# Years 9 and 10 (Stage 5) elective handbook



Developing safe, responsible and respectful learners in a stimulating and inclusive environment

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# **Junior Curriculum**

## **General information**

The Mudgee High School community is proud of its school and the achievements of its students. We constantly strive to provide high quality education in a safe, respectful and responsible environment.

Mudgee High School is committed to providing the best possible opportunities for all students. To ensure this happens, many hours of research, discussion and consultation have gone into developing curriculum structures for junior students. These structures are reviewed, monitored and modified when appropriate.

When students satisfactorily complete their studies in the junior school and satisfy the requirements of the NSW Education Standards Authority (NESA) and the Department of Education (DoE), they will be issued with a Record of School Achievement (RoSA).

This booklet is designed to provide information on the Stage 5 (Years 9 and 10) elective structure. This includes specific module details.

## **Curriculum structure**

Stage 5 courses run for a year (100 hours). Each student is required to complete various compulsory and elective courses. Students can study two elective courses per year.

During Years 7 to 10, there are several compulsory courses. See Table 1 Stage 4/5 mandatory requirements.

### Stage 5

Stage 5 operates under a combination of year-based classes and vertically integrated classes. English, Mathematics, Science, History/Geography, PDHPE and Sport classes are based on Year groups, while all other Key Learning Areas have vertically integrated classes.

# Elective structure - vertical integration

This is an approach to curriculum organisation that allows students maximum flexibility and choice. The timetable is arranged in such a way as to allow students in both Years 9 and 10 access to the same courses in Key Learning Areas other than English, Mathematics, Science, HSIE and PDHPE. Classes are therefore based on ability, readiness and interest, rather than age alone, allowing for a greater number of offerings.

This system provides several advantages for our students:

- It allows students to work at their own rate, choosing courses that are appropriate to their own needs, interests and abilities. It provides opportunities that give students different times to reach course outcomes.
- It allows for extension, acceleration and consolidation.
- It gives students the flexibility to change direction with elective courses if needs and interests change.
- It allows some courses to operate as composite classes with students from more than one year group. This provides students with subject choices that may not have otherwise been viable.
- It actively involves students, the school and parents in the selection process on a regular basis, encouraging students to become more responsible for their educational choices.

Note:

- Some HSIE and PDHPE courses may also be offered as additional elective courses as part of the vertically integrated structure. These courses allow students to extend, enrich and consolidate in these Key Learning Areas.
- Years 9 and 10 students each have two elective courses.

## Choosing course patterns

#### Procedures

The following factors will influence course selection:

- Record of School Achievement (RoSA) as set by the NSW Education Standards Authority (NESA) and the Department of Education (DoE)
- school requirements
- the availability of courses
- the difficulty level of the course
- timetable and other organisational considerations.

This booklet provides course lists in all Key Learning Areas and a brief description of all courses.

Students will be given guidance within classes regarding their choice of courses. They will then have the opportunity to discuss selections with their parents/carers.

Within roll groups, teachers may provide further advice related to the total pattern of choice.

The Junior Curriculum Coordinator will keep a record of all courses studied by students and will also be available to advise.

Some courses may not be offered if too few students choose them. In those instances, students will be allocated a place in an alternative course by considering their second and third preferences.

### Rules and prerequisites

With each course list, there are important rules to follow. These should be read carefully before making selections. A prerequisite is a course that must be completed prior to the one being selected. Prerequisites are put in place to ensure that a student has the necessary skills and content knowledge to attempt the course.

# Record of school achievement (RoSA) credentialing

Students, after satisfactorily completing their junior schooling, can access their RoSA results from the NSW Education Standards Authority website.

- The RoSA is a record of all courses completed in Years 7 to 10 along with grades awarded by the school and hours of study.
- Subjects recorded on the Record of Achievement Part A are recorded as either 100 hour or 200 hour courses. For elective courses to appear on this document, students must have completed at least 100 hours in that course at some time during Years 9 or 10.

#### Table 1 Stage 4/5 mandatory requirements

Key Learning Area (KLA)	Hours	Comments
English	400	
Mathematics	400	
Science	400	
Human Society and its Environment (HSIE)	400	200 History 200 Geography
Personal Development, Health and Physical Education (PDHPE)	300	
Technological and Applied Studies (TAS)	200	Completed in both Years 7 and 8
Creative and Performing Arts (CAPA)	200	Completed in Year 7
Languages	100	Completed in Year 7
Planned physical activity including planned weekly sport	150 minutes per week	

#### These are the minimum hours for students in public high schools.

Literacy and numeracy testing is an optional activity that may be undertaken when a student chooses to leave school at the conclusion of Year 10 or during Year 11 or 12.

# **Key Terms**

#### Stage 5

Years 9 and 10

#### Prerequisite

A course which must be completed satisfactorily before selecting the module under consideration.

#### Key Learning Area

The way in which subjects are divided and grouped within the school. There are eight Key Learning Areas:

• English

- Mathematics
- Science
- Human Society and its Environment (HSIE)
- Languages
- Creative and Performing Arts (CAPA)
- Technology and Applied Studies (TAS)
- Personal Development, Health and Physical Education (PDHPE).

Five Key Learning Areas must be studied each year, Years 7 to 10. These are:

- English
- Mathematics
- Science
- HSIE
- PDHPE.

The Key Learning Areas of **Technology and Applied Studies**, **Creative Arts and Languages** must be studied at some time over Years 7 to 10 but need not be studied in each year.

At Mudgee High School, the mandatory requirements in these subjects are completed in Years 7 and/or 8.

### Curriculum

All that is studied within a certain year or within the school.

### Syllabus

An outline of what must be studied within each Key Learning Area, determined by NESA.

# **Creative and Performing Arts**

## Drama

## **DRAM01 Play the Scripts (100 hours)**

#### Course description

The pen is mightier than the sword. However, a picture is worth a thousand words! Theatre is all about telling stories and letting others see behind the veil. In this module, students will explore filmed and scripted theatre to produce stories and performances that reflect current social issues.

#### Students learn about

- Elements of drama such as role, character, focus, tension, time, place, situation, space, structure, language, sound, movement, rhythm, atmosphere and symbol.
- Dramatic forms such as playbuilding, small screen drama, scripted drama, Aboriginal performance, street and environmental theatre, and realism.
- Performance styles.
- Dramatic techniques and theatrical conventions narrative.

#### Students learn to

- Create, interpret and perform a script according to purpose and audience.
- Workshop and perform whole or part segments of scripts from a range of styles and periods.
- Explore film and video drama to create dramatic meaning using screen production technology.
- Investigate skills and techniques for devising, structuring and performing their own screen works, particularly around site-specific theatre.
- Edit film to create an interesting story.

#### Specific course requirements

A4 art book - spiral bound

#### Course costs

Nil

#### Career relevance / Pathways / Transferable skills

Transferrable skills include analytical skills, interpersonal skills, writing skills, empathy, higher order thinking, investing skills, research skills and filmic skills.

Career pathways that this unit may lead into include script writer, director, actor, lawyer, drama teacher, stage manager, theatrical costume and design maker, publicity agent, artist, counsellor and film and TV editor or producer.

## **DRAM02 Styles of Theatre (100 hours)**

## Course description

Have you ever felt the behaviour of politicians or people in positions of power to be ridiculous? Well, you're not alone. People throughout history have thought this too and have for centuries demonstrated the fatuousness of people in power through the medium of theatre. In this module, students will explore these ideas through different styles of theatre such as playbuilding, commedia dell'arte, political/protest theatre, satire, Ancient Greek theatre, masks, melodrama and Shakespeare. Students will explore their own world and worlds beyond their own environment to experience a sense of empowerment.

#### Students learn about

- Elements of drama including role, character, focus, tension, time, place, situation, space, structure, language, sound, movement, rhythm, atmosphere and symbol.
- Dramatic forms including playbuilding, commedia dell'arte, political/protest theatre, Ancient Greek theatre, masks, melodrama and Shakespeare.
- Performance styles.
- Dramatic techniques and theatrical conventions.

