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# **Year 9 2025 Subject Information**

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**June 2024**

<https://sites.google.com/education.nsw.gov.au/sihsyear9subjectselection/home>

## TIMELINE COURSE SELECTION

Week	Event	Date	Info
7	Student Information Sessions	Friday 14 June	Year 8 students attend an information session in the hall either in period 1 or period 3 (year level split into two groups) to learn about subject offerings and selection process. More information for students will be posted on the Year 8 Google Classroom.
8	Parent Information Evening	Tuesday 18 June	5:30pm - 6:30pm in school hall. Short presentation to all parents covering key information for Stage 5, subject offerings and elective selection process, then time for families to talk to KLA representatives about subject offerings.
	Subject Selection	Wed 19 June	Selection window opens*
9		9am Mon 27 June	Selection window closes

\*When the selection window opens, students will be sent an email to their school email address (@education.nsw.gov.au) with a link to a website with an individualised code to select their subjects. Students select 2 subjects and 2 reserve subjects.

### Website Resources

Students and families can view resources on our Year 9 Subject Selection website to aid the selection process.

<https://sites.google.com/education.nsw.gov.au/sihsyear9subjectselection/home>

On the website, students and parents will find a complete copy of this booklet.

**St Ives High School**  
**Year 9 2025 Subject Information**

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# INTRODUCTION

Welcome to Stage 5 of high school. This is most certainly an exciting period in any child's education. Along with the mandatory courses there are elective courses that provide choices to cater for different student interests and strengths. These elective courses are outlined in this booklet. Progress in Stage 5 forms an essential platform for studies in Years 11 and 12.

On the successful completion of Year 10, a student will be eligible for a Record of School Achievement (RoSA). The RoSA is the exit credential students receive from NSW schools if they leave school having completed Year 10 but not Year 12. The RoSA can be updated as a student progresses through Stage 6. If a student completes their Preliminary courses at the end of Year 11, the grades achieved for this will be included on the RoSA. During this time, students must also complete a minimum standards test. This is an online basic numeracy and literacy qualification without which students cannot be awarded an HSC at the end of year 12.

To satisfy the requirements of the Stage 5 curriculum, a number of courses of study are mandatory as determined by the NSW Education Standards Authority (NESA). These are English, Mathematics, Science, History, Geography and Personal Development, Health and Physical Education (PDHPE). All students study these courses. Outlines of these courses are also provided in this booklet.

In order to have an elective course contribute towards Stage 5 study, a student must study the course for a minimum of 100 hours or equivalent. A full elective would run for 200 hours or equivalent. The word equivalent is used to reflect that in some cases a student may complete the content usually covered in a specified number of hours in more or less hours, such as in the case of acceleration. At St Ives High School, students are able to choose two 200 hour electives, in addition to their mandatory subjects.

An extensive range of elective courses are offered at St Ives High School for 2024. In choosing electives, it is important to select courses in which students have an interest. This is an opportunity to explore a new field or develop an existing passion further. The study of a subject may open up other opportunities for Years 11 and 12 not currently considered. However, Stage 5 subjects are not a prerequisite to any preliminary or HSC courses. It is important that the reason for choosing a course is not because friends have or that it may be easy. It should be the course the child wants to study, not one that others would like them to study. Please be aware that courses are dependent upon overall student choices and therefore some courses will not run.

Correct and appropriate choices of electives will be crucial to the success and engagement of a student in Stage 5. If additional advice is required, see the teacher listed as the contact person in the booklet or talk to an older student who has studied the course. Students can also look at the Year 9 2024 Subject Selection website.

<https://sites.google.com/education.nsw.gov.au/sihsyear9subjectselection/home>. Syllabuses can be viewed at NESA [educationstandards.nsw.edu.au/wps/portal/nesa](https://educationstandards.nsw.edu.au/wps/portal/nesa)

I wish students all the best as they make their subject choices and prepare for study in Years 9 and 10.

***Nathalie Bodley***  
**Rel Principal**

# YEAR 9 2025 SUBJECT SELECTION AND COSTS

## MANDATORY SUBJECTS

- English
- Geography and History
- Mathematics
- Personal Development, Health and Physical Education
- Science
- Sport

	\$
Online Educational Materials	100
PDHPE Workbook	36
Sport	228

## ELECTIVE SUBJECTS

- Students will be required to choose **two** elective subjects from the list below
- These courses need to be studied for **200 hours** (ie 6 periods per fortnight)
- These **subjects** are to be studied for a period of **two** years in Stage 5 (Years 9 and 10)
- Subjects are limited by the number of student nominations and staff availability
- Additional costs are incurred for excursions, camps

	\$
<b>Creative Arts</b>	
Music	50
Photographic & Digital Media	60
Visual Arts	80
Visual Design	80
<b>English</b>	
Drama	30
<b>Human Society and Its Environment (HSIE)</b>	
Commerce	20
Geography Elective	20
History Elective	20
<b>Modern Languages</b>	
Chinese	10
French	10
Japanese	10
Korean	10
Persian	10
Spanish	10
<b>Personal Development, Health and Physical Education (PDHPE)</b>	
Physical Activity & Sports Studies	36
Dance	20
<b>Technological and Applied Studies (TAS)</b>	
Food Technology	148
Graphics Technology	60
Hospitality Fundamentals	148
Industrial Technology – Engineering	100
Industrial Technology – Metal	100
Industrial Technology – Multimedia	100
Industrial Technology – Timber	100
Computing Technology	80
Textiles Technology	100

**MODERN LANGUAGES AND LATIN THROUGH THE  
NSW LANGUAGE SCHOOL  
(PREVIOUSLY OPEN HIGH SCHOOL)  
AND  
SECONDARY COLLEGE OF LANGUAGES  
(PREVIOUSLY SATURDAY SCHOOL OF COMMUNITY LANGUAGES)**

The **NSW School of Languages** is a NSW Department of Education School. They provide students enrolled in Years 9 to 12, in government and non-government schools in NSW and ACT, an opportunity to study a modern language via distance education. When the home school (St Ives High School) cannot provide a specific language course desired (either it is not offered or the class does not run), students may apply for a single course access in their chosen language via Distance Education.

