an audience.
Throughout this subject students will apply critical and creative skills in their composition of and response to a diverse range of texts to develop their academic achievement and gain an appreciation of a variety of literary and non-literary texts.

Students are offered opportunities to interpret and create texts for differing purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes.

Course Outline

Students will develop **knowledge and understanding** of:

- Contextual features (language choices to suit a particular purpose and audience; subject matter to support perspectives; appropriate roles and relationships with audiences)
- Textual features (language choices to shape meaning and influence audiences; mode-appropriate language choices; sequencing and construction of coherent texts)
- Texts (representations of identities, places, concepts and events; cultural assumptions, attitudes, values and beliefs that underpin texts; language choices for a particular audience, purpose and context)
- the purposes and effects of a range of textual forms in their personal, social, historical, cultural and workplace contexts
- the ways language forms and features, and the structures of texts shape meaning in a variety of textual forms.

Students will develop **skills** in:

- Communication
- Personal and social skills
- Critical and creative thinking
- responding to and composing a range of complex texts
- effective communication at different levels of complexity
- independent investigation, individual and collaborative learning
- imaginative, critical and reflective thinking about meaning
- reflection as a way to evaluate their processes of composing, responding and learning.

Students will come to **value and appreciate**:

- the role of language in developing positive interaction and cooperation
- their developing skills as users of English
- the pleasure and diversity of language and literature
- the role of language and literature in their lives
- the study and use of English as a key to learning
- reflection on their own processes of responding, composing and learning
- English as a language of communication and culture
- appropriateness, subtlety and aesthetics in language use.

Examples of Activities and Assessment

Students will complete a range of assessment items and in-class activities including:

- Seen and unseen exams
- Persuasive, analytical and imaginative compositions
- Oral presentations

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

Literature (English)

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

Students are offered opportunities to interpret and create texts for differing purposes. They learn how language varies according to context, purpose and audience. And how to create texts that engage the audience and prompt an emotional or critical response.

Course Outline

Students will develop **knowledge and understanding** of:

- Perspectives and representations on the big issues, such as the purpose of literature, race, gender, moral and ethical responsibility, prejudice, and identity.
- The authors purpose to convey their own cultural assumptions, values, attitudes and beliefs through texts.
- The broad variety of aesthetic features and stylistic devices used by authors to prompt emotional and critical response in the audience.
- The creation of a broad range of text genres, including analytical essays, imaginative spoken, and creative writing.
- Textual features, such as spelling, punctuation, grammar, and vocabulary.
- William Shakespeare and the beauty of his language and works.

Students will develop **skills** in:

- communication
- personal and social skills
- critical and creative thinking
- responding to and composing a range of complex texts
- effective communication at different levels of complexity
- independent investigation, individual and collaborative learning
- imaginative, critical and reflective thinking about meaning
- reflection as a way to evaluate their processes of composing, responding and learning
- the appreciation of classical literary texts.

Students will come to **value and appreciate**:

- the role of language in the creation of meaning
- the role of language to convey complex perspectives and representations
- the broad variety of aesthetic features and stylistic devices used to prompt audience response
- Literature as a language of communication of values, attitudes and beliefs
- reflection on their own processes of responding, composing, and creating
- the pleasure and diversity of classical and contemporary literature.

Examples of Activities and Assessment

Students will complete a range of assessment items and in-class activities including:

- seen and unseen analytical exams
- imaginative spoken
- short story.

Pathways

A course of study in Literature promotes creative and critical thinking skills — these skills prepare students for career pathways that require analysis of texts, and the creation of texts. Literature also promotes deep, intelligent thinking about the world.

Mathematics

By the end of Year 10, students recognise the connection between simple and compound interest. They solve problems involving linear equations and inequalities. They make the connections between algebraic and graphical representations of relations.

Students solve surface area and volume problems relating to composite solids. They recognise the relationships between parallel and perpendicular lines. Students apply deductive reasoning to proofs and numerical exercises involving plane shapes. They compare data sets by referring to the shapes of the various data displays. They describe bivariate data where the independent variable is time. Students describe statistical relationships between two continuous variables. They evaluate statistical reports.

Students expand binomial expressions and factorise monic quadratic expressions. They find unknown values after substitution into formulas. They perform the four operations with simple algebraic fractions. Students solve simple quadratic equations and pairs of simultaneous equations.

They use triangle and angle properties to prove congruence and similarity. Students use trigonometry to calculate unknown angles in right-angled triangles. Students list outcomes for multi-step chance experiments and assign probabilities for these experiments. They calculate quartiles and inter-quartile ranges.

The 10A content descriptions are optional and are intended for students who require additional content to enrich and extend their mathematical study whilst completing the common Year 10 curriculum.

It is not anticipated that all students will attempt the 10A content but doing so would be advantageous for those intending to pursue Mathematical Methods (Course C) or Specialist Mathematics (Course D) in the senior secondary years. A selection of topics from the 10A curriculum can be completed according to the needs and interests of students.

Course Outline

The Australian Curriculum: Mathematics is organised around the interaction of three content strands and four proficiency strands.

The content strands are *number and algebra*, *measurement and geometry,* and *statistics and probability*. They describe what is to be taught and learnt.

The proficiency strands are understanding, fluency, problem-solving and reasoning. They describe how content is explored or developed; that is, the thinking and doing of mathematics. The strands provide a meaningful basis for the development of concepts in the learning of mathematics and have been incorporated into the content descriptions of the three content strands. This approach has been adopted to ensure students' proficiency in mathematical skills develops throughout the curriculum and becomes increasingly sophisticated over the years of schooling.

Examples of Activities and Assessment

- Online assessment
- Written exams
- Problem Solving and Modelling Tasks
- Oral presentations

History

The study of history is essential as it allows students to learn from the lessons of the past so that they can make informed judgments in the future. It is the imaginative reconstruction of bygone events from the remaining evidence while encouraging students to hypothesise about things they are unsure of. Studying history in Year 10 allows students to use their knowledge and experience to inform their own interpretations. The use of primary and secondary evidence is central to this course at Trinity College. This ensures that students are not receiving a single version of the past. Rather, they will gain an insight in to the many and varied perspectives of what happened and why it happened.

Course Outline

WORLD WAR TWO (1939-1945)

- The causes and course of WWII
- Significant events including the Holocaust and use of the atomic bomb
- The experiences of Australians (such as POW's, Kokoda)
- The lasting impact of WWII (Australian home front, the changing role of women)

THE GLOBALISING WORLD - POPULAR CULTURE (1945 TO PRESENT)

- The nature of popular culture after WWII including film, television and sport
- Changing developments in popular culture and their impact on society (music and fashion)
- Australia's contribution to international popular culture
- The birth, impact and legacy of counter culture movements

RIGHTS AND FREEDOMS (1945 TO PRESENT)

- The origin and significance of the Universal Declaration of Human Rights
- Background to the struggle of Aboriginal and Torres Strait Islander people
- The US Civil Rights movement and its impact on Australia
- The continuing effort to ensure civil rights and freedoms in Australia and internationally

Examples of Activities and Assessment

- Inquiry and source-based learning
- Research Journals
- Response to stimulus exams
- Essay Writing

Pathways

Participation and completion of this course provides students with a platform to move directly into senior Ancient or Modern History courses. Additionally, skills and knowledge attained will compliment students intending to complete senior English, Study of Religion, Legal Studies as well as Business or Media courses. An understanding of history often also aids those intending to move into post-schooling careers such as:

- Media
- Journalism
- Public Relations
- Education
- Law and Diplomacy
- Public Service and the Armed Forces.

Health and Physical Education

Year 10

The Year 10 HPE curriculum 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. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Years 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures.

The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Course Outline

Focus areas to be addressed in Years 10 include:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- games and sports
- lifelong physical activities

rhythmic and expressive movement activities

Examples of Activities and Assessment

- Exams
- Research Investigations
- Case studies
- Multimodal presentations
- Practical performance demonstration, analysis, and evaluation


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IN GOD WE TRUST

Science

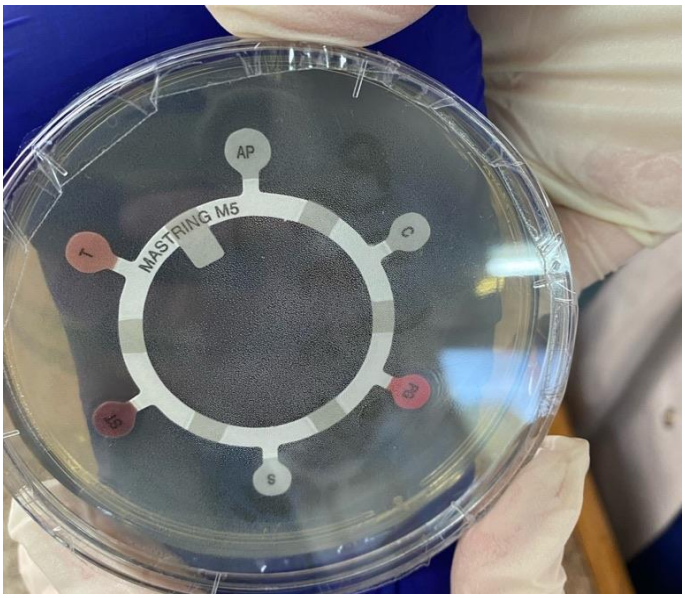
Year 10 (CHOOSE ONE OPTION)

The course is designed for students who have an interest in participating in science but have not wish to continue their studies in any of the Science subjects offered in Year 11 and 12.

