

**ST COLUMBA'S CATHOLIC COLLEGE**



**YEAR 10 ELECTIVE SUBJECTS**

**Information booklet**

**2020**

# Introduction

Dear Year 10 students,

This booklet provides you with an outline of the elective courses on offer for Year 10, 2020. Please be aware that these courses can only go ahead if there have enough students choose them.

Students, this represents a significant step in your education as it provides an opportunity for you to make choices about some subjects you will study next year. The process of decision making is a challenging one and you will be supported in this by your teachers and parents. Ultimately, however, this is your decision and we anticipate that you will make it wisely.

Be aware that next year marks the continuation of your Record of School Achievement (RoSA) that is accumulated over Years 9 and 10. Your elective subjects should be an area of study that you enjoy and in which you believe you can do well.

The next year is an important foundation for your senior studies. The preparation for this time in terms of selection of electives is one critical step in this process.

I also challenge you to give serious consideration to the goals you set for yourself for next year. I would hope that you acknowledge your responsibility to do your personal best and to gain as much from your educational experiences as possible. I would also expect that you would give serious thought to how you are able to contribute to our Catholic community. In the quality of your relationships with staff and students, in your academic endeavours, in your involvement in a range of extra-curricular activities, you can make an important contribution to St Columba's.

I wish you well as you undertake this important process of preparing for Year 10.



Mr Paul Ryan  
Principal

# School Life in Years 9 and 10

## ***Thinking about Years 7 and 8***

The first two years of Catholic College are very different to Primary School.

- A new and bigger school.
- You have met many new people, both students and staff.
- You are the youngest students in the school rather than the oldest.
- You are studying many new subjects.
- You have become accustomed to many new school rules.

## ***Looking ahead to Year 10***

1. You will continue to be able to make choices about what subjects you study..
2. It will be assumed by your teachers that because you have chosen the course, then you will be ready to work hard.
3. You are laying the foundations for your studies in Year 11 and 12. It is important that you develop useful study habits:
  - Keep a homework diary in which all learning preparation is recorded.
  - Being organised for every class i.e. having the correct books and equipment.
  - Following a study timetable at home.
  - Planning ahead to complete your assessment tasks on time.

# Elective Courses

# Agricultural Technology

## **KLA: Technology and Applied Studies (TAS)**

### **Course Content**

Through the study of Agricultural Technology students develop knowledge, understanding and skills which enable the student to contribute positively to their own lifestyle and to the social, economic and environmental future of Australia. The course provides scope for students to explore the many and varied career opportunities in agriculture and its related service industries. It also provides students with opportunity to experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities.

In Agricultural Technology students study the essential content of interactions, management and sustainability within the context of agricultural enterprises. Students will also undertake a range of related practical activities.

A range of enterprises may be studied, with both a practical and theoretical approach, including:

- Poultry Production
- Vegetable Production
- Sheep Production
- Beef Production
- Winter Cropping

Practical work reinforces their understanding of concepts and a minimum of 50 per cent of the allocated course time consists of practical work.

### **Recommendations and Restrictions**

Students will be required to meet all safety expectations as they participate in practical work.

### **Assessment**

Students are assessed on their practical skills and their understanding of the content. Assignments are practical and theoretical in orientation and ongoing observation of practical work is a key component of assessment.

# Commerce

## **KLA: Human Society and Its Environment (HSIE)**

### **Course Content**

Commerce provides knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

Central to the course is the development of an understanding of the relationship between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. Students engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community.

To function competently in our democratic and pluralistic society, students need to develop the ability to research information, evaluate options and participate in collaborative decision-making by evaluating a range of consumer, financial, business, legal and employment strategies. In examining these they also develop attitudes and values that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

Students will study the following core topics in Year 10

- Law and Society
- Employment Issues

Students must complete a minimum of five of the following option topics:

Investing	Towards Independence	Our Economy
Promoting and Selling	Political Involvement	Community Participation
E-Commerce	Travel	Running a Business
Global Links	Law in Action	School Developed Option

### **Assessment**

Assessment will be based on a number of activities which could include library research, research in the local community, poster design, simulation exercises, comprehension exercises, worksheets, group assignments, oral reports, tests and skills exercises based on media reports, graphs, charts and statistics and multimedia presentations.

