



**YEAR 10  
2023**

**ELECTIVE COURSES  
HANDBOOK**

## **INFORMATION FOR YEAR 10 2023**

The following handbook has been prepared to allow Year 10 2023 and your parents/carers 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.

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.

Please note in Year 9 you have already selected two electives (100 hours each). If you would like to continue with the same course in Year 10 as you studied in year 9, you must select the 200 hour course, Do Not select the 100 course as well.

Students may be identified and invited by teachers to commence an Accelerated Pathway or students/parents may also self-nominate if they would like to be considered for Studies of Religion 2 Acceleration. Please note that this process will not commence until Term 2 2023. However, for Acceleration, staff at Penola will judge suitability and have the final decision. In addition, students will need to make a commitment to this study for Year 10 and Year 11 at Penola Catholic College.

# 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)

## Key Dates

Date	Event
3 <sup>rd</sup> June 2022	<ul style="list-style-type: none"><li>• Students emailed subject preferences booklet through school email</li></ul>
7 <sup>th</sup> June 2022	<ul style="list-style-type: none"><li>• Subject preference afternoon held on site between 4pm to 6pm</li></ul>
7 <sup>th</sup> June 2022	<ul style="list-style-type: none"><li>• Link for online subject descriptions available</li></ul>
14 <sup>th</sup> June 2022	<ul style="list-style-type: none"><li>• Personalised subject link emailed to students to submit their preferences</li></ul>
22 <sup>nd</sup> July 2022	<ul style="list-style-type: none"><li>• Complete online subject preferences form</li></ul>
16 <sup>th</sup> September 2022	<ul style="list-style-type: none"><li>• Confirmation of subject preferences will be emailed</li></ul>

Students will make the preferences online and will be sent an email with a link to submit their preferences by the date above. 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 5 preferences in the selection's procedure, ordering these from (1-5), 1 being the most preferred.

### A FEW IMPORTANT POINTS TO CONSIDER

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.

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

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

## REQUIREMENTS FOR SATISFACTORY COMPLETION OF STAGE 5 COURSE

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

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

If the pupil's attendance falls below 90% of lesson time for a course, it may be very difficult to satisfactorily complete the above course criteria. Attendance, whilst not a criterion in itself, is regarded as an important factor in learning success. Students and parents /carers will be notified in writing, if they are at risk.

## HSC MINIMUM STANDARDS INFORMATION

### Literacy and Numeracy Standards

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

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

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

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

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

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

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

## Elective Subjects Offered

Subject Code	Subject Name	Page Number
	<b>Creative and Performing Arts</b>	
10 DRA	Drama	7
10 MUS	Music	8
10PHO	Photographic and Digital Media	9
10 VART	Visual Arts	10
	<b>Human Society and Its Environment</b>	
10 COM	Commerce	11
10 HIS	Elective History	12
10 GEO	Elective Geography	13
	<b>Languages Other Than English</b>	
10 JAP	Japanese	14
	<b>Personal Development, Health and Physical Education</b>	
10 PASS	Physical Activity and Sport Studies (PASS)	15
	<b>Technological and Applied Studies</b>	
10 AGR	Agricultural Technology	16
10 FTE	Food Technology	17
10INDTEL	Industrial Technology – Electronics	18
10INDENG	Industrial Technology – Engineering	19
10 INDTM	Industrial Technology – Multimedia	20
10 INDTT	Industrial Technology - Timber	21
10PTE	Design and Technology (P-Tech)	22
10 TEX	Textiles Technology	23

# CREATIVE AND PERFORMING ARTS

## Course: DRAMA

### Course Description

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

### Main Topics Covered

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

Examples of work that might be covered could be:

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

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

### Learning Experience

The aim of Drama in Stage 5 is to engage and challenge students to maximise their dramatic abilities and enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works. Learning experiences in Drama are provided which involve the intellect, emotions, imagination and body, and engage the whole person. Self-confidence, motivation and self-esteem are developed through the devising, workshoping, 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 and Listening.

### Main Topics Covered

#### Compulsory topic:

- Australian Music

#### Elective topics:

- Rock Music
- Popular Music
- Music for small Ensemble
- Music for Television, Film, Radio, and Multimedia
- 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, or to utilise in-school tuition opportunities.*

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

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

## **Course: PHOTOGRAPHIC and DIGITAL MEDIA**

### **Course Description**

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.

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.

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.

### **Main Topics Covered**

Students will explore -

- Digital photography
- Videography
- Computers and manipulation

In this syllabus students can explore reality, illusion and simulation through photographic and digital media, and the investigation of emergent technologies.

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.

### **Learning Experience**

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. Students will be assessed on their photographic products as well as theory content involving critical and historical studies.

## **Course: VISUAL ARTS**

### **Course Description**

Visual Arts provides students with opportunities to develop their perceptual, conceptual and evaluative abilities in making images and objects, and in understanding more about the nature and meaning of artworks in contemporary society. The mandatory Visual Arts course completed in Years 7 and 8 provides significant core experiences for all students. The additional course provides extension and further depth of study.