The course will follow the National syllabus, ACARA and cover all the Science strands. The students will engage with scientific concepts under the Science Understanding Stand. They will encounter how these concepts affect them and others in the wider world through participating in the Science as Human Endeavour Strand. Students will continue to hone both practical and research skills whilst competing the tasks required under the Science Skills Strand. The course is designed to be both of interest to and accessible by, students of all academic levels but will appeal to those students who enjoy more practical activities.

Course Outline

Students will explain how chemical reactions are used to produce products and how different factors influence the rate of reactions. They also engage with the concept of energy conservation and represent energy transfer and transformation within systems.
Students apply relationships between force, mass, and acceleration to predict changes in the motion of objects. They describe and analyse interactions and cycles within and between Earth's spheres. Students also evaluate the evidence for scientific theories that explain the origin of the universe and the diversity of life on Earth. They explain the processes that underpin heredity and evolution with an emphasis on genetic modification in the food chain. Students analyse how the models and theories they use have developed over time ad discuss the factors that prompted their review.



Examples of Activities and Assessment

Opportunities include:

- Practicals that provide opportunities for students to witness the nature of science.
- Experimental investigations that provide the opportunities for students to experience how the development of new science knowledge is built upon existing knowledge.
- Research Responses that provide an opportunity for students to appreciate the use and influence of scientific evidence to make decisions or contribute to public debate about a claim on Global Warming.
- Examination that allows students to respond to and use their knowledge and skills to find solutions to a range of problems in Astronomy.

Biology

Year 10 (CHOOSE ONE OPTION)

This Science subject is designed to meet all the ACARA Science requirements, however is designed so that students with a particular interest in the Biology strand can explore this to greater depth.
The purpose of this subject is to introduce students to the scientific disciplines of Biology and Psychology. **It is strongly recommended that only students who received an average of a "B" or above in Junior Science and English undertake this academically rigorous subject.**

Upon completion of the course, students will have an appreciation of a body of scientific knowledge and the process that is undertaken to acquire this knowledge. They will be able to distinguish between claims and evidence, opinion and fact, and conjecture and conclusions.

By engaging in this subject, students will be prepared for the Year 11 and 12 Biology ATAR course. They will develop:

- a deep understanding of a core body of discipline knowledge
- aspects of the skills used by scientists to develop new knowledge, as well as the opportunity to refine these skills through practical activities
- the ability to coordinate their understanding of knowledge and skills associated with the discipline to refine experiments, verify known scientific relationships, explain phenomena with justification and evaluate claims by finding evidence to support or refute the claims.

Course Outline

In the first half of this unit students will be introduced to the fundamentals of Biology. The emphasis will be on introducing and developing skills that the students will use in Years 11 and 12 so they will be experienced in these and able to confidently draw upon them from the beginning of Year11.
Students will also receive instruction on how to perform Student Investigations and Student Research that directly mirror those encountered in Year 11 and 12 ATAR Biology. They will perform their own independent investigations and independent research as part of the course.
They will become familiar with how to handle uncertainty in measurement and calculate and discuss error in experimental data. Their experience in these processes will be fundamental to success in ATAR Biology.
The content for this course will based on Genetics and Evolution. Students investigate cell processes and the role of meiosis and mitosis and the function of chromosomes, DNA and genes in heredity and explain and predict patterns in Mendelian inheritance.
In the 2nd half of this unit, students investigate how the theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence. They investigate how the values and needs of society influence the focus of scientific research.
Participation in a range of experiments and investigations will allow students to progressively develop their suite of science inquiry skills while gaining an enhanced appreciation of patterns of inheritance.

Examples of Activities and Assessment

Opportunities include:

- practicals that provide opportunities for students to witness the nature of science.
- student initiated experiments that provide opportunities for the students to experience how the development of new science knowledge is built upon existing knowledge.
- a research investigation that provides an opportunity for students to appreciate the use and influence of scientific evidence to make decisions or to contribute to public debate about a claim.
- examinations that allow students to respond to stimuli gathered from experimental and research data and/or use their knowledge and skills to find solutions to a range of problems.

Pathways

- Medicine
- Sociology
- Environmental Science
- Pure Sciences and Research
- Teaching
- Nursing

Marine Science

Year 10 (CHOOSE ONE OPTION)

This Science subject is designed to meet all the ACARA Science requirements, however, is designed so that students with a particular interest in the Marine science strand can explore this to greater depth. The purpose of this subject is to introduce students to the scientific disciplines of Marine Science. It is strongly recommended that only students who received an average of a "B" or above in Junior Science, Mathematics and English undertake this academically rigorous subject. Upon completion of the course, students will have an appreciation of a body of scientific knowledge and the process that is undertaken to acquire this knowledge. They will be able to distinguish between claims and evidence, opinion and fact, and conjecture and conclusions. By engaging in this subject, students will be prepared for the Year 11 and 12 Marine Science ATAR course.

They will develop: • a deep understanding of a core body of discipline knowledge

• aspects of the skills used by scientists to develop new knowledge, as well as the opportunity to refine these skills through practical activities

• the ability to coordinate their understanding of knowledge and skills associated with the discipline to refine experiments, verify known scientific relationships, explain phenomena with justification and evaluate claims by finding evidence to support or refute the claims.

Course Outline

In the first half of this unit students will be introduced to the fundamentals of Marine Science. The emphasis will be on introducing and developing skills that the students will use in Years 11 and 12 so they will be experienced in these and able to confidently draw upon them from the beginning of Year 11. Students will also receive instruction on how to perform Student Investigations and Student Research that directly mirror those encountered in Year 11 and 12 ATAR Marine Science. They will perform fieldwork and their own independent investigations and independent research as part of the course. They will become familiar with how to handle uncertainty in measurement and calculate and discuss error in experimental data. Their experience in these processes will be fundamental to success in ATAR Marine Science. The content for this course will be based on how chemical reactions are used to produce products and how different factors influence the rate of reactions in a marine environment. In Semester 2, students describe and analyse interactions and cycles within and between Earth's spheres and how these affect the marine ecosystem, in particular ocean temperature and its role in climate. They apply relationships between force, mass, and acceleration to predict changes in the motion of currents and waves.

Participation in a range of experiments and investigations will allow students to progressively develop their suite of science inquiry skills, while gaining an enhanced appreciation of the range of technologies that have contributed to the development of marine science understanding. Collaborative experimental work also helps students to develop communication, interaction, character and management skills. Throughout the unit, students also develop their understanding of motion through laboratory investigations. They develop skills in relating graphical representations of data to quantitative relationships between variables and continue to develop skills in planning and conducting investigations and interpreting the results.

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Examples of Activities and Assessment

Opportunities include:

- practicals that provide opportunities for students to witness the nature of science.
- student-initiated experiments that provide opportunities for the students to experience how the development of new science knowledge is built upon existing knowledge.
- a research investigation that provides an opportunity for students to appreciate the use and influence of scientific evidence to make decisions or to contribute to public debate about a claim.
- examinations that allow students to respond to stimuli gathered from experimental and research data and/or use their knowledge and skills to find solutions to a range of problems.

Pathways

A course of study in Marine Science can establish a basis for further education and employment in the fields of

- Marine Science
- Biotechnology
- Aquaculture
- Environmental rehabilitation. Conservation and Sustainability
- Biosecurity and Quarantine
- Primary teaching

Physics

Year 10 (CHOOSE ONE OPTION)

This Science subject is designed to meet all the ACARA Science requirements, however is designed so that students with a particular interest in the Physics strand can explore this to greater depth.

The purpose of this subject is to introduce students to the scientific discipline of Physics. **It is strongly recommended that only students who received an average of a "B" or above in Junior Science and English undertake this academically rigorous subject.**

Upon completion of the course, students will have an appreciation of a body of scientific knowledge and the process that is undertaken to acquire this knowledge. They will be able to distinguish between claims and evidence, opinion and fact, and conjecture and conclusions.

By engaging in this subject, students will be prepared for the Year 11 and 12 subject of Physics. They will develop:

- a deep understanding of a core body of discipline knowledge
- aspects of the skills used by scientists to develop new knowledge, as well as the opportunity to refine these skills through practical activities
- the ability to coordinate their understanding of knowledge and skills associated with the discipline to refine experiments, verify known scientific relationships, explain phenomena with justification and evaluate claims by finding evidence to support or refute the claims.

Course Outline

In the first half of this unit students will be introduced to the fundamentals of Physics. The emphasis will be on introducing and developing skills that the students will use in Years 11 and 12 so they will be experienced in these and able to confidently draw upon them from the beginning of Year11.

Students will also receive instruction on how to perform Student Investigations and Student Research that directly mirror those encountered in Year 11 and 12 ATAR Physics They will perform their own independent investigations and independent research as part of the course.

They will become familiar with how to handle uncertainty in measurement and calculate and discuss error in experimental data. Their experience in these processes will be fundamental to success in ATAR Physics.

The content for this course will based on Energy transfer and transformations. Students will explain the concept of energy conservation and represent energy transfer and transformation within electrical systems. They will apply relationships between voltage, current and resistance to predict outcomes when electrical parameters are changed.

In Semester 2, students develop an appreciation of how an understanding of motion can be used to describe, explain and predict a wide range of phenomena.

Students describe linear motion in terms of displacement, velocity, acceleration and time data, and examine the relationships between force, momentum and energy for interactions in one dimension.

Participation in a range of experiments and investigations will allow students to progressively develop their suite of science inquiry skills, while gaining an enhanced appreciation of the range of technologies that have contributed to the development of physics understanding. Collaborative experimental work also helps students to develop communication, interaction, character and management skills.

Throughout the unit, students also develop their understanding of motion through laboratory investigations. They develop skills in relating graphical representations of data to quantitative relationships between variables and continue to develop skills in planning and conducting investigations and interpreting the results.

