

**ST COLUMBA'S CATHOLIC COLLEGE**



**YEAR 10 ELECTIVE SUBJECTS**  
**Information Booklet**

**2021**

# Introduction

Dear Year 9 students,

This booklet provides you with an outline of the elective courses on offer for Year 10, 2021. Please be aware that these courses can only go ahead if we 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.

A handwritten signature in black ink, appearing to read 'P. Ryan', with a stylized flourish at the end.

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 an 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 undertake a range of practical experiences that occupy the majority of course time. Practical experiences may include fieldwork, small plot activities, laboratory work, plant and animal husbandry activities, and visits to commercial farms and other parts of the production and marketing chain.

To satisfy the requirements of a 100-hour course students must complete the CORE A topics and to satisfy the requirements of the a 200-hour course students must complete both the CORE A and the CORE B topics.

### **CORE A Topics**

- Introduction to Agriculture - a broad overview of plant and animal-related concepts.
- Plant Production 1 - understand plant production in the context of plant-based enterprises.
- Animal Production 1 - understand animal production in the context of animal-based enterprises.

### **CORE B Topics**

- Agricultural Systems & Management - an in-depth study of the complexity of agriculture..
- Plant Production 2 - an in-depth look at plant production in plant-based enterprises.
- Animal Production 2 - an in-depth look at animal production in animal-based enterprises.

### **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, society and Political Involvement
- The Economic and Business Environment

Students will study a selection of the following Options:

- Law in Action
- Towards Independence

### **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.

# Design and Technology

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

### **Course Content**

Design and technology aims to develop a student's ability for innovative and creative thought through the planning and development of design projects related to real-life needs and situations.

Students develop and manage design projects through:

- identifying needs and opportunities
- researching and investigating existing solutions
- analysing data and information
- generating, justifying and evaluating ideas
- experimenting with tools, materials and techniques
- reflecting on the impact of their design on society and the environment

Students undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of technologies and equipment.

Design and Technology is delivered through units of work that integrate content with project work in the creation and documentation of designed solutions.

A design project is the main learning activity of students during a unit of work and culminates in the designed solution and documentation.

Students produce design and production folios that provide the students with a means of recording all aspects of the design process used, evaluating and justifying the reasons for the decisions made.

There are different focus areas that are studied to provide context for student learning which include; Agriculture, Digital Technologies, Engineered Systems, Food Technologies, Information and Communication Technologies and Material Technologies.

### **Recommendations and Restrictions**

Design and technology is recommended for students who enjoy problem solving, critical thinking and being creative. Design and technology would be well suited to students interested in pursuing a career in engineering, architecture, product design, fashion design, furniture design or any other career involving innovation.

### **Assessment**

Students are assessed on their ability to critically analyse concepts and processes, and to justify and manage design processes to develop design ideas and solutions. Assessments are practical and theoretical in nature and ongoing observation of practical work is a key component of assessment. The types of assessment can include; design projects, design folios, research activities, quizzes and examinations.

# 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 properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. 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 explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices. They are provided with opportunities to develop practical skills in preparing and presenting food to enable them to select and use appropriate ingredients, methods and equipment.

Students study the following focus areas:

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

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. In year 9 students study the core module which develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module in year 10.

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.
- Design principles and processes.
- A range of processes and techniques used for preparing, joining and finishing timber.
- 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 display units
- Small bowls or turned items

### **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**

Students are assessed on their practical skills and their understanding of the content. Assessments are practical and theoretical in nature and ongoing observation of practical work is a key component of assessment. The types of assessment can include:

- Practical projects and design and management folios
- Practical observation
- Sketching and technical drawing
- Research and written assessments
- Quizzes and examinations

# 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 Information and Software Technologies 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 world's most technologically advanced societies. 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:

- Invitations & my house
- Seasonal events, weather, shopping and ordering food & drinks
- Eating out and meeting an exchange student
- Getting about and part-time job

There will be cultural incursions where students will participate in cultural workshops such as calligraphy and/or Japanese cooking. There will be an opportunity for the students to participate in the annual Language Perfect World Championships. Students in elective Japanese courses are eligible 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.

Students who have completed the Year 10 Japanese course will be required to do Japanese Continuers Course if they would like to continue their study in Years 11 and 12.

### **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 and Katakana symbols
- Online activities
- Utilising technology to create own work such as iMovie
- 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. Students 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 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 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 Year 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 three VET early commencement 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)

Check out

<https://sites.google.com/parra.catholic.edu.au/cedpvet-rto90490/home>  
for further VET subject information.