The NSW Language School is NOT available for non-language electives. It is also NOT available if the desired language is offered at St Ives High School (for example if it is simply a matter of an elective choice clash).

Lessons are conducted through Canvas, which is similar to Google Classroom and via phone. Students are also invited for face-to-face lesson days at the NSW Language School usually once a term. However, distance education is not an easy method of study and **requires high levels of maturity, self-discipline and organisation on the part of the individual student** to successfully complete the course. Please take this into consideration before applying for the course.

There is **an additional cost** to completing studies through the NSW Language School of **\$200** which is payment for the two-year course.

Applications are submitted through the St Ives High School late in Term three with the deadline being 30<sup>th</sup> November. Fees **must** accompany the application form. Applications sent incomplete and/or without payment or proof of payment will be returned. Apply at: [NSW SoL Enrolment forms](#)

Languages on offer include:

Chinese; French; German; Japanese; Russian; Indonesian; Italian; Korean; Spanish; Latin; Modern Greek; and Portuguese.

Students may also decide to study through the **Secondary College of Languages**. The school offers: Arabic, Armenian, Bosnian, Chinese, Croatian, Filipino, Hindi, Italian, Japanese, Khmer, Korean, Macedonian, Modern Greek, Persian, Polish, Portuguese, Punjabi, Russian, Serbian. Spanish, Thai, Turkish and Vietnamese. Apply at: [Secondary College of Languages Enrolment forms](#)

Both the NSW School of Languages and the Secondary College of Languages are in addition to normal schooling. **Please make any enquiries with Mrs Rojas in the library.**

## **HPGEP INFORMATION STAGE 5 (YEARS 9 AND 10)**

In mandatory courses, English, Mathematics, Science and HSIE, students are ranked based on the total yearly assessment result in each course. This will consist of examinations and a range of assessment types where students in the top classes are expected to demonstrate high academic achievement and a strong work ethic. Some faculties review student placement throughout the year and may make adjustments if warranted.

Students in the top classes generally cover the same work as those in the other classes, but often to a greater depth and not necessarily more of the same work. Assessment tasks may be differentiated to extend students in order to gain a deeper understanding of the concepts and outcomes required of each task. It is also expected that students in the top classes enter into the many competitions that are offered to our students. Such competitions provide valuable feedback as to their strengths and weaknesses in each subject area.

**English** and **Science** have two top classes for Year 9 and 10 which are made up of the top 60 students from each year.

The Mathematics course is divided into two broad strands: Core and Path. Students are graded according to their Year 8 ranking where they learn Core topics in Semester 1. Students are then regraded where Path topics are introduced to the top 5 classes. They will study Core and Path topics, while the other classes will only study the Core topics. As a result students will follow different pathways through Stage 5.

# **MANDATORY SUBJECTS**

## **YEAR 9 2025 200 HOUR COURSES**

Students will study:

- English
- Mathematics
- Geography
- History
- PDHPE
- Science



Year 9 English (Mandatory)

*Course Description*

Language and text shape our understanding of ourselves and our world. This allows us to relate with others, and contributes to our intellectual, social and emotional development. In English, students study language in its various textual forms, which develop in complexity, to understand how meaning is shaped, conveyed, interpreted, and reflected.

The Year 9 English course focuses on three key areas:

- |  |
|--|
| <ul style="list-style-type: none"><li>• Reading, viewing and listening to texts</li><li>• Understanding and responding to texts</li><li>• Expressing ideas and composing texts</li></ul> |
|--|

*Course Aims*

The aim of English is to enable students to understand and use language effectively. Students learn to appreciate, reflect on and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.

Through interrelated practices and experiences in understanding and creating texts, students learn about the power, purpose, value and art of English. The development of these interconnected skills and understandings supports students to become confident communicators, critical and imaginative thinkers, and informed and active participants in society.

*Topics Covered:*

- The language of protest and persuasion
- Genre study – Australian Gothic
- Shakespearean Drama
- Diverse cultural perspectives in texts
- Media literacy

**Course: Geography (Mandatory) (100 hours)***Course Description*

By the end of Stage 5, students explain geographical processes that change features and characteristics of places and environments over time and across scales and explain the likely consequences of these changes. They analyse interconnections between people, places and environments and propose explanations for distributions, patterns and spatial variations over time and across scales. Students compare changing environments, analyse global differences in human wellbeing, explore alternative views to geographical challenges and assess strategies to address challenges using environmental, social and economic criteria.