Examples of Activities and Assessment

Opportunities include:

- practicals that provide opportunities for students to witness the nature of science.
- student initiated experiments that provide opportunities for the students to experience how the development of new science knowledge is built upon existing knowledge.
- a research investigation that provides an opportunity for students to appreciate the use and influence of scientific evidence to make decisions or to contribute to public debate about a claim.
- examinations that allow students to respond to stimuli gathered from experimental and research data and/or use their knowledge and skills to find solutions to a range of problems.

Pathways

- Applied Medicine
- Medical Imaging
- Acoustics.
- Engineering
- Robotics
- Electronics and Technology
- Pure Sciences and Research
- Teaching
- Nursing

Trinity College, Beenleigh
RTO number 30527

MSL20122 Certificate II in Sampling and Measurement *

Year 10 (CHOOSE ONE OPTION)

Qualification description

In year 10 students have the option to complete a Certificate II in Sampling and Measurement, which will be centered around the science curriculum.
Qualification description This course is designed to teach students how to manipulate and calibrate common laboratory equipment. This qualification gives students the foundation-level skills to collect, handle and transport samples. Students will get the practical skills and knowledge to work effectively within a laboratory or field workplace. They will learn how to record and store data, perform simple calculations, and present their results. Successful completion of this course will qualify students to gather samples required for a variety of industry testing situations. It will also give them the foundation skills necessary to complete further studies in either environmental sciences, health, or trades.
Refer to training.gov.au for specific information about the qualification.

Entry requirements

Nil.

Duration and location

This is a 12-month course delivered in Year 10 on site at Trinity College (RTO #30527) *pending application approval

Delivery modes

Face to face training will be used during the teaching and learning of this qualification.

Fees

There are no additional costs involved in this course.

Assessment

Assessment for this course includes but is not limited to completing practical tasks, Hands-on activities, group work, responding to case studies, short response tasks and project/folio work

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Course units

To attain a CUA30720 Certificate III in Design Fundamentals, 12 units of competency must be achieved:

Unit code	Title
MSL912002	Work within a laboratory or field workplace
MSL922002	Record and present data
MSL943004	Participate in laboratory or field workplace safety
MSL952003	Collect routine site samples
MSL972002	Take routine site measurements
MSL973025	Perform basic tests
MSMENV272	Participate in environmentally sustainable work practices

Work placement

Students are provided with the opportunity to do structured workplace learning

Pathways

This qualification may articulate into:

- Tester/Sampler
- Food Manufacturing Tester
- Air Sampler
- Sample Courier
- Field Assistant
- Laboratory Attendant

See other financial qualifications at training.gov.au

RTO obligation

RTO obligation 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 who are deemed competent in all 8 units of competency will be awarded a Qualification and a record of results by Trinity College. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Elective Subjects

Business

Year 10

Business in year 10 provides students with the foundational knowledge and skills to prepare them for senior schooling business. Students will gain an understanding of how business is a dynamic and evolving discipline, is responsive to environmental changes such as emerging technologies, globalisation, sustainability, resources, economy and society.

By the end of this course, students will have an appreciation of the multifaceted nature of business.

- A deep understanding of the business lifecycle
- Identify different business structures
- The skills to apply various analysis tools such as SWOT, PESTLE, USP and break-even.

It is strongly recommended that students who receive an average of "B" or above in Junior English undertake this subject. This course is designed to ensure that students continue building on their knowledge and will be required to apply knowledge from all units further into the year.

Course Outline

"Which phase are you in?"

Students will look at the business lifecycle in depth in term 1 to understand the nature of businesses. In this term, students will focus on the fundamentals of business through four themes: business goals, mission, vision and strategies, environmental factors, leadership and management, and business processes and systems.

"CSR, Sustainability and Ethics in 21st Century Business"

Businesses performance can be impacted by the factors from internal and external environments. Students will investigate how a business can be impacted by various environments. They will also consider the importance of being an ethical, sustainable and socially responsible business in this modern age, and how these can be used to the advantage of the business.

"Let's plan an event"

Students will look at how events are run in depth including;

- planning an event
- understanding the financial management of an event
- how human resource management is imperative to successful ethically responsible business
- how a strong operations team will contribute to the overall success of good business and events

Students will discover economic and business terms such as, organisational structures, culture, stakeholders, and how the external environment can impact the efficiency and competitiveness of any business/event.

"Economics makes the world go around"

Students will define 'standard of living' before exploring ways of measuring standards of living within an economy and between economies. In this topic students will investigate standards of living of a comparable and contrasting nature to that of the current Australian living standard.

Examples of Activities and Assessment

Students will complete a range of assessment items and in-class activities including: Research reports, Knowledge and skills examinations, Case studies, Feasibility study.

Pathways

This course is suitable for all students who are considering Business or the Diploma of Business as an elective for the Senior Years. Content covered in this year allows students to gain foundation knowledge to succeed in these subjects.

Chemistry

Year 10

The purpose of this Subject is to introduce students to the scientific discipline of Chemistry. **It is strongly recommended that only students who received an average of a "B" or above in Junior Science and English undertake this academically rigorous subject.**

Upon completion of the course, students will have an appreciation of a body of scientific knowledge and the process that is undertaken to acquire this knowledge. They will be able to distinguish between claims and evidence, opinion and fact, and conjecture and conclusions.

By engaging with this subject, students will be prepared for the Year 11 and 12 subject of Chemistry. They will develop:

- a deep understanding of a core body of discipline knowledge
- aspects of the skills used by scientists to develop new knowledge, as well as the opportunity to refine these skills through practical activities

the ability to coordinate their understanding of knowledge and skills associated with the discipline to refine experiments, verify known scientific relationships, explain phenomena with justification and evaluate claims by finding evidence to support or refute the claims.

Course Outline

In the first half of this unit students will be introduced to the fundamentals of Chemistry. The emphasis will be on introducing and developing skills that the students will use in Years 11 and 12 so they will be experienced in these and able to confidently draw upon them from the beginning of Year 11.

Students will also receive instruction on how to perform Student Investigations using factors that affect rates of reactions and Student Research into industrial chemical reactions. These assessment mirror those encountered in Year 11 and 12 ATAR Chemistry. They will perform their own independent investigations and independent research as part of the course.

They will become familiar with how to handle uncertainty in measurement and calculate and discuss error in experimental data. Their experience in these processes will be fundamental to success in ATAR Chemistry.

The content for this course will based on Important Chemical reactions. Students relate matter and energy in chemical reactions as they consider the breaking and reforming of bonds as new substances are produced.

In Semester 2, students are introduced to the Bohr model of the atom and how it explains the structure and propertied of atoms and their place in the periodic table. They investigate synthesis, decomposition, and displacement reactions to predict their products and further examine reaction rates.

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

Throughout the unit, students develop skills in observation, experimentation and data analysis to describe and explain periodicity, material chemistry and energy transfers in chemical reactions.

Examples of Activities and Assessment

Opportunities include:

- practicals that provide opportunities for students to witness the nature of science
- student initiated experiments that provides opportunities for the students to experience how the development of new science knowledge is built upon existing knowledge
- a research investigation that provides an opportunity for students to appreciate the use and influence of scientific evidence to make decisions or to contribute to public debate about a claim.
- examinations that allows students to respond to stimuli gathered from experimental and research data and/or use their knowledge and skills to find solutions to a range of problems.

Pathways

- Pharmaceuticals
- Chemical Engineering
- Quality Control Processes
- Manufacturing
- Mining and mineral exploration
- Environmental Science
- Pure Sciences and Research
- Teaching
- Nursing

Civics and Citizenship

Year 10

Civics and Citizenship (Legal Studies) is an introductory course for Year 10 students that is intended to provide opportunities to explore the law and its impact on our lives. The aim is for students to become informed citizens and to have knowledge of their rights and responsibilities under the law, and the way the legal system works. Citizens who are informed will be more likely to think critically, question constructively and help improve laws and legal processes when they go out into the world.

This course draws on aspects of the Australian Curriculum Civics and Citizenship course but focuses on Criminal Law because it is topical, interesting and the perfect platform to explore a range of legal issues and processes. Legal studies will inspire students an interest in current affairs, and they will develop the inquiry, application, analytical and evaluative skills needed for senior study.

The civics and citizenship content at this year level involves students investigating the features and principles of Australia's court system, including its role in applying and interpreting Australian law. The Criminal Law aspect helps students gain a working understanding of the legal system, the right to a fair trial and legal representation. Overall students develop skills in analysis and evaluation, and report and essay writing, all of which are essential for success in Senior Schooling.

Course Outline

UNIT 1 LEGAL FOUNDATIONS

The unit of Legal Foundations examines the nature and sources of law, with a primary focus on legal problem solving.

UNIT 2 CRIMINAL LAW

Criminal Law introduces the Australian criminal justice system, principles of criminal responsibility, and the classification of criminal offences according to seriousness (summary, minor indictable and major indictable).

UNIT 3 CIVIL LAW

This unit contains an overview of the rules of civil procedure ranging from commencement of proceedings, to defining issues for trial, to enforcement of judgments. There is particular emphasis upon case management procedures adopted by courts and the various alternative dispute resolution mechanisms that are used to assist people to resolve civil disputes without recourse to a contested hearing and judgement by a court.

UNIT 4 RESEARCH

Provides students with the opportunity to plan and execute a substantially independent research project in an area of particular interest that is related to coursework. Building on the research skills developed in earlier stages of the subject students will refine their analytical and critical research skills and produce an independent study research report.

Examples of Activities and Assessment

Students will complete a range of assessment items and in-class activities including: examinations, inquiry reports, and argumentative essays.

