



Belmont
Christian
College

Grow up into Christ

2022-2023

Program of Studies

Stage Five Course
Year 9 / 10 Electives

GENERAL INFORMATION

What subjects must be studied in Years 9 and 10?

1. Compulsory Subjects for all students (also called 'core' subjects) are:
 - English
 - Mathematics
 - Science
 - HSIE: History and Geography (incorporating Civics and Citizenship)
 - PDHPE
2. Two Elective Subjects are to be chosen from:
 - Commerce
 - Design and Technology
 - Drama
 - Food Technology
 - Industrial Technology – Timber
 - Information and Software Technology (Computers)
 - Integrated Skills, Technology, Engineering & Mathematics (iSTEM)
 - Marine and Aquaculture Technology
 - Music
 - Photographic and Digital Media
 - Physical Activities and Sports Studies
 - Textile Technology
 - Visual Arts

Please note:

The subjects listed above are offered in the initial stage of selection but should not be read as a list of subjects that will run in 2022-2023. Subjects will only run if there is sufficient interest from the students.

If there are subjects that you are particularly interested in that do not end up being offered at the College, we can explore other options such as VET Courses or Distance Education Courses. These subjects and courses often include extra fees and require you to be able to learn independently. Please speak to our Careers Advisor if you are considering this as an option.

How do you decide which Elective Subjects to choose?

Pray about your choices and discuss them with your parents/carers.

Think carefully about:

- Which elective subjects you find interesting. Enjoying a subject will make class work much more engaging for you
- Which elective subjects you are good at so class work will be more positive and rewarding

Remember:

- All elective subjects will help you get a job, especially if you consistently demonstrate your engagement in your class work which shows employers that you are willing to work to gain success
- You can go on to any subjects in Years 11 and 12 regardless of the electives you decide to study in Years 9 and 10. Virtually all HSC subjects start fresh from Year 11. Your teachers will advise you if some Year 9 and 10 subjects will be of special help in Years 11 and 12.

NAPLAN - Basic Skills Tests/Minimum Standards Test

Year 9 students normally sit the NAPLAN tests in Spelling, Grammar, Punctuation, Writing, Reading and Numeracy sometime in May.

Students will also need to meet the HSC minimum standard to receive the HSC. This process starts at the end of Year 10. To meet the standard students will need to have:

- achieved Level 3 or 4 in the online reading test and
- achieved Level 3 or 4 in the online writing test and
- achieved Level 3 or 4 in the online numeracy test

For more information see: [HSC Minimum Standard](#)

(<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>)

Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10), Preliminary Stage 6 (Year 11) courses and grades and HSC (Year 12) results. It is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed. Grades are:

- based on student achievement in their assessment work
- submitted to NESA by the school in Term 4
- monitored by us for fairness and consistency

The College will award each student a grade from A to E in each of the following subjects: English, Mathematics, Science, History, Geography, PDHPE, Elective 1, Elective 2.

These grades will take into account the student's performance in school-based assessment tasks and uses the Performance Descriptors issued by NESA. For more information on the ROSA, see: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

For more information about Stage 5 courses in general, see: <http://syllabus.nesa.nsw.edu.au/>

Technology @ Belmont Christian College

Our 1:1 Chromebook program for Year 5 to 10 students continues to ensure device uniformity and enables staff to effectively integrate technology into the classroom. The designated device is a low cost Chromebook managed through the College's Google for Education environment. Year 11 and 12 may bring their own devices provided they conform to College security requirements.

In addition to our 1:1 program we provide a range of facilities and computer labs to allow students to participate in engaging, high value learning experiences with digital technologies. Students have access to machines for specific purposes such as graphic and media work, laser cutting, 3D printing, robotics and software development. Online tools to support student learning include:

- Google Classroom – Student Learning Management Platform
- Google Apps – Docs, Sheets, Slides, Forms and Student Email.
- Office 365 – Microsoft Office including Word, Excel, PowerPoint and more.
- Clickview – Live streaming of educational media.