Students undertake geographical inquiry to extend knowledge and understanding, and make generalisations and inferences about people, places and environments through the collection, analysis and evaluation of primary data and secondary information. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students propose solutions, and may take action to address contemporary geographical challenges, taking into account alternative points of view and predicted outcomes. Students participate in relevant fieldwork to collect primary data and enhance their personal capabilities and workplace skills.

*Course Aims*

The aim of Geography is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales in order to become informed, responsible and active citizens.

*Topics Covered**Year 9*

Sustainable Biomes
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Environmental Change and Management
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*Year 10*

Changing Places
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Human Wellbeing
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**Course: History (Mandatory) (100 hours)**

*Course Description*

The Stage 5 curriculum provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

The history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context, follows. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

*Course Aims*

The aim of the History syllabus is to stimulate students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable students to participate as active, informed and responsible citizens.

*Topics Covered*

Year 9: The Making of the Modern World

- The Industrial Revolution: Making a Better World?
- Core Study – Australians At War: WWI and WWII

Year 10: The Modern World and Australia

- The Holocaust
- Core Study - Rights and Freedoms

**Course: Mathematics (Mandatory)***Course Description*

The Mathematics course teaches students to identify, describe and apply patterns and relationships. It provides a precise and concise means of communication. Students acquire the capabilities needed to make informed decisions and develop increasingly sophisticated mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. Digital technologies facilitate this expansion of ideas.

Students learn to appreciate the usefulness of mathematics in their everyday lives and its application to the world of science and technology. The study of mathematics is also a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

The Mathematics course is divided into two broad strands: Core and Path. Students are graded according to their Year 8 ranking where they learn Core topics in Semester 1. Students are then reggraded where Path topics are introduced to the top 5 classes. They will study Core and Path topics, while the other classes will only study the Core topics. As a result students will follow different pathways through Stage 5.

*Course Aims*

The aim of Mathematics in 7-10 is to develop:

- mathematical thinking, understanding, competence and confidence
- creativity, enjoyment and appreciation of mathematics
- engagement in lifelong learning.

*Topics Covered***Number and Algebra**

- Number
  - Integers, fractions, decimals, percentages
- Financial Mathematics
  - Earning, spending and investing money
  - Compound interest and depreciation
- Ratio and Rates
  - Direct and indirect proportion
  - Graphs of physical phenomena
- Algebraic techniques
- Surds and Indices
- Equations
  - Linear, quadratic, cubic equations
  - Simultaneous equations
- Linear relationships
  - Midpoint, gradient and length of intervals
  - Equation of straight line
- Non-linear relationships

**Measurement and Geometry**

- Area and surface area
- Volume
- Numbers of any magnitude
  - Scientific notation
  - Significant figures
- Trigonometry and Pythagoras' theorem
- Properties of geometrical figures
  - Similar and congruent figures
  - Deductive reasoning

**Statistics and Probability**

- Single variable data analysis
  - Quartiles and box plots
  - Standard deviation
- Bivariate data analysis
  - Scatter plots and lines of best fit
  - Data to inform decision making
- Probability
  - Relative frequency
  - Multi-step chance experiments

**Course: Personal Development, Health & Physical Education (Mandatory)**

*Course Description*

This course develops the student's capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle. The course encourages students to achieve confidence and competence in a wide range of physical activities. Students develop knowledge and understanding, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

*Course Aims*

The aim of the PDHPE course is to develop students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.

*Topics Covered*

**Personal Development, Health**

- Celebrating Diversity
- Relationships
- Healthy Food Habits
- Body Image
- Lifestyle Disease
- Planning for Safety
- Drug Use
- Mental Health
- Sexual Health
- Physical Activity
- Building Resilience

**Physical Education**

- Athletics/Cross Country
- Fitness
- Social Dance
- Invasion Sports
- Net Sports
- Bat/racquet sports
- Ball sports

**Course: Science (Mandatory)**

*Course Description*

Through applying the processes of Working Scientifically, students will use scientific inquiry to develop their understanding of science ideas and concepts, as well as the importance of scientific evidence. They will demonstrate honesty, ethical principles and respect for differing viewpoints on scientific issues.

By engaging in scientific inquiry, students will develop a deeper appreciation of the unique nature and development of science as an evolving body of knowledge, of the provisional nature of scientific explanations and of the complex relationship between evidence and ideas. By providing opportunities for students to continue to strengthen these scientific capabilities, will help them further develop as scientifically literate citizens.

*Course Aims*

The aim of the *Science Years 7–10 Syllabus* is to develop students:

- interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science-related problems and issues
- knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of Working Scientifically
- scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events
- appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based decisions in informing societies' use of science and technology

*Topic Areas Covered*

- Energy transfer through different mediums
- Motion of objects
- Laws of physics
- Uses of electricity
- Plate tectonics
- Interaction of Global Systems
- Sustainability of the environment
- Natural Selection
- Periodic Table
- Chemical Reactions

# SUBJECT SELECTION

Students will choose **two** courses from the following 200 hour courses:

## ***Creative Arts***

- Music
- Photographic & Digital Media
- Visual Arts
- Visual Design

## ***English***

- Drama

## ***Human Society & Its Environment (HSIE)***

- Commerce
- Geography Elective
- History Elective

## ***Modern Languages***

- Chinese
- French
- Japanese
- Korean
- Spanish
- Persian

## ***Personal Development, Health and Physical Education***

- Physical Activity Sport Studies (PASS)

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

- Food Technology
- Graphics Technology
- Hospitality Fundamentals
- Industrial Technology – Engineering
- Industrial Technology – Metal
- Industrial Technology – Multimedia
- Industrial Technology – Timber
- Computing Technology
- Textiles Technology

# **CREATIVE ARTS**

- **Music**
- **Photographic & Digital Media**
- **Visual Arts**
- **Visual Design**



**Course: Music (200 hours)***Course Description*

The Stage 5 Music Course extends the skills learnt in Years 7 and 8 in an exciting and enriching musical environment. Students should be considering learning a musical instrument or vocals or be having lessons with a private tutor already.