# Drama

## **KLA: Creative Arts**

### **Course Content**

Drama students will engage in exciting opportunities to explore a variety of social issues which impact their lives, including Indigenous and multicultural perspectives. In practical workshops, students will learn about the theatrical world (performance, directing, design and scriptwriting). Students will develop the confidence to better articulate their beliefs about themselves and the world we live in.

Drama students learn about our world through: **making** (seminars/workshop activities), **performance** (acting) and **appreciating** (research, reflection and evaluation of their work and others). Through learning to be effective collaborators and problem solvers Drama students will be equipped with the interpersonal skills vital for success in the modern world.

Students will study some of the following key areas:

- Improvisation and Mime
- Developing Acting Skills
- Play Building – developing a play from an idea-script to performance
- Mask And Physical Theatre, Clowning and Street Theatre
- Production Skills – lighting, sound, stagecraft
- Stage Design – props, costumes, sets
- History of Theatrical Traditions and Performance Styles from Greek to Modern 21<sup>st</sup> Century, Documentary Theatre
- Directing and Stage Management
- Using Information Technology – word processing, internet research, audio-visual video and playback
- Evaluating and Reviewing Live Performances

### **Recommendations and Restrictions**

Drama is suitable for students who enjoy **active, collaborative learning environments, performing** and/or, wish to **further develop/improve their self-confidence** and **communication skills**. This course is not just for students seeking employment in entertainment industry courses but any career where problem solving, flexibility, critical thinking and effective collaboration skills are valued and/or required.

### **Assessment**

Students will be assessed through individual and group performance pieces, class participation in workshops, journal writing, individual projects, written reviews, essays and recording work in a logbook.

# Food Technology

## **KLA: Technology and Applied Studies (TAS)**

### **Course Content**

The study of Food Technology provides students with a broad knowledge and understanding of food processing and preparation. It addresses the importance of hygiene and safe work practices. It also provides students with a context through which to explore the richness, pleasure and variety that food adds to life.

This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

Students study core content related to food preparation, food processing, nutrition and food consumption. This content is presented through each focus areas such as:

- Food in Australia
- Food Equity
- Food Product Development
- Food Selection and Health
- Food Service and Catering
- Food for Special Needs
- Food for Special Occasions
- Food Trends

Through practical experience, students will develop the skills of food preparation by designing, producing and evaluating food items related to the focus areas studied.

Students undertake a broad range of practical activities and will generally cook once or twice per fortnight.

### **Recommendations and Restrictions**

A white cooking apron and cap is essential. This can be purchased from the school uniform shop.

### **Assessment**

Assessment will be based on a variety of tasks covering students' knowledge and skills in both written and practical areas.

# Industrial Technology- Timber

## **KLA: Technology and Applied Studies (TAS)**

### **Course Content**

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. Students will study two core modules that develop knowledge and skills in the use of materials, tools and techniques related to timber.

Some of the topics students will learn about include:

- The safe use, handling and maintenance of hand, power and machine tools.
- The properties and working characteristics of solid timber and manufactured boards.
- A range of processes and techniques used for preparing, joining and finishing timber.
- Design principles and processes.
- Project sequencing, costing and time management.
- How to read, interpret and produce working drawings.
- Industrial processes and career paths in the timber industry.
- The effects of the timber industry on society and the environment.

Projects promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course. The majority of the course time is taken up by practical project experiences which could include the construction of:

- Furniture items
- Decorative timber products
- Storage and transportation products
- Small step ladders or similar
- Storage and display units

### **Recommendations and Restrictions**

This subject would suit students who:

- are interested in pursuing a career in a timber trade or profession.
- wish to develop practical skills for daily life.
- would like to learn the craft of woodworking for personal interest.

Students are required to meet all safety expectations during practical work.

### **Assessment**

Student assessment will be based on the completion of:

- Practical projects and management folios
- Technical drawing tasks
- Research and written assessment tasks

# Information and Software Technology

## **KLA: Technology and Applied Studies (TAS)**

### **Course Content**

The study of Information and Software Technology assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experimental and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions.

