



**MCCARTHY  
CATHOLIC COLLEGE  
EMU PLAINS**

**YEAR 10  
2020**

**ELECTIVE COURSES  
HANDBOOK**



## **INFORMATION FOR YEAR 9 STUDENTS PROGRESSING TO YEAR 10**

The following sections have been prepared to allow you and your parents to consider the elective subjects that will be available to you next year. Therefore, you should choose carefully those subjects which appeal to you. Please do not choose subjects for any lesser reason, such as, to be with your friends in a class of their choosing. This type of selection could lead you to frustration and a lack of fulfilment of your educational and vocational needs.

A comprehensive description of Elective Subjects is provided in this handbook.

### **Selection of Elective Subjects**

In Stage 5 students can select to study either:

- 2 two year subjects (over Years 9 and 10)
- 1 two year subject and 2 one year subjects (the two year subject over Year 9 and 10 and the 1 one year subject in Year 9 and the other in Year 10)
- 4 one year subjects (2 one year subjects in Year 9 and the other two in Year 10)

The students make the selections online and will be sent an email to complete their selection 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 procedure, ordering these from (1-4), 1 being the most preferred.

For a subject to continue to run into Year 10, there needs to be enough students selecting the subject for the school to be able to staff and timetable it.

### **Key Dates**

<b>Date</b>	<b>Event</b>
Monday 27 May 2019	<ul style="list-style-type: none"><li>• McCarthy Pathways Information Evening (5:00 pm – 6:00 pm)</li></ul>
Wednesday 12 June 2019	<ul style="list-style-type: none"><li>• Compulsory Subject Market Evening (5:00 pm – 7:00 pm)</li></ul>
Friday 14 June 2019	<ul style="list-style-type: none"><li>• Complete online subject preferences form</li></ul>

## REQUIREMENTS FOR SATISFACTORY COMPLETION OF A 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 seriously. Students will be notified 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, Economics 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.

## LEARNING DIVERSITY TEACHERS AND TEAM

Support for students with additional learning needs at McCarthy Catholic College is fostered through teachers within all classrooms across the curriculum. At times students may require additional support to complete skills and tasks within a particular subject area. The Learning and Diversity team at McCarthy offers support to all students.

The Learning and Diversity team works closely with classroom teachers to design learning opportunities for all students and where adjustments are identified, collaborative design occurs so that each student can achieve his or her best.

The Learning and Diversity team looks forward to assisting parents and students as they progress towards another phase in their educational achievements.

## Complete Course Listing

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## CREATIVE AND PERFORMING ARTS

<b>Course: DRAMA</b>
<b>Course Description</b> <p>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.</p>
<b>Main Topics Covered</b> <p>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:</p> <ul style="list-style-type: none"><li>• Improvisation</li><li>• Physical theatre</li><li>• Scripted drama</li><li>• Aboriginal performance</li><li>• Ancient Greek Drama</li><li>• Mime</li><li>• Commedia dell'arte</li><li>• Clowning</li><li>• Shakespeare</li><li>• Street and event theatre</li><li>• Melodrama</li><li>• Realism</li></ul> <p>All assessments in Drama are continuous, experiential and integrated within the practices of making, performing and appreciating drama.</p>
<b>Learning Experience</b> <p>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.</p> <p>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.</p>

## 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.

#### Group 1

- Baroque Music
- Classical Music
- Nineteenth-Century Music
- Medieval Music
- Renaissance Music
- Art Music of the 20<sup>th</sup> and 21<sup>st</sup> Centuries
- Music of a culture

#### Group 2

- Popular Music
- Jazz
- Music for Radio, Film and Television and Multimedia
- Theatre Music
- Music of a Culture (different to group 1)
- Music for Small Ensembles
- Music for Large Ensembles
- Rock Music
- Music and Technology

### 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.*

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.



