



**YEAR 10  
2022**

**ELECTIVE COURSES  
HANDBOOK**

## INFORMATION FOR YEAR 10 2022

The following handbook sections have been prepared to allow you and your parents to consider the elective subjects that will be available to you next year. Electives subjects are fabulous opportunities for our students to learn more about their gifts and talents, whilst being challenged in different elective subjects of their choice. As you are aware, students in Year 9 have currently studied two 100 hour courses. The infographic on page 4, explains the flexibility on offer at Penola Catholic College. Our learning pathways are unique and responsive to the needs of our students. On page 5, you will see another infographic and we are super excited to continue to offer students multiple learning pathways.

At Penola Catholic College our vision is to increase the opportunities for students to gain credentials throughout Stage 5 and 6 that enable opportunities for their future vocations. Students have a choice at Penola Catholic College and may choose from three different learning pathways:

1. A **Conventional Learning Pathway**, studying 2 electives (100 hours each) in Year 10
2. There are two types of **Contemporary Learning Pathways** that we are proudly offering in 2021 (as a result of the continued success over the last two years) that enables students to finish a HSC course in Year 11, thereby gaining advantage by less subjects to study in Year 12.
  - A. **Early Commencement:** A student chooses a VET subject at the end of Year 11. The student gains industry approved VET credentials, as well as success in a HSC subject for the HSC award.
  - B. **Accelerated Program:** A student may study Mathematics or Studies of Religion 2 in Year 10, at a Year 11 level because they have been identified as having mastered Stage 5 outcome. Again, this allows the student to study over 2 years in Year 10 and Year 11, and therefore sit the Year 12 HSC examination at the end of Year 11.

Students are encouraged to choose your subjects based on your interests, passion and possible career aspirations. We also encourage you to discuss this important decision with key teachers, family and our Careers and Future Pathways Co-ordinator who may guide you and clarify any concerns.

The opportunity to engage in Early Commencement VET courses or the Accelerated Pathway is an incredible opportunity that is unique to Penola Catholic College in 2022. We are excited about the prospect of our students commencing Stage 6 at this time.

### Please Note:

- Students may be identified and invited by teachers to commence an Accelerated Pathway or students/parents may also self-nominate if they would like to be considered for Mathematics or Studies of Religion 2 Acceleration.
- Students can self-nominate for an Early Commencement VET course.
- However, for both Acceleration and Early Commencement, staff at Penola will judge suitability and have the final decision. In addition, students will need to make a commitment to this study for Year 10 and Year 11 at Penola Catholic College as the early commencement is not accepted at other schools as a conventional pathway.

# SELECTION OF ELECTIVE SUBJECTS

In Stage 5, the students have the following 3 options when selecting their electives

## OPTION 1

Your child can continue **BOTH** of their electives which they are studying in Yr 9, by continuing with the same electives. Students will enter into a 200hr option for this subject.

This option will see the student exit Yr 10 with a total of 2x 200hrs electives being studied.

Year 9 & 10  
Elective 1 choice  
(Yr 9 100hr + Yr 10  
100hrs = 200hr  
course)

Year 9 & 10  
Elective 2 choice  
(Yr 9 100hr + Yr 10  
100hrs = 200hr  
course)

## OPTION 2

Your child can continue with **ONE** of their electives which they are studying in Yr 9 to enter into a 200hr option for this subject.

Select **ONE** new 100hr elective to study while in Yr 10.

This option will see the student exit Yr 10 with a total of 1x 200hrs elective and 2x 100hr electives being studied.

Year 9  
Elective 1 choice  
(Yr 9 100hr course)

Year 9 & 10  
Elective 2 choice  
(Yr 9 100hr + Yr 10  
100hrs = 200hr  
course)

Year 10  
Elective 3 choice  
(Yr 10 100hr course)

## OPTION 3

Your child can select **TWO** new 100hr electives, different from what they studied in Yr 9.

This option will see the student exit Yr 10 with a total of 4x 100hr electives being studied.

Year 9  
Elective 1 choice  
(Yr 9 100hr course)