This course integrates the study of core content within the context of options delivered through projects. The core content includes:

- Design, Produce and Evaluate
- Data Handling
- Hardware
- Issues
- Past, Current and Emerging Technologies
- People
- Software

The options that the core content will be integrated with include:

- Artificial Intelligence, Simulation and Modelling
- Authoring and Multimedia
- Database Design
- Digital Media
- Internet and Website Development
- Networking Systems
- Robotics and Automated Systems
- Software Development and Programming

### **Recommendations and Restrictions**

The Information and Software Technology course is designed for students who:

- identify Computing Studies as a valuable area of study
- regard the computer as a tool that they can learn to control in order to improve the quality of their lives
- would like to further improve their existing personal computer skills

### **Assessment**

Assessment is continuous throughout the course and a wide range of assessment procedures are used. These include research projects, practical assignments, fieldwork and teacher observation of students at work.

# Japanese

## **KLA: Languages other than English (LOTE)**

### **Course Content**

The study of Japanese provides access to the language and culture of one of the global community's most technologically advanced societies and economies. Students will learn about and experience modern Japanese culture as well as traditional aspects of Japanese culture. Students will read and utilise modern pop culture such as anime and manga to learn to communicate in Japanese authentically.

Japanese enhances students' overall literacy and linguistic skills by contrasting grammar and sentence construction with English. This subject also contributes to building intercultural understanding and tolerance of cultural differences.

Students learn how to read and write in Japanese, and develop skills in listening and speaking. The topics students will learn include:

- self-introduction and family
- interests, likes and dislikes e.g food, sports etc
- leisure and daily activities
- school and subjects
- shopping and traveling in Japan
- tell the time, talk about the weather and other simple topics
- Japanese festivals and culture

There will be a cultural excursion where students will participate in cultural workshops such as calligraphy, traditional Japanese kimono wearing and have the opportunity to taste authentic Japanese food at a restaurant or Japanese packed lunch; obento.

Students in elective Japanese courses have an opportunity to take part in the study trip to Japan which St Columba's offers every second year through the successful sister school relationship with Hokusetsu Sanda Senior High School, in Japan.

There will also be an opportunity for two Year 10 students to take part in the 6 Month exchange program to study at our sister school, one of the best selective schools in the Kansai region; Hokusetsu Sanda Senior High School, in Japan.

## **Recommendations and Restrictions**

Japanese is an ideal course for those who are interested in another culture and enjoy the challenge of learning a new language. The study of Japanese provides students with opportunities for continued learning and for future employment, both domestically and internationally, in areas such as business, tourism, hospitality, technology, media and international relations.

## **Assessment**

Students will be assessed on the four main areas of speaking, listening, reading and writing in a variety of tasks including:

- creative writing in Japanese
- role play
- listening activities
- Kanji (character) recognition
- Online activities
- Utilising technology to create own work such as presentations/videos
- Research tasks on Japanese culture and lifestyle

# Music

## **KLA: Creative Arts**

### **Course Content**

This course provides an opportunity for those students wanting to perform, compose and understand music. Students develop valuable skills as a musician and as a member of an ensemble. The course provides students with an opportunity to learn about different musical genres and styles. All students will be given the opportunity to learn popular songs and perform them in a band setting. As part of their ensembles, students will perform at a variety of school events. Students will also be encouraged to record their own compositions.

Students will learn to:

- Play music of various styles.
- Play and understand a variety of instruments.
- Experiment with music technology.
- Discuss and apply musical concepts objectively, creatively and professionally.
- Work with other musicians as a cohesive group.
- Apply genre specific characteristics to the performances and compositions.
- Maintain an organised and disciplined approach to the overall practice of music.

### **Recommendations and Restrictions**

Music helps a student develop language and reasoning, gives them a sense of achievement, teaches discipline, and promotes creative thinking. Prior musical experience is not essential as this program offers opportunities to students of all abilities, from beginners through to advanced musicians. Students should have an interest and commitment to the aural, theoretical and compositional aspects of the course as well as the practical. Students who have previous experience in music will be given the opportunity to extend their skills through more challenging musical activities.