<b>Course: PHOTOGRAPHIC and DIGITAL MEDIA</b>
<p><b>Course Description</b></p> <p>Photographic and Digital Media plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of Photographic and Digital Media as an important field of artistic practice, conceptual knowledge and technological procedures.</p> <p>This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. It allows opportunities for students to investigate Photographic and Digital Media in greater depth and breadth than through the Visual Arts elective course. In this syllabus students can explore reality, illusion and simulation through photographic and digital media, and the investigation of emergent technologies.</p> <p>This syllabus provides opportunities for students to investigate the ways in which these fields of artistic practice have evolved and been utilised over the 20<sup>th</sup> century and into the 21<sup>st</sup> century. Practice within the school context is intended to approximate practice used in the contemporary world by artists, photographers, videographers, filmmakers, animators and critics who provide real-world models for learning and make available career options to students.</p>
<p><b>Main Topics Covered</b></p> <p>Opportunities are provided to explore both black and white photography through darkroom practice, as well as digital photography and videography using computers and manipulation programs.</p> <p>The course content shares the Visual Arts structure of Practice, Conceptual Framework and Frames, allowing students to join the senior Visual Arts courses if so desired in Year 11 and Year 12, however this subject is not a pre-requisite to study Visual Art in Stage 6 (Years 11 and 12)</p>
<p><b>Learning Experience</b></p> <p>The syllabus encourages students to become enthusiastic, informed and active participants and consumers in contemporary culture. It empowers students to engage in contemporary forms of communication and encourages the creative and confident use of Information and Communication Technologies.</p> <p>Students will be assessed on their photographic products as well as theory content involving critical and historical studies.</p>

## 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

(Assessment weighting 50%)

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

#### Critical Studies

(Assessment weighting 25%)

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

#### Historical Studies

(Assessment weighting 25%)

- 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.

## HUMAN SOCIETY AND ITS ENVIRONMENT

### Course: COMMERCE

#### Course Description

Commerce at McCarthy 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.

Students will examine concepts that will be useful for present and future life as responsible and informed members of society.

#### Main Topics Covered

Some areas that are explored across the topics include:

##### Consumer Choice

Students explore how and why people choose to purchase different products  
How advertisers convince consumers to buy their goods

##### Personal Finance

Evolution of money across time  
Options for saving, borrowing, investing

##### Law and Society

The development of the legal system in Australia  
How laws are made and changed  
Ways in which laws affect everyday life

##### Employment Issues

Options available for young people entering the workforce  
Legal rights and responsibilities for workers and businesses  
Locating jobs from a variety of sources

##### Optional Units

Other areas that may be explored include:

- Promotion/Selling
- E commerce
- Political Involvement: Law in Action
- Towards Independence
- Travel
- Running a business.

#### Learning Experience

Knowledge and understanding of the commercial environment in which we all live will enable students to make rational, considered and responsible decisions.

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.

## 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 19th-century study
- A 20th-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

## **Course: WORLD STUDIES**

### **Course Description**

The aim of World Studies is to stimulate students' enjoyment of and interest in the interaction of the physical and human environments and in the conduct of global politics. This course provides the opportunity for additional citizenship and geographical studies through engagement with additional content. It informs students on how the earth and its inhabitants have evolved environmentally, socially and culturally, and is an excellent foundation for a number of HSIE subjects offered in Years 11 and 12, but this subject is not a pre-requisite for Stage 6 HSIE subjects for Years 11 and 12.

### **Main Topics Covered**

Subjects on offer will be:

#### **Physical Processes – Tectonics & Weather Patterns**

Students will focus on the physical processes that have moulded the earth's landscapes. The formation of great mountain ranges, the causes and effects of movements under the land surfaces and how it impacts upon the living communities are key elements of this unit.

#### **Oceanography**

One of the least understood environments of the planet. Students will investigate the location, features and life on the ocean floor. The focus on major currents of the world and their influence on world climates will allow students to better understand how important ocean processes are in human survival.

#### **World Politics**

The nature and distribution of political tensions and conflicts around the world dominate daily news. This unit investigates the historical origins of the conflict from a number of perspectives and analyses the efforts being undertaken to solve these conflicts.

#### **Continental Transect**

An analysis of landforms, climate and life along a transect from Los Angeles on the west coast USA to New York on the east. The focus upon indigenous origins, colonial influences and the present day lifestyles will provide students a rare insight into the study of perhaps our most important ally.

