



Holy Trinity School Inverell

Stage 5 Elective Choices 2025

'Live Life to the Full'

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Our Vision

We are a Christ-centred, inclusive learning community committed to inspiring all to “have life and have it to the full.” John 10:10

Our Mission

A Catholic Professional Learning Community committed to improving the faith, learning and wellbeing of our students, staff, families and community.

Our Catholic Principles and Values

Primacy of God: Love of God; Love of Neighbour

Sanctity of Life: Life and dignity of the human person; Stewards of God’s creation

Fidelity in Relationship: Sacredness of self; sacredness of marriage

Common Good: Solidarity and Fraternity; Preferential option for the poor; Dignity of work.

CATHOLIC PRINCIPLES & VALUES (CPV)

Catholic Principles and Values underpin all we do in Catholic schools. These principles and values are explicitly taught in every subject. They have been chosen so that students in every year level will have a framework to help guide them in life once they leave school. Through the Catholic Principles and Values and their application in every subject, our students will be helped to develop a worldview that focuses on God and God's desire for all human beings to create a world where everyone is respected and cared for, the environment is managed for the future, and resources are used for the benefit of all. It is the explicit teaching of these principles and values that sets our Catholic schools apart. Mr Christopher Smyth (Director of Schools Armidale CSO)

The integration of Catholic Principles and Values across the curriculum aims to:

- ensure all students are able to articulate the core Catholic Principles and Values.
- assist students to integrate faith, culture and life experience
- enable students to recognise the religious character of the whole of life
- provide a perspective from which students can evaluate the curriculum content and structures and relationships within the school community
- help students to acknowledge and reflect on the integration of religion and culture in their own lives
- highlight the need for love, compassion, justice and service in the wider community

The Principle of the PRIMACY OF GOD

Values

- ❖ LOVE OF GOD
- ❖ LOVE OF NEIGHBOUR

The Principle of the SANCTITY OF LIFE

Values

- ❖ LIFE AND DIGNITY OF THE HUMAN PERSON
- ❖ RIGHTS AND RESPONSIBILITIES
- ❖ STEWARDSHIP OF GOD'S CREATION

The Principle of the FIDELITY IN RELATIONSHIPS

Values

- ❖ CALL TO FAMILY, COMMUNITY AND PARTICIPATION
- ❖ SACREDNESS OF SELF
- ❖ SACREDNESS OF MARRIAGE
- ❖ SACREDNESS OF THE FAMILY

The Principle of the COMMON GOOD

Values

- ❖ SOLIDARITY AND FRATERNITY
- ❖ PREFERENTIAL OPTION FOR THE POOR
- ❖ THE DIGNITY OF WORK AND THE RIGHTS OF WORKERS

THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

A cumulative record of all academic achievement:

The RoSA is designed to record and credential all secondary school students' academic results until the HSC.

- While all students currently receive grades for courses they complete at the end of Year 10, this system will be extended to also capture grades for courses a student completes in Year 11.
- If a student leaves school before receiving a grade in Year 11 or 12 courses, their RoSA will record the courses they commenced.
- This measure acknowledges the fact that many students begin senior secondary study but leave school for employment or other training opportunities before receiving their HSC.

Fair allocation of grades:

It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently.

- NSW teachers are very experienced in determining the standard of work that warrants a particular grade. As grading is extended into senior secondary courses the NSW Education Standards Authority (NESA) will work with teachers to ensure that appropriate standards are developed and applied at that level.
- The NSW Education Standards Authority (NESA) will also provide schools with information about the historical allocation of grades to their students. This will serve as a guide for the allocation of grades to current students.
- These methods of moderation and monitoring of grades will help ensure that parents and employers can know that a grade awarded in one school is equivalent to the same grade awarded in another school.

SECONDARY CURRICULUM AT HOLY TRINITY

The Secondary Department is constantly reviewing its curriculum pattern with reference to the guidelines outlined in the Education Reform Act, 1990. The Act, along with the Government's paper on Education Reform in NSW Schools, describes the program of curriculum reform introduced in 1992/1993.

At Holy Trinity, the Year 9/10 Elective program operates with vertical integration of Years 9 and 10 that conforms to the above Act.