### **Assessment**

Students will be assessed through individual and group performances, participation in class workshops, portfolio work and listening tasks as well as composition activities.

# Physical Activity and Sports Studies

## **KLA: PDHPE**

### **Course Content**

Physical Activity and Sport Studies provides a comprehensive study of physical activity and movement. It incorporates a study of the way the body functions and how to prepare to move efficiently in a variety of contexts. It includes study of the social issues related to physical activity and its role in the lives of the individual and Australian society. It also has a focus on moving with skill in order to enjoy participation and to achieve performance goals.

The content is organised in modules within the following three areas of study:

- Foundation of Physical Activity
- Physical Activity and Sport in Society
- Participation and Performance

A further requirement of the course is a strong focus on practical application in relation to a range of movement applications. These may include:

- Aerobics and Fitness
- Aquatics
- Athletics
- Games
- Gymnastics
- Outdoor Education
- Recreational Pursuits

### **Recommendations and Restrictions**

Students will need to be interested in both theoretical and practical aspects of sport and physical activities. The course promotes healthy and active lifestyles with each unit making students aware of the needs of their bodies to live life to its fullest capacity. Secondly we promote excellence through the use of extensive mixed abilities activities, extension questions, group work and a challenging curriculum.

### **Assessment**

Assessment is in the form of both practical and theoretical tasks with a variety of methods used to ascertain the achievements of the education outcomes of the syllabus.

# Textiles Technology

## **KLA: Technology and Applied Studies (TAS)**

### **Course Content**

A study of Textiles Technology provides students with the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles. Project Work that includes experimentation and the use of a wide range of resources such as fibres, yarns, dyes, printers and e-textiles will enable students to create projects that express their own design ideas.

The majority of the course time is taken up by practical project experiences which may be developed from the following areas:-

- Apparel – includes clothing and accessories such as hoodies, pyjamas and jackets.
- Furnishing – includes items such as cushions.
- Costume – includes fancy dress costumes and masks.
- Textile Arts – includes wall hangings and wearable art.
- Non-apparel items – includes bags, kites and backpacks.

Students learn about the principles of design and Australian designers. We also learn about textiles in other cultures and the properties of various fibres, yarns and fabrics.

### **Recommendations and Restrictions**

This course is suitable for all students who enjoy being creative. No previous sewing experience is needed. This can be a valuable course for students seeking employment in creative industries and provides valuable skills for use in everyday life.

Students will need to purchase some equipment and materials for their projects.

### **Assessment**

Students will be assessed on:-

- Practical projects
- Research
- Documentation of project work

# Visual Arts

## **KLA: Creative Arts**

### **Course Content**

Visual Arts provides students with specialised learning opportunities to investigate the practice of making artworks and critically and historically interpret art informed by the students understanding of practice, the conceptual framework and the frames.

A broad range of activities are offered to develop particular and personal interest. The students will make artworks and critically and historically interpret artworks in selected areas such as :

- Drawing
- Painting
- Ceramics
- Printmaking
- Digital Imaging
- Photography
- Sculpture
- Graphics
- Computer Based Technologies

### **Recommendations and Restrictions**

This course is suitable for students who enjoy being creative and have a keen interest in making and studying artworks.

### **Assessment**

Students will be assessed on:

1. Artmaking activities based on specific practice, the conceptual framework and the frames
2. The Visual Arts Diary, documenting the development of ideas, processes, research and evaluation
3. Critical and historical study of Visual Arts

# Visual Design

## **KLA: Creative Arts**

### **Course Content**

Visual Design provides students with specialised learning opportunities to investigate the practice of making design artworks and critically and historically interpret designs, informed by the students understanding of practice, the conceptual framework and the frames.

A broad range of activities are offered to develop particular interests and skills through areas of print, objects and space-time design such as:

- Posters
- Multimedia
- Advertising
- Illustration
- Typography
- Jewellery
- Ceramics
- Textiles
- Theatre design

### **Recommendations and Restrictions**

This course is suitable for students who enjoy being creative and have a keen interest in applied arts, design and computer based technologies.