### **Learning Experience**

Students will have opportunities to develop knowledge and understanding of:

- individual, group and government responsibilities and responses to geographical issues
- the ways individuals participate as informed and active citizens
- conflict and conflict-resolution processes related to specific geographical issues and studies
- decision-making processes of individuals, groups and governments
- government and community group initiatives to promote development, quality of life and environmental sustainability
- the sovereignty of nations and changing world political alliances.

## LANGUAGES OTHER THAN ENGLISH

<b>Course: JAPANESE</b>
<b>Course Description</b> <p>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.</p>
<b>Main Topics Covered</b> <p>Interacting in Japanese</p> <ul style="list-style-type: none"><li>• Exchanging information, ideas and opinions, and socialising, planning and negotiation.</li></ul> <p>Accessing and responding to Japanese texts</p> <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> <p>Composing Japanese texts</p> <ul style="list-style-type: none"><li>• Creating spoken, written, bilingual, digital and/or multimodal texts</li></ul> <p>Systems of the Japanese language</p> <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> <p>Role of Japanese language and culture</p> <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> <p>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.</p> <p>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.</p>

<b>Course: SPANISH</b>
<p><b>Course Description</b></p> <p>Spanish is a lively and expressive language spoken by over 350 million people worldwide. It is the official language of 21 countries including Spain and the many diverse countries of Latin America as well as being used as a secondary language in many other countries. Aside from being one of the most popular romantic languages, learning Spanish will deepen your appreciation of both the Spanish and Hispanic cultures</p>
<p><b>Main Topics Covered</b></p> <p>Interacting in Spanish</p> <ul style="list-style-type: none"> <li>• Exchanging information, ideas and opinions and socialising, planning and negotiating</li> </ul> <p>Accessing and responding to Spanish texts</p> <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> <p>Composing Spanish texts</p> <ul style="list-style-type: none"> <li>• Creating spoken, written, bilingual, digital and/or multimodal texts</li> </ul> <p>Systems of the Spanish language</p> <ul style="list-style-type: none"> <li>• Understanding the language system including sound, writing, grammar and texts structure; and how language changes over time and place.</li> </ul> <p>Role of Spanish language and culture</p> <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>
<p><b>Learning Experience</b></p> <p>Our beginners Spanish classes are suitable for learners who have no prior knowledge of the Spanish language. Students will need access to a device which can enable them to participate in interactive lessons both at home and at school. Students will need headphones in order to access listening components of the course.</p>

## 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 instill 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:

<b>Foundations of Physical Activity:</b> <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>	<b>Physical Activity and Sport in Society:</b> <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

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

### Course: DESIGN AND TECHNOLOGY

#### Course Description

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

Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects.

#### Main Topics Covered

All students will learn about the design, production and evaluation of quality designed solutions. They will learn about a range of design processes, the interrelationships of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

#### Learning Experience

Students undertaking Design and Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. Students will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

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

## **Course: 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: 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 four focus areas, three 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.

## **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
- Tool box
- 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: 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.

### **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.

<b>Course: Information and Digital Technology (P-TECH)</b> <b>Early Commencement (Year 10 2020)</b>	<b>Category: B</b>
	