#### Students learn to

- Use elements and styles of theatre in performances.
- Playbuild.
- Work collectively to Playbuild a piece of theatre.
- Reflect on the building process of performances.
- Incorporate contemporary themes into their work.

#### Specific course requirements

A4 art book - spiral bound

#### Course costs

Nil

## Career relevance / Pathways / Transferable skills

Transferrable skills include analytical skills, interpersonal skills, writing skills, empathy, higher order thinking, investigative skills and research skills.

Career pathways include script writer, director, actor, lawyer, drama teacher, stage manager, theatrical costume and design marker, publicity agent, artist, counsellor and film and TV editor or producer.

## Music

## MUSC01 Music 1 (100 hours)

### Course description

An elective music course that is targeted to the individual needs of students.

Students will have the opportunity to grow their strengths in performing, composing and listening to music. Music plays an important role in the social, cultural, aesthetic and spiritual lives of people. Students will develop their skills in expressing emotion, intellect and values.

#### Students learn about

- Stylistic features of specific artists.
- The concepts of music.

#### Students learn to

- Perform as part of a large ensemble.
- Perform as a soloist.
- Compose a piece.
- Listen and analyse critically.

#### Specific course requirements

- Students are expected to specialise in an instrument or sing.
- Access to an instrument so they can practise would be helpful.

#### Course costs

Nil

## Career relevance / Pathways / Transferable skills

Transferable skills include group work, collaboration, improved listening skills, higher order thinking and problem-solving skills.

Career pathways may include Artist and Repertoire representative (A&R), music therapist, music composer, instrumentalist, music journalist, record producer or musician.

## MUSC02 Music 2 (100 hours)

### Course description

An elective music course that is targeted to the needs of the students. This will include exposure to a wide range of music that reflects the diversity of Australian culture.

Throughout this course, students will be given class ensemble tasks to perform as well as being given leeway to choose their own repertoire for solo performances. Emphasis is placed on learning through the concepts of music.

#### Students learn about

- Stylistic features of specific musicals e.g., Hamilton, movies and various examples of game music.
- The concepts of music.

#### Students learn to

- Perform as part of a large ensemble.
- Perform as a soloist.
- Compose a piece.
- Listen and analyse critically.

#### Specific course requirements

- Students are expected to specialise in an instrument or sing.
- Access to an instrument so they can practise would be helpful.

#### Course costs

Nil

### Career relevance / Pathways / Transferable skills

Transferable skills include group work, collaboration, improved listening skills, higher order thinking and problem-solving skills.

Career pathways may include Artist and Repertoire representative (A&R), music therapist, music composer, instrumentalist, music journalist, record producer or musician.

# Visual Art

# VART01 Drawing, Photography and Printmaking (100 hours)

#### Course description

Experiment and extend your drawing skills in innovative ways. Explore the possibilities of drawing the printed image using techniques such as etching, lino, screen printing and photography. Students may explore the visual world through photographic techniques including darkroom use (wet photography) and digital technologies. They may utilise other image-makers such as a photocopier, photo silkscreen, computer image scanning, handmade negatives and photographs without a camera.

This course extends student drawing and design skills and challenges their ideas about artmaking.

#### Students learn about

- Artists who work in the field of printmaking and photography.
- How the world can be interpreted in art and the ways in which ideas are represented.
- The visual art diary as a medium for documentation of personal development, evaluative, critical and reflective practice.

#### Students learn to

- Develop subjective, structural, cultural and postmodern approaches to making artworks.
- Make informed personal choices to shape meaning.
- Document and reflect on their own practice in their visual art diary.
- Discuss and write about their understandings of different aspects of practice.

#### Specific course requirements

• A4 art book (spiral-bound)

- 2B pencil
- eraser
- 30cm rule.

#### Course costs

\$25 per semester.

### Career relevance / Pathways / Transferable skills

Transferable skills include creative thinking, problem solving, material management, organisational and design skills.

Career pathways may include artist, animator, advertising, designer, graphic designer, photographer, printmaker and illustrator.

## VART02 Sculpture and Clay (100 hours)

### Course description

Have you ever wanted to be more hands on with your artmaking? Mould clay, carve into wood, stone plaster, make plaster moulds, solder metal, snap, break, glue, tie and nail anything and everything into sculptural masterpieces?

Use your world to develop ideas both large and small.

#### Students learn about

- Artists who work in the field of sculpture.
- How the world can be interpreted in art and the ways in which ideas are represented.
- The visual art diary as a tool for documentation of personal development, evaluative, critical and reflective practice.

#### Students learn to

- Develop subjective, structural, cultural and postmodern approaches to making artworks.
- Make informed personal choices to shape meaning.
- Document and reflect on their own practice in their visual art diary.
- Discuss and write about their understandings of different aspects of practice.

#### Specific course requirements

• A4 art book (spiral-bound)

- 2B pencil
- eraser
- 30cm rule.

#### Course costs

\$25 per semester.

### Career relevance / Pathways / Transferable skills

Transferable skills include creative thinking, problem solving, material management, and organisational and design skills.

Career pathways may include artist, animator, advertising, designer, graphic designer, photographer, printmaker and illustrator.

## VART03 Painting, Street Art and Murals (100 hours)

### Course description

Do you have some painting experience and want to extend your ideas, compositional skills and techniques? Have you always admired street art and murals?

This module will help you to develop sketches into finished artworks using materials such as pencils, pastels, ink, acrylic and house paint. Develop your design ideas to make paintings using a range of techniques, both traditional and contemporary. Enter competitions, work collaboratively and create murals. Challenge yourself!

#### Students learn about

- The practices of artmaking and artists who make works.
- Artists throughout history, from a variety of cultures.
- How the world can be interpreted in art and the ways in which ideas are represented.
- The visual art diary as a tool for documentation of personal development; evaluative, critical and reflective practice.

#### Students learn to

- Make informed personal choices to shape meaning.
- Document and reflect on their own practice in their visual art diary.
- Discuss and write about their understandings of different aspects of practice.

#### Specific course requirements

- A4 art book (spiral-bound)
- 2B pencil
- eraser
- 30cm rule.

#### Course costs

\$25 per semester.

#### Career relevance / Pathways / Transferable skills

Transferable skills include creative thinking, problem solving, material management, and organisational and design skills.

Career pathways may include artist, animator, advertising, designer, graphic designer, photographer, printmaker and illustrator.

## VART04 Visual Arts (100 hours)

#### Course description

Finish junior school with advanced artmaking skills. Explore ideas, techniques and materials as you develop a series of artworks. This module utilises a wide range of art materials and techniques including drawing, painting, printmaking, photography and 3D construction.

You will take control of your own ideas and interests under the guidance of a teacher. The aim is for you to be open to change and willing to take risks in your art making. Do not limit your skills to one medium. Decide which art form you like best through exposure to a variety of media.

#### Students learn about

- The practice of art making and artists who make artwork.
- Artists throughout history from a variety of cultures.
- How the world can be interpreted in art and the ways in which ideas are represented.
- The visual art diary as a tool for documentation of personal development, evaluative, critical and reflective practice.

#### Students learn to

- Make informed personal choices to shape meaning.
- Document and reflect on their practice in their visual art diary.

• Discuss and write about their understandings of different aspects of practice.

#### Specific course requirements

- A4 art book (spiral-bound)
- 2B pencil
- eraser
- 30cm rule.

#### Course costs

\$25 per semester.

#### Career relevance / Pathways / Transferable skills

Transferable skills include creative thinking, problem solving, material management, organisational and design skills.

Career pathways may include artist, animator, advertising, designer, graphic designer, photographer, printmaker and illustrator.

# Human Society and its Environment (HSIE)

# **Aboriginal Studies**

## **ABST01 Aboriginal Studies (100 hours)**

#### Course description

This module covers Core Part 1 (Aboriginal Identities) and Core Part 2 (Aboriginal Self-Determination and Autonomy) plus Option 7 (Aboriginal Peoples and Technologies) plus Option 6 (Aboriginal Peoples and Film and Television). The two option topics may be changed to suit the interests of the class group.