### Assessment in VET Courses

#### 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.

<b>Course: Construction</b>	<b>Category: B</b>
<p><b>Training Package: CPC08 Construction, Plumbing and Services</b></p> <p><b>Qualification: CPC20211 Certificate II in Construction Pathways</b></p> <p><b>2 Unit Board Developed Course</b></p> <p><b>Contributes to the ATAR: YES</b></p>	
<p><b>Course Description:</b></p> <p>This course provides students with the opportunity to gain knowledge and skills in a range of activities and functions in a construction setting. Units focus on developing the skills required to work safely and effectively within the industry, industry awareness, communication, reading and interpreting plans, measuring and calculating and handling construction tools and equipment. Students can achieve the CIC White Card .</p>	
<p><b>Units include:</b></p> <ul style="list-style-type: none"> <li>· CPCCCM1012 Work effectively and sustainability in the construction industry</li> <li>· CPCCCM1013 Plan and organize work</li> <li>· CPCCCM1014 Conduct workplace communication</li> <li>· CPCCCM1015 Carry out measurements and calculations</li> <li>· CPCCCM2001 Read and interpret plans and specifications</li> <li>· CPCCWHS2001 Apply WHS requirements, policies and procedures in the construction industry</li> <li>· CPCCCM2005B Use construction tools and equipment</li> <li>· CPCCWHS1001 Work safely in the construction industry</li> <li>· CPCCBL2001A Handle and prepare bricklaying materials</li> <li>· CPCCBL2002A Use bricklaying and block laying tools and equipment</li> <li>· CPCCCA2002B Use carpentry tools and equipment</li> <li>· CPCCCA2011A Handle carpentry materials</li> <li>· CPCCCM2004A Handle construction materials</li> <li>· CPCCCO2013A Carry out concreting to simple forms</li> <li>· CPCCCM2006 Apply basic levelling procedures</li> </ul>	
<p><b>Eligibility for Qualification:</b></p> <p>Students assessed as fulfilling the requirements for all the units in the 240-hour course will be eligible for Certificate II in Construction Pathways.</p> <p>Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.</p>	
<p><b>Considerations &amp; Course Costs:</b></p> <p>At the time of printing, the Construction Training Package is under review.</p> <p>Students will need to purchase a textbook (\$65). They may also need to purchase work boots, high vis shirt, work pants, safety glasses and ear muffs.</p>	



<b>Course: Hospitality</b>	<b>Category: B</b>
<p><b>Training Package:</b> STI – Tourism, Travel and Hospitality</p> <p><b>RTO:</b> 90490 – Trustees of the Roman Catholic Church for the Diocese of Parramatta</p> <p><b>Qualification:</b> SIT20316 Certificate II in Hospitality</p> <p><b>2 Unit Board Developed Course</b></p> <p><b>Contributes to the ATAR: YES</b></p>	
<p><b>Course Description</b></p> <p>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.</p>	
<p><b>Units Include:</b></p> <ul style="list-style-type: none"> <li>• BSBWOR203 Work effectively with others</li> <li>• SITXWHS001 Participate in safe work practices</li> <li>• SITHIND002 Source and use information on the hospitality industry</li> <li>• SITXFSA001 Use hygienic practices for food safety</li> <li>• SITXCCS003 Interact with customers</li> <li>• SITHIND003 Use hospitality skills effectively</li> <li>• SITXCOM002 Show social and cultural sensitivity</li> <li>• SITHFAB004 Prepare and serve non-alcoholic beverages</li> <li>• SITHFAB005 Prepare and serve espresso coffee</li> <li>• SITHFAB007 Serve food and beverage</li> <li>• SITXFSA002 Participate in safe food handling practices</li> <li>• SITHCCC002 Prepare and present simple dishes</li> <li>• SITHCCC003 Prepare and present sandwiches</li> <li>• SITHCCC001 Use food preparation equipment</li> <li>• SITHKOP001 Clean kitchen premises and equipment</li> </ul>	
<p><b>Eligibility for Qualification:</b></p> <p>Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for the Certificate II in Hospitality.</p> <p>Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.</p>	
<p><b>Course Costs:</b></p> <p>Students will need to purchase a food and beverage Hospitality uniform (\$75) AND TWO textbooks (\$110) as advised by their VET teacher.</p>	

<b>Course: Primary Industries</b>	<b>Category: B</b>
<p><b>Training Package: AHC10 Agriculture, Horticulture and Conservation and Land Management</b></p> <p><b>RTO: 90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta</b></p> <p><b>Qualification: AHC20116 Certificate II in Agriculture</b></p> <p><b>2 Unit Board Developed Course</b></p> <p><b>Contributes to the ATAR: Yes</b></p>	
<p><b>Course Description:</b></p> <p>This qualification provides an entry-level occupational outcome in agriculture. The qualification enables individuals to select a livestock production, cropping or mixed farming enterprise context as an employment and/or training pathway.</p>	
<p><b>Units include:</b></p> <ul style="list-style-type: none"> <li>• AHCWHS201 Participate in WHS Processes</li> <li>• AHCWRK209 Participate in environmentally sustainable work practices</li> <li>• AHCHM201 Apply chemicals under supervision</li> <li>• AHCWRK201 Observe and report on weather</li> <li>• AHCWRK204 Work effectively in the Industry</li> <li>• AHCLSK202 Care for health and welfare of livestock</li> <li>• AHCPMG202 Treat plant, pests, diseases and disorders</li> <li>• AHCPMG201 Treat weeds</li> <li>• AHCWRK205 Participate in workplace communications</li> <li>• AHCINF201 Carry out basic electric fencing operations</li> <li>• AHCINF202 Install, maintain and repair farm fencing</li> <li>• AHCLSK204 Carry out regular livestock observation</li> <li>• AHCLSK205 Handle livestock using basic techniques</li> <li>• AHCLSK209 Monitor water supplies</li> <li>• AHCLSK211 Provide feed for livestock</li> <li>• AHCMOM202 Operate tractors</li> <li>• AHCMOM203 Operate basic machinery and equipment</li> <li>• AHC BIO201 Inspect and clean machinery for plant, animal and soil material</li> </ul>	
<p><b>Eligibility for Qualification:</b></p> <p>Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for the AHC20116 Certificate II in Agriculture.</p> <p>Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.</p>	
<p><b>Course Costs:</b></p> <p>Students are required to purchase work boots, goggles and earmuffs. They may also need long work pants and shirt.</p>	