### **Assessment**

Students will be assessed on:

1. Design artmaking activities based on specific practice, the conceptual framework and the frames
2. The Visual Design Journal documenting the development of ideas, processes, experiments and evaluations
3. Critical and historical interpretations of designs

# Early Commencement of Stage 6 VET Courses

## Early Commencement of Stage 6 VET Courses

A broad range of Stage 6 VET courses are available that contribute towards the Higher School Certificate (HSC).

Early commencement of a Stage 6 VET course means that a student in Year 9 or 10 undertakes a Stage 6 VET course while continuing to complete the mandatory curriculum requirements for Stage 5 and any school system curriculum requirements. These students will commence the accumulation of HSC units of credit while concurrently completing the requirements for Years 9 or 10.

Students in Year 10 undertaking a Stage 6 VET course will be required to meet all Stage 6 VET course requirements listed in the syllabus or endorsed course description. These include studying a minimum 120 hours of the VET course, addressing the HSC Content or HSC Requirements and Advice (for examinable units of competency in industry curriculum framework courses) as well as meeting mandatory work placement requirements.

Students in Year 10 undertaking a Stage 6 VET course must complete the HSC: All My Own Work program (or its equivalent) before commencing the course.

St Columba's Catholic College will be offering early commencement of Stage 6 VET courses in the following courses:

- Hospitality (Food and Beverage)
- Construction
- Primary Industries

### Patterns of study

All courses offered for the Higher School Certificate have a unit value. Subjects have a value of 1 unit or 2 units. Most courses are 2 unit courses. Each unit involves class time of approximately 2 hours per week (60 hours per year). In the HSC, each unit has a value of 50 marks. Hence, a 2 unit course has a value of 100 marks.

To qualify for the Higher School Certificate, students must satisfactorily complete a Preliminary pattern of study comprising **of at least 12 units** and an HSC pattern of study comprising **at least 10 units**. Both patterns must include:

- at least six units from Board Developed courses;
- at least two units of a Board Developed course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed courses);
- at least four subjects.

## Vocational Education and Training Courses (VET)

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses that are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). This national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students must spend in the workplace. At the end of their HSC students receive documentation showing the competencies gained during the course.

- All VET Curriculum Framework courses are dual-accredited courses. This means that students will not only finish with a HSC but also an Industry recognised credential such as a Certificate Level II or a Statement of Attainment. These credentials are recognised by TAFE and by Industry. Students who go onto further education can use these credentials to gain credit transfer, which means they will not be required to re-sit these subjects at TAFE. This could mean they finish their course faster.
- These courses have been designed in conjunction with Industry and are taught to Industry standards. All teachers undertake additional training, which allows them to teach these courses.
- All Curriculum Framework courses are very practical and ‘hands on’. They are designed for students who may wish to build a career in these Industry areas.
- Most curriculum Framework courses are run at St Columba’s Catholic College. Some courses require students to purchase uniforms, textbooks or other equipment eg:-
  - Hospitality – uniform and/or knife kit
  - Construction – steel capped boots and protective clothing
- A mandatory part of all Curriculum Framework courses require students to undertake **70 hours of work placement** in industry.

Further information about each VET course appears in the section listing the HSC courses available.

VET courses are Category B courses for the purposes of calculating an ATAR. **The examination mark from ONE (1) Category B course may be included in the calculation of a student’s Australian Tertiary Admission Rank (ATAR). English Studies and Mathematics Standard 1 are also both Category B courses.** Students who study **English Studies** and

want to receive an ATAR need to remember that at least 2 units of English must be included in the ATAR calculation. Therefore English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses.

### **Board Endorsed Courses**

There are three main categories of Board Endorsed courses — Content Endorsed courses (CEC's), School Developed Board Endorsed courses and University Developed Board Endorsed courses. Content Endorsed courses are developed by the Board to cater for a wide variety of students in areas of specific need. School Developed courses are designed by an individual school, or group of schools, to meet the local needs of a group of students. When completed as HSC courses, Board Endorsed courses are not externally examined and have only an unmoderated internal assessment mark from the school recorded on the Higher School Certificate Record of Achievement. Results in these courses are **not eligible** for inclusion in the calculation of the Australian Tertiary Admission Rank (ATAR). TAFE delivered CEC's and VET CEC's are categories of Content Endorsed courses. These are reported without a mark and are **not** eligible for inclusion in the calculation of the ATAR. Board Endorsed Courses count towards the Higher School Certificate and appear on your Record of Achievement.