#### Students learn about

#### **Aboriginal Identities**

The focus of this topic is the diversity of Aboriginal cultures and identities and the factors that contribute to their development and expression. Students explore the social factors and experiences that affect identity and cultural expressions. This topic also develops knowledge and understanding about appropriate consultation protocols so that students can work effectively with their local Aboriginal communities.

#### Case Study

The case study will have a local/regional community focus. It will familiarise students with the nature of their local Aboriginal communities. The study of a contrasting community allows students to develop an understanding of the diversity of Aboriginal cultures and expressions of identity.

#### **Aboriginal Self-Determination and Autonomy**

The focus of this topic is Aboriginal Peoples and human rights, with emphasis on the importance of self-determination and autonomy.

#### Case Study

Students explore the activities of organisations, movements and individuals who have worked towards Aboriginal autonomy, through the context of an integrated case study that focuses on:

• An Aboriginal response to an aspect of the content of this topic that demonstrates selfdetermination. • A broader community response to the selected aspect of content.

Students may choose to create their own event, movement or response in their own school, and use this experience as the basis of the second part of the case study, which is the broader community response.

#### **Aboriginal Film and Television**

The focus of this option is the role of film and television in Australia in the development of non-Aboriginal people's perceptions and understanding of Aboriginal Peoples and cultures. Students will analyse a variety of contemporary films, documentaries and television shows that deal with Aboriginal issues, including those written by Aboriginal as well as non-Aboriginal people. Students are expected to explore this option with reference to their local Aboriginal community/ies.

#### **Aboriginal Peoples and Technology**

The focus of this option is Aboriginal Peoples' use of technologies. Students learn about the knowledge management systems of Aboriginal Peoples and how they underpin the continued use of technologies for cultural, social, environmental and economic practices. Students examine historical representations and perceptions, as well as contemporary viewpoints and applications. Consideration is given to the contributions and links to sustainability, tourism, trade, economy and self-determination.

#### Students learn to

- develop their research skills
- develop their tolerance and understanding for cultures other than their own.

#### Specific course requirements

There are no prerequisites for this module.

#### Course costs

Nil

#### Career relevance / Pathways / Transferable skills

This module will provide students with an introductory foundation for future studies in Aboriginal Studies, Society and Culture, Ancient History, Modern History and Legal Studies.

The topics in this module have the capacity to prepare students for a career in anthropology, archaeology, museum curator, journalism and documentary construction, archivists, and a wide range of other related industries. Aboriginal Studies begins the journey to becoming a historically literate and globalised citizen.

## Commerce

## **COMM01 Business Economics (100 hours)**

#### Course description

This module covers Core 1 (Consumer and Financial Decisions) and Core 2 (The Economics and Business Environment) plus Option 1 (Our Economy) plus Option 4 (Running a Business).

Money – so hard to earn, so easy to spend! Being a wise and careful consumer is not luck, its good management in these days of high pressure selling and slick advertising. This module also deals with how to run a business and how to wisely manage the money that is thus earned. This is an essential module for all students.

#### Students learn about

- the nature of commerce
- consumer and financial decisions
- consumer protection
- financial management
- the nature of the economy
- the nature of markets within the economy
- interactions within markets
- performance of the Australian economy
- international trade and the Australian economy
- global influences on the Australian economy
- being an entrepreneur
- planning for success
- business operations
- maintaining financial records
- current issues in all topics.

#### Students learn to

- Interpret and analyse commercial data.
- Read and interpret laws and regulations.
- Calculate and develop budgets.
- Investigate and evaluate economic opportunities.
- Develop and operate a small business.

#### Specific course requirements

There are no prerequisites for this module.

#### Course costs

Nil

## Career relevance / Pathways / Transferable skills

This module will provide students with a foundation for future studies in Commerce, Business Studies, Legal Studies, Economics, and Society and Culture.

These topics prepare students for a career in business and industry, including owning/running a business, and working in all range of businesses from small enterprises right through to multinational companies. Commerce begins the journey to becoming a global consumer who is economically and financially literate.

## **COMM02 Legal Studies (100 hours)**

#### Course description

This module covers Core 3 (Employment and Work Futures) and Core 4 (Law, Society and Political Involvement) plus Option 5 (Law in Action) and Option 8 (School-Developed Option – Crime Case Study).

Laws affect us every day and in everything that we do. Most students are fascinated by the law and by what happens to those who break the law. They are also keen to understand why we have the laws that we do. Students study real cases and real laws to better understand the world around us.

### Students learn about

- work and wellbeing
- the workplace
- rights and responsibilities in the workplace
- the role and structure of the legal system
- law reform, political action and decision making
- participation in the democratic process
- contact with the law
- rights and responsibilities of individuals
- resolving disputes

- participation in a class election campaign
- class mock trial
- crime case study.

#### Students learn to

- Investigate and analyse a range of laws and legal practices.
- Participate in a mock trial.
- Research workplace issues, industrial relations and the role of unions.
- Calculate taxation.
- Investigate a real crime and the legal processes involved.
- Analyse the structures of government and determine the roles within.
- Conduct an election campaign.

#### Specific course requirements

There are no prerequisites for this module.

#### Course costs

Nil. Students will have the opportunity to visit the local court to watch part of a trial. There is no cost involved in this excursion.

### Career relevance / Pathways / Transferable skills

This module will provide students with a foundation for future studies in Commerce, Business Studies, Legal Studies, Economics and Society and Culture.

These topics prepare students for a career in business and industry, including law, criminology, politics and community building. It begins the path to working in all range of structures from court rooms to policing, to community justice centres to political arenas. Commerce begins the journey to becoming a global citizen who is socially and culturally literate.

# History

## HIST11 History's Mysteries (Year 10 only) (100 hours)

#### Course description

We can promise students a year of History like no other! This subject will throw them deep into the heart of historical investigation. They will be taken on a journey where they become the

detective, learning how to decipher evidence to build a historical argument. Students, as the detectives, get to decide the direction in terms of topics explored, which will include a cross-over from Ancient to Modern History. They could be taken on a journey in search of Dracula or the myths surrounding the legend of King Arthur. They could uncover the true Jack the Ripper or debunk theories about secret societies. The choices are theirs.

This subject is suited to all students passionate about history and who love a bit of mystery, intrigue and problem solving.

#### Students learn about

Students develop an understanding of the nature of history, heritage, archaeology and methods of historical inquiry. They examine the ways in which historical meanings can be constructed through a range of media. They apply these understandings to their investigation of past societies and historical periods through both depth and thematic studies. They sequence major historical events or heritage features, to show an understanding of continuity, change and causation. They explain the importance of key features of past societies, including groups and personalities. Students evaluate the contribution of cultural groups, sites and/or family to our shared heritage.

#### Students learn to

Develop skills to undertake the processes of historical inquiry. Identify, comprehend and evaluate the usefulness of historical sources in the historical inquiry process. Explain different contexts, perspectives and interpretations of the past. Select and analyse a range of historical sources to locate information relevant to an historical inquiry. Students apply a range of relevant historical terms and concepts when communicating an understanding of the past. They select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

#### Specific course requirements

There are no prerequisites for this module.

### Career relevance / Pathways / Transferable skills

This module will prepare students for the study of Ancient History and Modern History for the HSC. The aim of the History elective course is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as active, informed and responsible citizens.

Students will gain skills for a career in anthropology, archaeology, museum curator, journalism and documentary construction, archivists, tourism sector, and a wide range of other related industries. Elective History begins the journey to becoming a historically literate and globalised citizen.

# Languages

## Japanese

## **JAPN01** Language and Identity (100 hours)

#### Course description

This course is highly suitable for students interested in travel and learning about other countries, cultures, cuisines and customs. It is worth noting that bilingual job applicants often have a decisive edge over their monolingual peers in many future career paths.

This course is designed for students who have foundation language skills in Japanese or a willingness to fast track. Society, culture and history play a significant role in shaping a language and a study of one, without the others, limits overall understanding. Language and culture offer students an insight into how contemporary Japanese has evolved.