### **Main Topics Covered**

#### **Making artworks**

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

#### **Critical and Historical Studies**

- Practice
- Conceptual Framework
- Frames
- Representation

### **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 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 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 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. 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

**Topic 2:** Ancient, Medieval and Early Modern Societies. Topics could be chosen from:

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

**Topic 3:** Thematic Studies. 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

### Learning Outcomes

Knowledge and understanding of historical people, places and events from the Ancient, Medieval and Modern world. In Elective History, students are given the opportunity, through a variety of teaching and learning experiences, to investigate the motives and actions of past individuals as well as use the past to inform about the present and future. Students in Elective History are provided an environment in which to improve their historical skills, including the analysis of primary and secondary sources and the ability to draw conclusions about life in the past. Students are able to demonstrate their historical knowledge and skills in a variety of ways, including the use of ICT, throughout the Elective History course.

## **Course: ELECTIVE GEOGRAPHY**

### **Course Description**

The Geography Elective emphasises the physical, social, cultural, economic and political influences on people, places and environments, from local to global scales. It also emphasises the important interrelationships between people and environments through the investigation of contemporary geographical issues and their management. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world. Students will examine concepts that enhance their understanding of the world around them as well as changes in this world and how changes can benefit both society and the environment.

### **Main Topics Covered**

#### **Oceanography**

- The features and importance of the world's oceans and issues associated with them.

#### **Primary Production**

- The patterns, functions and issues associated with primary production.

#### **Global Citizenship**

- The role of informed, responsible, and active global citizenship.

#### **Australia's Neighbours**

- The environments of Australia's neighbours and specific geographical issues within the Asia-Pacific region.

#### **Political Geography**

- The nature and distribution of political tensions and conflicts, and strategies towards effective resolutions.

#### **Physical Geography**

- The geographical processes that form and transform the physical world.

#### **Interactions and Patterns along a Transcontinental Transect**

- The factors responsible for causing variation in spatial patterns across a continent from one specific location to another

#### **School-developed Option**

- This option provides students with the opportunity to develop their geographical knowledge and understanding of a particular location and/or area of inquiry that caters for their interests, needs and resources.

### **Learning Experiences**

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences, and humanities to build a holistic understanding of the world. Through the study of Geography, students are encouraged to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future.

## 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 100 hour Year 9 elective Japanese course but is also suitable for those who have studied Japanese in Year 7 or 8. 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:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance:

In Year 10 Students will study the following

- 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.

## TECHNOLOGICAL AND APPLIED STUDIES

### Course: AGRICULTURAL TECHNOLOGY

#### Course Description

Agricultural Technology builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus. Students will experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outdoor activities. They explore the many and varied career opportunities in agriculture and its related service industries. The study of a range of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

#### Main Topic Covered

The enterprises studied typically include:

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

## **Course: FOOD TECHNOLOGY**

### **Course Description**

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

### **Main Topics Covered**

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

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

### **Learning Experience**

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

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

## **Course: INDUSTRIAL TECHNOLOGY – ELECTRONICS**

### **Course Description**

Electronics provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. The modules develop knowledge and skills in the use of materials, tools and techniques related to electronics, which are enhanced and further developed through the study of Circuits and Componentry.

### **Main Topics Covered**

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

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

### **Learning Experience**

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

## **Course: INDUSTRIAL TECHNOLOGY - ENGINEERING**

### **Course Description**

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries. The Engineering 1 core module includes common content and topic content that develops knowledge and skills in the use of tools, materials and techniques related to Engineered Structures and Engineered Mechanisms. These are enhanced and further developed through the study of specialist modules in; Alternative Energy, Control Systems, School-Developed Module, & Transport.

### **Main Topic Covered**

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

- A range of devices and appliances
- Electronic and mechanical control systems
- Programmable microcontrollers
- Robotics projects
- Small structures
- Small vehicles

### **Learning Experience**

The major emphasis is on students learning about the properties and applications of materials associated with Engineered systems. They will study the range of tools, materials, 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 projects, working with different materials and techniques, and safety. Furthermore, this course will also investigate the societal and environmental impact that the engineering industry has on the world around the student.

## **Course: INDUSTRIAL TECHNOLOGY - MULTIMEDIA**

### **Course Description**

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

### **Main Topics Covered**

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

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

### **Learning Experience**

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

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

## Course: Design and Technology (P-TECH)

### Course Description

Design and Technology P-TECH 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.

The Design and Technology P-TECH course provides an opportunity for students to gain experience by working with industry mentors to build their skills for the workforce. P-TECH in Year 9 and 10 will use the Design and Technology curriculum to build understanding in the skills integral to an emerging workforce.

# P-TECH

PATHWAYS IN TECHNOLOGY



SUPPORTED BY THE AUSTRALIAN GOVERNMENT

### Main Topics Covered

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

### Learning Experience

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. Design and Technology P-TECH students will undergo various workshops, industry visit 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: 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, fetting 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.