There are three main areas of study –

- Performance – Students participate regularly in performance activities. In class, solo and group performance are vital parts of music learning and students will also have the opportunity to use a variety of sound sources to explore musical styles.
- Composition – Students learn to create and experiment with traditional and other forms of modern music, such as jazz, rock and ethnic styles. Using music software technology and traditional forms of notation they will be able to arrange music for various combinations of instruments and voices.
- Listening – Students develop active listening skills for use in real world situations.

*Course Aims*

The aim of the course is to provide students with an opportunity to gain the knowledge, understanding and skills necessary to actively engage and enjoy performing, composing and listening. Their active engagement combining composing and listening as well as performance should ensure that music continues being a relevant part of their lives both now and in the future.

*Topics Covered*

- The mandatory topic of study is Australian Music
- The remaining topics are grouped into two areas of study. Students will study at least two topics from each of the groups below.

<i>Group 1</i>	<i>Group 2</i>
Baroque Music	Popular Music
Classical Music	Jazz
Nineteenth Century Music	Music for Radio, Film, Television and Multi-media
Medieval Music	Music of a Culture (different from Group 1)
Renaissance Music	Music for Small Ensembles (Group 2)
Art Music of the 20 <sup>th</sup> and 21 <sup>st</sup> Centuries	Music for Large Ensembles (Group 2)
Music of a Culture	Rock Music
Music for Small Ensembles (Group 1)	Music and Technology
Music for Large Ensembles (Group 1)	Theatre Music

**Course: Photographic & Digital Media (200 hours)**

*Course Description*

The Photographic and Digital Media course develops skills and understanding of technology based art forms. This is an exciting extension to or alternative for Visual Arts. Students will learn to create digital images through a range of computer programs while studying the practice of photographers and digital artists.

In practical lessons, students learn the technologies necessary to visually explore their ideas, while developing aesthetic understanding. They will work in both 2D and time based forms.

In theory lessons students investigate the work of photographers, digital artists, film makers and animators. They will become aware of the prominent role of photographic and digital media in contemporary society.

*Course Aims*

We live in a world dominated by photographic and digital images. Using photographic and digital media, students become actively engaged in visual forms of communication, by developing conceptual, practical and critical skills. This course assists students in the preparation for further study or employment in the diverse fields of technology based art forms.

*Topics Covered*

In Photographic and Digital Media students will be given tasks that cover a wide range of topics. These will be explored through:

- Photography
- Photoshop manipulation
- Film, including animation

This will be supported through critical and historical studies using the conceptual framework, the frames, and practice, leading to a more complex understanding of contemporary photographic and digital images.

**Course: Visual Arts (200 hours)**

*Course Description*

Building on the Year 7 and 8 Visual Arts course, students will further develop their knowledge, understanding and skills to make artworks and to critically and historically interpret art. Visual Arts fosters interest and enjoyment in the making and studying of art, while building an appreciation of the role of art in society.

In practical lessons students will learn to apply new techniques to concepts that will become increasingly more sophisticated. As students develop their creativity and aesthetic awareness they will also develop a personal style.

In theory lessons, students will investigate artworks historically and critically, learning to respond both analytically and subjectively. This will allow students to develop a rich understanding of the world of art.

*Course Aims*

We live in a world dominated by visual images and objects. The Visual Arts course aims to engage students in visual forms of communication, by developing conceptual, practical and critical skills. This course assists students in the preparation for further study or employment in the diverse fields of visual arts.

*Topics Covered*

In Visual Arts, students will work on topics such as still life, portraiture, landscape and abstractions. They will approach these through a range of media such as:

- Drawing
- Painting
- Sculpture
- Printmaking
- Ceramics

This will be supported through critical and historical studies using the conceptual framework, the frames, and artist's practice. This will lead to a more complex understanding of the visual arts.

**Course: Visual Design (200 hours)**

*Course Description*

Visual Design is an exciting extension to or alternative for Visual Arts. Students design and make imaginative artworks that fulfil a function. Visual Design emphasises problem solving and design aesthetics through which students create original images and objects.

In practical lessons, students learn design techniques and skills, exploring ideas and developing creative and aesthetic solutions.

In theory lessons students study the role of the designer in the past and in the contemporary world. As they learn about trends and styles, they will become aware of the prominent role of visual design in today's world.

*Course Aims*

We live in a world dominated by visually designed images and objects. The Visual Design course aims to engage students in visual forms of communication by developing conceptual, practical and critical skills. This course assists students in the preparation for further study or employment in the diverse fields of visual design.

*Topics Covered*

In Visual Design students will be given design briefs that cover a wide range of topics. There are three main areas of designed images and objects to be explored depending on the interests of the class.