Chromebooks start at around \$600 including a 3-year warranty and may be purchased through our online portal at LWT belmontcc.orderportal.com.au. If your child is currently in Year 8 at BCC and already has a Chromebook a new purchase may not be necessary as there is a three-year licencing and warranty period. New students acquiring a Chromebook for the first time must complete an online digital discipleship course.

Access to the Internet while students are at school is filtered and monitored. A log of all activity on College accounts is retained, regardless of where or when the activity occurred. Any time a child is signed into their [@bcc.nsw.edu.au](http://bcc.nsw.edu.au) account, whether at school or off site, their activity is logged. Student activity may also be monitored live by staff during school hours, including during remote learning or other times when students are not on site. When the Chromebooks are not in use in class students are advised to store them in the lockers provided for each year group by the College. All students are expected to bring their charged device to school each day ready for class.

If you have any questions, please feel free to contact our IT Team via email: chromebooks@bcc.nsw.edu.au

Mr Joe Haig
Director of ICT and Integration

COMMERCE

Commerce is a very practical, 'big picture' course serving students with interests in areas such as business, law, economics, politics, retail and the humanities. Commerce enables 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.

AIMS

Commerce allows students to develop an understanding of commercial and legal processes and competencies for personal consumer and financial management. Students develop consumer and financial literacy, which enables them to participate in the financial system.

Students develop an understanding of the relationship between consumers, businesses and governments. Through their investigation of these relationships, students have the opportunity to apply problem-solving strategies, which incorporate the skills of analysis and evaluation. Students develop critical thinking, reflective learning and the opportunity to participate in the community.

The course allows students to develop skills in research, evaluation and collaborative decision-making, enabling them to contribute to our democratic society, as well as develop the skills to become self-directed lifelong learners.

Commerce provides for a range of learning experiences, emphasising the potential and use of information and communications technology. Students develop competence in problem-solving consumer, financial, economic, business, legal, political and employment strategies.

Students have the opportunity to develop values and attitudes that promote ethical behaviour and social responsibility and a commitment to a more just and equitable society.

CONTENT

Core topics of between 20-25 hours:

- Consumer and Financial Decisions
- The Economic and Business Environment
- Employment and Work Futures
- Law, Society and Political Involvement

Option topics of between 15-25 hours:

- Our Economy
- Investing
- Promoting and Selling
- Running a Business
- Law in Action
- Travel
- Towards Independence
- School-developed Option

COURSE REQUIREMENTS

In Stage 5, students must complete all four Core Study topics and complete additional study of selected options in order to meet the 200-hour requirement.

Satisfactory completion of 100 or 200 hours of elective study in Commerce during Stage 5 will be recorded with a grade on the student's [Record of School Achievement](#).

DESIGN AND TECHNOLOGY

Design and Technology provides a range of broad experience in the design and development of quality projects. It provides students the opportunity to identify genuine problems and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with technologies to manage and produce design projects.

AIMS

- An understanding of a range of technological activities and their applications to the personal and commercial/industrial areas
- Confidence and competence in the use of technological resources and processes
- The ability to design and realise solutions to identified human needs
- An awareness and appreciation of the impact of design and technology on the quality of life
- Environmental and social responsibility in design and the use of technology

Design and Technology offers a unique opportunity for students to demonstrate not only their ability to make projects, but also the ability to research, design, evaluate and market projects and present their findings as well as creating their design. Project management skills will be developed through student's individual design projects.

CONTENT – Year 9

Each term we undertake a new design project from the set areas of study. Each design project will require students produce a design folio to document of the design processes used and evidence of creativity with each design. Projects include: packaging design, storage solutions, engineering design and graphic design.

CONTENT – Year 10

In semester 1, students will undertake a new design project that utilises the 3D printer and the laser cutter to generate a solution to a genuine problem. In semester 2, students will undertake a major design project of their choice, in consultation with the teacher.

COURSE REQUIREMENTS

Over the 200 hour course, students will complete 3 content areas
A Holistic Approach, Design Processes, Activity of Designers

Satisfactory completion of 100 or 200 hours of elective study in Design and Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement](#).