**At St Columba's Catholic College each student must study at least ONE (1) unit of Religion.**

**For Year 11 students may select a minimum of 12 units and a maximum of 13 units. This requirement will meet NESA and School regulations.**

A maximum of **6 units** of Science may be included in the Year 11 pattern of study. From 2019, a maximum of **7 units** of Science may be included in the Year 12 pattern of study.

### **Satisfactory Completion of a Course**

The following course completion criteria refer to both Preliminary and HSC courses.

#### **Course Completion Criteria**

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- (a) **followed** the course developed or endorsed by the Board; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes.

## Vocational Education and Training (VET)

### BOARD DEVELOPED VET CURRICULUM FRAMEWORK COURSES OFFERED

Subjects	Courses
Construction	Construction (240 hours)
Hospitality	Hospitality (240 hours)
Primary Industries	Primary Industries (240 hours)

## Assessment

### Competency Based Assessment

- VET courses are competency based. This requires students to develop the competencies, skills and knowledge described by each unit of competency.
- Students must demonstrate to a qualified assessor that they can effectively carry out the various tasks to the standard required in the appropriate industry to be assessed as competent. When a unit of competency is met, is signed off by the assessor in the Student Competency Record Book.
- Competency based assessment determines the vocational qualification that a student will receive.
- If a student exits the course at the end of Year 10, or at any other time, they will receive a Statement of Attainment indicating the competencies they have successfully completed.

### External Based Assessment

- The Higher School Certificate (HSC) examination for Industry Curriculum Framework (240 hours) courses will involve a written examination made up of multiple choice items, short answers and extended response items.
- The questions will be drawn from the examinable units of competency identified in the HSC examination specifications in Part A of the Board of Studies syllabus.
- The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive AQF qualifications.
- The HSC examination is **optional**.
- Students requiring that their chosen VET course is eligible for an ATAR must complete the HSC examination in this course.

## Primary Industries

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<b>Training Package:</b>	<b>AHC Agriculture, Horticulture and Conservation and Land Management</b>
<b>RTO:</b>	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
<b>Category:</b>	B – Board Developed Course
<b>Unit Value:</b>	2 Unit Preliminary Course 2 Unit HSC Course
<b>Qualification:</b>	AHC20116 Certificate II in Agriculture
<b>Contributes to the ATAR:</b>	Yes
<b>Course Description &amp; Content:</b>	This qualification provides an entry-level occupational outcome in agriculture. The qualification enables individuals to select a livestock production or cropping context as a job focus or, in the case of mixed farming enterprises, both.
<b>Units include:</b>	
•	AHCOHS201 Participate in OHS Processes
•	AHCWRK209 Participate in environmentally sustainable work practices
•	AHCCHM201 Apply chemicals under supervision
•	AHCWRK201 Observe and report on weather
•	AHCWRK204 Work effectively in the industry
•	AHCLSK202 Care for health and welfare of livestock
•	AHCPMG202 Treat plant, pests, diseases and disorders
•	AHCPMG201 Treat weeds
•	AHCWRK205 Participate in workplace communications
•	AHCINF201 Carry out basic electric fencing operations
•	AHCINF202 Install, maintain and repair farm fencing
•	AHCLSK204 Carry out regular livestock observation
•	AHCLSK205 Handle livestock using basic techniques
•	AHCLSK207 Load and unload livestock
•	AHCLSK211 Provide feed for livestock
•	AHCMOM202 Operate tractors
•	AHCMOM203 Operate basic machinery and equipment
•	AHCLSK209 Monitor water supplies
<b>Eligibility for Qualification:</b>	Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for a <b>AHC20116 Certificate II in Agriculture</b> . Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.
<b>Course Costs:</b>	<b>Additional fee charges for student consumables apply to this course</b> Students are also required to purchase steel cap boots, goggles and earmuffs.

