HSC VET Hospitality Certificate II
Early commencement
Aim

- 2012 *a principal with vision* wanted to engage our top year 9 and 10 students and give them an introduction to life as a senior student.
- Students were unaware and unprepared for the rigours of years 11 and 12.
Why?

- Diminishing commitment to education in the junior school
- Our better students were in need of a challenge.
- We thought an Accelerated VET Hospitality course would be achievable.
Why?

- This opportunity would allow these students to sit a HSC exam at the end of year 10.

- Their results would then become money in the bank and part of their HSC results.
This would allow these students more options going into their senior years.

They could:
- choose 10 units with the option of still being able to drop 2 units
- Choose 12 units to take through to the exam or the option to drop 4 units
- They would have shown a pattern of study by achieving their Certificate II in Hospitality
Early entry stage 6

- ATAR / Qualification
- Industry placement / real life experience
- Early chance for success
- Time management
- Preparation for the rigours of HSC
- Money in the bank for the HSC
- Engagement for high achievers
- Extra options in senior school
- Preparing for success
Who?

- We did not want to impact our HSC course of the future.

- Target academic students we thought would probably not select a VET subject as part of their senior study pattern.

- This would give them and us the best chance of success.
How?

- We looked at the year 8 students in our top classes and gave them an *invitation* to become part of this new and exciting study pathway.

- We held an *information night* for parents to ask questions and to highlight the benefits of this course.
At the information night we provided the students and parents with a package explaining what they were undertaking if they were successful in gaining entry to the course. Their was also a part for the parents to sign so they also understood the commitment the students were undertaking.

We explained the structure of the course ie Qualification and HSC and the commitment in terms of money, time and effort required by the students.
The invited students were to sit a *theory test* and also a *practical skills test* to gain entry to the course and show how much effort they were willing to put in.

The theory test were questions taken straight from *past HSC papers*. The students were given notes to study for this.

About 20 students were tested
For the practical component we provided the students with the date of the practical test and recipes. (A previous assessment task)

We gave them no other instructions. It was up to them to come to us if they had questions. They were also required to write a workflow.

This meant students had to research precision cuts, cookery terminology and presentation and work within a time frame.
Who did not make it in?

- The only students we excluded (from the entire testing process) were those who came unprepared i.e. no apron or workflow. This demonstrated an early lack of commitment.

- Every one else cooked.

- Some did very well.

- Some didn’t
If they had done their research and workflow and did not burn the kitchen down we passed them on the practical component.

Realistically none of these students were going to become chefs. They were looking for a jump start to their HSC.
Exciting results

- After lunch on the same day they sat the theory test. (Yes, it was a really big day for them). We came up with a mark we thought they should be able to achieve if they had prepared.

- 14 students made it into the course
Our first class
Success

what people think it looks like

what it really looks like
Finish line
Results

- 14 students commenced the class
- 13 finished
- 1 moved out of the area

- 2 x band six results
- 5 x band 5 results
- 6 band 4 results
Building confidence in the students
Allowing themselves to believe they could do it

Many students had never eaten in a restaurant
Appropriate work placement for year 9 students

Trying to keep it fun
Correct use of HSC verbs
Interpreting the questions correctly

Lots of hard work
Lots of hard work