DRAMA

In a Christian school, Drama is a valuable subject in teaching students to express themselves with confidence, to voice their faith in creative and engaging ways and to develop their God-given abilities.

AIMS

Drama provides opportunities to explore social, cultural, ethical and spiritual beliefs, including the diverse values of Australian culture. It encourages a cooperative approach to learning and exploring the world through enactment. The collaborative nature of this artform engages students in a creative process of sharing, developing and expressing emotions and ideas. Learning experiences in Drama involve the intellect, emotions, imagination and body and engage the whole person.

In Drama, students can communicate in complex and powerful ways how they perceive the world. They can investigate, shape and symbolically represent ideas, interests, concerns, feelings, attitudes, beliefs and their consequences. The study of drama engages and challenges students to maximise their individual abilities through imaginative, dramatic experiences created in cooperation with others.

CONTENT

Sample themes and tasks for Years 9 and 10 include:

- Improvisation
- Playbuilding
- Realism
- Commedia Dell'Arte
- Physical Theatre & Stage combat
- Puppetry
- Comedy
- Elements of Drama
- Scriptwriting

COURSE REQUIREMENTS

Satisfactory completion of 100 or 200 hours of elective study in Drama during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement](#).

FOOD TECHNOLOGY

The Food Technology course provides students with a broad knowledge and understanding of food properties, processing, and preparation, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Food Technology is designed to build the capacities of students to make informed food choices. Students learn skills required to analyse and respond creatively to design challenges, whilst also gaining an understanding for the economic, environmental and social impacts of technological change and how they can contribute to a sustainable future.

AIMS

- Actively engage students in learning about food in a variety of settings
- Enabling students to evaluate the relationships between food, technology, nutritional status and the quality of life.
- Develop confidence and proficiency in the students practical interactions with and decisions regarding food.

CONTENT

During the elective course, Year 9 and 10 students will study the core content of food preparation and processing, nutrition and consumption through the following focus areas:

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

Each unit of work must integrate practical experiences, allowing students to design, produce and evaluate food products.

COURSE REQUIREMENTS

Food Technology can be offered as a 100-hour or a 200-hour course. Students undertaking the 100- hour course are required to complete 3–4 focus areas. Students studying the 200-hour course are required to complete 6–8 focus areas.

Satisfactory completion of 100 or 200 hours of elective study in Food Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement](#).

INDUSTRIAL TECHNOLOGY – TIMBER

Industrial Technology develops student's knowledge and understanding of materials, processes technologies in relation to the timber and associated industries. Students develop skills relating to selection, use and application of materials, tools, machines and processes through the planning and production of quality practical projects.

AIMS

- Develop an appreciation of the process of design, planning and construction
- Develop a knowledge of the technology on which the process is based
- Develop a range of skills useful to the individual in taking his/her place in society

Industrial Technology allows the application, testing and experimentation with a variety of tools, materials and equipment. It provides the basis for understanding industry and technology. Industrial Technology is an equal opportunity subject which caters to both male and female students.

CONTENT – YEAR 9

Students research, design and construct small articles in wood such as a tool carry, lamp table, jewellery boxes etc. Theory work involves, timber joining methods, timber growth and conversion, sustainability, designing and workplace communication etc.

CONTENT – YEAR 10

During term 1, students have an opportunity to build a step stool and a laminated skateboard.

During terms 2 and 3, students construct a project of their own choice. This project will involve the student modifying an existing design or create their own design to suit their skill level and usage requirements. Theory work will involve cabinet hardware, power tool selection, safe use of tools and machinery, cabinet making and timber machining.

COURSE REQUIREMENTS

Students will complete 2 core modules over the 200 hours course.

Core module - Timber 1 in Year 9 and Core module Timber 2 in Year 10.

Satisfactory completion of 100 or 200 hours of elective study in Graphics Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement](#).

INFORMATION AND SOFTWARE TECHNOLOGY

The impact of computers on society has increased rapidly over the past decade. It is also expected that the very nature of society will undergo many changes in the future because of computers.