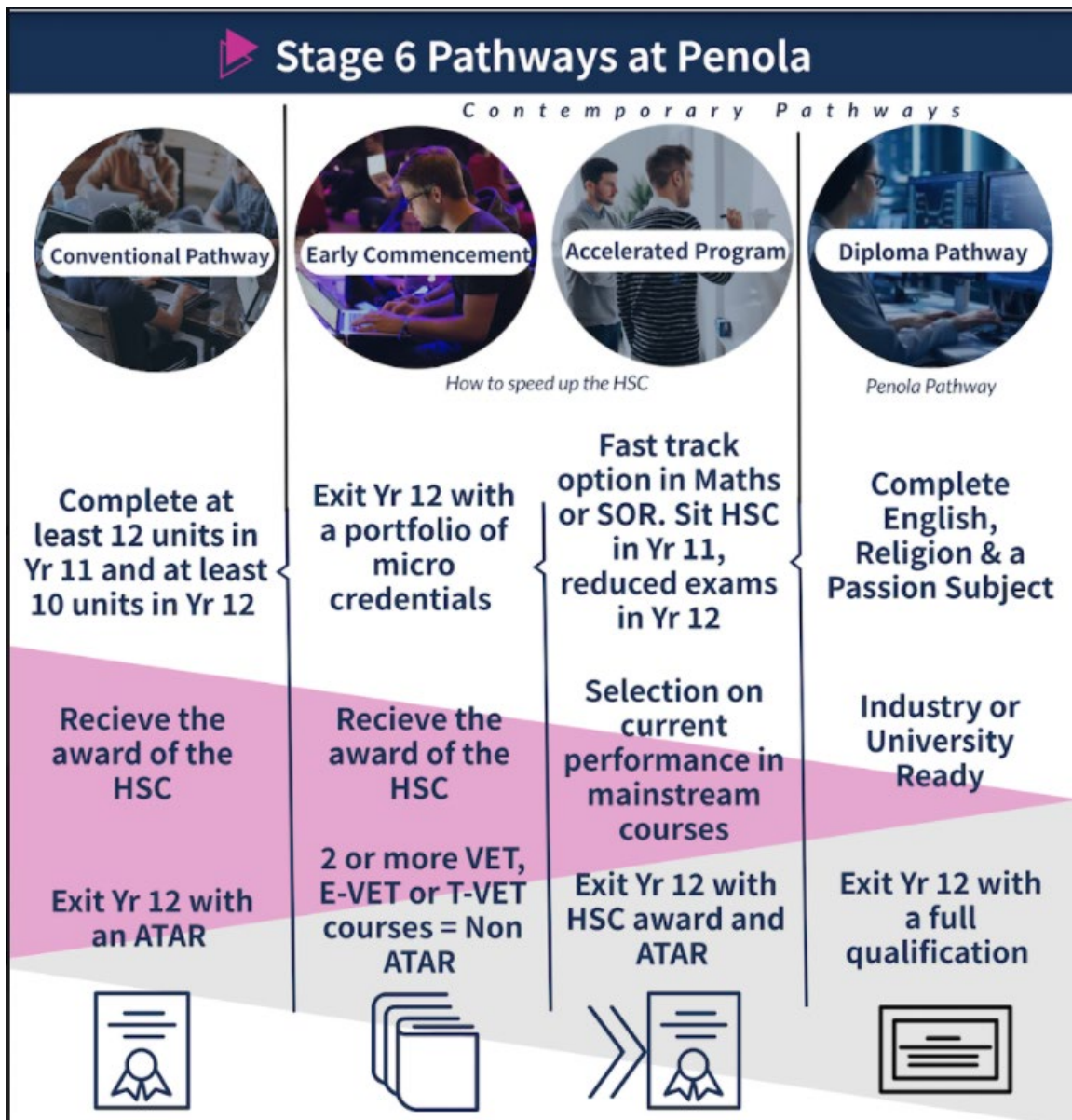
Year 9  
Elective 2 choice  
(Yr 9 100hr course)

Year 10  
Elective 3 choice  
(Yr 10 100hr course)

Year 10  
Elective 4 choice  
(Yr 10 100hr course)

The students make the selections online and will be sent an email with instructions to complete selections online. Students are asked to select more subjects than required, in the event that a class does not run or there is a clash of classes. Students are to give 4 preferences in the selection's procedure, ordering these from (1-4), 1 being the most preferred.

Please Note: For any elective subject to run at the school, there needs to be enough students selecting the elective subject for the school to be able to staff and timetable it. Additionally, for an elective subject to continue to run into Year 10, there needs to be enough students selecting the subject.



## Key Dates

Date	Event
Monday 21 <sup>st</sup> June	<ul style="list-style-type: none"><li>• Students emailed Subject Selection booklet through school email</li></ul>
Monday 21 <sup>st</sup> June	<ul style="list-style-type: none"><li>• Penola Google site for Subject Selection Information live for students and families to watch in-lieu of Subject Selection Night</li></ul>
Wednesday 23 <sup>rd</sup> June	<ul style="list-style-type: none"><li>• Subject live event 4:00 – 5:00pm</li></ul>
Friday 25 <sup>th</sup> June	<ul style="list-style-type: none"><li>• Personalised subject link emailed to students to submit their selections</li></ul>
Monday 19 July Week 2	<ul style="list-style-type: none"><li>• Respond to email from Mrs. McCully and follow link for subject preferences</li><li>• Complete online subject preferences form</li></ul>
Wednesday 21 <sup>st</sup> July	<ul style="list-style-type: none"><li>• Student interviews in regard to suitability of subjects chosen (Parents/Carers welcome)</li></ul>

## REQUIREMENTS FOR SATISFACTORY COMPLETION OF STAGE 5 COURSE

A course of study will be added to your Record of School Achievement (RoSA) if, in the Principal Leader's view, there is sufficient evidence that you have:

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

If the pupil's attendance falls below 85% of lesson time for a course it may be very difficult to satisfactorily complete the above course criteria. Attendance, whilst not a criterion in itself, is regarded as an important factor in learning success. Students and parents /carers will be notified in writing, if they are at risk.

### A FEW IMPORTANT POINTS TO CONSIDER

Students should note that courses chosen for Year 10 carry no obligation for those subjects to be continued into Years 11 and 12.

