

**ST COLUMBA'S CATHOLIC COLLEGE**



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

**2022**

# Introduction

Dear Year 9 Students,

This booklet provides you with an outline of the elective courses on offer for Year 10, 2022. 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. For further information on courses offered at the College, please visit our Subject Selection website at <https://sites.google.com/parra.catholic.edu.au/sccsubjectselectioninformatio/home>.

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 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.

# Elective History

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

### **Course Content**

History enables young people to develop an interest in and enjoyment of exploring the past. History Elective provides opportunities to develop a knowledge and understanding of past societies and historical periods.

Students explore the nature of history, heritage and archaeology and the methods that historians use to construct history through a range of thematic and historical studies. The construction of history is examined through options such as oral history, museum or archive studies, historical fiction, media, biography or film. Historical issues studied include the collection, display and reconstruction of the past, ethical issues of ownership, preservation and conservation of the past. Features of a range of ancient, medieval and modern societies are explored and students have the opportunity to study historical themes such as war and peace, crime and punishment, music through history, slavery and gender in history.

The skills and knowledge that students will gain through this course will be advantageous for those students seeking to continue their historical studies into the senior years.

### **Content**

In History you study **core topics** including:

- **Topic 1: History, Heritage and Archaeology**
- **Topic 2: Ancient, Medieval and Modern Societies**
- **Topic 3: Thematic Studies**

### **Topics**

As this will be the first time that Elective History is run in Year 10 at St Columba's College, the particular topics to be studied are yet to be determined. There will be an opportunity for students to contribute to the construction of the Year 10 course.

### **Assessment**

Assessment will be based on a variety of tasks which will engage student knowledge and skill. Some assessments will also contain a component of student choice.

# 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 they 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
- Playbuilding – developing a play from an topic/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 Myths and Rituals to Modern 21<sup>st</sup> Century- Documentary Style Theatre
- Directing and Stage Management
- Using Information Technology – word processing, internet research, audio-visual video and playback
- Viewing, 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, creative 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 about 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.

If students who have completed the Year 10 Japanese course wish to continue their study, they will be required to do Japanese Continuers Course 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 learning 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 Sports Studies promotes the concept of learning through movement. If appropriate, aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding in different sport settings. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

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

- Foundation of Physical Activity
- Physical Activity and Sport in Society
- Enhancing 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**



## Vocational Education and Training (VET)



**Legal Name** Trustees of the Roman Catholic Church - Diocese of Parramatta

**RTO Code** 90490

**Trading Name** Catholic Education Diocese of Parramatta

Under the Australian Qualification Framework (AQF), all Vocational Education and Training (VET) courses are recognised nationally, with students obtaining a qualification upon completion. All VET courses have been developed in conjunction with industry, are taught to industry standards and have clear links to post school destinations. Depending on the course, students may exit with a:

- **Statement of Attainment; Certificate II; or Certificate III**

At St Columba's, early commencement of a Stage 6 VET course means 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 Year 10.

Students early commencing a Stage 6 VET course will be required to meet all Stage 6 VET course requirements. These include studying a minimum 120 hours of the course, addressing the HSC Content or HSC Requirements and Advice (for examinable competencies) as well as meeting mandatory work placement requirements.

Students in Year 10 undertaking a Stage 6 VET course must also complete the **HSC: All My Own Work** program before commencing the course.

St Columba's Catholic College will be offering **THREE** VET courses as early commencement to Year 10, 2022 students:

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

## **Patterns of study for the HSC (Background information)**

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**.

**The early commencement study of a Stage 6 VET course in Year 10 will contribute 2 units towards a student's Preliminary pattern of study. A significant benefit is that the student will complete the HSC course in that VET course by the end of Year 11. Students selecting this option will not select a second elective for Year 10.**

## **Satisfactory Completion of a Course**

The following course completion criteria refer to both Preliminary and HSC courses, and also applies to students who study an early commencement VET course.

### **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.

## **Further Information**

For additional VET information, please contact the Leader of Learning VET:

**Mr Geoff Sullivan | 0417 612 157 | [gsullivan2@parra.catholic.edu.au](mailto:gsullivan2@parra.catholic.edu.au)**

For additional VET subject information check out:

<https://sites.google.com/parra.catholic.edu.au/cedpvet-rto90490/home>

## **Delivery and Competency-Based Assessment in VET Courses**

VET courses have a practical component, as they are designed for students who may wish to build a career in these industry areas. There is also a significant theoretical component in most of the courses. VET courses are competency based and will be assessed through integrated competency tasks using observation, questions and structured activities. To be assessed as competent a student must demonstrate to a qualified assessor that they have the knowledge and skills to effectively carry out the various tasks to the standard required in the appropriate industry. Students are progressively assessed as either 'competent' or 'not yet competent'. When a student achieves a unit of competency it is signed off by the assessor. If a student does not achieve a competency after 3 attempts, a 'not achieved' will be recorded.