- Graphic Design – Decorative design, illustration, cartooning, advertising, poster design, magazine layout, using processes drawing, painting, printmaking and photography.
- Object – wearable art, jewellery, ceramics, vessels, theatrical props, fabric design, furniture.
- Space-Time – exhibition spaces, landscape design, stage design, interior design, architecture, window display

This will be supported through critical and historical studies using the conceptual framework, the frames, and designer's practice, leading to a more complex understanding of visual design.

# ENGLISH

- **Drama**

*Faculty:* English

*Head Teacher Drama:* Cate Whittle

**Course: Drama (200 hours)**

## *Course Description*

In Years 9-10, the 200 hour Drama course focuses on contemporary drama and the theatre practices of making, performing and appreciating drama. The course is active, experiential and reflective. The collaborative nature of drama engages students in a creative process of sharing, developing and expressing emotions and ideas. It involves students taking on a role as a means of exploring both familiar and unfamiliar aspects of their world. They portray aspects of human experience while exploring the ways people react and respond to different situations, issues and ideas.

Students will also learn about the collaborative contribution of actors, directors, playwrights, designers, film and technicians to productions. Manipulation of a range of technologies including traditional, electronic and digital applications helps students achieve particular dramatic intentions.

Self-confidence, motivation and self-esteem are developed through devising, workshoping, rehearsing and performing individual and collaborative works.

## *Course Aims*

The aim of the course is to engage and challenge students to maximise their dramatic abilities. It will enhance their enjoyment of drama and theatre through making, performing and appreciating dramatic and theatrical works.

## *Content Overview*

In the 200 hour course, students will engage in an integrated study of the elements of drama within the context of playbuilding and a dramatic form or performance style.

## *Topics Covered*

Students will cover topics such as:

- Improvisation
- Scripted drama
- Theatre in Education
- Film
- Political Theatre
- Realism
- Grotowski
- Comedy
- Mask
- Melodrama
- Musical Theatre
- Elements of production
- Film

# **HUMAN SOCIETY & ITS ENVIRONMENT (HSIE)**

- **Commerce**
- **Geography Elective**
- **History Elective**

**Course: Commerce (200 hours)**

*Course Description*

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

*Course Aims*

The aim of the Commerce Years 7–10 Syllabus is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, economic, business, legal, political and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

*Topics Covered*

1. Consumer and Financial Decisions
2. The Economic and Business Environment
3. Employment and Work Futures
4. Law, Society and Political Involvement

*Options*

1. Our Economy
2. Investing
3. Promoting and Selling
4. Running a Business
5. Law in Action
6. Travel
7. Towards Independence
8. School-developed Option

**Course: Geography Elective (200 hours)**

*Course Description*

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

*Course Aims*

The aim of Geography Elective is to stimulate students' interest in and engagement with the world. Through geographical inquiry they develop an understanding of the interactions between people, places and environments across a range of scales and contemporary geographical issues in order to become informed, responsible and active citizens.

*Topics Covered*

Students are required to cover five of the following over the two year course.

1. Physical Geography - plate tectonics, climate, weather and other physical processes
2. Oceanography - the value of oceans and issues associated with them eg. Ownership and control, the impact of microplastics, whaling
3. Primary Production – issues include sustainable fishing, palm oil production, the Murray-Darling basin
4. Global Citizenship – addressing such issues as climate change, landmines, improving quality of life for people in developing countries
5. Australia's Neighbours – investigating regional issues such as population growth, population ageing, modernisation and economic growth, economic dependency, urbanisation, migration, political and human rights, access to resources, the role of transnational corporations, international aid, refugees, gender equality, health, environmental degradation, tourism, social cohesion
6. Political Geography – world politics and conflict resolution eg. South China Sea, Middle East
7. Interactions and Patterns along a Transcontinental Transect – investigating issues such as land degradation, urbanisation, loss of biodiversity, deforestation, resource depletion, hazard preparedness, human wellbeing, Aboriginal rights to lands and waters, Indigenous land rights
8. School-developed Option – Past examples include the role of the UN, human rights and the challenges of sustainability



**Course: History Elective (200 hours)**

*Course Description*

The study of History Elective enables students to investigate the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that the past contains many stories and that there is never only one uncontested version.

*Course Aims*

The aim of the History Elective Years 7–10 Syllabus is to encourage students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as informed, responsible and active citizens.

*Topics Covered*

Topic 1: History, Heritage and Archaeology

Topic 2: Ancient, Medieval and Modern Societies

Topic 3: Thematic Studies

Examples of past learning include:

- Archaeology in the Ancient World
- Revolutions! France, Iran, Cuba
- Myth vs Reality: Who were the Real Vikings?
- Ancient Rome: Who would be the Ultimate Survivor?
- The Colosseum: Triumph or Tragedy?
- Reconstruction in Post WWII Germany: How should the past be remembered? When should we forget?
- The Salem Witch Trials
- Religion and Ritual
- The US Civil Rights Movement Yesterday and Today: Do Black Lives Matter?
- How is History Constructed?
- Individual Investigative Projects

# **MODERN LANGUAGES**

- **Chinese**
- **French**
- **Japanese**
- **Korean**
- **Persian**
- **Spanish**

**Course: Chinese (200 hours)**

*Course Description*

Chinese can be studied as an elective course for 200 hours. This course will be built around the knowledge students bring to their learning as the teacher is a background speaker herself. Students can begin Chinese in Year 9 without having prior knowledge of Chinese. On completion of the 200 hours course, students can continue on and study Chinese Continuers at an HSC level.