The vertical integration system allows students to study areas that interest them and/or will benefit them. The system is designed to cater for the needs and interests of the students. Hence, the courses may vary from year to year, depending on student demand. In addition, some variations in electives can be expected due to the varying talents of the teaching staff at Holy Trinity.

All other subjects, such as Religious Education, English, Mathematics, Science, Personal Development, Health and Physical Education and History/Geography are not vertically integrated.

Vocational Education and Training, (VET), courses are available for study by students in Stage 5. VET courses give our students the opportunity to work towards gaining nationally recognised qualifications. At Holy Trinity School Construction, Primary Industries, Retail and Workplace Skills will be offered to Year 10 students in 2025. Interested students will choose one of these courses as one of their electives. Primary Industries and Construction will be taught on our campus, and the other VET courses will be taught online by a course coordinator with regular visits to the school. Students undertaking these courses need to be self-motivated and organised and have the ability to work in an online learning environment.

All VET courses are either developed or endorsed by the NSW Education Standards Authority (NESA), for inclusion in a student's Record of School Achievement. Students who choose to study Construction, Primary Industries, Retail and Workplace Skills in Year 10 will have the opportunity to continue their study of this subject during Stage 6. Successful completion will result in the student achieving a Certificate II, with the possibility of a Certificate III, by the end of Year 12.

Individual requests to undertake a VET course will be dealt with on a case-by-case basis for other subject areas. Some students may be best served with exposure to various work placements tailored to their individual interests and experiences.

THE STAGE 5 2025 CURRICULUM PATTERN

| <u>Year 9</u> | Subject | <u>Year 10</u> |
|---------------|---------------------|----------------|
| 3 | Religious Education | 3 |
| 4 | Mathematics | 4 |
| 4 | Science | 4 |
| 4 | English | 4 |
| 3 | Elective I | 3 |
| 3 | Elective II | 3 |
| 3 | History/Geography | 3 |
| 3 | PDHPE | 2 |
| 1 | Assembly | 1 |
| 2 | Sport | 2 |
| | Careers | 1 |

30 Periods

30 Periods

RULES OF ASSESSMENT AT HOLY TRINITY

Assessment requirements for students at Holy Trinity are set out below:

1. All students must study Religious Education, English, Mathematics, Science, History/Geography and PDHPE in Years 9 and 10.
2. All students will study one semester of History and one semester of Geography in Years 9 and 10.
3. For 2025, students must select two elective courses from those being offered.
4. Students must have a satisfactory record of attendance and conduct during Years 9 and 10.
5. Students are required to complete all assessment tasks by the due date.

ASSESSMENT & COURSE PERFORMANCE DESCRIPTORS

To enable teachers to make a true appraisal of an individual's achievement in each elective subject, a series of assessment tasks will be undertaken. Students will be given information early in the year, which outlines the set tasks and expectations for their chosen subjects.

Grades will be awarded to students using the course performance descriptors outlined below.

General Performance Descriptors

A

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

N

"N" Determination

Where A to E grade appears opposite a course, the student has satisfactorily completed the course by meeting the following requirements:

- a) Attendance – satisfactory attendance as determined by the principal
- b) Participation in the required learning experiences and assessment tasks
- c) Meeting requirements in terms of effort and achievement
- d) Reaching some of the course goals

Where "N" appears in place of an A to E grade, this indicates the student has failed to meet one or more of the above requirements.

AGRICULTURE TECHNOLOGY – YEAR 9 ONLY

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

Agricultural Technology develops the ability to respond to human needs and emerging opportunities. It develops knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with these enterprises and the marketing of products. The course develops students' ability to solve problems, plan, organise and conduct scientific investigations, research, collect and organise information, work as a member of a team and communicate information to a variety of audiences. Students investigate and discuss the impact of agricultural practices on the basic resources of soil, air and water.

In 2025 Agricultural Technology will continue to provide a balance between practical and theory work. Much of the practical work will be undertaken on the school farm – approximately 12 ha surrounding “Rosslyn” on the Glen Innes Road. The course will provide students with a range of practical farming experiences. These will be supplemented by suitable excursions where appropriate.