Pathways

This course is suitable for all students who are considering Legal Studies or the Certificate IV in Crime and Justice as an elective for the Senior Years. Content covered in this year allows students to gain foundation knowledge to succeed in these subjects.

Design

Year 10

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Course Outline

Semester 1: What is Design? Products, Services and Environments

Semester 2: Real world design. Identifying needs and wants and using the principles and elements of good design.

Examples of Activities and Assessment

- Design briefs and challenges
- Low-fidelity prototyping
- Schematic sketching
- Ideation Sketching
- Computer aided drawing

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

Design and Technologies

Year 10

In this course students will study the Design and Technologies processes and production skills which develops design thinking and design processes. Design and Technologies involves creative thinking and the explicit use of design processes to propose solutions for an identified user and purpose.

This subject is designed to include two interrelated strands of:

- Knowledge and understanding of technology, and
- Processes and production skills

Students will work through four projects, designed to develop practical skills and theoretical knowledge relating to materials, tools and processes. While this subject has practical content, students must understand that theory, including digital drawing, is an essential part of this subject.

Course Outline

- On Guard safety program
- Learning how to draw orthographic and 3D projections in a digital space.
- Learning how to engage with tutorial resources via Teams.
- Learning how to submit assessment via Teams.
- Creation of designs in soft and hard timber, moulding resin and metal.

Examples of Activities and Assessment

Projects might include:

- Coffee table with timber legs and a resin river top
- Metal sculpture, including introduction to welding and metal fabrication.

Integrated within each area of study listed are:

- Safety
- Project planning and design
- Workshop graphics
- Surface finishing

Pathways

The successful completion of Design Technology is recommended for entry into Design in Year 11. As well if forms a good basis for entry into Certificate I in Construction and Industrial Technology Skills. These can further which can pathways into TAFE and university courses in Engineering, Architecture, Design, and apprenticeship opportunities in the building and fabrication trades.

Design and Technologies (Food and Materials)

Year 10

Design and Technologies (Food and Materials) is the study of food in the context of food nutrition, science and food technologies. Students explore the chemical and functional properties of nutrients to create food solutions that maintain the beneficial nutritive values. This knowledge is fundamental for continued development of a safe and sustainable food system that can produce high quality, nutritious solutions with an extended shelf life. The food system includes the sectors of production, processing, distribution, consumption, research and development.

Waste management, sustainability and food protection are overarching concepts that have an impact on all sectors of the food system. Students will actively engage in a food and nutrition problem-solving process to create food solutions that contribute positively to preferred personal, social, ethical, economic, environmental, legal, sustainable and technological futures.

Course Outline

Design and Technologies is inclusive of students' needs, interests and aspirations. It challenges students to think about, respond to, and create solutions for contemporary problems in food and nutrition. Students will become enterprising individuals and make discerning decisions about the safe development and use of technologies in the local and global fields of food and nutrition.

Using a problem-based learning approach, students learn to apply their food science, nutrition and technologies knowledge to solve real-world food and nutrition problems. This includes: exploring problems; developing ideas; generating, communicating and testing solutions; and evaluating the process and solutions. Students will integrate and use new and existing knowledge to make decisions and solve problems through investigation, experimentation and analysis.

Term 1: Food Science, Vitamins and Minerals

Terms 2: Protein and Food Systems

Term 3: Vitamins and Minerals

Term 4: Fats and Carbohydrates

Examples of Activities and Assessment

- Design Challenge
- Exam
- Research journal

Pathways

- Food Science
- Nutritionist
- Dietician
- Nursing

Drama

Year 10

This course allows students to learn to communicate with others in a variety of ways and provides students with experiences which develop and enhance communication skills useful in a variety of situations. The course aims to develop students' confidence, interpersonal skills and self-discipline in a spirit of friendly, respectful communication.

In Drama, students learn to create dramatic situations, offer and accept ideas, make a commitment to teamwork, manage their own time, understand other points of view, negotiate, interact with others, concentrate, act individually in groups, think independently and express themselves.

Course Outline

TERM 1: WHOSE LINE IS IT ANYWAY?
(Improvisation, Process Drama and Theatre Sports)
This unit further develops improvisation skills. With a focus on Process Drama as a tool for exploring texts and characters. As well as Theatre Sports, the skills of giving and accepting offers, advancing and extending are developed all within the notion of working as a team without a script. Improvisation skills are also a solid starting point for future Drama units.

TERM 2: WHAT'S MY SCENE? (Performing scripts)
In this unit, students take on the skills they have learnt in Term 1 and build on it while working with other students. They will take on characters; build on vocal and physical techniques as well as learning to manipulate mood, language and tension. Students will take scripted scenes and use their creativity to make it their own.

TERM 3: FUNNY BUSINESS (Clowning and Children's Theatre)
This unit introduces students to a different form of Drama. They will look at comedy usually focusing on clowning and children's theatre as an entertainment form. During this unit students will discover what makes them laugh! Students will explore the history of comedy and different styles of comedy and get to workshop them in class. They will focus on timing and rhythm and work individually or in a group. Students will learn about the various techniques of comedy and create a performance designed to entertain young audiences through the practical skills of visual comedy.

TERM 4: I LIKE TO MOVE IT, MOVE IT (Mask and Movement)
During this unit students will be able to use their creative side and incorporate art and music into their Drama performances. Students will discover the meaning and significance of telling stories through art, music and movement. This unit will look at symbolism, tension, focus and space. Students will look at myths and legends and brainstorm how to portray them through movement.

Examples of Activities and Assessment

- Journal
- Written review
- Performances – Scripted and student devised
- Theatre games and activities
- Improvising scenes
- Exploring play texts

Geography

Year 10

Course Outline

Geography identifies the concepts of place, space, environment, interconnection, sustainability, scale and change, as integral to the development of geographical understanding. These are high level ideas or ways of thinking that can be applied across the subject to identify a question, guide an investigation, organise information, suggest an explanation or assist decision making. They are the key ideas involved in teaching students to think geographically.

There are two units of study in the Year 10 curriculum for Geography:

- Environmental change and management
- Geographies of human wellbeing

Environmental change and management

This topic focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views – including those of Aboriginal and Torres Strait Islander Peoples – that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human–environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of Human wellbeing

This topic focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

Examples of Activities and Assessment

Geography is organised in two related strands: Geographical Knowledge and Understanding, and Geographical Inquiry and Skills.

Students will complete a range of assessment items and activities including:

- Field trips
- Interpretation of remotely sensed images
- Statistical analysis
- Class debates
- Research
- Assignments
- Knowledge exams
- Oral presentations

Health

Year 10

In Year 10 Health Education, students are taught how to enhance their own and others' health. Students use an inquiry approach to plan, implement, evaluate and reflect on action strategies that mediate, enable and advocate change through health promotion. This approach is informed by the critical analysis of health information to investigate sustainable health change at personal, peer, family and community levels. Throughout the course, students will define and understand broad health topics, which they then reframe into specific contextualised health issues for further investigation.

The health industry is currently experiencing strong growth and is recognised as the largest industry for new employment in Australia, with continued expansion predicted due to ageing population trends. A demand for individualised health care services increases the need for health- educated people who can solve problems and contribute to improved health outcomes across the lifespan at individual, family, local, national, and global levels. The preventive health agenda is future-focused to develop 21st century skills, empowering students to be critical and creative thinkers, with strong communication and collaboration skills equipped with a range of personal, social and ICT skills.

Course Outline

Unit 1
Resilience as a health resource

Unit 2
Elective Topic (one of the following)
- *Body Image*
- *Homelessness*

Unit 3
Elective Topic (one of the following)
- *Anxiety*
- *Road Safety*

Examples of Activities and Assessment

Assessment opportunities:

- Examinations
- Multimodal Presentation
- Investigation– action research

Pathways

Health in year 10 provides students with the foundation knowledge and skills to prepare them for the Senior Schooling General Subject offering of Health as well as the Certificate III in Health Services Assistance. Students are strongly advised to select Health in year 10 if they are considering these subjects as part of their senior pathway.

Health is a subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Health can establish a basis for further education and employment in the fields of health science, public health, health education, allied health, nursing and medical professions.

Japanese

Year 10

Japanese focuses on the four areas of reading, writing, speaking and listening and also aims to teach language through culture. Japanese uses three scripts, Hiragana, Katakana and Kanji which are introduced at varying stages throughout the course. Japanese is a challenging yet enjoyable subject that is significantly different from European languages.

Course Outline

In Japanese students will be exposed to a variety of real life situations. The focus of the course is communication in the foreign language.
During the Year 10 Japanese course, a greater emphasis is placed on speaking and listening skills, though reading and writing are still key elements. Classroom activities are designed to enhance each of these four skills.

CITY VS. COUNTRY
In this unit, students are given the task of learning about and then contrasting different environments. They can then draw further comparisons between these environments in different cultures. Assessment in this unit focuses on reading and writing skills.

PART-TIME WORK AND CAREERS
This unit sees students examine how part-time work and careers are viewed in Japan, with an emphasis on the interview process. Assessment in this unit focuses on listening and speaking skills.

SCHOOL TRAVEL
This unit focuses on teaching students about the language around travel and holidays, including those taken with school groups. Assessment in this unit focuses on reading and writing skills.

HOMESTAY IN AUSTRALIA
Students will learn in this unit about points of similarity and difference in the Japanese and Australian school experience, along with the language around homestay situations. Assessment focuses on speaking and listening skills.

Why Study This Subject?

The study of Japanese until Year 10 is not just beneficial but a vital part of any education. Briefly, learning a language is important for:

Future Job Prospects:
Languages are needed in the fields of Education, Hospitality, Tourism, Commerce, Industry, Trade, Banking, Defence Forces, Journalism and the Diplomatic Service.