#### Students learn about

- Key Japanese cultural elements such as gift giving, levels of politeness in both written and spoken language. Students also gain a comparative measure of the importance of school and home life for students of a similar age.
- Historical influences on the Japanese language. For example, using honorifics.

#### Students learn to

- Further understand Japanese society and customs to enhance their knowledge of the practical uses of the Japanese language.
- Talk effectively about personal interests, describing things in detail and providing suggestions using new vocabulary and grammar.
- Recognise more elements of the Hiragana, Katakana and Kanji scripts.

#### Specific course requirements

There are no prerequisites for this module.

#### Course costs

Nil

### Career relevance / Pathways / Transferable skills

This course will continue to develop students' language skills for future studies in Japanese and equip them with highly desirable transferable skills. Studying a foreign language has the added benefit of developing the learner's knowledge of their first language.

Skills:

- Cultural sensitivity communicate effectively with people from various backgrounds.
- Interpreting using language to bring people together.
- Communication and language analysis to develop an understanding of the role of language in culture.

The topics in this module will prepare students for a career in:

- interpreting (business, legal, medical, travel, political)
- teaching
- translating
- public relations (ambassador)
- tourism
- forensic linguistics.

## **JAPN02** Conversational Japanese (100 hours)

#### Course description

This course is suitable for students interested in learning more about Japanese culture and who already have strong foundation language skills. It is worth noting that bilingual job applicants often have a decisive edge over monolingual peers in many future career paths.

The Conversational Japanese Course offers students a chance to deepen their engagement with language and culture. Throughout the course, students will use authentic resources such as Japanese TV dramas, songs and anime to develop their conversational skills. Students will also gain a deeper understanding of how language can represent different age groups and contexts.

#### Students learn about

- Japanese film, music, drama and pop culture.
- Honorific and humble forms of language.

#### Students learn to

• Engage in meaningful conversation about a wide range of topics in Japanese.

- Understand language choices in various texts.
- Develop pronunciation and fluency.
- Develop their recognition of the Hiragana, Katana and Kanji scripts.

#### Specific course requirements

There are no prerequisites for this module.

#### Course costs

Nil

#### Career relevance / Pathways / Transferable skills

This course will continue to develop student language skills for future studies in Japanese and equip them with highly desirable transferable skills.

Skills:

- Cultural sensitivity the ability to communicate effectively with people from various backgrounds.
- Interpreting using language to bring people together.
- Communication and language analysis understand the role of language and culture.

The topics in this module will prepare students for potential careers in:

- interpreting (business, legal, medical, travel, political)
- teaching
- translating
- public relations (ambassador)
- tourism
- forensic linguistics.

# Personal Development, Health and Physical Education (PDHPE)

# Physical Activities and Sports Studies (PASS)

# PASS11 Physical Activities and Sports Studies (Year 10 only) (100 hours)

## Course description

This 100-hour module aims to enhance students' capacity to participate effectively in physical activity, leading to improved quality of life for themselves and others.

#### Students learn about

Throughout the course, students complete areas of study including physical fitness, physical activity for health, physical activity for specific groups, coaching, exploring issues in physical activity and sport, and opportunities and pathways in physical activity. Some coursework may involve planning and implementing a fundamental movement skills program with young children.

#### Students learn to

Throughout the course, students develop skills that enhance their participation in and enjoyment of physical activity through working collaboratively with others, analysing and appraising information, and displaying management and planning skills to achieve personal and group goals.

#### Specific course requirements

There are no prerequisites for this module.

#### Course costs

Nil

### Career relevance / Pathways / Transferable skills

Participation in regular physical activity is essential to improving health 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. Individuals who lead an active lifestyle enjoy a positive sense of general wellbeing, heightened energy levels and improved ability to concentrate. They have an enhanced capacity to perform daily activities with ease and respond to increased demands.

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. Participation in particular physical activities can be culturally significant and play an important role in the development of cultural understanding.

Physical Activities and Sports Studies also promotes learning about movement and provides students with opportunities to develop their movement skills, analyse movement performance and assist the performance of others. The acquisition and successful application of movement skills is closely related to enjoyment of physical activity and the likelihood of sustaining an active lifestyle.

Careers include personal trainer, outdoor educator, physical education teacher, nursing, physiotherapy, medicine, gym instructor, community nurse, community health worker, sports trainer, human movement science, professional sport, recreation officer, Department of Sport and Recreation, community youth worker, ambulance officer, gymnasium manager, occupational therapy and radiology.

# **Technology and Applied Studies (TAS)**

# Agricultural Technology

## Agriculture (100 hours)

Agriculture is an elective course that may be studied for 100 or 200 hours for Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus.

### Course description

The study of Agricultural Technology develops students' knowledge and understanding of a range of agricultural practices. It promotes the ability to respond to human needs and emerging opportunities. The course develops students' knowledge, understanding and skills in the management of plant and animal enterprises and the technology associated with these enterprises. Students are encouraged to develop skills to solve problems, plan, organise and conduct scientific investigations, research, collect and organise information, work as a team member and communicate information to a variety of audiences.

#### Students learn about

The essential content integrates the study of interactions, 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 enterprises, as will the intensive and extensive nature of the range of enterprises to be studied.

#### Students learn to

Students 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.

#### **Practical Experiences**

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy a minimum of 50 percent of course time. It is expected that students engage in experiences relevant to all aspects of the enterprises studied. Practical experiences may include fieldwork, small plot activities, laboratory work, plant and animal husbandry

activities, and visits to commercial farms and other parts of the production and marketing chain. These experiences should be used to develop the skills of designing, investigating, using technology and communicating. Student capability, confidence and expertise at their current stage of development are important considerations in determining the teaching and learning sequences in the course. Students with special education needs may require adjustments and/or additional support in order to engage in practical experiences.

#### Specific course requirements

Enclosed shoes and appropriated sun protection for practical experiences.

Workbook and writing equipment for theory lessons.

#### Course costs

Nil

## Career relevance / Pathways / Transferable skills

Students are expected to develop an ability to demonstrate a detailed understanding of the diverse and dynamic nature of Australian agriculture. Students can analyse the management of agricultural enterprises and the marketing of a range of products. They use a variety of techniques and associated technologies in the demonstration of workplace practices associated with agricultural enterprises and become aware of the impact of current and emerging technologies on local and global environments.

Students will learn to make considered decisions and responsible judgements on the use of sustainable and ethical management practices. Students will learn to work safely and independently, and apply appropriate WHS practices whenever engaged in practical activities. They will learn to perform agricultural experiments and investigations based on sound experimental methodology, collecting and drawing valid and reliable conclusions.

Students will be able to demonstrate an appreciation of the value of working cooperatively on a common task. Students will be able to identify hazards and apply risk management strategies when using chemicals, tools and agricultural machinery, as well as when handling animals and performing animal and plant husbandry procedures.

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21<sup>st</sup> Century.

The general capabilities are:

- critical and creative thinking
- literacy
- ethical understanding
- numeracy

- information and communication technology capability
- personal and social capability
- intercultural understanding
- civics and citizenship
- difference and diversity
- work and enterprise.

## AGRI01 Agriculture 01 (100 hours)

#### Animal Enterprise: Sheep Production (General)

Sheep are an accessible and small grazing animal. They allow students to practise skills with animals that would not be possible with the limited number of cattle we have, and because of the Work Health and Safety limitations of safe handling of larger animals. Students learn about general sheep physiology, husbandry, behaviour and welfare considerations. Students are involved in a range of practical sheep husbandry activities e.g., yarding, foot trimming and drenching.

#### Animal Enterprise: Prime Lamb

Prime lamb is the production of high-quality animals to cater for consumer demands of lamb. Students learn about crossbreeding, nutrition, carcase composition, marketing and meeting market specifications. Students are involved in the husbandry and growth monitoring of the school's Merino wethers in preparation for the Merino Wether Challenge excursion.