The successful cattle showing program will continue. This provides students with practical job skills should they choose to enter this area of agriculture in the future.

- | | |
|-----------------------------------|----------------------|
| * Beef Production | * Sheep Production |
| * Winter/Summer Crops | * Honey Production |
| * Plant Production - Horticulture | * Poultry Production |
| * Hydroponics | |

Assessment

Students will be provided with the opportunity to demonstrate their learning in everyday classroom activities as well as planned assessment events.

Assessment for each topic will be balanced between theory and practical work, employing a range of strategies ensuring that information is being gathered regarding the knowledge and understanding that is being acquired, and the skills that are being developed.

Assessment strategies may include:

- Semester exam
- Practical tests
- Plant and animal husbandry skills
- Practical work
- Research assignments
- Peer assessment

Feedback on assessment will be both formal and informal.

COMMERCE

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

Commerce provides for a range of learning styles and experiences that suit the interests and needs of all students. It emphasises the potential and use of information and communication technologies. Students gain greater competence in problem solving and decision-making by evaluating the range of customer, financial, business, legal and employment strategies. In examining these they also develop attitudes and values that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

The focus areas in 2025 will be:

- Employment and Work Futures
- The Economic and Business Environment

In addition to the core content, several options will be studied.

They are:

- Running a Business
- Promoting and Selling
- Towards Independence

Assessment strategies may include:

- Semester exams
- Research assignments & projects
- Peer assessment

Feedback on assessment will be both formal and informal.

DRAMA

The study of Drama has much to offer the secondary student. This subject aims to encourage self-confidence, self-esteem and creativity by developing skills in the performance, writing and analysis of dramatic elements, with a specific focus on filmmaking.

One of the primary aims of this subject is to enhance students' ability and confidence through the utilisation of performance elements. Drama is a structured way of dealing with events. The dramatist creates and manipulates. It provides a means of channelling the events of students' lives and experiences into a structured, creative form.

At Holy Trinity we are privileged to have access to an infrastructure of state of the art technology. Our Apple Mac network, complemented by devices such as iPads, allows Drama students the opportunity to experience the world of film and editing in a sophisticated way.

Our Performing Arts Centre also boasts a purpose built rehearsal and performance area. Students can experience the world of practical drama and performance in a space designed purely for creativity.

Practical performance in Drama forms a significant part of the students' assessment, however, in engaging with the content of the course students are also expected to complete written assessment tasks.

Proposed courses for 2025 are:

- Elements of Drama
- Improvisation / Playbuilding
- Liturgical Drama
- Script Writing
- Film and Editing
- Production and Performance

Assessment strategies may include:

- Semester exams
- Video journaling
- Peer assessment
- Practical performance
- Film creation
- Research assignments and projects

Feedback on assessment will be both formal and informal.

FOOD TECHNOLOGY

Why study Food Technology?

The Australian food industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society.

There are increasing community concerns about food issues, including hygiene and safety, nutritional claims and the nutritional quality of food, genetic engineering, functional food and the environmental impact of food production processes.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

In 2025 students will be studying the following Focus Areas:

Food For Specific Needs:

Foods for specific needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of foods for specific needs and the means to satisfy these. Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.

Food Service and Catering:

Food service and catering are important areas of the food industry. They provide people with both food and employment. Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities. Students plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.

Food For Special Occasions:

Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.

Food In Australia:

Migration has had a dramatic effect on the food eaten in Australia. Students examine the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine and develop knowledge of cultural protocols associated with food and its preparation.

Requirements:

A4 display folder.

All students must have an appropriate container for leftovers and closed in footwear.

Assessment

Students will be provided with the opportunity to demonstrate their learning in everyday classroom activities as well as planned assessment events.

Assessment for each topic will be balanced between theory and practical work, employing a range of strategies ensuring that information is being gathered regarding the knowledge and understanding that is being acquired, and the skills that are being developed.

Assessment strategies may include:

- Semester exams
- Practical work / reports
- Experimental work
- Research assignments and projects
- Peer assessment

Feedback on assessment will be both formal and informal.