<b>Training Package: ICT Information and Communication Technology</b> <b>Training Package - Release 3</b> <b>RTO:</b> 90490- Trustee of the Roman Catholic Church for the Diocese of Parramatta <b>Qualification:</b> Statement of Attainment towards ICT30115 Certificate III in Information, Digital Media and Technology <b>Contributes to the ATAR:</b> Yes, 2 Units, Board Developed Course	
<p><b>Course Description:</b></p> <p>The P-TECH mission is to develop and support pathways in technology to post-school education that lead to careers in a range of 21<sup>st</sup> century jobs. With support from Telstra and PwC, P-TECH students engage in a rigorous academic program with strong practical application and links to real world challenges.</p>   <p>This course provides students with the opportunity to gain knowledge and skills in a range of activities and functions in Information and Communications Technology (ICT). In addition to the technical skills that students' gain, opportunities to engage with employers and experience the contemporary workplace enable P-TECH students to develop the work-readiness skills so highly valued by employers.</p>	
<p><b>Units Include:</b></p> <ul style="list-style-type: none"> <li>• BSBWHS304 Participate effectively in WHS communication and consultation processes</li> <li>• ICTICT202 Work and communicate effectively in an ICT environment</li> <li>• ICTICT301 Create user documentation</li> <li>• ICTICT302 Install and optimize operating system software</li> <li>• ICTSAS301 Run standard diagnostic tests</li> <li>• ICTICT203 Operate application software packages</li> <li>• ICTWEB302 Build simple websites using commercial packages</li> <li>• ICTICT308 Use advanced features of computer applications</li> <li>• ICTSAS305 Provide ICT advice to clients</li> <li>• ICTWEB201 Use social media tools for collaboration and engagement</li> <li>• ICTWEB303 Produce digital images for the web</li> </ul>	
<p><b>Eligibility for Qualification:</b></p> <p>Students assessed as fulfilling the requirements for all the units in the 240 hour course over 2 years (Yr10 and Yr11) will be eligible for a Statement of Attainment towards ICT30115 Certificate III in Information, Digital Media and Technology (IDMT).</p>	
<p><b>Optional Additional Units of Study:</b></p> <p>The Information and Digital Technology (P-TECH) pathway, working with TAFE NSW, is offering students additional units of study to achieve a full ICT30115 Certificate III in Information, Digital Media and Technology. This will be achieved through studying 2 specific skill sets.</p> <p><b>Skill Set One:</b></p> <ul style="list-style-type: none"> <li>• BSBSUS401 Implement and monitor environmentally sustainable work practices</li> <li>• BSBEBU401 Review and maintain a website</li> <li>• ICTWEB301 Create a simple markup language document</li> </ul> <p><b>Skill Set Two:</b></p> <ul style="list-style-type: none"> <li>• Consisting of 3 elective units of study that reflect current and future needs of Industry.</li> </ul>	

## **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 and an A4 plastic sleeve folder.

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.



## Early Commencement 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 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 for their HSC by the end of Year 11. Students can sit the HSC VET course examination at the end of Year 11 2020.** During their HSC year in 2021, students will have one less course to complete and study for 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 McCarthy**, the following **Board Developed VET courses** are being offered as early commencement for Year 10 in 2019:

- Business Services
- Information and Digital Technology
- Primary Industries
- Retail Services

The above Board Developed VET courses are **Category B subjects** which can contribute to the calculation of the ATAR provided students complete 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.**



## Facts About VET Courses

- VET courses have a significant **practical component**, as they are designed for students who may wish to build a career in these industry areas. There is also a notable theoretical component in most of the courses.
- VET courses are **competency based** and will be assessed through integrated competency tasks using presentations, observation, portfolio, questions & other assessment methods. To be assessed as competent a student must demonstrate to a qualified assessor (VET teacher) 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 Framework Courses is optional. However, the advantage of early commencement VET is to support students in completing the HSC examination at the end of Year 11, thereby completing a full 2 Unit course for the HSC. This then provides a student greater time and focus on their remaining HSC courses in the HSC year (ie. 2022).
- 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 exam by completing a withdrawal form for the HSC Exam 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 a HSC.
- Only **ONE** Board Developed VET course can contribute to the calculation of the ATAR. Students must sit the HSC Examination Paper in a VET course for it to count towards the calculation of the ATAR.
- There is a mandatory **70 Hours** of industry work placement for each **VET 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. In this instance, students must be able to **manage their schoolwork effectively** as they will need to catch up on work that they have missed.
- Students may need to purchase equipment for VET courses such as tool kits; textbooks, uniforms, etc. Please note that additional costs to school fees apply for VET courses.
- 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 additional information, please contact the Leader of Learning VET at the College:  
**Geoff Sullivan**  
**P: 0417 612 157**  
**E: [geoffrey.sullivan@parra.catholic.edu.au](mailto:geoffrey.sullivan@parra.catholic.edu.au)**  
**In person each Monday @McCarthy**

## Business Services

<b>Training Package:</b>	BSB15 Business Services
<b>RTO:</b>	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
<b>Category:</b>	B – Board Developed Course
<b>Unit Value:</b>	2 Unit Preliminary Course 2 Unit HSC Course
<b>Qualification:</b>	BSB20115 Certificate II in Business
<b>Contributes to the ATAR:</b>	Yes

**Course Description & Content:**

This course is for students who wish to gain nationally recognised entry level 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. It may lead to occupations such as Office Junior, Secretary, Office Administrator, Data Entry Clerk or a Personal Assistant.