*Course Aims*

The aim of the course is to enable students to develop communication skills, focus on language as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

*Topics Covered*

Personal world

- Daily Routine
- My family and my house and neighbourhood
- Shopping
- Making friends – visiting, inviting, making appointments
- Describing the weather
- Holidays, leisure time and tourism
- Food and drink – eating out and cooking

**Course: French (200 hours)**

*Course Description*

French can be studied as an elective course for 200 hours. This course builds on the knowledge, skills and experiences developed in the language Year 7-8 syllabus. Students can begin French in Year 9 without having prior knowledge of French. On completion of the 200 hours course, students can continue on and study French Continuers at an HSC level.

*Course Aims*

The aim of the course is to enable students to develop communication skills, focus on language as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

*Topics Covered*

- Personal world
- Daily Routine
- My family and my house and neighbourhood
- Shopping
- Making friends – visiting, inviting, making appointments
- Describing the weather
- Holidays, leisure time and tourism
- Food and drink – eating out and cooking

**Course: Japanese (200 hours)**

*Course Description*

Japanese can be studied as an elective course for 200 hours. This course builds on the knowledge, skills and experiences developed in the language Year 7-8 syllabus. Students can begin Japanese in Year 9 without having prior knowledge of Japanese. On completion of the 200 hours course, students can continue on and study Japanese Continuers at an HSC level.

*Course Aims*

The aim of the course is to enable students to develop communication skills, focus on language as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

*Topics Covered*

- Personal world
- Daily Routine
- My family and my house and neighbourhood
- Shopping
- Making friends – visiting, inviting, making appointments
- Describing the weather
- Holidays, leisure time and tourism
- Food and drink – eating out and cooking

**Course: Korean (200 hours)**

*Course Description*

Korean can be studied as an elective course for 200 hours. This course will be built around the knowledge students bring to their learning as the teacher is a background speaker herself. Students can begin Korean in Year 9 without having prior knowledge of Korean. On completion of the 200 hours course, students can continue on and study Korean Continuers at an HSC level.

*Course Aims*

The aim of the course is to enable students to develop communication skills, focus on language as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

*Topics Covered*

- Personal world
- Daily Routine
- My family and my house and neighbourhood
- Shopping
- Making friends – visiting, inviting, making appointments
- Describing the weather
- Holidays, leisure time and tourism
- Food and drink – eating out and cooking

**Course: Persian (200 hours)**

*Course Description*

Persian can be studied as an elective course for 200 hours. This course will be built around the knowledge students bring to their learning as the teacher is a background speaker herself. Students can begin Persian in Year 9 without having prior knowledge of Persian. On completion of the 200 hours course, students can continue on and study Persian Continuers at an HSC level.

*Course Aims*

The aim of the course is to enable students to develop communication skills, focus on language as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

*Topics Covered*

- Personal world
- Daily Routine
- My family and my house and neighbourhood
- Shopping
- Making friends – visiting, inviting, making appointments
- Describing the weather
- Holidays, leisure time and tourism
- Food and drink – eating out and cooking

**Course: Spanish (200 hours)**

*Course Description*

Spanish can be studied as an elective course 200 hours. This course builds on the knowledge, skills and experiences developed in the language Year 7-8 syllabus. Students can begin Spanish in Year 9 without having prior knowledge of Spanish. On completion of the 200 hours course, students can continue on and study Spanish Continuers at an HSC level.

*Course Aims*

The aim of the course is to enable students to develop communication skills, focus on language as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

*Topics Covered*

- Personal world
- Daily Routine
- My family and my house and neighbourhood
- Shopping
- Making friends – visiting, inviting, making appointments
- Describing the weather
- Holidays, leisure time and tourism
- Food and drink - eating out and cooking

# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

- **Physical Activity Sport Studies**
- **Dance**

*Faculty:* PDHPE

*Head Teacher:* Aaron Leggatt

**Course: Physical Activity & Sport Studies (200 hours)**

## *Course Description*

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

This course promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding.

## *Course Aims*

The aim of the Physical Activity & Sports Studies is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

## *Topics Covered*

- Body Systems
- Lifestyle, Leisure and Recreation
- Nutrition and Physical Activity
- Promoting Active Lifestyles
- Technology, Participation and Performance

**Course: Dance (200 hours)**

*Course Description*

Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

*Course Aims*

The aim of the Dance course is to provide students with performance experiences that encourage them to develop skills in three areas, performance, composition and appreciation. They learn to express ideas creatively as they make and perform dances, and analyse dance as works of art. Students think imaginatively and share ideas, feelings, values and attitudes while physically and intellectually exploring the communication of ideas through movement.

*Topics Covered*

Dance performance

- Safe dance practice
- Body anatomy and major muscle groups
- Capabilities and limitations of the body
- Locomotor and non-locomotor sequences
- Dance technique
- Dance terminology

Dance Composition

- Elements of dance – Space, time & dynamics
- Elements of composition
- Explore stimuli to create movement
- Select and refine movement
- Improvisation

Dance appreciation

- Dance vocabulary
- Description of movement in dance performance and composition
- Identifying a choreographer's manipulation of space, time and dynamics

# **TECHNOLOGICAL & APPLIED STUDIES (TAS)**

- **Computing Technology**
- **Food Technology**
- **Graphics Technology**
- **Hospitality Fundamentals**
- **Industrial Technology – Engineering**
- **Industrial Technology – Metal**
- **Industrial Technology – Multimedia**
- **Industrial Technology – Timber**
- **Textiles Technology**



**Course: Computing Technology (200 hours)***Course Description*

Computing Technology 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.