Generally speaking, courses in Years 11 and 12 are beginning courses with no requirement for the subject to have been studied before. For example, Business Studies in Stage 6 (Years 11 and 12) can be studied without a background in Commerce.

The listing of a subject in this booklet is **no guarantee that the subject will be taught** next year. All subjects are being offered to you but only those attracting sufficient numbers will be allowed to go ahead and be timetabled. Should you elect subjects that are dropped through lack of numbers; we will make every endeavour to give you your next choice of subjects. Every effort will be made to meet the expressed wishes of students and parents.

## HSC MINIMUM STANDARDS INFORMATION

### **Literacy and Numeracy Standards**

One of the key reforms will be that every student needs to meet a minimum standard for literacy (reading and writing) and numeracy to be eligible for the award of the Higher School Certificate (HSC).

The current system allows for students who leave school from the end of Year 10 through to before completing the HSC course to receive their Record of School Achievement (RoSA) and those students who complete the HSC course to receive their Higher School Certificate (HSC) and the RoSA. From 2020, students who have completed the HSC course, but not met the minimum literacy and numeracy standards will only receive the RoSA.

There will be time allowed (five years after completing the HSC course) for students to meet the minimum standards if they wish to receive the Higher School Certificate.

The introduction of the minimum standards has come about from concerns raised by employer and tertiary groups who have noticed a decline in literacy and numeracy skills of students completing their schooling. The reform has been adopted to ensure the integrity of the Higher School Certificate as a recognised and valued credential.

It is expected that the majority of students will have achieved the minimum standard by the end of their schooling and, with the five year period after leaving school, most would have achieved the standard.

Students will be given opportunities to demonstrate that they have met the minimum standard through online tests throughout Years 10, 11 and 12 in order to qualify to receive the Higher School Certificate as well as the Record of School Achievement.

As mentioned before, there is also the opportunity after a student has completed Year 12 and left school for them to demonstrate they have met the minimum standard. Students in this situation will have up to five years after leaving school to reach the minimum standard. Once they have attained the standard they will then be awarded the Higher School Certificate.

## Elective Subjects Offered

Subject Code	Subject Name	Page Number
	<b>Creative and Performing Arts</b>	
10 DRA	Drama	9
10 MUS	Music	10
10 VART	Visual Arts	11
	<b>Human Society and Its Environment</b>	
10 COM	Commerce	12
10 HIS	Elective History	13
	<b>Languages Other Than English</b>	
10 JAP	Japanese	14
	<b>Personal Development, Health and Physical Education</b>	
10 PASS	Physical Activity and Sport Studies (PASS)	15
	<b>Technological and Applied Studies</b>	
10 AGR	Agricultural Technology	16
10 FTE	Food Technology	17
10INDTEL	Industrial Technology – Electronics	18
10 INDTT	Industrial Technology – Timber	19
10 INDTM	Industrial Technology – Multimedia	20
10 TEX	Textiles Technology	21
	<b>Vocational Educational and Training (Early Commencement)</b>	
10 BSE	Business Services	24
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10 IDT	P-TECH – Information and Digital Technology	26
10 PRI	Primary Industries	27
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# CREATIVE AND PERFORMING ARTS

## Course: DRAMA

### Course Description

Drama is a performance subject with a body of knowledge including conventions, history, skills and methods of working. It is an integral part of our societies' cultural expression. Drama provides opportunities to explore social, cultural, ethical and spiritual beliefs. It encourages a cooperative approach to exploring the world through enactment. The collaborative nature of Drama engages students in a creative process of sharing, developing, and expressing emotions and ideas. Students take on a role as a means of exploring both familiar and unfamiliar aspects of their world.

### Main Topics Covered

The essential content engages students in an integrated study of the elements through the practices within the context of playbuilding and at least two other dramatic forms or performance styles.

Examples of work that might be covered could be:

- Improvisation
- Physical theatre
- Scripted drama
- Aboriginal performance
- Ancient Greek Drama
- Mime
- Commedia dell'arte
- Clowning
- Shakespeare
- Street and event theatre
- Melodrama
- Realism

All assessments in Drama are continuous, experiential and integrated within the practices of making, performing and appreciating drama.

### Learning Experience

The aim of Drama in Stage 5 is to engage and challenge students to maximise their dramatic abilities and enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works.

Learning experiences in Drama are provided which involve the intellect, emotions, imagination and body, and engage the whole person. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works.

## Course: MUSIC

### Course Description

The Music course is designed for students who wish to extend their experiences in music. Students gain a more in depth knowledge of the concepts of music and learn how to apply these to the learning experiences of:

- Performing
- Composing
- Listening

### Main Topics Covered

**Compulsory topic:** Australian Music

**Elective topics:** Students must study at least two topics from the group of topics below.

### Learning Experience

Each of these learning experiences, performing, composing and listening has an equal weighting and equal time will be spent on each learning experience in class.

*Students will need to choose an instrument to learn and use in performances. It is strongly encouraged that students seek outside tuition in their chosen instrument, or to utilise in-school tuition opportunities.*

Each student will develop their learning experiences and knowledge, understanding and skills in a range of musical contexts through the study of a compulsory topic and additional topics.