INDUSTRIAL TECHNOLOGY - TIMBER & METAL

The major emphasis of courses offered in Industrial Technology is on students being actively involved in the planning, development and construction of quality practical projects. Students will be provided with a range of theoretical and practical experiences to develop knowledge and skills in a selected "focus area". Each focus area is broken down into specialised modules.

Modules in each focus area cover theory on topics such as:

- * Work, Health and Safety (WHS) and Risk Management
- * Materials
- * Tools, Equipment and Techniques
- * Design
- * Links to Industry
- * Workplace Communication Skills
- * Societal and Environmental Impact.

Projects across all modules will promote the sequential development of skills and reflect increasing student autonomy as they progress through the course. A project portfolio is also required for one practical project completed and will form part of the overall assessment of each focus area.

The focus areas and modules for 2025 are:

Timber and Metal

These focus areas contain the core modules that develop knowledge and skills in using materials, tools and techniques related to the timber and metal industries.

Timber

- Core Module: Timber 1
- Specialised Module: Timber 2

Metal

- Core Module: Metal 1
- Specialised Modules
 - Fabrication 2 (Prerequisite: Core: Metal 1)
 - Metal Machining 2

Assessments in all modules may include:

- Folios
- Practical and theory tests
- Practical work and reports
- Research assignments and projects

Feedback on assessment will be both formal and informal.

iSTEM (SKILLS, TECHNOLOGY, ENGINEERING & MECHANICS)

100 HOURS ONLY

Why is iSTEM Important?

iSTEM is important because it builds life skills that students will need regardless of their career choice. It teaches them critical thinking, teamwork, and persistence. It shows them how to approach challenges, think, and work together to solve problems effectively. These are the skills that increasingly underpin many professions and trades and the skills of a technologically based workforce.

The importance of Science, Technology, Engineering and Mathematics subjects to Australia's future workforce is indisputable. iSTEM is a hands-on course that delivers science, technology, engineering and mathematics education in an interdisciplinary, innovative and integrated fashion.

This school-developed course covers several modules in the fields of technology and engineering, including STEM Fundamentals, Aerodynamics and Motion, 3D CAD/CAM, and Mechatronics (Robotics).

Assessment: To satisfy the requirements of this subject, students must utilise the design process to undertake a range of problem-solving exercises by building and testing a prototype. These collaborative and individual tasks are inquiry-based learning activities and occupy the majority of course time. Feedback on assessment will be both formal and informal.

In 2025, students will be studying the following:

STEM FUNDAMENTALS

This introductory unit develops knowledge, skills and understanding of essential STEM principles and the design process. Students engage with the engineering design process to solve various challenges, including building and testing bridges, rockets, boats and a mousetrap racing car.

AERODYNAMICS and/or MOTION

Students will investigate motion by constructing an aeroplane with the challenge of the fastest speed or highest elevation. These will be flown around the power anchor to collect data on speed and elevation to determine the best plane. Motion will be investigated by the construction and testing of different rocket designs.

3D CAD/CAM

In this module, students will manufacture three-dimensional objects which they have designed. Students develop skills in Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) used in many fabricating and design industries. They will use the program Fusion 360 as their CAD experience, and their designs will come to life using CAM hardware, including the 3D printer and laser cutter.

MECHATRONICS

Students will complete a coding short course using the Grok Learning resource as a refresher to programming. They will then use the Lego Mindstorms robots to build and program their robot to navigate an obstacle course.

MUSIC

There are many benefits to studying music. Some of these include:

- ❖ **Musical training helps develop language and reasoning:** Students who have musical training will develop the areas of the brain related to language and reasoning. The left side of the brain is better developed with music, and songs can help imprint information on young minds.
- ❖ **A mastery of memorization:** Even when performing with sheet music, student musicians are constantly using their memory to perform. The skill of memorization can serve students well in education and beyond.
- ❖ **Students learn to improve their work:** Learning music promotes craftsmanship, and students learn to want to create good work instead of mediocre work. This desire can be applied to all subjects of study.
- ❖ **Music builds imagination and intellectual curiosity:** Introducing music in the early childhood years can help foster a positive attitude toward learning and curiosity. Artistic education develops the whole brain and develops students' imagination.
- ❖ **Music can be relaxing:** Students can fight stress by learning to play music. Soothing music is especially helpful in helping adolescents relax.
- ❖ **Musical instruments can teach discipline:** Students who learn to play an instrument can learn a valuable lesson in discipline. They will have to set time aside to practice and rise to the challenge of learning with discipline to master playing their instrument.