When studying Computing Technology, students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

*Course Aims*

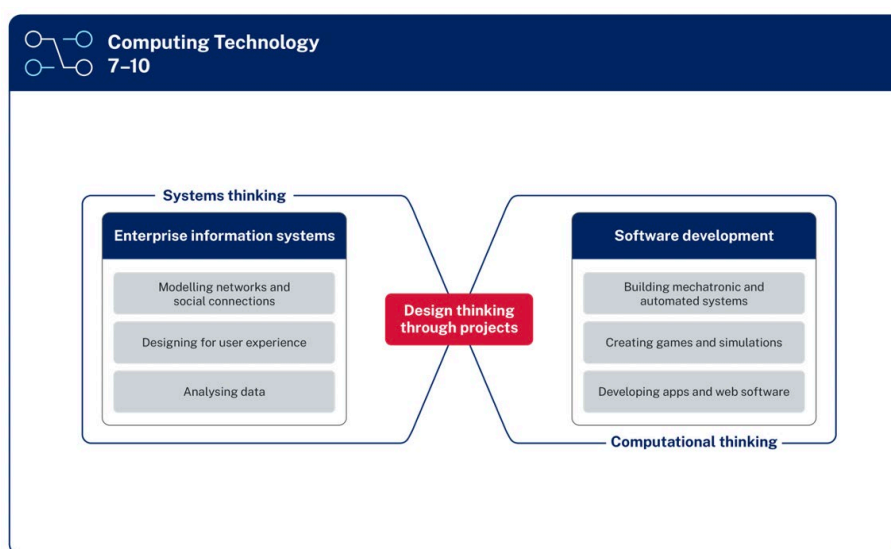
The study of Computing Technology in Years 7–10 enables students to:

- become safe and responsible users of computing technologies and developers of innovative digital solutions
- develop an understanding of the interrelationships between technical knowledge, social awareness and project management
- develop their ability to think creatively to produce and evaluate products
- develop skills through practical application and design to produce and evaluate creative solutions using a range of computing technologies.

*Topics Covered*

Computing Technology 7–10 Syllabus has 6 focus areas:

- Enterprise information systems: Modelling networks 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



**Course: Food Technology (200 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 and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life as well as the importance of the food supply and nutrition to the future of humanity.

*Course Aims*

The aim of the *Food Technology Years 7–10 Syllabus* is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

*Topics Covered*

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food preparation and processing, nutrition and consumption) will be studied.

- Food in Australia
- Food equity
- Food product development
- Food selection and health
- Food service and catering
- Food for special needs
- Food for special occasions
- Food trends

**Course: Graphics Technology (200 hours)**

*Course Description*

The study of Graphics Technology develops an understanding of the significance of graphical communication as a universal language and the techniques and technologies used to convey technical and non-technical ideas and information. Graphics Technology develops in students the ability to read, interpret and produce graphical.

*Course Aims*

The aim of the *Graphics Technology Years 7–10 Syllabus* is to develop in students the ability to think creatively, devise solutions and communicate information to a range of audiences using a variety of graphical techniques and media.

*Topics Covered*

All students will learn about the principles and techniques involved in producing a wide range of images, models, pictures and drawings. They will gain an understanding of graphics standards, conventions and procedures used in manual and computer-based drafting.

Students undertaking 100 hours of Graphics Technology may also study a range of options that focus on specific areas of graphics that could include:

- Architectural Drawing
- Australian Architecture
- Cabinet and Furniture Drawing
- Computer Aided Design and Drafting
- Cartography and Surveying
- Computer Animation
- Engineering Drawing
- Graphic Design and Communication
- Landscape Drawing
- Pattern Design
- Product Illustration
- Technical Illustration

This course will lead to Industrial Technology, Multimedia and Design & Technology in Stage 6.

**Course: Hospitality Fundamentals (200 hours)**

*Course Description*

Hospitality Foundations / Pathway to Stage 5 VET Hospitality is being offered to students at St Ives High School.

Students will commence their study in Year 9 with an introduction to the world of work in the hospitality industry. Students develop, track and demonstrate a range of employability and enterprise skills including industry standards for work in a commercial kitchen.

At the commencement of Year 10, students will begin their study under the qualifications from the Tourism, Hospitality and Events Training Package (SIT10216) Certificate I in Hospitality Certificate I in Hospitality

*Course Aims*

Hospitality focuses on providing customer service. Skills learned can be transferred across a range of industries.

Working in the hospitality industry involves:

- supporting and working with colleagues to meet goals and provide a high level of customer service
- developing menus, managing resources, preparing, cooking and serving a range of dishes
- providing food and beverage service in a range of settings
- planning and organising events and managing services

*Topics Covered*

*Year 9- Hospitality Fundamentals*

- Nutrition and consumption
- Food selection and health
- Food service and catering
- Food for special occasions

*Year 10- Certificate I in Hospitality*

See next page for details

It is recommended that Food Technology would complement Hospitality Fundamentals.

This course will lead to Hospitality – Certificate II in Kitchen Operations or Food Technology in Stage 6.



## Hospitality Stage 5 Course Descriptor

Public Schools NSW, Macquarie Park RTO 90222

### QUALIFICATION: SIT10216 Certificate I in Hospitality

The information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.