Throughout the course students will become familiar with a range of technologies that will enhance each of the learning experiences. Overall it is expected that a student choosing the elective course in Music will gain an appreciation, respect and tolerance for music created by themselves and others.

## Course: VISUAL ARTS

### Course Description

Visual Arts provides students with opportunities to develop their perceptual, conceptual and evaluative abilities in making images and objects, and in understanding more about the nature and meaning of artworks in contemporary society.

The mandatory Visual Arts course completed in Years 7 and 8 provides significant core experiences for all students. The additional course provides extension and further depth of study.

### Main Topics Covered

#### Making artworks

- Drawing
- Painting
- 3D forms
- Printmaking
- Photography
- Fibre
- Ceramics
- Electronic (video, graphics, etc)
- Collections

#### Critical Studies

- Interpret and evaluate works
- Exercise critical judgement
- Consider other critics' interpretations
- Critically evaluate their own work

#### Historical Studies

- Understand works in the context of time and place
- Investigate various historical perspectives
- Consider other historians' interpretations
- Develop awareness of links between past and present

### Learning Experience

The Visual Arts course involves art making activities and critical and historical studies. Assessment is based on all areas, as they are of equal significance and value.

**Note:** Students who are interested in Photographic and Digital Media should enrol into Visual Arts.

## HUMAN SOCIETY AND ITS ENVIRONMENT

<b>Course: COMMERCE</b>
<b>Course Description</b> <p>Commerce at Penola Catholic College will aim to give students personal competence and responsible participation in the changing commercial environment. Commerce has links across the curriculum, drawing upon and contributing towards other Key Learning Areas.</p> <p>Students will examine concepts that will be useful for present and future life as responsible and informed members of society.</p>
<b>Main Topics Covered</b> <p>Some areas that are explored across the topics include:</p> <p><b>Consumer Choice</b> Students explore how and why people choose to purchase different products How advertisers convince consumers to buy their goods</p> <p><b>Personal Finance</b> Evolution of money across time Options for saving, borrowing, investing</p> <p><b>Law and Society</b> The development of the legal system in Australia How laws are made and changed Ways in which laws affect everyday life</p> <p><b>Employment Issues</b> Options available for young people entering the workforce Legal rights and responsibilities for workers and businesses Locating jobs from a variety of sources</p> <p><b>Optional Units</b> Other areas that may be explored include: Promotion/Selling E commerce Political Involvement: Law in Action Towards Independence Travel Running a business.</p>
<b>Learning Experience</b> <p>Knowledge and understanding of the commercial environment in which we all live will enable students to make rational, considered and responsible decisions.</p> <p>In Commerce, students are given the opportunity through group discussion (analysis, synthesis and evaluation) to learn the difference between fact and opinion. Through analysis of media and case study material and information from a variety of sources, they are encouraged to reach conclusions based on logical reasoning. Group work is used to encourage teamwork and to allow scope for leadership. Enrichment is attained through detailed research assignments which enhance learning via a number of strategies including telephone techniques, surveys, reports, mapping and graphing exercises.</p>

## Course: ELECTIVE HISTORY

### Course Description

Elective History will be offered to students with a particular interest in History and who are wishing to strengthen their skills in order to pursue Ancient or Modern History in Years 11 and 12. This course will consolidate their skills and knowledge through the study of a number of different topics and themes.

### Main Topics Covered

ONE topic from each of Topics 1, 2 and 3 will be studied.

**Topic 1:** Constructing History. This topic focuses on the development of students' understanding of the nature of history and the ways in which different perspectives/interpretations of the past are reflected in a variety of historical constructions. Topics could be chosen from:

- Biography
- Family history
- Film as history
- Heritage and conservation
- History and the media
- Local history
- Museum and/or archives studies
- Historical reconstructions
- A history website/CD-ROM

**Topic 2:** Ancient, Medieval and Early Modern Societies. This topic offers an opportunity to study in depth the major features of an ancient, medieval or early modern society. Integral to this study should be the development of students' understanding of the nature of history and historical inquiry. Topics could be chosen from:

- Archaeology of the ancient world
- Medieval and early modern Europe
- The Ottoman Empire
- An Asian study
- The Americas
- The Pacific
- Africa
- A 19<sup>th</sup>-century study
- A 20<sup>th</sup>-century study

**Topic 3:** Thematic Studies. This topic offers the opportunity to enjoy the study of history for its intrinsic interest. Students should begin to work more independently and to apply the historical skills so far acquired. Topics could be chosen from:

- Heroes and villains
- Religious beliefs and rituals through the ages
- Sport and recreation in history
- War and peace
- World myths and legends
- Crime and punishment
- Music through history
- Slavery
- Terrorism
- Women in history
- A school-developed study