This course is suitable for students who have a helpful and courteous manner, have a good eye for detail, have the ability to work with others within the workplace and possess good communication and excellent customer service skills.

### Units include:

• BSBWHS201	Contribute to health and safety of self and others
• BSBCUS201	Deliver a service to customers
• TLIP2029	Prepare and process financial documents
• BSBIND201	Work effectively in a business environment
• BSBINM201	Process and maintain workplace information
• BSBINN201	Contribute to workplace innovation
• BSBSUS201	Participate in environmentally sustainable work practices
• BSBITU201	Produce simple word processed documents
• BSBWOR202	Organise and complete daily work activities
• BSBWOR204	Use business technology
• BSBITU202	Create and use spreadsheets
• BSBITU307	Develop keyboarding speed and accuracy
• BSBINM202	Handle mail
• BSBITU203	Communicate electronically

**Eligibility Qualification:**

Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for **Certificate II 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.

## Primary Industries

<b>Training Package:</b>	<b>AHC10 Agriculture, Horticulture and Conservation and Land Management</b>
<b>RTO:</b>	90490 - Trustees of the Roman Catholic Church for the Diocese of Parramatta
<b>Category:</b>	B – Board Developed Course
<b>Unit Value:</b>	2 Unit Preliminary Course 2 Unit HSC Course
<b>Qualification:</b>	AHC20116 Certificate II in Agriculture

**Contributes to the ATAR:** Yes

**Course Description & Content:** This qualification provides an entry-level occupational outcome in agriculture.  
The qualification enables individuals to select a livestock production or cropping context as a job focus or, in the case of mixed farming enterprises, both.

### Units include:

- AHCOHS201 Participate in OHS Processes
- AHCWRK209 Participate in environmentally sustainable work practices
- AHCCMH201 Apply chemicals under supervision
- AHCWRK201 Observe and report on weather
- AHCWRK204 Work effectively in the industry
- AHCLSK202 Care for health and welfare of livestock
- AHCPMG202 Treat plant, pests, diseases and disorders
- AHCPMG201 Treat weeds
- AHCWRK205 Participate in workplace communications
- AHCINF201 Carry out basic electric fencing operations
- AHCINF202 Install, maintain and repair farm fencing
- AHCLSK204 Carry out regular livestock observation
- AHCLSK205 Handle livestock using basic techniques
- AHCLSK207 Load and unload livestock
- AHCLSK211 Provide feed for livestock
- AHCMOM202 Operate tractors
- AHCMOM203 Operate basic machinery and equipment
- AHCLSK209 Monitor water supplies

**Eligibility Qualification:** Students assessed as fulfilling the requirements for all the units in the 240 hour course will be eligible for a **AHC20110 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.

**Course Costs:** Students are also required to purchase steel cap boots, goggles and earmuffs.

## Retail Services

**Framework:** SIR07 Retail Services

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

**Category:** B – Board Developed Course

**Unit Value:** 2 Unit Preliminary Course  
2 Unit HSC Course

**Qualification:** SIR30216 Certificate III in Retail Services

**Contributes to the ATAR:** Yes

**Course Description & Content:** This course provides students with the opportunity to gain knowledge and skills in a range of activities and functions in a retail setting. The retail industry is service based and is a significant employer within Australia. Career options available cover a range of jobs including people who work in customer service, sales, visual merchandising, product management, marketing, support services and administration.

### Units include:

- SIRXCEG001 Engage the customer
- SIRXCOM002 Work effectively in a team
- SIRXWHS002 Contribute to workplace health and safety
- SIRXRSK001 Identify and respond to security risks
- SIRXSLS001 Sell to the retail customer
- SIRXSLS002 Follow point of sale procedures
- SIRXIND001 Work effectively in a service environment
- SIRRMER001 Produce visual merchandise displays
- SIRXPDK001 Advise on products and services
- SIRXCEG002 Assist with customer difficulties
- SIRXCEG003 Build customer relationships and loyalty
- SIRRRTF001 Balance and secure point of sale terminal
- SIRRINV001 Receive and handle retail stock
- SIRXIND002 Organise and maintain the store environment

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

**Course Costs:** Students may be required to purchase a textbook.