In 2025 students will study Music in the following genres:

- Jazz and Blues
- Australian Art Music
- Music in the Digital Age
- Classical Music

Students will be able to use computer generated creativity, through the use of GarageBand and other apps, to compose original music and integrate with visual media.

A compulsory aspect of the elective music course is performance. Students are required to be involved in class, assembly and eisteddfod performances, as well as providing the basis of the music for school masses and liturgies. In this way the skills and concepts learned in class can be utilised in real, public performances, and enrich the life of the school.

Assessment

Students will be provided with the opportunity to demonstrate their learning in everyday classroom activities as well as planned assessment events.

Assessment for each topic will be balanced between theory and practical work, individual and group tasks, employing a range of strategies.

Assessment strategies may include:

- Practical work – teacher and peer performance review
- Research assignments and projects
- Semester listening and theory assessments

Feedback on assessment will be both formal and informal.

PHYSICAL ACTIVITY AND SPORT STUDIES (PASS)

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Participation in regular physical activity is essential to improving health status and quality of life. Health experts agree it can reduce the likelihood of obesity, non-insulin dependent diabetes, coronary heart disease, hypertension and cancers. Research shows regular physical activity to also be effective in stress management, therapy and rehabilitation, injury prevention and the promotion of physical fitness.

Participation in physical activity provides opportunities for personal challenge, enjoyment and satisfaction. It also provides for positive interaction with others, in both collaborative and competitive contexts and supports the development of key social skills necessary for strong interpersonal relationships.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields. It also introduces students to valuable and marketable skills in organisation, enterprise, leadership and communication. Students with these skills will be positioned to make a strong contribution to their community as physical activity and sport provides a major context for both voluntary and paid work across Australia.

Modules of study include:

- Fundamentals of Movement Skill Development
- Physical Activity and Sport for Specific Groups, Enhancing Performance – strategies and techniques
- Promoting Active Lifestyles
- Enhancing Performance – strategies and techniques
- Opportunities and Pathways in Physical Activity and Sport
- Lifestyle Leisure and Recreation

Assessment strategies may include:

- Semester exams
- Group and individual research assignments
- Peer assessment
- Practical performance

Feedback on assessment will be both formal and informal.

VISUAL ARTS

Visual Arts provides opportunities for students to enjoy both the making and studying of art. It builds an understanding of the role of art in both the contemporary and historical world and enables students to represent their ideas and interests in artworks. This course is for those who like to express themselves in imaginative, creative and unique ways. The Visual Arts Elective course provides for broader, deeper and more extensive learning in Visual Arts beyond the limits of the mandatory course.

Why should I study Visual Arts in Years 9 and 10?

Creativity and Self-Expression - Visual Arts allows you the freedom to explore new skills and develop your artistic style.

Critical Thinking: In this course, you will explore various artists and their works, delving into the art of critical analysis. By examining artworks, you will acquire the skills needed to enhance the decision-making process when it comes to your own artistic creations.

Self-Confidence - As you learn more in-depth skills and techniques, your artistic flair will start to shine! Watch yourself grow as an artist and add more skills to your repertoire.

Problem Solving - In order to make unique artworks that show off your creative streak, you will use problem-solving to overcome creative challenges and produce innovative designs.

Cultural Enrichment - Studying Visual Arts can deepen your appreciation for and engagement with cultures from around the world, history, and the world around you.

Areas of Study:

- **Portraiture**
- **Ceramics**
- **Set Design/ Sculpture**
- **Appropriation**

Practical assessment tasks will include:

- Practical tasks relating to areas of class study
- Practical tasks relating to own area of study - Body Of Work

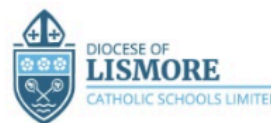
Theoretical assessment tasks may include:

- Research tasks; analytical tasks: oral/written presentations
- Semester exams
- Feedback on assessment will be both formal and informal.