Understanding How People Live in Australia and Other Parts of the World:
As people living in a multicultural Australia, we need to understand the values of all members and visitors in our community.

Better Understanding How Our Own Language Works:
Foreign language learning encourages flexibility of thought and enhances problem-solving skills.
Most importantly, being able to communicate in another language is a rewarding experience and fun!

Music

Year 10

This course provides students with an opportunity to develop a good knowledge of musical concepts by 'making' and 'responding' to forms of music. The course's context may reflect cultural forms (including Australian Indigenous), historical music, pop culture or other topics that may suit the interests of the students.

Students will use practical skills to perform either rehearsed or improvised music, with attention to various musical elements such as dynamics, texture, timbre and expression. Furthermore, they will compose their own music, which will use various technologies to present (e.g.: software, digital sound). In addition, they will also develop their aural (listening) skills to evaluate and analyse various forms of music.

Course Outline

BACK TO BASICS
Students will explore the basics of music including reading and writing music, hearing rhythms and identifying melodies. This provides a foundation for students new to music as well as revisionary work for those who currently enjoy playing a musical instrument. The initial concepts of music composition, performing and analysing will be introduced to students in this topic.

ROCK AND ROLL
Music has played an important role throughout history. Looking back at the Rock and Roll era will allow students to understand the context and history of music as well as being able to compose and perform songs from that time. The context and history of music and its various forms is important as it allows students to appreciate the link between music and culture.

SOUND ENGINEERING
In today's current society, the need for comprehensive understanding of musical equipment and ICT based programs is high. In the modern world various pieces of technology are used by many people to compose and perform. Students will explore the processes and technologies associated with music creation and live/ studio recording.

INDIGENOUS MUSIC
The Indigenous music of each continent is important to explore as the music concepts and contexts allow students to indulge in the music of our world. The untouched examples of indigenous music is so widely available in our current society and is crucial in student learning. Analysing and responding to Indigenous music will help students gain an appreciation of music and its beginnings.

Examples of Activities and Assessment

- Written tasks (e.g.: exam, research report)
- Presentations
- Compositions
- Aural tasks
- Performances (e.g.: improvised, rehearsed)

Physical Education (ATAR Preparation)

Year 10

The year 10 Physical Education course has been carefully designed to provide the essential foundations for learning and alignment to the senior Physical Education syllabus, as well as the Certificate III in Fitness qualification.

Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of the dimensions. In becoming physically educated, students learn to see how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in exercise and physical activity.

Course Outline

Unit 1
Musculoskeletal and Cardiorespiratory body systems integrated with selected Target sports

Unit 2
Energy, Fitness and Training integrated with selected Invasion sports.

Unit 3
Ethics and Integrity in sport integrated with selected Net and Court sports

Examples of Activities and Assessment

Assessment opportunities include:

- Video analysis and performance evaluation
- Exams
- Research assignments
- Multimodal presentations
- Ongoing observation of practical performances and application

Pathways

Physical Education in year 10 provides students with the foundation knowledge and skills to prepare them for the Senior Schooling General Subject offerings of Physical Education as well as the Certificate III in Fitness. Students are strongly advised to select Physical Education in year 10 if they are considering these senior pathways.

Physical Education is a subject suited to students who are interested in pathways that lead to tertiary studies, vocational education or work. A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, personal training sport journalism, sport marketing and management, sport promotion, sport development and coaching.

Psychology

Year 10

The purpose of this subject is to introduce students to the scientific discipline of Psychology. **It is strongly recommended that only students who received an average of a "B" or above in Junior Science and English undertake this academically rigorous subject.**

Upon completion of the course, students will have an appreciation of a body of scientific knowledge and the process that is undertaken to acquire this knowledge. They will be able to distinguish between claims and evidence, opinion and fact, and conjecture and conclusions.

By engaging in this subject, students will be prepared for the Year 11 and 12 subject Psychology. They will develop:

- a deep understanding of a core body of discipline knowledge
- aspects of the skills used by scientists to develop new knowledge, as well as the opportunity to refine these skills through practical activities

the ability to coordinate their understanding of knowledge and skills associated with the discipline to refine experiments, verify known scientific relationships, explain phenomena with justification and evaluate claims by finding evidence to support or refute the claims.

Course Outline

In the first half of this unit students will be introduced to the fundamentals of Phycology. The emphasis will be on introducing and developing skills that the students will use in Years 11 and 12 so they will be experienced in these and able to confidently draw upon them from the beginning of Year11.

Students will also receive instruction on how to perform Student Investigations and Student Research that directly mirror those encountered in Year 11 and 12 ATAR Psychology. They will perform their own independent investigations and independent research as part of the course.

They will become familiar with how to handle uncertainty in measurement and calculate and discuss error in experimental data. They will also focus on statistical analysis which is a central feature of the subject. Their experience in these processes will be fundamental to success in ATAR Psychology.

In second part of the unit students explore the scientific method as the process for producing contemporary research in psychology. An understanding of the original philosophical debates to inform psychology — including free will versus determinism, and nature versus nurture — provides an essential lens for examining all perspectives within psychology. Students investigate the structure and They examine factors within cognitive development and explore changes that occur over the lifespan. Lastly, they explore different forms of consciousness and theories for the function of sleep.

Participation in a range of investigations will allow students to progressively develop their suite of science inquiry skills while gaining an enhanced appreciation of the variables that affect Psychology investigations.

Examples of Activities and Assessment

Opportunities include:

- practicals that provide opportunities for students to witness the nature of science.
- student initiated experiments that provide opportunities for the students to experience how the development of new science knowledge is built upon existing knowledge.
- a research investigation that provides an opportunity for students to appreciate the use and influence of scientific evidence to make decisions or to contribute to public debate about a claim.
- examinations that allow students to respond to stimuli gathered from experimental and research data and/or use their knowledge and skills to find solutions to a range of problems.

Pathways

- Medicine
- Sociology
- Environmental Science
- Pure Sciences and Research
- Teaching
- Nursing

function of the human brain and how this affects individual development and behaviour.

Spanish

Year 10

Spanish focuses on the four areas of reading, writing, speaking and listening and also aims to teach language through culture. The course has been designed to expose students to the Spanish speaking world including the countries in which Spanish is spoken, the diversity of cultures, foods, sports, music and the impact this is having on global culture.

Course Outline

In Spanish, students will be exposed to a variety of real life situations. The focus of the course is communication in the foreign language.
During the Year 10 Spanish course, an equal emphasis is placed on speaking, listening, reading and writing. Classroom activities are designed to enhance each of these four skills.

KEEPING UP APPEARANCES
In this unit, students will explore how health and fitness are viewed in the Spanish-speaking world, comparing and contrasting different countries. They will examine and comment on current health trends and how beneficial they are.

NEWSWORTHY
This unit sees students examine current affairs in Spanish-speaking countries. They write and comment on news articles, and interview other students on their thoughts. They will also be investigating how culture and media can influence one another.

FUTURE PLANS
This unit focuses on teaching students to discuss their study and career aspirations, comparing and contrasting them with common practices in Spanish-speaking countries. They will interview each other and discuss their choices.

ADVENTURE TIME!
Students will plan their own holiday in a Spanish-speaking country, selecting activities and key sites to visit.

Examples of Activities and Assessment

In Year 10, students examine Spanish-speaking news and current affairs, role play interactions with travel agents, and interview one another about their future plans. Year 10 Spanish also includes Spanish Food and Culture Day.

Pathways

The study of Spanish until Year 10 is not just beneficial but a vital part of any education. Briefly, learning a language is important for:

Future Job Prospects:
Languages are needed in the fields of Education, Hospitality, Tourism, Commerce, Industry, Trade, Banking, Defence Forces, Journalism and the Diplomatic Service.

Understanding How People Live in Australia and Other Parts of the World:
As people living in a multicultural Australia, we need to understand the values of all members and visitors in our community.

Better Understanding How Our Own Language Works:
Foreign language learning encourages flexibility of thought and enhances problem-solving skills.

Most importantly, being able to communicate in another language is a rewarding experience and fun!

Specialist Mathematics

Year 10

This course is designed to effectively prepare the students for the senior course of study, Specialist Mathematics.

Specialist Mathematics is designed to be taken in conjunction with Year 10 Mathematics. The major domains of mathematical knowledge in Specialist Mathematics are Vectors and Matrices, Real and Complex Numbers, Trigonometry, Statistics and Calculus. Topics are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Year 10 Mathematics, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Specialist Mathematics is suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of Mathematics and Statistics, Computer Science, Medicine, Engineering, Finance and Economics.

Course Outline

- Vectors
- Proofs
- Trigonometry
- Functions
- Statistics
- Complex Numbers

Examples of Activities and Assessment

- Online assessment
- Written exams
- Problem Solving and Modelling Tasks
- Oral presentations

STEM

Year 10

In Year 10, STEM (Science, Technology, Engineering, and Mathematics) education aligns with the Australian Curriculum Version 9 to provide students with a comprehensive understanding of these disciplines. Students explore advanced scientific concepts and engage in hands-on experiments to deepen their understanding of scientific principles. They delve into technological innovations, coding, and computational thinking to develop problem-solving skills and create digital solutions. Engineering principles are introduced through design challenges, encouraging students to apply their knowledge in practical projects. Mathematics is integrated into STEM through data analysis, mathematical modelling, and exploring the connections between mathematical concepts and real-world applications. Year 10 STEM education fosters critical thinking, creativity, collaboration, and communication skills, preparing students for future careers in STEM fields and equipping them with essential skills for the modern world.