## LANGUAGES OTHER THAN ENGLISH

<b>Course: JAPANESE</b>
<b>Course Description</b> Japanese is spoken by over 130 million people. With Japan being one of the largest economies in the world and one of Australia's biggest trading partners. This program is suitable for those wanting to learn Japanese for either business or simply to enhance your cultural understanding through learning both written and spoken elements of Japanese.
<b>Main Topics Covered</b> Interacting in Japanese <ul style="list-style-type: none"><li>● Exchanging information, ideas and opinions, and socialising, planning and negotiation.</li></ul> Accessing and responding to Japanese texts <ul style="list-style-type: none"><li>● Obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts.</li></ul> Composing Japanese texts <ul style="list-style-type: none"><li>● Creating spoken, written, bilingual, digital and/or multimodal texts</li></ul> Systems of the Japanese language <ul style="list-style-type: none"><li>● Understanding the language system including sound, writing, grammar and text structure; and how language changes over time and place.</li></ul> Role of Japanese language and culture <ul style="list-style-type: none"><li>● Understanding and reflecting on the role of language and culture in the exchange of meaning and considering how interaction shapes communication and identity.</li></ul>
<b>Learning Experience</b> Our Japanese course is a continuation from the 100hr Stage 4 course but is also suitable for those who have little to no prior knowledge of the Japanese language. Students will need access to a device which can enable them to participate in the interactive lessons both at home and at school. Students will need headphones in order to access listening components of the course.

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

### Course: PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

#### Course Description:

This subject provides a comprehensive study of physical activity and sport and provides students with a solid platform to enter their highly academic Stage 6 (Year 11 and 12) PDHPE course with a number of relevant experiences that instil a sense of familiarity and confidence beforehand. PASS is also an excellent avenue to use to improve sports performance. PASS is also a pathway for a plethora of job opportunities related to personal development, health, physical activity and sports. This subject involves theory and practical lessons at an even ratio.

#### Main Topic Covered

There are three areas of study with modules that accompany each:

<p><b>Foundations of Physical Activity:</b></p> <ul style="list-style-type: none"> <li>● Body Systems and Energy for Physical Activity</li> <li>● Physical Activity for Health</li> <li>● Physical Fitness</li> <li>● Fundamentals of Movement Skill Development</li> <li>● Nutrition and Physical Activity</li> <li>● Participating with Safety</li> </ul>	<p><b>Physical Activity and Sport in Society:</b></p> <ul style="list-style-type: none"> <li>● Australia's Sporting Identity</li> <li>● Lifestyle, Leisure and Recreation</li> <li>● Physical Activity and Sport for Specific Groups</li> <li>● Opportunities and Pathways in Physical Activity and Sport</li> <li>● Issues in Physical Activity and Sport</li> </ul>
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Enhancing Participation and Performance:

- Promoting Active Lifestyles
- Coaching
- Enhancing Performance – strategies and techniques
- Technology, Participation and Performance
- Event Management

These modules have been used to create the following units of work over a 200 hour course throughout Years 9 and 10.

- Year 9 PASS Theory: Systems of the Body and Exercise; Introduction to Coaching, Diet, the Athlete and Sports Performance; Fitness Development; Sports Medicine.
- Year 9 PASS Practical: Leadership in Team Sports; Coaching in Practice; Fitness Labs; Team Sports Competition.
- Year 10 PASS Theory: Skill Development and Enhancing Performance; Physical Activity (a. Physical activity for health; b. Physical Activity and Sport specific Groups; Promoting Active Lifestyles)
- Year 10 PASS Practical: Australian Sports, International Sports and Types of Movement; Evaluating Modified Games; Lifesaving, Water Safety and Aquatics.

#### Learning Experience

Assessment is continuous throughout the course and a wide range of procedures are used. These include researching, collaborating, creating, planning, organising, leading, and performing. Other methods include examinations, video analysis, health promotion projects, and teacher observation of the students at work by tracking various practical and theoretical performances. Assessment is often formative and therefore occurs during a unit of work rather than at the completion PROJECTS

<p>Coaching, plan and delivery Video analysis of a specialised skill Health promotion of physical activity Planning and leading a specialised skill development session</p>	<p>Creating, leading and evaluation a modified game Health promotion design Preparing and leading lifesaving water safety and aquatics to Year 7 students Regular practical workshops</p>
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## TECHNOLOGICAL AND APPLIED STUDIES

### Course: AGRICULTURAL TECHNOLOGY

#### Course Description:

Agricultural Technology builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus.

Students will experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outdoor activities. They explore the many and varied career opportunities in agriculture and its related service industries.

The study of a range of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

#### Main Topic Covered

The enterprises studied typically include:

- Harvest market vegetable production
- Poultry
- Cattle – dairy and beef
- Goat production

There is also an introductory unit on farm safety.

The essential content integrates the study of production management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants or animals or integrated plant/animal systems. The local environment will be considered in selecting appropriate enterprises, as will the intensive and extensive nature of the range of enterprises to be studied.

#### Learning Experience

Students will spend approximately half of the course time on practical experiences related to the chosen enterprises, including fieldwork, small plot activities, laboratory work and visits to commercial farms and other parts of the production and marketing chain. The skills of designing, investigating, using technology and communicating will also be developed over the period of the course.

Tasks include:

- performance of practical skills of animal handling and management
- growing crop plants, recording their growth and management
- holistic management of agricultural products within Australian agriculture
- planning and preparation of an agricultural display for the Penrith Show.