#### Animal Enterprise: Wool Production

Wool production has paved the way for the growth of the Agricultural industry in Australia. Wool is still an essential natural fibre and commodity for the growth of the national economy. Students learn about the growing, processing and marketing of wool. They develop their skills in assessing and classing wool. Students are involved in the nutrition, growth monitoring and halter breaking of the school's Merino wethers in preparation for the Merino Wether Challenge excursion.

#### Plant Enterprise: Cotton Production

It is highly likely that most of the clothes you wear contain cotton, a natural fibre produced by the cotton plant. Students will develop knowledge and understanding in the planting, maintaining and harvesting of a cotton crop and the essential products that cotton is used for in a student's everyday life. Students also gain an understanding of the importance of cotton to both the Australian industry, as well as the World Cotton industry.

### Plant Enterprise: Cropping Production

Grain and oils crops are essential to both local community economic survival and the growth of the Agricultural industry in Australia. Students develop an understanding of the environmental sustainability, financial viability, marketing, technology and ethical considerations of these crops. Practical activities provide opportunities for students to reinforce theoretical concepts and participate in the growing, tending, harvesting and processing off crops, making connections to the food/fibre chain.

## AGRI02 Agriculture 02 (100 hours)

#### Animal Enterprise: Beef Cattle Production

Beef cattle production is an important industry in Australia, both for the local and national economies. Students develop an understanding of beef production related issues including breeds, nutrition, climate/limiting factors, distribution, ruminant digestion, reproduction, calendar of operations, husbandry techniques, pests and diseases, animal behaviour and ethical feedlot issues. Students will be involved in numerous practical activities including mustering and moving cattle, catching cattle in a crush, parading, judging live animals, live appraisal (fat and muscle score) and monitoring health.

#### Plant Enterprise: Pastures

Pasture growth has an impact on the success of a large number of grazing animal enterprises. Students will develop knowledge and skills in the importance of pastures to agricultural production, a pasture's role in supporting grazing animal production, planting, maintaining and harvesting pasture crop. They will learn about related aspects of the production process, such as plant pests and diseases, soils, climate, plant nutrition, irrigation, processing, storing and marketing. Students also gain experience in the safe use, maintenance and storage of agricultural hand tools.

### Plant Enterprise: Soils and Fertilisers

Soils and fertilizers are an important addition to the agricultural industry. Without these, maximum production from our agricultural land may not be possible. Students examine the relationships between soils and other agricultural enterprises. Students will also develop skills in soil analysis and experimental design through practical experiences in the unit.

## Animal Enterprise: Dairy Cattle Production

Students develop knowledge of a more intensive farming model, focusing on the importance of animal health and welfare, as well as quality control, in an agricultural industry. This unit introduces students to a range of dairy related production issues. Students also investigate the processing and marketing of an agricultural product from the farm to the consumer. Students

engage in numerous practical activities including mustering and moving cattle, setting up yards and moving cattle through, catching cattle in a crush, washing and grooming, parading, monitoring health, drench/backline, setting up scales and weighing.

### Plant Enterprise: Summer Crops and Tractors

It is important to sow a summer crop to provide feed to livestock. Students learn about plant and soil skills including biosecurity precautions, weed spraying, identifying and applying fertilizers, soil preparation and establishment of an irrigation system suitable for the summer crop. Students are involved in the production cycle of the summer crop from sowing to harvest and marketing. Students participate in a tractor safety training and driving instruction course. Agronomics practices the skills of cultivating, seed bed preparation, sowing, fertilizer use, irrigating, and pest and disease prevention, all of which are developed by students.

## **Child Studies**

## CHLD01 Child Studies (100 hours)

Child Studies CEC, Years 7 to10, is a Content Endorsed Course which can be studied as an elective in Stage 5 as a 100 or 200 hour course for the Record of School Achievement (RoSA).

#### **Course description**

Child Studies will assist students to understand the significant impact of a child's environment and the role that a child and others can take in the active construction of this environment. They will have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They will learn to identify, create and evaluate solutions to enhance child wellbeing. They will become aware of and learn to access a range of relevant community resources and services.

Learning in Child Studies fosters a student's sense of empathy for children, their parents, caregivers and those who have the potential to influence their learning environments. It contributes to the development in young people of an understanding and appreciation of the range of ways they can positively impact on the wellbeing of children through roles in both paid and unpaid contexts.

#### Students learn about

- preparing for parenthood
- conception to birth
- family interactions
- newborn care
- growth and development

- play and the developing child
- health and safety in childhood
- food and nutrition in childhood
- children and culture
- media and technology in childhood
- Aboriginal cultures and childhood
- the diverse needs of children.

#### Students learn to

- Support a child's development from pre-conception through to and including the early years.
- Positively influence the growth, development and wellbeing of children.
- Consider the external factors that support the growth, development and wellbeing of children.
- Research, communicate and evaluate issues related to child development.

#### Specific course requirements

There are no prerequisites for this module.

#### Course costs

\$15 per semester.

#### Career relevance / Pathways / Transferable skills

Students can take home a virtual baby, create a child's story book and also create a colourful, fabric growth chart for young children.

# Computing Technology (CT)

## COMP01 Computing Technology (100/200 hours)

#### Course description

Computing Technology may be studied as a 100-hour or a 200-hour course.

Studying Computing Technology enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial, and recreational contexts. The course focuses on computational, design and

systems thinking. It also develops data analysis and programming (coding) skills. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world.

#### Students learn about

Computing Technology has six focus areas:

- Enterprise information systems: Modelling and social connections
- Enterprise information systems: Designing for user experience
- Enterprise information systems: Analysing data
- Software development: Building mechatronic and automated systems
- Software development: Creating games and simulations
- Software development: Developing apps and web software.

#### Students learn to

Use a range of computer software and hardware.

- Develop problem-solving and critical thinking skills to design and develop creative in computing technology solutions for a variety of real-world problems.
- Use computing technology in a responsible and ethical manner.
- Recognise and analyse the effects of past, current and emerging computing technologies on the individual and society.
- Use effective communication skills and collaborative work practices leading to computing technology solutions for specific problems.

#### Specific course requirements

There are no prerequisites for this course.

#### Course costs

\$20 per semester

### Career relevance / Pathways / Transferrable skills

In all aspects of the course, students study appropriate industry standards and work practices. Students gain an understanding of specific career opportunities related to computing technology. Technical literacy is integral to the study of the course, preparing students with an understanding of and skills in the use of software and hardware devices. Problem-solving, workplace communication, collaborative work practices, occupational health and safety issues are embedded throughout the course. The study of Computing Technology is a very good basis for Years 11 and 12 courses such as Software Engineering and Industrial Technology – Multimedia.

# Food Technology

Food Technology is an elective course that may be studied for 100 or 200 hours in Stage 5. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7 to 8 Syllabus.

## FOOD01 Food Technology 1 (100 hours)

## Course description

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

#### Focus Area: Food in Australia

Colonisation and migration have had a dramatic effect on the food eaten in Australia. Students examine the history of food in Australia, beginning with traditional bush foods prepared by Aboriginal or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures. They then 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.

#### Focus Area: 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 occasions. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.

#### Focus Area: 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. They also investigate employment opportunities. Students plan and prepare safe and appealing foods appropriate for use in catering for small or large-scale functions.

#### Focus Area: Food Equity

Access to an adequate food supply is a global issue. Students examine food production and distribution globally and how this is influenced by factors such as transport, infrastructure, political environment and geographic considerations. Students plan and prepare safe and nutritious foods appropriate to specific situations.

#### Students learn about

Food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

#### Students learn to

Explore food related issues through a range of practical experiences, allowing them to make informed and appropriate choices about food. Integral to this course is the development of individual ability and confidence to design, produce and evaluate solutions to situations involving food. Students will learn to select and use appropriate ingredients, methods and equipment safely and competently.

#### **Practical Experiences**

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment. Student capability, confidence and expertise at their current stage of development are important considerations in determining the teaching and learning sequences in the course. Adjustments can be made to support students with special educational needs in practical experiences.