STEM education in Year 10 prepares students for advanced studies in Years 11 and 12, providing a solid foundation for future STEM-related pathways. By engaging in hands-on projects and developing critical thinking skills, students in Year 10 acquire the necessary knowledge and skills to pursue more specialized subjects in the STEM fields. This can include advanced mathematics, physics, chemistry, biology, computer science, or engineering. The interdisciplinary approach of STEM education in Year 10 equips students with problem-solving abilities, analytical thinking, and collaboration skills, which are essential for success in higher-level STEM courses. Additionally, the exposure to real-world applications and hands-on experiences in Year 10 helps students make informed decisions about their future career paths and provides a strong basis for further studies in STEM disciplines at the tertiary level.

Course Outline

Space Science and Exploration

Students embark on a journey into space science and exploration. They study the solar system, planetary science, and the challenges of space exploration. Students investigate the scientific principles behind space travel, examine satellite technology, and explore the possibility of future space missions. They engage in hands-on activities such as designing and launching model rockets or creating simulated space missions. The unit promotes scientific inquiry, critical thinking, and teamwork, fostering a fascination with space and inspiring potential careers in astronomy, astrophysics, or aerospace engineering.

Technological Design and Innovation

Students focus on technological design and innovation. They delve into the principles of engineering, robotics, and digital technologies. Students learn about design thinking, prototyping, and iterative problem-solving. They apply their knowledge to create technological solutions, design and build robots, and program devices. This term emphasizes creativity, teamwork, and technological literacy, as students develop their skills in designing and implementing innovative solutions to real-world problems.

Sustainability and Environmental Science

In the final term, students delve into sustainability and environmental science. They examine the interconnections between science, technology, engineering, and the environment. Students explore topics such as climate change, renewable energy, and environmental conservation. They investigate sustainable practices, analyse environmental impacts, and propose solutions for a more sustainable future. This term emphasizes critical thinking, research skills, and understanding the role of STEM in addressing global environmental challenges.

Examples of Activities and Assessment

Opportunities include:

- conduct independent scientific investigations
- technological design challenges
- data analysis projects
- environmental sustainability proposals

These assessments provide opportunities for students to demonstrate their understanding of STEM concepts, apply their knowledge to real-world problems, and develop critical thinking, research, and communication skills.

Pathways

- Engineering
- Computer Science
- Environmental Science
- Medicine and Biotechnology
- Architecture and Design
- Astrophysics and Space Science
- Data Science and Analytics
- Robotics and Automation

Talented Athlete Program (Cert II Sports Coaching Embedded)

Basketball, Netball, Rugby League, Soccer, Grid Iron (American Football) and Touch Football

Year 10

Development Program in Sport – skill development, rule knowledge and strategy knowledge in their chosen sport. The course will also include units on sports psychology, nutrition, and exercise physiology. Excellence programs will be offered in sports where appropriate – currently Basketball, Netball, Rugby League and Touch Football have Excellence Programs and this may be adjusted based on demand and commitment.

Eligibility

Students must be playing or be able to demonstrate an ability to play their chosen sport. Current Trinity College students must have displayed satisfactory commitment and participation in the TAP program in Year 9 to be eligible for the Year 10 course. Students must commit to attending training sessions held before/after school and competing in appropriate competitions as part of the TAP program

Competitions include: District and Regional tournaments (in all sports), All Schools Touch, Confraternity Rugby League, Titans Cup Rugby League, Catholic and Vicki Wilson Cup Netball Champion, Schools Basketball, National Schools Basketball, the Elite 8 Tournament and various Marist competitions. The school competitions may be "age" or "Year level" based and teams will be selected based on the appropriate criteria.

Being in the TAP program does not guarantee selection in a school representative team. Trials are held for all elite teams, and students outside the TAP program may trial for these teams.

Students enrolled in the TAP program are continually assessed and students not meeting the subject requirements and/or level of achievement may be required to choose an alternative subject.

Students not meeting the commitments and aims of the program may be asked to change elective classes.

Aims of the Talented Athlete Program

The aim of the Talented Athlete Program (TAP) is to provide students with the opportunity to develop their sporting potential whilst maintaining their performance in academic studies.

The program aims to provide students with quality coaching and feedback on their development within the sporting and school environment, allowing students to access opportunities to compete in elite competitions across South-East Queensland and beyond.

Students will gain an understanding of the rules and strategies relevant to their chosen sport.

Excellence -Extension and Development Classes

Where numbers permit TAP classes may be split into Extension and Development squads. These selections will be at trials advertised within the College. Students may be required to move between Extension and Development based on performance and commitment.

Examples of Activities and Assessment

Each class will be sport specific where numbers permit, together where the skills overlap and separately where the skills diverge. Practical areas include skills, strength and conditioning, speed, and agility development. The students will have fitness assessments in Term 1 and Term 3. Assessment will encompass diet and nutrition, coaching and refereeing, training principles, goal setting, video analysis, rules and strategy and exercise physiology and this will be in the form of research assignments, projects and class activities.

Subject assessment will involve both a practical and theoretical component. Theory assessments align with the requirements in senior subjects such as the Certificate II and III in Sport and Recreation and the Diploma of Sport Administration. This enables pathways for students in both university entrance and the workplace.

Students will also gain skills in goal setting, teamwork and accountability and will be taught techniques to apply these skills to their daily routines.

Visual Art

Year 10

This course provides students with an opportunity to explore
Visual Art concepts and contexts. Students will learn about and develop Art skills that they will be able to apply to designing and creating their own Visual Art folios. Furthermore, students will also build on their Visual Art skills with introductions to digital design computer programs, printmaking, clay sculpture and mixed media collage techniques.

Course Outline

TERM 1 – ARTIST BOOKS, DEVOTION
Students study the historical context of Artist designed books. They will make their own unique book that represents something that they are devoted to. Students are encouraged to make their book as unique as possible by experimenting with different paper folding techniques and 3D cover designs. The completed books will capture the passion of devotion and will encourage the reader to investigate the themes displayed throughout their unique book.

TERM 2 – PAINTING LIKE A PRO, ART HISTORY
Students will choose one artist's work from a Modern Art movement as a stimulus and starting point to recreate, manipulate materials and techniques to influence your own version of a classic painting. Your artwork should aim to use a variety of painting techniques and styles to develop a resolved painting. Ad an element of modern times or your ideas of the future into your artwork to create a modern take on a classic image.

The students will also hand in their Visual Diary with completed notes and sketches from selected Art History movements that will be studied each week in class.

TERM 3 – SOCIAL COMMENTARY, PRINTMAKING
PRINTMAKING AND VARIOUS TECHNIQUES (Printmaking)
During this unit, students will develop an understanding and appreciation of silk screen printmaking techniques, processes, theory and artists. Students will be introduced to a set of skills and techniques on how to critically analyse and appreciate fine artworks. Students are to submit a folio of prints and their Visual Process Diary with experimental drawing activities and printmaking theory. By the end of this unit the students will submit a screen-printed artwork which reflects their chosen social issue/concern.

TERM 4 – LANDSCAPES
Students will plan and create a series of artworks inspired from landscape drawings created in the school grounds. They will then interpret their drawings into two resolved artworks using acrylic and watercolour paints.

Examples of Activities and Assessment

- Visual Process Diary
- Folios of Artwork
- Written Tasks including- Essays, Reports and Reviews
- Exam on Art History
- Art Excursions
- Community Based Activities

VET Courses

Trinity College, Beenleigh

RTO number 30527

NATIONALLY RECOGNISED TRAINING

BSB20115/SIR10116 HEADSTART

Qualification description

This course gives year 10 students a head start into employment through a hands on program supported by the Australian Retailers Association. Students start the course by completing a Certificate I in Workplace Skills and Certificate I in Retail Services before completing the ARA's signature *Taste of Retail* program, leading into one week of work experience. Finally, students will undertake a practical resume writing and job interview simulation project.

Refer to training.gov.au for specific information about the qualifications.

Entry requirements

Refer to training.gov.au for specific information about the qualifications.

Duration and location

This is a one-year course delivered in Years 10 on site at Trinity College (RTO 30527)

Delivery modes

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

- face-to-face instruction
- work-based learning
- guided learning
- online training through Cloud Assess.

Fees

There are no additional costs involved in this course

Assessment

Assessment is competency based and completed in a simulated business and retail services environment.
Units of competency are clustered and assessed in this way to replicate what occurs in a business office as closely as possible.

Projects

- Work readiness and time management skills
- Problem solving skills
- Customer service
- Careers planning
- *A Taste of Retail* Program – run by the Australian Retailers Association
- Advanced job preparation, resume writing and job interview techniques

Work placement

Students in year 10 are required to complete one week of structured workplace learning, where they could work in a retail service environment.

Course units

To attain a BSB20115 Certificate I in Workplace Skills, 6 units of competency must be achieved:

Unit code	Title
BSBOPS101	Use business resources
BSBPEF101	Plan and prepare for work readiness
BSBCRT201	Develop and apply thinking and problem solving skills
BSBOPS201	Work effectively in business environments
BSBOPS202	Engage with customers
BSBPEF202	Plan and apply time management

To attain a SIR10116 Certificate I in Retail Services, 5 units of competency must be achieved:

Unit code	Title
SIRXCOM001	Communicate in the workplace to support team and customer outcomes
SIRXIND001	Work effectively in a service environment
SIRXWHS001	Work safely
SIRXIND003	Organise personal work requirements
SIRXIND004	Plan a career in the retail industry

Pathways

This course may articulate into:

- Traineeships in year 11 or 12
- Part time or casual employment in the retail services industry
- Further study of Business or Retail qualifications such as the Diploma of Business or a Certificate III in Retail

See other business or retail qualifications at training.gov.au.