At Belmont Christian College, we see it as being essential for students to obtain knowledge, experience and understanding of technology and the ways it affects society.

Information and Software Technology is a Board Course studied as an elective in Years 9 and 10. The course is seen as being valuable both in the acquisition of specific **vocationally based skills**, which are in demand in our local region, as well as the acquisition of general computing skills.

AIMS

The aims of the course are to develop in students the abilities and confidence necessary to become competent users of computer technology so that they can accept challenges presented by change, which computer technology may produce, and are able to accept a responsible role in the control of the change.

The course has been designed with an emphasis on practical activities that allow students to sustain focus in a range of interest areas at some depth.

CONTENT

In this **practical, 'hands-on' course**, students will develop solutions through **project work**, individually and in groups for the following option topics:

- Digital Media
- Working with digital media, including photography, graphics and manipulation techniques.
- Authoring and Multi-media
- Working with multiple media (text, graphics, video, and animation, audio) to entertain, inform and educate.
- Internet and Website Design
To maximise ones understanding of the internet including communication techniques as well as creating web pages.
- Database Design
To work in the world of information storage, organising tools and data management. A sort after skill in industry
- Software Development and Programming
- To understand the world of programming through creating our own application software like games, word processors etc.

COURSE REQUIREMENTS

In a 100-hour course, students will be introduced to all core content within the study of a minimum of two options. Students will complete a minimum of two and a maximum of four projects. Students undertaking a 200-hour course must complete all core content within the study of a minimum of four options. Students are expected to complete a minimum of four and a maximum of eight projects that provide increasingly sophisticated knowledge, understanding and skills related to the core content. Satisfactory completion of 100 or 200 hours of elective study in Information and Software Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement](#).

INTEGRATED SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS (iSTEM)

Science, Technology, Engineering and Mathematics are fundamental to shaping the future of Australia. They provide enabling skills and knowledge that increasingly underpin many professions and trades, and the skills of a technologically based workforce. The iSTEM course utilises these knowledge pillars in their application to Skills, Technology Engineering and Mathematics.

The iSTEM School Developed Board Endorsed Course covers a number of STEM based fields, including; Fundamentals, Aerodynamics, Motion, Mechatronics, Surveying, Aerospace, Statistics, CAD/CAM and Biotechnology. .

AIMS

The aim of the iSTEM course is to:

- promote the areas of Science, Technology, Engineering and Mathematics through the study of Technology, Engineering, Skills and Mechanics.
- help students learn to use a range of tools, techniques and processes, including relevant technologies to develop solutions to a wide variety of problems relating to their present and future needs and aspirations.
- inspire and enable secondary school students to appreciate the role and potential of Science, Technology, Engineering and Mathematics in the world in which they live
- learn from their journey of technological inquiry, the essence of evidence-based critical thinking.

CONTENT

This Course covers a number of modules in the fields of Technology and Engineering, they include;

- Engineering Fundamentals,
- Aerodynamics,
- Motion,
- Mechatronics
- Major Research Project.

Individual modules provide specific content related to CNC, Mechatronics, Aerodynamics, Computer Controlled Machining, Computer Integrated Manufacture, Product Modelling and Testing which will be developed in the key areas of; Skills, Technologies, Engineering Principles and Processes and Mechanics.

COURSE REQUIREMENTS

Satisfactory completion of 100 or 200 hours of elective study in iSTEM during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement](#).

MARINE AND AQUACULTURE TECHNOLOGY

Marine and Aquaculture Technology is an elective content endorsed course that may be studied for 100 or 200 hours for Stage 5. It builds on the knowledge and experiences developed in the *Technology (Mandatory) Years 7/8* syllabus.

Marine and Aquaculture Technology develops student's capacity to design, produce, evaluate, use and manage marine and water-related environments in an environmentally sustainable way.

AIMS

All students learn about marine and aquatic environments. They study water safety, general first aid and the maintenance of equipment. The economical sustainability of aquaculture and marine environments is emphasised together with the preservation of wild seafood stocks. Students learn about the ethical and sustainable use, management and protection of the marine environment. The responsible selection and safe use of equipment in aquaculture and marine and maritime activities is emphasised. They also study a range of industries and organisations that use, manage and regulate the marine environment.