## **Course: FOOD TECHNOLOGY**

### **Course Description**

The aim of Food Technology in the Stage 5 syllabus is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

### **Main Topics Covered**

Focus areas provide a context through which the course will be studied. There are eight focus areas, four of which will be studied.

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

### **Learning Experience**

Practical experiences are an integral part of students' time in Food Technology. These practical experiences include hands-on investigations designing, producing and evaluating activities that are readily assessed through applying direct observation and teacher judgement to the process and evaluating documentation when relevant.

When undertaking practical experiences, students could be assessed on their ability to:

- Demonstrate hygienic handling of food to ensure a safe and appealing product
- Select and apply appropriate techniques and equipment
- Manage OHS issues
- Apply appropriate methods of food processing, preparation and storage
- Plan, prepare, present and evaluate practical food activities
- Apply their acquired knowledge, understanding and skills in different contexts

Students undertaking this course will be required to purchase a full-length cloth apron which they will be required to wear during all practical lessons as well as fully enclosed leather school shoes, with long hair tied back. Optional container with sealed lid – own cutlery.

## **Course: INDUSTRIAL TECHNOLOGY - ELECTRONICS**

### **Course Description**

Electronics provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

The modules develop knowledge and skills in the use of materials, tools and techniques related to electronics, which are enhanced and further developed through the study of Circuits and Componentry.

### **Main Topics Covered**

Practical projects reflect the nature of the Electronics focus areas and provide opportunities for students to develop specific knowledge, understanding and skills related to electronics-related technologies. These may include:

- Electronic circuits and kits
- Electronic controlled devices
- CAD design
- Safety within the Electronic industry

### **Learning Experience**

The major emphasis is on students actively planning and constructing quality practical projects for real world problems. Students will spend the majority of course time undertaking practical work, which includes designing, planning and constructing. Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course. They will learn to competently and safely use a range of hand tools, power tools and machines to assist in the construction of projects. They will also learn to produce hand and CAD drawings and written reports to develop and communicate ideas and information relating to specific projects.

## **Course: INDUSTRIAL TECHNOLOGY – TIMBER**

### **Course Description**

The study of Industrial Technology in Stage 5 provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. It aims to lead students to an awareness of the relationship between technology, industry, society and the environment and develops their ability to make value judgements about issues, decisions and consequences arising from this interaction. Students will develop an awareness of the importance of environmental sustainability in relation to the use of materials and technologies and their effects on people and society.

### **Main Topics Covered**

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinet work
- Wood Machining

### **Learning Experience**

Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge understanding and skills related to timber related technologies. These include:

- A chopping board /knife storage unit
- Toolbox
- Rolling pin

Assessment will be in the form of finished practical projects and reports and through the completion of research tasks and written portfolios.

Students will be required to wear fully enclosed leather school shoes.

Students are also expected to supply:

- Apron
- Safety glasses
- Ear plugs / muffs

**Course: INDUSTRIAL TECHNOLOGY - MULTIMEDIA****Course Description**

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries. Core modules develop knowledge and skills in the use of materials, tools and techniques related to multimedia or photography which are enhanced and further developed through the study of specialist modules in multimedia-based technologies.

**Main Topics Covered**

Practical projects reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia technologies. These may include

- Games and simulation
- Apps and interactivity
- Web Design
- Workplace skills, safety & links to industry
- Video production

**Learning Experience**

The major emphasis is on students learning about the properties and applications of materials associated with Multimedia systems. They will study the range of software, equipment and processes available in both commercial and domestic settings. Students will also learn about safe practices for practical work environments, including risk identification and minimisation strategies. Course work also includes workplace communication skills in recognising and designing signs, scripts, storyboards, sketches, and safety. Furthermore, this course will also investigate the societal and environmental impact that the multimedia industry has on the planet.

## **Course: TEXTILES TECHNOLOGY**

### **Course Description**

Textiles Technology is an elective subject for Stage 5 and builds on the knowledge, skills and experiences students developed in the Technology (Mandatory) Years 7-8 Syllabus.

A study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine historical, cultural and contemporary perspectives on textile design, development and appreciation factors affecting them as textile consumers. Students will investigate the work of textile designers and from their research make judgements about design ideas, selection of materials, the appropriate tools to use and quality of items.

### **Main Topics Covered**

Project work forms the basis of each unit of work providing students with the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles. Students all develop skills in the manipulation of textile materials dyeing, felling and screen printing as well as the documentation of their design ideas and experiences. Project work will be drawn from the FIVE focus areas:

- Apparel – including clothes and accessories
- Furnishings – including cushion, quilts
- Costume – including theatre costume, masks, headdress, dance costumes
- Textile Arts – including wall hangings, wearable designs, fabric based artworks
- Non Apparel – including toys, bags, tents, book covers

### **Learning Experience**

Practical projects are designed to develop the student's skill in textile construction, design and develop knowledge and understanding related to textile matter. These range from boxers and singlets, soft toys, bags, cushions and upcycle a product.

Students will be required to purchase a workbook to do all written work.

Assessment is continuous throughout the course and a wide range of procedures are used. These may include research projects, observation, and finished practical projects with written documentation communicating their inspiration, design ideas and evaluating the finished project.