Many of the core competencies and skills gained from VET Courses are *transferable*, for eg teamwork, communication, work health and safety and work ethics. No matter what industry the student eventually pursues, they will have participated in entry-level skills that will make them more *work ready*.

## **VET HSC Examination**

The HSC examination in Framework Courses is optional. Students who do not wish the course to contribute to the calculation of their ATAR or are following a non-ATAR program may elect to withdraw from the HSC examination. This decision is usually formalised by completing the VET HSC Exam Withdrawal Form and submitting it to the VET Teacher or Leader of Learning. This has no impact on the eligibility of a student to receive their qualification or their HSC.

Only ONE Curriculum Framework course can contribute to the calculation of the ATAR. Students must sit the HSC Examination Paper in a Curriculum Framework VET course for it to count towards the calculation of the ATAR.

## **VET Course Work Placement**


There is a mandatory 70 hours of industry work placement for each Curriculum Framework Course undertaken. Traveling expenses and the management of course work missed in other subjects should be taken into consideration. The penalty for not completing the mandatory work placement hours is that the student will be deemed unsatisfactory and risk not receiving the Higher School Certificate because the student has not met NESA requirements.


## **Recognised Prior Learning**


You may be entitled to apply for Recognised Prior Learning if you have completed any training, either through your part-time work, TAFE or other courses you have completed recently, or through your casual/part time work. You should talk to the Leader of Learning VET or VET teacher for further information.

**For additional information, please contact the Leader of Learning VET:**

Mr Geoff Sullivan | 0417 612 157 | [gsullivan2@parra.catholic.edu.au](mailto:gsullivan2@parra.catholic.edu.au)

<p><b>CONSTRUCTION</b></p> <p><b>Training Package: CPC Construction, Plumbing and Services</b>  <b>Qualification: CPC20220 Certificate II in Construction Pathways</b>  <b>Board Developed Course - Category B</b>  <b>2 Units Preliminary &amp; 2 Units HSC Course</b>  <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 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 also achieve their CIC White Card.</p> <p><b>At the time of publication, NESA's syllabus is yet to be published for 2022. Therefore the units listed below are subject to change. There may also be an additional qualification, a Statement of Attainment towards Certificate II in Construction.</b></p>																									
<p><b>Units include:</b></p> <table border="0"> <tr> <td>CPCCOM1012</td><td>Work effectively and sustainability in the construction industry</td></tr> <tr> <td>CPCCOM1013</td><td>Plan and organise work</td></tr> <tr> <td>CPCCOM1015</td><td>Carry out measurements and calculations</td></tr> <tr> <td>CPCCVE1011</td><td>Undertake a basic construction project</td></tr> <tr> <td>CPCCWHS2001</td><td>Apply WHS requirements, policies and procedures in the construction industry</td></tr> <tr> <td>CPCCCA2002</td><td>Use carpentry tools and equipment</td></tr> <tr> <td>CPCCCM2011</td><td>Handle carpentry materials</td></tr> <tr> <td>CPCCCM2004</td><td>Handle construction materials</td></tr> <tr> <td>CPCCCM2006</td><td>Apply basic levelling procedures</td></tr> <tr> <td>CPCCCO2013</td><td>Carry out concreting to simple forms</td></tr> <tr> <td>CPCCCM2001</td><td>Read and interpret plans and specifications</td></tr> <tr> <td>CPCCWHS1001</td><td>Prepare to work safely in the construction industry</td></tr> </table>		CPCCOM1012	Work effectively and sustainability in the construction industry	CPCCOM1013	Plan and organise work	CPCCOM1015	Carry out measurements and calculations	CPCCVE1011	Undertake a basic construction project	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	CPCCCA2002	Use carpentry tools and equipment	CPCCCM2011	Handle carpentry materials	CPCCCM2004	Handle construction materials	CPCCCM2006	Apply basic levelling procedures	CPCCCO2013	Carry out concreting to simple forms	CPCCCM2001	Read and interpret plans and specifications	CPCCWHS1001	Prepare to work safely in the construction industry
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<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; Costs:</b></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>																									

<p><b>HOSPITALITY</b></p> <p><b>Training Package: STI Tourism, Travel and Hospitality</b></p> <p><b>Qualification: SIT20316 Certificate II in Hospitality</b></p> <p><b>Board Developed Course - Category B</b></p> <p><b>2 Units Preliminary &amp; 2 Units HSC 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>																															
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<p><b>PRIMARY INDUSTRIES</b></p> <p><b>Training Package: AHC10 Agriculture, Horticulture and Conservation and Land Management</b></p> <p><b>Qualification: AHC20116 Certificate II in Agriculture</b></p> <p><b>Board Developed Course - Category B</b></p> <p><b>2 Units Preliminary &amp; 2 Units HSC 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>																																					
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