RTO obligation

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 who are deemed competent in all 12 units of competency will be awarded a Qualification and a Record of Results.
Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Trinity College, Beenleigh
RTO number 30527

NATIONALLY RECOGNISED TRAINING

CPC10121 Certificate I in Construction

Qualification description

This qualification was developed primarily to provide a general Vocational Education and Training (VET) in Schools option for students interested in manufacturing below the technician and professional levels. The Certificate I in Construction offers students an opportunity to study at a basic level the principles of manufacturing practice and to apply this knowledge to practical projects.

Areas of the industry they will cover are:

- Carpentry
- Concreting
- Brick and block laying
- Tiling

Refer to training.gov.au for specific information about the qualification.

Entry requirements

Design Technology in Year 9 is recommended, however not essential.

Duration and location

This is a one-year course delivered in Year 10 on site at Trinity College. **This will count as 2 electives.** (RTO 30527)

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include: face-to-face instruction; work-based learning; guided learning; online training.

Fees

There are no additional costs involved in this course

Assessment

Assessment is competency based and completed in a simulated construction environment.
Units of competency are clustered and assessed in this way to replicate what occurs in a construction setting as closely as possible.

Assessment techniques include:

- Folio of work
- Written theory books
- Observations with checklists
- Practical skill performance
- Work placement feedback or evidence gathered through work placement, project assessment and teacher questioning.

Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in a real construction environment.

Course units

Competencies covered in Cert I Construction

Unit code	Title
CPCCWHS1001	Prepare to work safely in the construction industry
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry
CPCCVE1011	Undertake a basic construction project
CPCCCM1011	Undertake basic estimation and costing
CPCCCM2005	Use construction tools and equipment
CPCCOM1013	Plan and organise work
CPCCCM2004	Handle construction materials
CPCCOM1012	Work effectively and sustainably in the construction industry
CPCCOM1014	Conduct workplace communication
CPCCOM1015	Carry out measurements and calculations
CPCCOM2001	Read and interpret plans and specifications

Pathways

This qualification may articulate into:

- Certificate II in Construction
- Diploma in Construction
- Diploma in Engineering
- Diploma in Surveying

See other construction qualifications at training.gov.au.

RTO obligation

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 who are deemed competent in all 11/12 units of competency will be awarded a Qualification and a record of results by Trinity College
Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Trinity College, Beenleigh
RTO number 30527

NATIONALLY RECOGNISED TRAINING

SIT10222 Certificate I in Hospitality

Qualification description

This course is designed to provide students with an insight into the hospitality industry and the opportunities that it presents to young people. This is a highly practical course which gives students an opportunity to complete the full Certificate II in Hospitality and Certificate II in Tourism in Year 11 and Year 12. The course offers studies in the structure and nature of the hospitality industry as well as providing entry level training in a number of hospitality fields such as food and beverage preparation and service, front and back house staff, working in a bar etc. Students will be required to work at designated College functions throughout the course.

Entry requirements

None

Duration and location

This is one-year course delivered in Years 10 on site at Trinity College. (RTO 30527)

Course units

Unit code	Title
BSBTWK201	Work effectively with others
SITXCCS009	Provide customer information and assistance
SITXWHS005	Participate in safe work practices
SITHCCC02	Use food preparation equipment
SITXFSA005	Use hygienic practices for food safety
SITHCCC026	Package Prepared Food Stuffs

RTO obligation

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 who are deemed competent in all 6 units of competency will be awarded a Qualification and a record of results from Trinity College.
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 instruction; work-based learning; guided learning; online training.

Fees

There are no additional costs involved in this course.

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Assessment

Hospitality/ Tourism students may be assessed during a variety of techniques including: -
Computer based tests and assignment –
Hospitality simulations - Oral presentations and role play activities
Field reports

Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in the hospitality industry.

Pathways

Cert II Hospitality
Kitchen attendant
Barista
Food and Beverage attendant

See other qualifications at training.gov.au.

Trinity College, Beenleigh
RTO number 30527

NATIONALLY RECOGNISED TRAINING

CUA20220 Certificate II in Creative Industries

Qualification description
This qualification prepares students to perform a range of mainly routine tasks in the creative industry sectors, to work under direct supervision, and to use limited practical skills and fundamental operational knowledge in a defined context. It is, in essence, a preparatory qualification that can be used as a pathway into a higher level media qualification. It provides students with employability skills such as communication, teamwork, problem solving, planning/organising, initiative and enterprise.

Entry Requirements
A strong interest in Media Industries.

Duration and location
This is a 12-month course delivered in Year 10 on site at Trinity College. (RTO 30527)

Course units

Unit code	Title
BSBTWK201	Work effectively with others
CUAIND211	Develop and apply creative arts industry knowledge
CUAWHS312	Apply work health and safety practices
CUACAM211	Assist in a basic camera shoot
CUADIG211	Maintain interactive content
CUALGT211	Develop basic lighting skills
CUARES201	Collect and organise content for broadcast or publication
CUASOU212	Perform basic sound editing
CUASOU213	Assist with sound recordings
SITXCOM002	Show social and cultural sensitivity

Fees
There are no additional costs involved in this course.

Delivery modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include: face-to-face instruction; guided learning; online training.

Assessment
Assessment for this course includes but is not limited to completing practical tasks, Hands-on activities, group work, responding to case studies, short response tasks and project/folio work

Work placement
Students are provided with the opportunity to do structured workplace learning, where they could work in the Media Industry.

Pathways
Creative Industries provides foundation knowledge and skills required for Senior subjects such as the Certificate III in Screen and Media

See other qualifications at training.gov.au.

RTO obligation
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 who are deemed competent in all 10 units of competency will be awarded a Qualification and a record of results by Trinity College.
Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Trinity College, Beenleigh
RTO number 30527

NATIONALLY RECOGNISED TRAINING

CUA20120 Certificate II in Dance

Qualification description
This two-year certificate course is aimed at those students who wish to develop basic technical skills and knowledge to prepare for work in the live performance industry. This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context in the dance industry, using some discretion and judgement and relevant theoretical knowledge.

Entry requirements
Students needs to have prior dance experience (i.e. dance troupe or external dance school).

Duration and location
This is a one year course delivered to Year 10 on site at Trinity College (RTO 30527)

Course units

Unit code	Title
BSBTWK201	Work effectively with others
CUADAN211	Develop basic dance techniques
CUADAN212	Incorporate artistic expression into basic dance performances
CUAIND211	Develop and apply creative arts industry knowledge
CUAPRF211	Prepare for live performances
CUAWHS111	Follow safe dance practices
CUAWHS211	Develop a basic level of physical condition for dance performance
CUADAN213	Perform basic jazz dance technique
CUADAN215	Perform basic contemporary dance techniques
CUALGT211	Develop basic lighting skills and knowledge

Delivery modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include: face-to-face instruction; guided learning; online training.

Fees
There are no additional costs involved in this course.

Assessment
- Folio of work
- Observation of performances
- Participation in school cultural events
- Video evidence of performances
- Theory Workbooks

Work placement
Students are provided with the opportunity to do structured workplace learning, where they could work in the dance or performing arts industry.

Pathways
The Certificate II in Dance can be used as a pathway into further study options related to the creative arts industry. Successful completion of this qualification allows students to directly enter the workforce and/or follow a path of further tertiary study at a higher level. Continuing studies could include Certificate IV , Diploma or Advanced Diploma course related to the Entertainment Industry.

RTO obligation
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 who are deemed competent in all 10 units of competency will be awarded a Qualification and a record of results through Trinity College.
Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

See other qualifications at training.gov.au.

Completion of this qualification allows students to directly enter Certificate III Dance at Trinity College in year 11 and year 12.

Trinity College, Beenleigh
RTO number 30527

SIS20419 Certificate II in Outdoor Recreation*

Qualification description
This qualification reflects the role of individuals who assist with operational logistics and the delivery of recreational activities. They work under direct supervision and with guidance from those responsible for planning, finalising and delivering activities, including program managers and leaders.

Assistants use a range of fundamental activity techniques during activities and can work in indoor and outdoor recreation environments, adventure learning centres or camps. The combined skills and knowledge provided by this qualification do not provide for a job outcome as a leader and further training would be required before moving into those roles.

Refer to training.gov.au for specific information about the qualification.

Entry requirements
None

Duration and location
This is a one-year course delivered in Year 10 on site at Trinity College (RTO #30527).

Come practical tasks may be completed off site.

*pending application approval

Delivery modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include: face-to-face instruction; work-based learning; guided learning, online training.

Fees
There are no additional costs involved in this course.

Assessment
Assessment for this course includes but is not limited to

- completing practical tasks,
- group work,
- responding to case studies,
- short response tasks
- project/folio work

Work placement
Students have the opportunity to undertake work experience in this field during their year 10 work experience block.

Course units

Unit code	Title
HLTWHS001	Participate in workplace health and safety
SISOFLD001	Assist in conducting recreation sessions
SISOFLD002	Minimise environmental impact
SISXIND002	Maintain sport, fitness and recreation industry knowledge
SISOBWG001	Bushwalk in tracked environments
SISOFLD006	Navigate in tracked environments
SISCAQU002	Perform basic water rescues
TLIH3002	Plan and navigate routes
FSKOCM007	Interact effectively with others at work
CHCVOL001	Be an effective volunteer
HLTAID011	Provide First Aid

Pathways
This qualification provides a pathway to work for any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

RTO obligation
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 who are deemed competent in all 11 units of competency will be awarded a Qualification and a record of results by Trinity College. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Trinity College, Beenleigh
RTO number 30527

NATIONALLY RECOGNISED TRAINING

MSL20122 Certificate II in Sampling and Measurement *

Qualification description

In year 10 students have the option to complete a Certificate II in Sampling and Measurement, which will be centered around the science curriculum.
Qualification description This course is designed to teach students how to manipulate and calibrate common laboratory equipment. This qualification gives students the foundation-level skills to collect, handle and transport samples. Students will get the practical skills and knowledge to work effectively within a laboratory or field workplace. They will learn how to record and store data, perform simple calculations, and present their results. Successful completion of this course will qualify students to gather samples required for a variety of industry testing situations. It will also give them the foundation skills necessary to complete further studies in either environmental sciences, health, or trades.
Refer to training.gov.au for specific information about the qualification.