Students will also learn to:

- Demonstrate practical skills to select and use appropriate ingredients, methods and equipment, and gain confidence in managing, realising and evaluating solutions for specific food purposes.
- Develop understanding, knowledge and skills of processes, resources and technologies, appropriate to the planning, preparation, manufacture, experimentation and serving of food.
- Develop a body of knowledge, skills, values and attitudes and apply these in a practical manner.
- Express ideas and opinions, experiment and test ideas and demonstrate responsibility in decision-making in a safe learning environment.
- Reflect on and evaluate decisions made in relation to solutions for specific purposes about food at a personal level, and consider the social implications of these in a variety of settings.

#### Specific course requirements

Personal Protective Equipment. This includes:

- fully enclosed, leather, vinyl or suede shoes
- 2 tea towels
- apron
- oven mitts
- container for food products made in practical lessons
- workbook and normal, expected writing equipment for theory lessons.

#### Course costs

\$55 per semester.

#### Career relevance / Pathways / Transferable skills

This course broadens individual capacity to allow students make informed decisions based on the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. It enables participants to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes related to food; skills transferable to the workplace.

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st Century.

The general capabilities are:

- critical and creative thinking
- ethical understanding
- information and communication technology capability
- intercultural understanding
- literacy
- numeracy
- personal and social capability
- civics and citizenship
- difference and diversity
- work and enterprise.

## FOOD02 Food Technology 2 (100 hours)

## Course description

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, 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.

#### Focus Area: Food Selection and Health

The health of communities is related to the nutritional content of the food eaten. Students examine the role of food and its nutritional components in the body. They explore the nutritional needs of individuals and groups, and explain the effects of poor nutrition. Students investigate means of improving the nutritional status of individuals and groups. They select, plan and prepare safe and nutritious foods to reflect national food guides.

#### Focus Area: Food for Special Needs

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

#### Focus Area: Food Product Development

An ever-increasing variety of food products are available in the marketplace as a result of food product innovations. Students examine the reasons for developing food products and the impact of past and present food product innovations on society. They explore the processes in food product development and develop, produce and evaluate a food product.

#### Focus Area: Food Trends

Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing foods that reflect contemporary food trends.

#### Students learn about

Food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life.

#### Students learn to

Explore food related issues through a range of practical experiences, allowing them to make informed and appropriate choices about food. Integral to this course is the development of individual ability and confidence to design, produce and evaluate solutions to situations involving food. Students will learn to select and use appropriate ingredients, methods and equipment safely and competently.

#### **Practical Experiences**

To satisfy the requirements of the syllabus, students must undertake a range of practical experiences that occupy the majority of course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment. Student capability, confidence and expertise at their current stage of development are important considerations in determining the teaching and learning sequences in the course. Students with special education needs may require adjustments and/or additional support to engage in practical experiences.

Students also learn to:

- Demonstrate practical skills to select and use appropriate ingredients, methods and equipment, and gain confidence in managing, realising and evaluating solutions for specific food purposes.
- Develop understanding, knowledge and skills of processes, resources and technologies, appropriate to the planning, preparation, manufacture, experimentation and serving of food.
- Build a body of knowledge, skills, values and attitudes and apply these in a practical manner. Students e
- Express ideas and opinions, experiment and test ideas and demonstrate responsibility in decision-making in a safe learning environment.
- Reflect on and evaluate decisions made in relation to solutions for specific purposes about food at a personal level, and consider the social implications of these in a variety of settings.

#### Specific course requirements

Personal Protective Equipment. This includes:

- fully enclosed, leather, vinyl or suede shoes
- 2 tea towels
- apron
- oven mitts
- container for food products made in practical lessons
- workbook and normal, expected writing equipment for theory lessons.

#### Course costs

\$55 per semester.

#### Career relevance / Pathways / Transferable skills

This course broadens individual capacity allow students to make informed decisions based on the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. It enables participants to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes related to food; skills transferable to the workplace.

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st Century.

The general capabilities are:

- critical and creative thinking
- ethical understanding
- information and communication technology capability
- intercultural understanding
- literacy
- numeracy
- personal and social capability
- civics and citizenship
- difference and diversity
- work and enterprise.

## **Graphics Technology**

## **GRPH01 Graphics Technology (100 hours)**

#### Course description

Graphics Technology enables students to practise logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure activities. They engage in both manual and computer-based forms of image generation and manipulation, and develop a knowledge of the wide application of graphics in a variety of contexts and an everincreasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world. Graphics is a key communication skill in technology throughout the world and is used in many areas of employment. The practical skills gained in this course can be of benefit in many other subjects, as well as having vocational applications.

Students studying the core 100 hour course will complete core modules over the full year. After completing the core modules, students may elect to complete the study of four option modules for the second 100 hour course. The option modules may include Engineering Drawing, CAD, Australian Architecture, Architectural Drawing, Cabinet and Furniture drawing, Graphic Design and Communication, Technical Illustration Product illustration, as well as a student-negotiated project. Each module is 25 hours and students complete 4 in the 100 hour course

#### Students learn about

Graphics principles and techniques, work practices, equipment type, care and use, clean and ordered work practices, how to apply planned and ordered approaches to producing drawings, and Australian and international drafting standards.

#### Students learn to

- Apply drafting conventions to create standard page layouts (e.g., paper size, borders, title blocks, projection symbols).
- Set up computing principles for CAD application.
- Configure drafting applications.
- Use the CAD environment including tools, methods and modes constraints and modifiers.

#### Specific course requirements

There are no prerequisites for this module.

#### Course costs

\$20 per semester.

### Career relevance / Pathways / Transferable skills

All modules provide essential content designed to develop knowledge, understanding and

skills related to the four key areas of graphics principles and techniques, design in graphics, planning and construction.

This course provides excellent preparation for senior Design and Technology, Industrial Technology, Engineering Studies and VET courses

Students interested in careers in architecture, graphic design, engineering, building and metal trades will benefit from this course.

# Industrial Technology

# ELEC01 Industrial Technology - Electronics (100 hours)

#### Course description

The electronics focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the electronics and associated industries.

This course can be studied in 100 hour blocks in Stage 5, in either Year 9 or 10. The first 100 hours core focus area module develops knowledge and skills in the use of materials, tools and techniques related to electronics. These skills are enhanced and further developed through the study of a specialist module in circuits and components.

Electronics now plays a key role in the daily life of virtually every Australian. A wide range of careers exists in this area as the use of electronic devices continues to expand. Many Australians are life-long hobbyists in this very enjoyable area.

This practical based course is designed to provide a strong foundation in the knowledge of electronics, as well as in practical construction techniques. The projects in the course introduce many types of components and circuits. Practical projects reflect the nature of the electronics focus area 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
- robotic projects.

#### Students learn about

- WHS and risk management
- materials and components
- equipment
- tools and machines
- techniques
- electronics related industries.

#### Students learn to

- Use a range of components in the production of practical projects. They will use simple PCB construction methods involving the use of etchant solutions.
- Students will use acrylic sheet, metals, timber and timber products and 3D printing to produce circuit housings.
- Use the correct techniques in solder, as well as desoldering components from a circuit along with
- using multimeters to test circuits and components.

#### Specific course requirements

Students are required to wear leather or leather like footwear and appropriate PPE.

A workbook is also required.

#### Course costs

\$20 per semester.

#### Career relevance / Pathways / Transferable skills

Students will gain an insight into the electronics industry. These skills will include being able to recognise and assess the risks and WHS issues that are associated with hand and machine tools and processes that they will use in the development of their projects.

They learn to identify and assess risks and apply appropriate WHS practices to all the hand and machine tools and materials that they use, and follow correct procedures in completing processes. Students will become aware of the nature and impact of current, new and emerging technologies on society and the environment. They will be able to describe the effect of these technologies on industry and the local and global environment, as well as envisage future directions and possible applications of technology. These are qualities that would be beneficial starting a career in this field.

# ENGN01 Industrial Technology – Engineering (100 hours)

#### Course description

This course provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Modules of work allow students to develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. These are enhanced and further developed through the production of practical structures and mechanisms.