**Vocational Education and Training Courses**  
(VET)



Legal Name	Trustees of the Roman Catholic Church for the 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.

VET courses may be undertaken at school (RTO: 90490 – Trustees of the Roman Catholic Church for the Diocese of Parramatta) across Year 10 & 11, referred to as **“Early Commencement”** VET. Early Commencement VET provides students the opportunity and advantage to study and **complete a 2 Unit VET course by the end of Year 11. Students can sit the HSC VET course examination at the end of Year 11, 2022.** During the HSC year in 2023, students will have one less course to complete which will allow students a sharper focus on their remaining HSC subjects. Historically, early commencement VET greatly helps students in achieving better holistic HSC results and ATAR.

At **Penola**, the following Board Developed VET courses are being offered as early commencement for Year 10, 2022:

- Business Services
- Construction
- Information & Digital Technology (P-Tech program)
- Primary Industries

The above Board Developed courses are Category B subjects which can contribute towards the calculation of the ATAR, provided students sit the HSC examination for that course.

**It must also be noted that only 1 VET course (2 units of Category B subjects) can be counted in the calculation of the ATAR.**

Check out

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

for further VET subject information.

## Facts About 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, questioning and structured activity assessment methods. 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.
- The **HSC examination** in Board Developed VET 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 after the Trial HSC exam by completing a 'Withdrawal from the HSC Examination' form and submitting it to their VET Teacher. This has no impact on the eligibility of a student to receive their qualification or a HSC for this course.
- Only **ONE** Board Developed VET course can contribute to the calculation of the ATAR. Students must sit the HSC Examination Paper in a Board Developed VET course for it to count towards the calculation of the ATAR.
- There is a **mandatory 70 hours of industry work placement** for each Board Developed Course undertaken. Travel 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.
- Students may need to purchase equipment for VET courses such as tool kits; textbooks, uniforms, etc. Please note that additional costs to school fees may apply for VET courses.
- Schools deliver VET courses, while EVET courses are delivered by TAFE or other external providers, such as Whitehouse.
- 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.
- You may be entitled to apply for Recognition of Prior Learning if you have completed any training, either through your part-time work, TAFE or other courses you have completed recently, or through experience gained in other ways. You should talk to the Leader of Learning VET or VET teacher for further information. Some students may qualify for exemption from their second work placement if they work in the industry related to their course work once they have filled out a Recognition of Prior Learning Form with their employer.

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

**Geoff Sullivan**

**M 0417 612 157**

**E [gsullivan2@parra.catholic.edu.au](mailto:gsullivan2@parra.catholic.edu.au)**

**In person @ Penola CC each Monday**

## BUSINESS SERVICES

**Training Package:** BSB Business Services  
**Qualification:** BSB30120 Certificate III  
**Board Developed Course - Category B**  
**2 Units Preliminary & 2 Units HSC Course**  
**Contributes to the ATAR: YES**



### Course Description:

This course is for students who wish to gain qualifications for employment in the business world, either as a long term career or in part-time or temporary positions while undertaking further study. Students will develop the skills, knowledge and confidence to function effectively in a business environment. This course is designed to assist those seeking entry level career positions in areas, such as administration, finance, business and technology.

**Please Note: This is a new qualification for 2022. At the time of publication, NESA's syllabus has not been published. As a result, the units of competency below may change.**

### Units Include:

BSBPEF201 Support personal wellbeing in the workplace  
BSBSUS211 Participate in sustainable work practices  
BSBTWK301 Use inclusive work practices  
BSBWHS311 Assist with maintaining workplace safety  
BSBXCM301 Engage in workplace communication  
BSBTEC201 Use business software applications  
BSBTEC301 Design and produce business documents  
BSBTEC302 Design and produce spreadsheets  
BSBWRT311 Write simple documents  
BSBPEF301 Organise personal work priorities  
BSBOPS304 Deliver and monitor a service to customers  
BSBINS302 Organise workplace information

### Eligibility for Qualification:

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

### Considerations & Costs:

Students may be required to purchase a textbook and/or storage device.



## CONSTRUCTION

**Training Package: Construction, Plumbing and Services**  
**Qualification: CPC20220 Certificate II Construction Pathways**  
**Board Developed Course - Category B**  
**2 Units Preliminary & 2 Units HSC Course**  
**Contributes to the ATAR: YES**



### Course Description:

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.

**Please Note: At the time of publication, NESA's syllabus has not been published for 2022. As a result, the units of competency listed below may change. There may also be an additional qualification, with a SOA towards Certificate II in Construction.**

### Units include:

- CPCCCM1012 Work effectively and sustainability in the construction industry
- CPCCCM1013 Plan and organize work
- CPCCCM1015 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
- CPCCCA2011 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

### 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 Construction Pathways.

Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.

### Considerations & Course Costs:

Students may need to purchase work boots, high vis shirt, work pants, safety glasses and ear muffs.

