



**YEAR 9
2022**

**ELECTIVE COURSES
HANDBOOK**

INFORMATION FOR YEAR 9 2021

The following handbook has been prepared to allow you and your parents to consider the elective subjects that will be available to you next year. Elective subjects are fabulous opportunities for our students to learn more about their gifts and talents, whilst being challenged in different elective subjects of their choice.

You will notice that two VET courses have been added for Year 9 2021. At Penola, we strive to cater for all learners by creating relevant and multiple learning pathways, involving VET credentials, academic certificate (Year 10 RoSA, Yr 11 Preliminary HSC and Yr 12 HSC certificates) and opportunities to commence their HSC studies in Year 10 as early commencement or accelerated pathways.

Therefore, you should choose carefully those subjects which appeal to you and will be of use to you in your later study for the Higher School Certificate, TAFE or in employment. 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.

In Stage 4 (Years 7 and 8), all courses have been common to all students. In Stage 5 (Years 9 and 10), Religious Education, English, Mathematics, Science, Geography, History, and Personal Development, Health and Physical Education are compulsory courses for all students and two electives can be chosen.

SELECTION OF ELECTIVE SUBJECTS

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

OPTION 1

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

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

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

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

OPTION 2

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

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

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

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

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

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

OPTION 3

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

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

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

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

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

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

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

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

KEY DATES

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

REQUIREMENTS FOR SATISFACTORY COMPLETION STAGE 5 COURSES

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

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

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

A FEW IMPORTANT POINTS TO CONSIDER

Students should note that courses chosen for Years 9 and 10 carry no obligation for those subjects to be continued into Years 11 and 12.

Generally speaking, courses in Years 11 and 12 are beginning courses with no requirement for the subject to have been studied before. For example, Business Studies in Stage 6 (Years 11 and 12) can be studied without a background in Stage 5 Commerce, though in the case of some subjects, Years 9 or 10 do provide a background of information that can be of assistance in senior school.

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

HSC MINIMUM STANDARDS INFORMATION

The announcement in past years by the NSW Government about HSC reforms impacts Year 8 students as they progress through their schooling.

Literacy and Numeracy Standards

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

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

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

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

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

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

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

Elective Subjects Offered

Subject Code	Subject Name	Page Number
	Creative and Performing Arts	
9 DRA	Drama	7
9 MUS	Music	8
9 VART	Visual Arts	9
	Human Society and Its Environment	
9 COM	Commerce	10
9 HIS	Elective History	11
	Languages Other Than English	
9 JAP	Japanese	12
	Personal Development, Health and Physical Education	
9 PAS	Physical Activity and Sports Studies	13
	Technological and Applied Studies	
9 AGR	Agricultural Technology	14
9 FTE	Food Technology	15
9INDTEL	Industrial Technology - Electronics	16
9INDTT	Industrial Technology - Timber	17
9 INDTMP	Industrial Technology - Multimedia	18
9 PTE	P-Tech – Design and Technology	19
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CREATIVE AND PERFORMING ARTS

Course: DRAMA

Course Description:

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

Main Topic Covered

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

Examples of work that might be covered in could be:

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

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

Learning Experience

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

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

Course: MUSIC

Course Description

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

- Performing
- Composing
- Listening

Main Topics Covered

Compulsory topic: Australian Music

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

Learning Experience

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

Students will need to choose an instrument to learn and use in performances. It is strongly encouraged that students seek outside tuition in their chosen instrument.

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

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

Course: VISUAL ARTS

Course Description:

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

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

Main Topic Covered

Making artworks

(Assessment weighting 50%)

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

Critical Studies

(Assessment weighting 25%)

- Interpret and evaluate various works
- Exercise critical judgement and learn to write critical responses
- 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 art

Learning Experience

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

Note:

Students interested in Photographic and Digital Media should enrol into Visual Arts

HUMAN SOCIETY AND ITS ENVIRONMENT

Course: COMMERCE

Course Description:

Commerce at Penola Catholic College will aim to give students personal competence and responsible participation in the changing commercial environment. Commerce has links across the curriculum, drawing upon and contributing towards other Key Learning Areas.