## Hospitality

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Training Package: SIT - Tourism, Travel and Hospitality

RTO: 90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta

Category: B – Board Developed Course

Unit Value: 2 Unit Preliminary Course  
2 Unit HSC Course

**Qualification:** SIT20316 Certificate II in Hospitality

**Contributes to the ATAR:** Yes

**Course Description & Content:** This course is for students interested in the Hospitality industry. This course provides opportunities for students to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the hospitality industry including employability skills. This industry is suitable for students who have a passion for food, are prepared to work in a fast paced environment, take instructions well and follow through with tasks assigned, have the ability to work in a team, a good eye for detail and have a 'can-do' attitude and approach.

**Units include:**

·	BSBWOR203	Work effectively with others
·	SITXWHS001	Participate in safe work practices
·	SITHIND002	Source and use information on the hospitality industry
·	SITXFSA001	Use hygienic practices for food safety
·	SITXCCS003	Interact with customers
·	SITHIND003	Use hospitality skills effectively
·	SITXCOM002	Show social and cultural sensitivity
·	SITHFAB004	Prepare and serve non-alcoholic beverages
·	SITHFAB005	Prepare and serve espresso coffee
·	SITHFAB007	Serve food and beverage
·	SITXFSA002	Participate in safe food handling practices
·	SITHCCC002	Prepare and present simple dishes
·	SITHCCC003	Prepare and present sandwiches
·	SITHCCC001	Use food preparation equipment
·	SITHKOP001	Clean kitchen premises and equipment

**Eligibility for Qualification:** Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for Certificate II in Hospitality. Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.

**Course Costs:** Students are also required to purchase a Food & Beverage uniform and leather closed in shoes.

## Construction

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<b>Training Package:</b>	<b>CPC08 Construction, Plumbing and Services</b>
<b>RTO:</b>	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
<b>Category:</b>	B – Board Developed Course
<b>Unit Value:</b>	2 Unit Preliminary Course 2 Unit HSC Course
<b>Qualification:</b>	CPC20211 Certificate II in Construction Pathways
<b>Contributes to the ATAR:</b>	Yes
<b>Course Description &amp; Content:</b>	<p>This course provides students with the opportunity to gain knowledge and skills in a range of activities and functions in a <b>construction setting</b>. Units within this course focus on developing the skills required to work effectively within the industry including occupational health and safety procedures, industry awareness, communicating with others, reading and interpreting plans and specifications, measuring and calculating, and handling construction tools and equipment. Students also gain a <b>Whitecard</b> which allows them to access construction sites provided they meet the competencies within the safety units.</p>
<b>Units include:</b>	
	<ul style="list-style-type: none"><li>• CPMCCM1012A Work effectively and sustainably in the construction industry</li><li>• CPMCCM1013A Plan and organise work</li><li>• CPMCCM1014A Conduct workplace communication</li><li>• CPMCCM1015A Carry out measurements and calculations</li><li>• CPMCCM2001A Read and interpret plans and specifications</li><li>• CPMCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</li><li>• CPMCCM2005B Use construction tools and equipment</li><li>• CPMCCWHS1001 Prepare to work safely in the construction industry</li><li>• CPMCCBL2001A Handle and prepare bricklaying and blocklaying materials</li><li>• CPMCCBL2002A Use bricklaying and blocklaying tools and equipment</li><li>• CPMCCCA2002B Use carpentry tools and equipment</li><li>• CPMCCCA2011A Handle carpentry materials</li><li>• CPMCCCM2004A Handle construction materials</li><li>• CPMCCCO2013A Carry out concreting to simple forms</li><li>• CPMCCCM2006B Apply basic levelling procedures</li></ul>
<b>Eligibility for Qualification:</b>	Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for <b>Certificate II in Construction Pathways</b> . Students achieving at least one unit of competency will be eligible for an <b>AQF Statement of Attainment</b> showing partial completion of their qualification.
<b>Course Costs:</b>	<p><b>Additional fee charges for student consumables apply to this course.</b></p> <p>Students are also required to purchase steel cap boots, high visibility top for work placement, and may need a textbook.</p> <p>Students will have to pay \$25.00 for compulsory WhiteCard course. Students who are not competent in the Whitecard Course when it is examined are required to do the Whitecard course through an external provider.</p>