## INFORMATION & DIGITAL TECHNOLOGY

**Training Package: ICT Information and Communication Technology**

**Qualification: ICT30120 Certificate III in Information Technology**

**Board Developed Course - Category B**

**2 Units Preliminary & 2 Units HSC Course**

**Contributes to the ATAR: YES**



### Course Description:

This course provides students with the opportunity to gain knowledge and skills in a range of activities and functions in the Information and Communications Technology (ICT) Industry. In addition to the technical skills that students gain, opportunities to engage with employers and experience the contemporary workplace enabling students to develop the work-readiness skills so highly valued by employers.

**Please Note: This is a new qualification for 2022. At the time of publication, NESA's syllabus has not been published. As a result, the units of competency below may change.**

### Units Include:

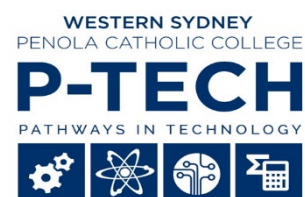
BSBCRT301	Develop and extend critical and creative thinking
ICTSAS305	Provide ICT advice to clients
BSBWHS311	Assist with maintaining workplace safety
BSBXCS303	Securely manage personally identifiable information and workplace information
ICTICT313	Identify IP, ethics and privacy policies in ICT environments
ICTPRG302	Apply introductory programming techniques
BSBXTW301	Work in a team
ICTICT214	Operate application software packages
ICTICT302	Install and optimize operating system software
ICTWEB304	Build simple web pages
ICTWEB305	Produce digital images for the web
ICTSAS308	Run standard diagnostic tests

### Eligibility for Qualification:

Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for an ICT30120 Certificate III in Information Technology. Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.

### Considerations & Costs:

Students may be required to purchase a textbook and/or storage device. They will also require simple business attire for work placement.



**PRIMARY INDUSTRIES**

**Training Package: AHC Agriculture, Horticulture and Conservation and Land Management**

**Qualification: AHC20116 Certificate II in Agriculture**

**Board Developed Course - Category B**

**2 Units Preliminary & 2 Units HSC Course**

**Contributes to the ATAR: Yes**



**Course Description:**

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.

**Units include:**

AHCWHS201	Participate in WHS Processes
AHCWRK209	Participate in environmentally sustainable work practices
AHCHM201	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
AHCLSK209	Monitor water supplies
AHCLSK211	Provide feed for livestock
AHCMOM202	Operate tractors
AHCMOM203	Operate basic machinery and equipment
AHCBIO201	Inspect and clean machinery for plant, animal and soil material

**Eligibility for Qualification:**

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.

Students achieving at least one unit of competency will be eligible for an AQF Statement of Attainment showing partial completion of their qualification.

**Considerations & Costs:**

Students are required to purchase work boots, goggles and ear muffs. They may also need long work pants and shirt.

### School-Based Traineeships (SBTs)

Students in Year 10 may start an Early Commencement VET course as part of a School Based Traineeship. A school-based traineeship enables students to work part-time and undertake their HSC with the units contributing to their HSC study. Students enter into a training contract with an employer to allow them to complete their formal training requirements for the HSC. Students are required to find an employer that will sign them up for a School-Based Traineeship. They are to contact the Leader of Learning VET in order for approval from the school and a sign-up to occur. Students must complete the CEDP Duty of Care documentation prior to proceeding with a school-based traineeship. The sign-up involves a meeting with:

- Student
- Employer
- The registered training organisation (RTO), if this is different from the employer
- Student's parents
- School Principal or other school representative
- Leader of Learning VET

This meeting includes a discussion about the traineeship and formalises the process through the signing of the contract.

The minimum term for a school-based traineeship is 18 months. Students need to work a minimum of 100 days of paid employment by 31<sup>st</sup> December of their HSC year. Popular traineeships include Retail Services and Business Services. Students must be signed up for their SBT by May of their Preliminary course year.

The SBT will involve students attending work outside of school hours, that is, after school, on weekends or during the school holidays. This arrangement needs to suit all parties associated with the contract. In terms of the theoretical component of the SBT, an employer may deliver this if they are an RTO or an external Registered Training Organisation. If the RTO charge a fee for the course, the Parramatta Diocese will forward this fee to the parents.

### Industry-Based Learning (IBL)

Students that engage in a SBT can gain additional credit for HSC units by completing the optional Industry-Based Learning (IBL) course, which will contribute an additional 2 units to their pattern of study. This course is a board endorsed course; hence it does not contribute to the calculation of the ATAR. It is only an option for students who are undertaking a school-based traineeship or school-based apprenticeship as part of their studies.

The purpose of this course is to enable students to demonstrate the additional knowledge, understandings, skills, values and attitudes they develop from the on-the-job training component of a school-based apprenticeship or traineeship. It provides a degree of flexibility for school-based trainees within the Higher School Certificate as students work independently in completing a workbook. By engaging in on-the-job training and reflection, students will develop knowledge, understandings, values and attitudes about enterprise, work and industry and a range of employability related skills valued within and beyond the workplace. Students will gain experiences that can be applied to a range of contexts including work, study and leisure, and which can assist them in making informed career decisions.

Students are to complete a workbook that comprises a journal which records learning that has taken place whilst working. Students complete this log book during Study Periods. Their employer is required to sign the log book and students also meet with their Industry-Based Learning Supervisor at school periodically.