CONSTRUCTION - YEAR 10 ONLY

VOCATIONAL EDUCATION AND TRAINING

Diocese of Lismore Catholic Schools Ltd
RTO: 45649



CONSTRUCTION – Stage 5

Statement of Attainment towards CPC10120 Certificate I in Construction

This qualification provides a pathway to the primary trades in the construction industry with the exception of plumbing. Trade outcomes are predominantly achieved through an Australian Apprenticeship and this Certificate II allows for inclusion of skills suited for entry to off-site occupations, such as joinery and shop fitting as well as carpentry, bricklaying and other occupations in general construction.

This Certificate I is designed to introduce learners to the recognised trade callings in the construction industry and provide meaningful credit in a Construction Industry Australian Apprenticeship.

| | | | |
|----------------|---------------------------|------------------|----------------------|
| Hours | 100 hrs x 1 year | Training Package | CPC |
| Cohort | Stage 5 (Year 10) | Work Placement | Recommended 35 hours |
| Course Details | VET Board Endorsed Course | SBAT | Not Available |

Example of Competencies to achieve the full certificate.

| Topic | Unit Code | Unit Title | Status |
|------------------------------------|-------------|--|----------|
| Safety First | CPCWHS1001 | Prepare to work safely in the construction industry | Core |
| | CPCCWHS2001 | Apply WHS requirements, policies and procedures in the construction industry | Core |
| Construction Calculation & Project | CPCCCM2004 | Handle construction materials | Core |
| | CPCCCM1011 | Undertake basic estimation and costing | Core |
| | CPCCVE1011 | Undertake a basic construction project | Core |
| Simple Sketches | CPCCOM1017 | Prepare simple construction sketches | Elective |

ASSESSMENT METHODS

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods include:

- Knowledge question
- Performance base tasks

DUTIES AND TASKS OF A CARPENTER

- Construct formwork into which concrete is poured
- Set out an outline of the building on the ground of the site, using string & pegs to allow for excavations
- Build floors, wall frameworks (timber or metal) and roofs, and lay timber floors
- Read plans and specifications to determine the dimensions, materials required and installation processes to be followed
- Install metal and timber windows, sashes and doors
- Construct and erect prefabricated units, such as cottages and houses
- Cut materials with hand and power tools and assemble, nail, cut or shape parts
- Install door handles, locks, hardware, flooring underlay, insulating material and other fixtures

PERSONAL REQUIREMENTS

- Enjoy practical work
- Able to cope with the physical demands of the job
- Able to work with your hands
- Good sense of balance and ability to work at heights
- Good at mathematics
- Good health and eyesight
- Able to work as part of a team

FURTHER STUDY

Apprenticeship, for example in

- Carpentry
- Bricklaying and Blocklaying
- Wall and Floor Tiling
- Solid Plastering
- Builder

JOB ROLES IN THE CONSTRUCTION INDUSTRY

Trades' assistants work with carpentry tradespeople by handling construction materials, using tools and equipment, erect and dismantle formwork for footings and slabs on ground.



PRIMARY INDUSTRIES - YEAR 10 ONLY

Australia remains a world leader in rural and related industries. These industries are key drivers of our state's economy, and primary industries provide many social, environmental, cultural and economic benefits to the people of NSW. Sustainability of the country's natural resources is the subject of regular debate in the Australian community.

Natural resources and primary products are crucial to our lives. The various sectors of primary industries supply us with many products and services essential to life including food, fibre, timber and energy, as well as the basic materials used in other industries.

The demand for products and services from primary industries in an environment featuring economic growth, climate change and diminishing resources will test the technologies, work practices and people in the industry. The extent of change demands the adoption of new skills and increased knowledge across the entire workforce.

The primary industries sector is a significant employer in Australia, particularly in regional and rural areas. The agriculture, horticulture and conservation and land management industry sectors offer a wide and diverse range of career opportunities and pathways, both within and across organisations and industry sectors.

Through the study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure, and that will assist them to make informed career choices.

What will I do in a Primary Industries course?

The Primary Industries course involves a combination of knowledge and skills in areas such as safety, preparation and safe use of chemicals, interpreting weather, sustainability and working effectively in the primary industries sector.