This course would suit students who are good at mathematics and/or science and have an interest in how things are built and work.

Students studying the core 100 hour course will complete Core Module 1 Engineering Structures and Core Module 2 Mechanisms over the full year.

This course provides excellent preparation for senior Engineering Studies

#### Students learn about

- materials
- equipment
- tools and machines
- engineering principles and processes
- design
- workplace communication skills
- societal and environmental impact.

#### Students learn to

- Use materials in the design and production of structures based on an understanding of their properties.
- Conduct experiments and tests to understand the properties of materials.
- Design and construct simple structures for specific purposes.
- Experiment with load applications on structures.
- Destructive and non-destructive testing to determine the effects of forces on engineered structures and mechanisms.

#### Specific course requirements

Students are required to wear leather or leather like footwear and appropriate PPE.

#### Course costs

\$20 per semester.

#### Career relevance / Pathways / Transferable skills

Students interested in careers in engineering, metal trades and the mining industry will benefit from this course.

## METL01 Industrial Technology – Metal (core module) (100 hours)

#### Course description

Metal is a key material of technology and has many important uses within daily life. Metal related industries provide full time employment to around 170,000 people in NSW alone, making it the largest provider of full-time employment in the state.

Students undertaking this practical based course can experience working with many different metals using a wide range of techniques which include the use of hand and machine tools, welding and oxy cutting, shaping, joining and finishing methods.

Students can use this course as a base for senior Design and Technology, Industrial Technology and VET courses.

The 100 hour core module area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries. It needs to be completed before the specialised modules can be completed.

Practical projects should reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies, including sheet metal projects, metal machining projects and fabricated projects

Students who have completed the TM11 module (or equivalent old module TM01/TM02) can select the specialised modules TM12 Metal Fabrication or TM13 Metal Machining courses.

#### Students learn about

- WHS and risk management
- materials and components

- equipment, tools and machines
- techniques
- metal related industries.

#### Students learn to

- Safely use tools, materials and equipment.
- Consider basic metal working characteristics and use metals in the production of practical projects.
- Adjust and use hand tools in the production of practical projects.
- Use machines and portable power tools in the production of practical projects, applying correct measuring standards and methods.
- Measure and mark out metal projects from a workshop drawing.
- Accurately cut and prepare materials to size use a variety of joining methods.

#### Specific course requirements

Students are required to wear leather or leather like footwear and other appropriate PPE.

#### Course costs

\$40 per semester.

#### Career relevance / Pathways / Transferable skills

Students interested in careers in engineering, metal trades, motor mechanics and the mining industry will benefit from this course.

These skills will include:

- Recognising and assessing the risks and WHS issues that are associated with hand and machine tools and processes that they will be using in the development of their projects.
- Identifying and assessing risks and apply appropriate WHS practices to all the hand and machine tools and materials that they use, and follow correct procedures in completing processes.

Students will become aware of the nature and impact of current, new and emerging technologies on society and the environment. They will be able to describe the effect of these technologies on industry and the local and global environment and to envisage future directions and possible applications of technology. These are qualities that would be beneficial starting a career in this field.

# METL02 Industrial Technology – Metal Fabrication (100 hours)

#### Course description

The Practical projects completed in this module reflect the nature of the fabrication focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies. Including sheet metal products and metal and fabricated projects. The projects completed are varied and can be negotiated from a list of set projects.

#### Students learn about

- WHS and risk management
- materials and components
- equipment, tools and machines
- techniques and metal related industries.

#### Students learn to

- Safely use tools, materials and equipment.
- Use metal in the production of practical projects.
- Adjust and use hand tools in the production of practical projects.
- Use machines and portable power tools in the production of practical projects.
- Apply correct measuring standards and methods.
- Measure and mark out metal projects from a workshop drawing.
- Accurately cut and prepare materials to size using a variety of joining methods.

#### Specific course requirements

Students are required to wear leather or leather like footwear and appropriate PPE.

#### Course costs

\$40 per semester.

### Career relevance / Pathways / Transferable skills

Students interested in careers in engineering, metal trades, motor mechanics and the mining industry will benefit from this course.

These skills include:

- Recognising and assessing the risks and WHS issues that are associated with hand and machine tools and processes that they will use in the development of their projects.
- Identifying and assessing risks and apply appropriate WHS practices to all the hand and machine tools and materials that they use, and following correct procedures in completing processes. Students will become aware of the nature and impact of current, new and emerging technologies on society and the environment.
- Describing the effect of these technologies on industry and the local and global environment, and envisaging future directions and possible applications of technology.

These are qualities that would be beneficial starting a career in a variety of metal-based fields.

## METL03 Industrial Technology – Metal Machining (100 hours)

#### Course description

The practical projects completed in this module reflect the nature of the metal machining focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies in machining and assembly. The projects completed are varied and can be negotiated from a list of set projects.

#### Students learn about

- WHS and risk management
- materials and components
- equipment, tools and machines
- techniques and metal related industries.

#### Students learn to

- Safely use tools, materials and equipment.
- Use metal in the production of practical projects.
- Adjust and use hand tools in the production of practical projects.
- Use machines and portable power tools in the production of practical projects.
- Apply correct measuring standards and methods.
- Measure and mark out metal projects from a workshop drawing.
- Accurately cut and prepare materials to size using a variety of joining methods.

#### Specific course requirements

Students are required to wear leather or leather like footwear and appropriate PPE.

### Course costs

\$40 per semester.

## Career relevance / Pathways / Transferable skills

Students interested in careers in engineering, metal trades, motor mechanics and the mining industry will benefit from this course.

These skills include:

- Recognising and assessing the risks and WHS issues that are associated with hand and machine tools and processes that they will be using in the development of their projects.
- Identifying and assessing risks and applying appropriate WHS practices to all the hand and machine tools and materials that they use and following correct procedures in completing processes. Students will become aware of the nature and impact of current, new and emerging technologies on society and the environment.
- Describing the effect of these technologies on industry and the local and global environment and envisaging future directions and possible applications of technology.

These are qualities that would be beneficial starting a career in this field.

# TIMB01 Industrial Technology – Timber (core module) (100 hours)

#### Course description

Timber is a renewable resource that has been of great value to humans throughout history. This practical based course introduces students to modern timber products, tools and techniques, while maintaining traditional concepts of craftsmanship and pride in work completed. The projects made in the course enable students to develop the knowledge and skills to confidently work with timber. All projects are designed to offer a challenge and gradually build the level of skill.

Industrial technology offers a balance of practical skills and academic challenge to suit any ability level. This course is a good basis for senior Design and Technology, Industrial Technology and VET courses. Students interested in careers in cabinet making and the building industry will benefit from this course.

The 100 hour Core Module 1 must be completed before the 100 hour Core Module 2 (students in Year 10 can complete both modules concurrently). The 100 hour Core Module 1 introduces students to projects that develop skills in cabinet work and basic machining.

### Students learn about

- WHS and risk management
- materials and components
- equipment, tools and machines
- techniques
- timber related industries.

Projects such as dart board/ display cabinet, wall clock, collectors' box, foot stool or other similar skills-based projects will be completed.

#### Students learn to

- Safely use tools, materials and equipment.
- Consider basic timber working characteristics and use solid timbers in the production of practical projects.
- Adjust and use hand tools in the production of practical projects.
- Use machines and portable power tools in the production of practical projects apply correct measuring standards and methods.
- Measure and mark out timber projects from a workshop drawing.
- Accurately cut and prepare materials to size using a variety of joining methods including simple joints, screwing, nailing and gluing.
- Describe reasons for timber finishing and prepare surfaces and apply clear finishes to timber.

#### Specific course requirements

Students are required to wear leather or leather like footwear and appropriate PPE.

A workbook is also required.

#### Course costs

\$40 per semester.

#### Career relevance / Pathways / Transferable skills

This course is a good basis for senior Design and Technology, Industrial Technology and VET courses. Students interested in careers in cabinet making or the building industry will benefit from this course.