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

Main Topic 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.

Course: ELECTIVE HISTORY

Course Description:

Elective History will be offered for students with a particular interest in History and who are wishing to study additional History and consolidate their skills and knowledge through the study of a number of different topics and themes.

Main Topic 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

LANGUAGES OTHER THAN ENGLISH

Course: JAPANESE

Course Description

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.

Main Topics Covered

Interacting in Japanese

- Exchanging information, ideas and opinions, and socialising, planning and negotiation.

Accessing and responding to Japanese texts

- Obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts.

Composing Japanese texts

- Creating spoken, written, bilingual, digital and/or multimodal texts

Systems of the Japanese language

- Understanding the language system including sound, writing, grammar and text structure; and how language changes over time and place.

Role of Japanese language and culture

- Understanding and reflecting on the role of language and culture in the exchange of meaning and considering how interaction shapes communication and identity.

Learning Experience

Our Japanese course is a continuation from the 100hr Stage 4 course but is also suitable for those who have little to no prior knowledge of the Japanese language.

Students will need access to a device which can enable them to participate in the interactive lessons both at home and at school. Students will need headphones in order to access listening components of the course.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Course: PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

Course Description:

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

Main Topic Covered

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

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

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

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

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

Learning Experience

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

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

Course: AGRICULTURAL TECHNOLOGY

Course Description:

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

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

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

Main Topic Covered

The enterprises studied typically include:

- Beef Cattle
- Sheep for Wool and Meat
- Broadacre Field Crops (such as Wheat, Barley and Canola)
- Poultry
- Vegetables
- Goat Production

There is also an introductory unit on farm safety.

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

Learning Experience

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

Tasks include:

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

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 Topic Covered

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

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

Learning Experience

Practical experiences are an integral part of student's 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.

Optional – A container and disposal cutlery.

Course: INDUSTRIAL TECHNOLOGY - ELECTRONICS**Course Description:**

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

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

Main Topic Covered

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

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

Learning Experience

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

Course: INDUSTRIAL TECHNOLOGY – TIMBER

Course Description:

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

Main Topic 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: INDUSTRIAL TECHNOLOGY - MULTIMEDIA

Course Description:

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

Main Topic Covered

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

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

Learning Experience

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

P-TECH – DESIGN AND TECHNOLOGY

COURSE CONTEXT

P-TECH (Pathways in Technology) is a high school based educational pathway which ultimately provides options for students to study industry linked science, technology, engineering and maths (STEM) based subjects from Year 9 through to Year 12. Penola Catholic College is one of 14 schools across Australia and 2 in NSW chosen to be involved in the Australian Government supported P-TECH Initiative to establish career pathways.



P-TECH provides an opportunity for students to gain experience by working with industry mentors to build their skills for the workforce. Penola Catholic College has two industry partners for the P-TECH program who are IBM and Telstra, two of Australia's top employers. P-TECH in Year 9 will use the Design and Technology curriculum to build understanding in the skills integral to an emerging workforce.

By providing students with the opportunity to engage with industry partners for work placement and mentoring, P-TECH students will build the technical and non-technical skills needed to succeed in school, further education and work.

P-TECH students will also undergo various workshops, industry visits and collaboration and activities all designed to further their growth and skill base. The course builds skills in working collaboratively and learning to persevere to achieve an outcome.

COURSE CONTENT

Core units' students will explore:

- STEM investigations and design principles
- STEM construction principles including: strength of materials, material properties, fluid mechanics, electricity & magnetism, thermodynamics
- Fundamental mechanics
- Mechatronics
- Technologies related to robotics
- Programming

Course: TEXTILES TECHNOLOGY

Course Description

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

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

Main Topics Covered

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

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

Learning Experience

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

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

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