At Holy Trinity School you will undertake the Livestock stream:

- Livestock, Health and Welfare – focusing on the safe work practices when handling livestock, the classification and identification of livestock, animal behaviour, health and treatment.

You will also do a range of elective units of competency suited to the industry needs in your region.

The current delivery plan for Primary Industries in 2025 is:

- Participate in WHS processes
- Install, maintain and repair fencing
- Carry out basic electric fencing operations
- Handle livestock using basic techniques
- Prepare livestock for competition
- Load and unload livestock
- Carry out regular livestock observations
- Operate basic machinery and equipment
- Assist with artificial insemination procedures
- Operate tractors

Assessment

Competency-based assessment is used to assess this course from the Primary Industries Curriculum Framework. This means that you will be assessed against prescribed industry standards outlined in the units of competency you undertake. It involves the assessment of skills and knowledge combined and you will be deemed to be 'competent' or 'not yet competent'.

To receive an Australian Qualifications Framework VET qualification, you must be deemed competent in the range of units of competency required for that qualification. A Statement of Attainment for partial completion of the PI course may also be available. This will list the competencies the student has achieved.

What is work placement?

Many VET courses include some time working in the industry area of your course. This is called 'work placement'. Work placement gives you the chance to learn industry skills and to put into practice the skills you have already learned as part of your VET course.

Work placement will also help you to:

- Understand the attitudes expected in the industry area
- Gain insights into the kind of career you'd like to have
- Make informed decisions about further training and study
- Become more employable
- Be better equipped for business and employment opportunities.

You will be required to undertake 35 hours for the Primary Industries Specialisation Study in the 120 hour course. It is compulsory to undertake 35 hours of work placement. It is recommended that this takes place at the Royal Queensland Show, however, alternative arrangements can be made in consultation with the VET Coordinator.

VOCATIONAL EDUCATION AND TRAINING

Diocese of Lismore Catholic Schools Ltd
RTO: 45649



PRIMARY INDUSTRIES – Stage 6

AHC20122 Certificate II in Agriculture

This qualification provides a general vocational outcome in Agriculture. The qualification enables individuals to select a livestock production, cropping or livestock context as a job focus or, in the case of mixed farming enterprises, both cropping and livestock. Individuals with this qualification carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work.

This course is competency based and the student's performance is assessed against prescribed industry standards.

| | | | | |
|----------------|----------------------------------|---------|----------------|--|
| Unit Value | 2 unit Preliminary 2 unit HSC | 240 hrs | Work Placement | Mandatory 70 hours |
| Specialisation | No | | SBAT | Opportunity to complete a School Based Traineeship and gain credit towards the HSC |
| HSC Exam | Yes | ATAR | Yes | Recognition |
| | | | | National AQF and HSC Qualification |

Example of Competencies.

| Unit Code | Unit Title | Unit Code | Unit Title |
|-----------|--|-----------|--|
| HLTAID011 | Provide first aid | AHCWRK210 | Observe and report on weather |
| AHCWHS202 | Participate in workplace health and safety processes | AHCCHM201 | Apply chemicals under supervision |
| AHCWRK212 | Work effectively in industry | AHCPMG201 | Treat weeds |
| AHCLSK204 | Carry out regular livestock observation | AHCLSK211 | Provide feed for livestock |
| AHCMOM203 | Operate basic machinery and equipment | AHCLSK205 | Handle livestock using basic techniques |
| AHCMOM202 | Operate tractors | AHCLSK210 | Muster and move livestock |
| AHCINF206 | Install, maintain and repair farm fencing | AHCLSK209 | Monitor water supplies |
| AHCINF205 | Carry out basic electric fencing operations | AHCLSK202 | Care for health and welfare of livestock |
| AHCWRK213 | Participate in workplace communications | | |

PERSONAL ATTRIBUTES

- Enjoy practical work
- Good at science
- Able to analyse and solve problems
- Enjoy agriculture and the environment
- Able to make accurate observations and recordings
- Able to work as part of a team

LEARNING OUTCOMES

- Handle Livestock
- Build conventional and electric fences
- Operate machinery and equipment
- Establish crops and pastures
- Install farm water systems
- Implement safe and sustainable work practices

STUDY PATHWAYS

- Certificate II and III in Agriculture
- Certificate II and III in Conservation and Ecosystem Management

CAREER PATHWAYS

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Assistant animal attendant/stockperson
- Assistant farm hand
- Assistant farm or station worker
- Assistant farm or station labourer
- Jackaroo and jillaroo.