These skills will include:

- Being able to recognise and assess the risks and WHS issues that are associated with hand and machine tools and processes that they will be using in the development of their projects.
- Being able to identify and assess risks and apply appropriate WHS practices when using hand and machine tools and materials and will be able to follow correct procedures in completing processes.

Students will become aware of the nature and impact of current, new and emerging technologies on society and the environment. These are qualities that would be beneficial starting a career in this field.

# TIMB12 Industrial Technology – Cabinet Work (100 hours)

#### Course description

The 100 hour Core Module 2 can be undertaken after the TW11 Core Module 1 has been completed (students in Year 10 can complete both modules concurrently).

Practical projects undertaken will reflect the nature of the cabinet work focus area and will provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. The course involves projects such as the breadbox, toolbox, wall organiser, or similar projects. A major project may be completed by negotiation with the class teacher. Material costs for any major project are in addition to the semester course fee.

Projects that the students complete are designed promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

#### Students learn about

- WHS and risk management
- materials and components
- equipment
- tools and machines
- techniques
- timber related industries.

#### Students learn to

- Safely use tools, materials and equipment.
- Consider basic timber working characteristics and use solid timbers in the production of practical projects.

- Adjust and use hand tools in the production of practical projects.
- Use machines and portable power tools in the production of practical projects apply correct measuring standards and methods.
- Measure and mark out timber projects from a workshop drawing.
- Accurately cut and prepare materials to size using a variety of joining methods including simple joints, screwing, nailing and gluing.
- Describe reasons for timber finishing and prepare surfaces and apply clear finishes to timber.

#### Specific course requirements

Students are required to wear leather or leather like footwear and appropriate PPE.

A workbook is also required.

#### Course costs

\$40 per semester.

#### Career relevance / Pathways / Transferable skills

This course is a good basis for senior Design and Technology, Industrial Technology and VET courses. Students interested in careers in cabinet making or the building industry will benefit from this course.

These skills will include:

- Recognising and assessing the risks and WHS issues that are associated with hand and machine tools and processes that they will be using in the development of their projects.
- Identifying and assessing risks and apply appropriate WHS practices when using hand and machine tools and materials and will be able to follow correct procedures in completing processes.

## **Marine Studies**

## **MARN01 Marine Studies (100 hours)**

#### Course description

Marine and Aquaculture Technology fits into an emerging field of study relating to sustainability of marine and related environments. At a time of great pressure on the marine environment, Australians must be aware of and understand this fragile environment.

This course is adapted to the local environment and specifically concentrates on the Murray Darling Basin, water safety, fish, yabbies and fishing.

#### Students learn about

- the Murray Darling Basin its environment and issues
- fishing and fish harvesting
- aquarium design and construction
- biology of native crayfish
- growing crustaceans
- skills management and employment.

#### Students learn to

- Source, select and sequence information about issues in a selected focus area, developing competence in collecting, analysing and organising information.
- Debate, describe, discuss and explain ideas and issues in written, graphic and oral form, developing competence in communicating ideas and information.
- Plan, prepare and present project work to meet a range of needs within set time frames, developing competence in planning and organising activities.
- Cooperate with individuals and groups, developing competence in working with others and in teams.
- Design, implement and evaluate solutions to practical situations in a specific focus area, developing competence in solving problems.

### Specific course requirements

There are no prerequisites for this course.

### Course costs

#### \$10

## Career relevance / Pathways / Transferable skills

In all aspects of the course, students will use appropriate industry terminology and work practices. They learn to identify and describe a range of marine and maritime vocations and volunteer organisations. Students develop an awareness of the range of vocational opportunities available through the study of focus areas. Optional study of the Marine Employment focus area can also be undertaken.

Problem-solving, workplace communication, cooperative work practices and Work Health and Safety are embedded in the syllabus.

# Textiles Technology (textiles and design) **TEXT01 Textiles 1 (100 hours)**

#### **Course description**

The study of Textiles Technology provides students with a broad knowledge of textiles. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

#### Students learn about

Students will learn about textiles through the study of apparel, furnishings, and non-apparel. Project work will enable students to discriminate in their choices of textiles for specific uses.

#### Unit 1 Winter Warmers - Apparel (a Hoodie)

In this unit, students will examine the materials used in the construction of apparel items. Students will investigate the historical development of hoodies and how designers produce these items as fashion statements in today.

Project work: Involves making a winter weight hoodie.

#### Unit 2 The Great Outdoors - non-apparel (a bag)

This unit of work examines traditional, new and emerging textiles. Students investigate recent developments in clothing, textiles and accessories associated with outdoor leisure pursuits.

Project work: A patchwork bag to carry sports equipment, folders and other objects.

#### Unit 3 Quilts large and small - Furnishings (a picture quilt and bed scarf or travel rug)

Students will investigate the use of colour to create a personalised miniature wall art quilt for their bedroom or as a gift.

**Project work:** Project 1 - small applique picture quilt. Project 2 - students choose from a child's fabric activity book, a bed scarf or a travel rug, depending on student interests.

#### Students learn to

Use the creative process to design textile items and to select and use appropriate materials, equipment and techniques to produce quality textile projects.

#### Specific course requirements

There are no prerequisites for this course.

#### Course costs

#### Semester One Units 1 and 2 - The Hoodie and the Bag - \$30

Semester Two Unit 3 – Materials cost may vary depending on the project selected.

Examples of costs: Bed Scarf \$20. The travel rug \$30, Child's activity book \$10

## Career relevance / Pathways / Transferable skills

This course content includes specific knowledge and understanding of current textile industry issues and employment opportunities. Employment and enterprise skills are developed throughout the course through self-evaluation, projects and practical application of knowledge.

## **TEXT02 Textiles 2 (100 hours)**

#### Course description

The study of Textiles Technology provides students with a broad knowledge of textiles. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

#### Students learn about

Students will learn about textiles through the study of apparel, furnishings, costume, textile arts and non-apparel. Project work will enable students to discriminate in their choices of textiles for specific uses. The focus areas provide the context through which the three areas of study (Design, Properties and Performance of Textiles, Textiles and Society) are covered.

#### Unit 1 Let's Get Creative – Textile Art (Term 1)

This unit explores the world of Textile Art. Students experiment with many new creative techniques. Students investigate and profile a textiles designer and explain the factors affecting their work.

**Project work:** Fun with Felt - The use of assorted wool fibres to make an assortment of useful and decorative objects including needle felt animals. Both wet felting and needle felting will be covered in this unit of work.

#### Unit 2 The World is a Stage - Costume (Term 2)

In this unit, students examine the world of theatrical costume design. They will investigate how historical, cultural and contemporary sources of inspiration influence designers and the creative process.

**Project work:** Hats are often worn as an accessory on stage. Students will use new or repurposed materials to make and decorate a hat/cap or other headpiece. Students will design and make a hat of their choice.

#### Unit 3 A negotiated project (Terms 3 and 4)

This unit aims to develop student skills and confidence in project work by allowing them to select and make a larger project of their choice.

**Project Work:** Suggested projects may include a patchwork quilt, a corset, a denim jacket, a skirt or item of their choice from a commercial pattern.

#### Students learn to

- Use the creative process to design textile items. Design ideas and experiences are documented and communicated, and will show evidence of each of the stages of designing, producing and evaluating. Students select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.
- Identify the properties and performance of the textiles used in each of their projects.

#### Specific course requirements

There are no prerequisites for this course.

#### Course costs

Semester One Units 1 and 2 - Materials for felted objects and hat/cap - \$20.

Semester Two Unit 3 - Materials for a quilt, corset or denim jacket - \$25. Materials cost may vary depending on the project selected (Students may choose to supply their own pattern and materials or work with recycled materials).

#### Career relevance / Pathways / Transferable skills

Work, employment and enterprise students are given opportunities to examine various sectors in the textiles industry, developing knowledge and understanding of the workplace practices, issues, legislation and the changing nature of work within this industry. This content includes specific knowledge and understanding of current employment opportunities. Employment and enterprise skills are developed throughout the course through self-evaluation, projects and practical application of knowledge.