CONTENT

The major emphasis of the Marine and Aquaculture Technology syllabus is on practical experiences. Students learn about Work Health and Safety issues and apply principles of water safety and first aid in marine situations. They also learn to responsibly select, use and maintain materials and equipment and to use appropriate techniques in the context of the modules selected for study. Students will learn to research, experiment and communicate in relation to aquaculture, maritime and marine activities and to apply ethical and sustainable practices in the use and management of the marine environment.

There are forty-eight modules available from a broad range of marine and aquaculture areas. These are organised into seven focus areas:

- Aquaculture
- Biology
- Ecology
- Employment
- Leisure
- Management
- General Interest

COURSE REQUIREMENTS

Snorkelling and 'skindiving' are a significant component of the course. Students must be keen to be involved and they will need their own snorkelling equipment. A suggested package can be purchased for approximately \$200 and should last students throughout their Marine Studies practical lessons and beyond.

Satisfactory completion of 100 or 200 hours of elective study in Marine and Aquaculture Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement](#).

MUSIC

The Music course is designed for those students who wish to extend their musical experience. This subject places an importance on the development of performance, listening and composition. They will develop the ability to respond to varied types of music and musical culture. The nature of musical study allows students to:

- Engage in activity that reflects the real-world practice of performers, composers and audiences
- Work collaboratively
- Manage own learning
- Engage in problem solving

AIMS

Through performing, composing and listening, students study the concepts of music (duration, pitch, dynamics and expressive techniques, tone, colour, texture and structure) within the context of a range of styles, periods and genres.

CONTENT

The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

Units of study include:

- Pop Music
- Music and Technology
- Music for Radio, Film, Television and Multimedia
- Baroque and Classical Music
- Jazz
- Art Music of 20/21st Century
- Music for small ensembles

COURSE REQUIREMENTS

- Competent achievement of Stage 4 Mandatory Course
- It is expected that students will receive private musical instrument or voice tuition to reinforce course knowledge and gain more appreciation of practical tasks.
- Those participating in elective Music are highly encouraged to participate in at least one co-curricular program offered by the school – which includes the Chapel Band, Concert Band, String Ensemble and/or Vocal Ensemble.

Satisfactory completion of 100 or 200 hours of elective study in Music during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement](#).

PHOTOGRAPHIC AND DIGITAL MEDIA

Photographic and Digital Media is an elective opportunity for students who wish to engage in a specialised learning opportunity to practice using photographic and digital technology as an important field of artistic expression, conceptual knowledge and technological procedures.

AIMS

The Photographic and Digital Media Years 7–10 Syllabus is designed to assign value to the development of students' intellectual, artistic and practical autonomy, critical judgement and reflective actions in making and interpreting photographic and digital media works.

CONTENT

Students will study photographic and digital media fields including:

- Still – Manual photography
- Interactive – Website design
- Moving – Film making

In the making of photographic and digital works, students explore a range of representations of ideas and interests in the world and the conventions, procedures and strategies of photographic and digital media practice.

COURSE REQUIREMENTS

- **Photographic and Digital Media Journal.** Students are required to keep a journal in this course. The journal is well suited to photographic and digital works where documentation may require a structured sequence or record of development for the production of photographic and digital works. The journal can include evidence of research and investigation that may include some of the ideas, interests and concepts that students explore, and their experiments with media, techniques and processes. This evidence may be in the form of drawings, photographic and digital documents, collections, sketches, notes, annotated diagrams, critical comments and reflections.
- It is preferred that the students have their own or borrowed, DSLR camera, for this course
- Students will learn manual DSLR Photographic techniques

Satisfactory completion of 100 or 200 hours of elective study in Photographic and Digital Media during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement](#).

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

Physical Activity and 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.