SKILLS FOR SUCCESS



Version May 2024



RETAIL SERVICES - YEAR 10 ONLY

VOCATIONAL EDUCATION AND TRAINING

Diocese of Lismore Catholic Schools Ltd
RTO: 45649



RETAIL SERVICES Stage 5

SIR10116 - Certificate I in Retail Services

The Stage 5 Retail Services course is an entry-level qualification aimed at individuals entering the retail industry. It allows individuals to develop basic technical skills and knowledge to prepare for work. Individuals with this qualification are able to perform roles such as frontline team members.

Students successfully undertaking the 100-hour course may be eligible to achieve the Certificate I in Retail Services. Students will need to complete 3 core units of competency and a minimum of 2 elective units of competency to a minimum of 50 indicative hours.

| | | | |
|----------------|---------------------------|------------------|----------------------|
| Hours | 100 hrs x 1 year | Training Package | SIR |
| Cohort | Stage 5 (Year 10) | Work Placement | Recommended 35 hours |
| Course Details | VET Board Endorsed Course | SBAT | Not Available |

Example of Competencies to achieve the full certificate.

| Topic | Unit Code | Unit Title | Status |
|--------------------------------|------------|--|----------|
| Retail Experience | SIRXCOM001 | Communicate in the workplace to support team and customer outcomes | Core |
| | SIRXIND001 | Work effectively in a service environment | Core |
| | SIRXWHS001 | Work safely | Core |
| | FSKDIG002 | Use digital technology for simple workplace task | Elective |
| Working In The Retail Industry | SIRXIND002 | Organise and maintain the store environment | Elective |
| | SIRXIND003 | Organise personal work requirements | Elective |
| | SIRXIND004 | Plan a career in the retail Industry | Elective |

ASSESSMENT

This course is competency based and the student's performance is assessed against prescribed industry standards. Assessment methods may include:

- Observation
- Student demonstration
- Questioning
- Written tasks
- Tests

DUTIES AND TASKS OF A SALES ASSISTANT

- Advise customers on the location, selection, price, delivery, use and care of goods available from the store, with the aim of encouraging them to buy and to return to buy in the future
- Operate cash registers & accept payment, or prepare finance arrangements (invoices, contracts)
- Take special orders for items not currently in stock, or not normally stocked, and notify customers when the items have arrived
- Package goods for customers and arrange delivery
- price, stack and display items for sale and keep the store tidy and attractive
- Be aware of health, safety, welfare issues & practices
- Participate in stocktaking
- Arrange for & advise on repairs of damaged goods

PERSONAL REQUIREMENTS

- Enjoy working with people
- A helpful, courteous manner
- Neat personal appearance
- Good communication skills
- Able to deal accurately with money
- Motivation and drive
- No skin disorders if working with food
- Good problem-solving skills
- Willing to work as part of a team.

JOB ROLES IN THE RETAIL INDUSTRY

- Cashier
- Sales Associate
- Store Manager
- Visual Merchandiser
- Inventory Manager

FURTHER STUDY

Certificate II and III qualifications, including:

- Retail Services
- Community Pharmacy

Version May 2024



FEES

All courses have an associated fee and these fees will be determined in Term 4.

We expect that fees will be similar to those currently in place.

DISTANCE EDUCATION

Other than the courses offered at Holy Trinity in Years 9 and 10, the study of a variety of courses is available to some students through the Department of Education Distance Education Program.

Students may only apply to study one course each year by Distance Education.

Students receive their work packs from their Distance Education tutor regularly. They are required to complete work and return it by post or email for marking on a regular basis.

Students need to be self-motivated and independent workers to succeed in this type of study.

Distance Education charged an annual fee of approximately \$360 in 2025, which is payable in advance.

Full details are available from Miss Bailey.