Entry requirements

Nil.

Duration and location

This is a 12-month course delivered in Year 10 on site at Trinity College (RTO #30527) *pending application approval

Delivery modes

Face to face training will be used during the teaching and learning of this qualification.

Fees

There are no additional costs involved in this course.

Assessment

Assessment for this course includes but is not limited to completing practical tasks, Hands-on activities, group work, responding to case studies, short response tasks and project/folio work

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Course units

To attain a CUA30720 Certificate III in Design Fundamentals, 12 units of competency must be achieved:

Unit code	Title
MSL912002	Work within a laboratory or field workplace
MSL922002	Record and present data
MSL943004	Participate in laboratory or field workplace safety
MSL952003	Collect routine site samples
MSL972002	Take routine site measurements
MSL973025	Perform basic tests
MSMENV272	Participate in environmentally sustainable work practices

Work placement

Students are provided with the opportunity to do structured workplace learning

Pathways

This qualification may articulate into:

- Tester/Sampler
- Food Manufacturing Tester
- Air Sampler
- Sample Courier
- Field Assistant
- Laboratory Attendant

See other financial qualifications at training.gov.au

RTO obligation

RTO obligation 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 who are deemed competent in all 8 units of competency will be awarded a Qualification and a record of results by Trinity College. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Trinity College, Beenleigh
RTO number 30527

NATIONALLY RECOGNISED TRAINING

SIS20321 Certificate II in Sports Coaching

Qualification description

This qualification reflects the role of individuals who apply the skills and knowledge to conduct pre-planned coaching sessions with foundation level participants in a specific sport.

This qualification pathway to work in assistant coaching roles working or volunteering at community based sports clubs and organisations in the Australian sport industry. Individuals with this qualification use a defined and limited range of basic coaching skills to engage participants in a specific sport and are involved in mainly routine and repetitive tasks using limited practical skills and basic sport industry knowledge. They work under the supervision of a coach.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

None

Duration and location

This is a one-year course delivered in Year 10 on site at Trinity College (RTO #30527).

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include: face-to-face instruction; work-based learning; guided learning, online training.

Fees

There are no additional costs involved in this course.

Assessment

Assessment for this course includes but is not limited to

- completing practical tasks,
- group work,
- responding to case studies,
- short response tasks
- project/folio work

Work placement

Students are required to undertake refereeing, officiating and coaching sessions which may occur offsite.

Course units

Unit code	Title
HLTAID011	Provide First Aid
SIRXWHS001	Work safely
SISSSCO002	Work in a community coaching role
SISSSCO001	Conduct sport coaching sessions with foundation level participants
SISSSOF003	Officiate sport competitions
SISXCAI001	Provide equipment for activities
SISSSOF001	Work as an official in sport

Pathways

- Certificate III in Fitness
- Certificate III in Sport and Recreation
- Level 1 Coaching and officiating

RTO obligation

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 who are deemed competent in all 8 units of competency will be awarded a Qualification and a record of results by Trinity College. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Trinity College, Beenleigh
RTO number 30527

NATIONALLY RECOGNISED TRAINING

CUA30720 Certificate III in Design Fundamentals *

Qualification description

This qualification reflects the role of individuals who are developing a broad range of technical and conceptual design skills and who take responsibility for own outputs in work and learning. Practice at this level is underpinned by the design process and introductory theory and history for a range of design contexts.

The outcomes of this qualification apply to those working in design roles across different work environments. The job roles that relate to this qualification may include Design Assistant, Junior Graphic Design Assistant and Junior Interior Design or Decorator Assistant. It also provides a pathway to other junior design assistant roles.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

Nil.

Duration and location

This is a two-year course delivered in Years 11 and 12 on site at Trinity College Beenleigh. *Pending application approval (RTO 30527)

Delivery modes

Face to face training will be used during the teaching and learning of this qualification.

Fees

There are no additional costs involved in this course.

Assessment

Assessment is competency based. Units of competency are clustered and assessed in this way to replicate artistic process follow in industry.

Assessment techniques include:

- Observation
- Folios of work
- Questioning
- Projects

Course units

- To attain a CUA30720 Certificate III in Design Fundamentals, 12 units of competency must be achieved:

Unit code	Title
CUAACD311	Produce drawings to communicate ideas
CUADES201	Follow a design process
CUADES301	Explore the use of colour
CUADES302	Explore and apply the creative design process to 2D forms
CUADES304	Source and apply design industry knowledge
CUAPPR311	Produce creative work
CUAWHS312	Apply work health and safety practices
CUAACD313	Produce technical drawings
CUAACD314	Make scale models
CUAACD312	Produce computer-aided drawings
CUAANM313	Create 3D digital models
CUADES305	Source and apply information on the history and theory of design

Work placement

- Students are provided with the optional opportunity to do structured workplace learning, where they could work in a real artistic environment.

Pathways

This qualification may articulate into:

- Cert IV Design
- Diploma of Graphic Design
- Bachelor or Design, Bachelor of Architecture

See other financial qualifications at training.gov.au

RTO obligation

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 who are deemed competent in all 15 units of competency will be awarded a Qualification and a Record of Results.

Trinity College, Beenleigh
RTO number 30527

NATIONALLY RECOGNISED TRAINING

ICT30120 Certificate III in Information Technology (Animation/ Game Development)

Qualification description
Put yourself at the forefront of new technology and development with a qualification that will set you up with a career as an IT professional. Increase your knowledge of industry-standard applications and learn about caring for hardware and more advanced features in operating systems, fault-finding, and creating games.

Refer to training.gov.au for specific information about the qualification.

Entry requirements
Students must have good written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects. Junior Digital Technologies is beneficial, however not compulsory.

Duration and location
This is a three-year course delivered in Years 10 to 12 on site at Trinity College. (RTO 30527)

Course units

Unit code	Title
BSBCRT301	Develop and extend critical and creative thinking skills
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients
ICTICT430	Apply introductory object-oriented language skills
CUAANM301	Create 2D digital animations
CUAANM302	Create 3D digital animations
ICTDMT405	Produce interactive animations
ICTGAM304	Develop three-dimensional (3D) models for digital games
CTGAM305	Apply simple textures and shading to three-dimensional (3D) models for digital games
ICTGAM306	Review and apply traditional animation principles

RTO obligation
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.

Assessment
- Folio of work
- Review of existing products
  Providing ICT advice to client (workplace simulations and roleplays)
- Building 3D assets, programming games and apps using C#.

Work placement
Students are provided with the opportunity to do structured workplace learning, where they could work in the IT industry

Pathways
Diploma of IDMT, Bachelor of IT.
See other qualifications at training.gov.au.

See other qualifications at training.gov.au.

Fees
There are no additional costs involved in this course.

Delivery modes
A range of delivery modes will be used during the teaching and learning of this qualification. These include: face-to-face instruction; work-based learning; guided learning; online training.

Students who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results by Trinity College. Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Trinity College, Beenleigh
RTO number 30527

NATIONALLY RECOGNISED TRAINING

ICT30120 Certificate III in Information Technology (Programming / Web Development)

Qualification description

Put yourself at the forefront of new technology and development with a qualification that will set you up with a career as an IT professional. Increase your knowledge of industry-standard applications and learn about caring for hardware and more advanced features in operating systems, fault-finding, and creating games.

Refer to training.gov.au for specific information about the qualification.

Entry requirements

Students must have good written and spoken communication skills and an enthusiasm / motivation to participate in a range of projects. Junior Digital Technologies is beneficial, however not compulsory.

Duration and location

This is a three-year course delivered in Years 10 to 12 on site at Trinity College. (RTO 30527)

Course units

Unit code	*Title*
BSBCRT301	Develop and extend critical and creative thinking skills
BSBXCS303	Securely manage personally identifiable information and workplace information
BSBXTW301	Work in a team
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
ICTSAS305	Provide ICT advice to clients
ICTICT430	Apply introductory object-oriented language skills
ICTPRG435	Write scripts for software applications
ICTWEB304	Build simple web pages
ICTWEB306	Develop web presence using social media
ICTWEB431	Create and style simple markup language documents
ICTICT438	Select, configure and deploy software and hardware testing tools

RTO obligation

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 who are deemed competent in all 12 units of competency will be awarded a Qualification and a record of results by Trinity College.
Students who achieve at least one unit of competency (but not the full qualification) will receive a Statement of Attainment.

Assessment

- Folio of work
- Review of existing products
  Providing ICT advice to client (workplace simulations and roleplays)
- Building websites and programming to python

Work placement

Students are provided with the opportunity to do structured workplace learning, where they could work in the IT industry

Pathways

Diploma of IDMT, Bachelor of IT.
See other qualifications at training.gov.au.

See other qualifications at training.gov.au.

Fees

There are no additional costs involved in this course.

Delivery modes

A range of delivery modes will be used during the teaching and learning of this qualification. These include: face-to-face instruction; work-based learning; guided learning; online training.


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