Course: <b>Hospitality</b> (Stage 5 - 100 indicative hours)		Board Endorsed Course Number: 89489
The SIT10216 Certificate I in Hospitality is accredited for the Record of School Achievement (RoSA) and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.		
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>SIT Tourism, Travel and Hospitality</b> Training Package (Release 1.1) ( <a href="https://training.gov.au/Training/Details/SIT">https://training.gov.au/Training/Details/SIT</a> ). You will also be expected to complete all requirements relevant to the RoSA and adhere to the requirements of NESA.		
<b>SIT10216 Certificate I in Hospitality</b>		
<b>3 Core</b> <a href="#">BSBWOR203</a> Work effectively with others <a href="#">SITXCCS001</a> Provide customer information and assistance <a href="#">SITXWHS001</a> Participate in safe work practices		<b>3 Electives</b> <a href="#">SITXFSA001</a> Use hygienic practices for food safety Group A <a href="#">TLIE1005</a> Carry out basic workplace calculations Group B <a href="#">SITHCCC003</a> Prepare and present sandwiches Group B  <b>Additional unit of competency delivered to meet RoSA/NESA requirements</b> <a href="#">SITHFAB005</a> Prepare and serve espresso coffee -Elective
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted		
<b>Pathways to Industry</b> Skills gained in this course transfer to a variety of hospitality occupations in the following settings:		
<ul style="list-style-type: none"> <li>restaurants</li> <li>hotels</li> </ul>		<ul style="list-style-type: none"> <li>catering operations</li> <li>clubs</li> </ul>
<b>Examples of occupations in the Hospitality Industry</b>		
<ul style="list-style-type: none"> <li>food runner</li> <li>café attendant</li> <li>catering assistant</li> </ul>		<ul style="list-style-type: none"> <li>barista</li> <li>wait person</li> </ul>
<b>Mandatory course requirements to attain a RoSA credential in this course</b> It is strongly recommended that project and work based learning opportunities be used as a teaching and learning strategy throughout the course. This could include group project work, individual research or other activities that meet the learning needs of students. There is a range of careers, enterprise and work education programs currently operating in schools that may be linked to this course.		
<b>Admission Requirements</b> To enrol in <b>SIT10216 Certificate I in Hospitality</b> , students should be interested in working in a Hospitality environment, preparing and serving food and beverages to customers. They should be able to lift and carry equipment and use hand held equipment.  Students may be required to participate in out of school hour events and functions. There will be homework, research activities and assignments. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students.		
<b>Competency-Based Assessment:</b> Students in this course, work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency.		
<b>Complaints and Appeals:</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.		
<b>Course consumables: \$148</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>		
<b>Exclusions:</b> N/A		

**Course: Industrial Technology - Engineering (200 hours)**

*Course Description*

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

*Course Aims*

The aim of the *Industrial Technology Years 7–10 Syllabus* is to develop in students knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

*Topics Covered*

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries.

Core modules 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 study of specialist modules in:

- Control Systems
- Alternative Energy

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

- trebuchets
- CO<sub>2</sub> vehicles
- a range of devices and appliances
- robotics projects
- electronic and mechanical control systems

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

This course will lead to Engineering Studies in Stage 6.

**Course: Industrial Technology – Metal (200 hours)**

*Course Description*

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

*Course Aims*

The aim of the *Industrial Technology Years 7–10 Syllabus* is to develop students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

*Topics Covered*

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

Core modules develop knowledge and skills in the use of materials, tools and techniques related to art metal which are enhanced and further developed through the study of specialist modules in:

- Fabrication
- Machining

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. These may include:

- pendants and rings
- tool box
- brass key ring
- candle holder

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

This course will lead to Industrial Technology and Design & Technology in Stage 6.

**Course: Industrial Technology – Multimedia (200 hours)**

*Course Description*

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

*Course Aims*

The aim of the *Industrial Technology Years 7–10 Syllabus* is to develop students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

*Topics Covered*

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to multimedia which are enhanced and further developed through the study of specialist modules in photographic or multimedia-based technologies.

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

- photographic presentations
- brochures incorporating graphic and/or photographic images
- journals with photo, graphic or video images
- computer animations
- webpages
- comic books
- magazines
- short films
- podcasts

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

This course will lead to Industrial Technology Multimedia and Design & Technology in Stage 6.



**Course: Industrial Technology – Timber (200 hours)**

*Course Description*

Industrial Technology develops students' knowledge and understanding of materials and processes in a range of technologies. They develop knowledge and skills relating to the selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

*Course Aims*

The aim of the *Industrial Technology Years 7–10 Syllabus* is to develop students' knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to devise solutions to practical problems.

*Topics Covered*

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

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinetwork
- Wood Machining

Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These may include:

- furniture items
- decorative timber products
- storage and transportation products
- small stepladders or similar
- storage and display units

Projects should promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

This course will lead to Industrial Technology Timber and Design & Technology in Stage 6.

**Course: Textiles Technology (200 hours)**

*Course Description*

The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. 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 design.

*Course Aims*

The aim of this syllabus is to develop confidence and proficiency in the design, production and evaluation of textile items. Students will actively engage in learning the properties and performance of textiles and apply their knowledge of design to create innovative projects

*Topics Covered*

Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects.

- Apparel
- Furnishings
- Costume
- Textile arts
- Non apparel