AIMS

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

CONTENT

Physical Activity and Sports Studies is a combination of approximately 50% theory and 50% practical topics. It is designed to supplement and enrich the student's core integrated PDHPE syllabus, providing many activities that are not otherwise covered.

- Foundations of physical activity
 - Body systems and energy for physical activity
 - Physical activity for health
 - Physical fitness
 - Fundamentals of movement skill development
 - Nutrition and physical activity
 - Participating with safety
- Physical activity and sport in society
 - Australia's sporting identity
 - Lifestyle, leisure and recreation
 - Physical activity and sport for specific groups
 - Opportunities and pathways in physical activity and sport
 - Issues in physical activity and sport
- Enhancing participation and performance.
 - Promoting active lifestyles
 - Coaching
 - Enhancing performance – strategies and techniques
 - Technology, participation and performance
 - Event management.

COURSE REQUIREMENTS

During the course, Year 9 & 10 students are required to study at least 1 module from each Area of Study per year. The programs has a strong focus on movement. Where appropriate, learning in each of the areas of study is achieved through engaging in selected physical activity and sport movement applications. Thus a student must have a high interest in physical activity and fitness.

Satisfactory completion of 100 or 200 hours of elective study in Physical Activity and Sports Studies during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement](#).

TEXTILES TECHNOLOGY

In the study of Textiles Technology we acknowledge that God is the creator of our universe, the ultimate designer and the provider of all our resources. Environmental and social responsibility recognises that our creative ability to design, manufacture and manipulate fibres, fabrics and clothing can be used for the benefit, or to the detriment of ourselves, others and our world.

Textiles Technology enables students to confidently use a range of technologies and create an awareness of related career pathways and leisure pursuits. The course encourages students to be proactive, competent, creative, responsible and reflective learners.

AIMS

The study of Textiles Technology aims to provide students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. 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 give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

CONTENT

Students learn about textiles through the study of different focus areas that recognise the following fields of textiles:

- apparel
- furnishings
- costume
- textile arts
- non-apparel

Project work enables students to discriminate in their choices of textiles for particular 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.

Design ideas and experiences are documented to communicate evidence of the processes of designing, producing and evaluating. Students learn about Work Health and Safety issues, and learn to select, use and manipulate appropriate materials, equipment and techniques to produce quality textile projects.

Students will learn a range of techniques which may include: weaving, felting, quilting, coloration and decoration, construction of garments, using and modifying commercial patterns.

COURSE REQUIREMENTS:

Students will study at least three focus areas, with units of work combining theory and practical work, along with a design folio with each unit.

Satisfactory completion of 100 or 200 hours of elective study in Textile Technology during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement](#).

VISUAL ARTS

In Years 9 and 10, Visual Arts is a subject where students are encouraged to create individual works based on their experiences and environment, and to experiment with different media and materials. Every student has creative potential.

AIMS

Visual Arts aims to enrich the student's lives by providing a wide and varied course that enables them to communicate their personal ideas and feelings in visual form. Visual Arts develops students appreciation of their cultural identity by studying contemporary and traditional images.

Students are given a wide variety of structured learning experiences that ensure they record and express their direct perceptual responses to their environment, events, situations and people. They will become familiar with the processes involved in developing artworks as well as being given ample opportunity to experiment with a variety of media and techniques.

As students progress from Years 7-12, they are guided to gradually develop self determination in their aesthetic direction, developing a broader grasp of the purpose and possibilities of creative imagination, a higher degree of technical competence, a wider range of expressive skills and subtle ways of symbolic expression. Students begin to willingly explore their own personalities, lives and structures that give meaning to the world around them. Throughout the years, the students are seen as unique individuals and the development of their personal creative potential and their positive self-esteem are both seen as priorities.

CONTENT

Sample Artmaking media for Years 9 and 10 include:

- Pottery (ceramics)
- Sculpture
- Drawing
- Painting
- Print-making (silkscreen, lino block, etching)
- Jewellery Making and Design

COURSE REQUIREMENTS

Students will make use of a Visual Arts Process Diary to document their perceptual, conceptual and evaluative involvement in the Visual Arts. The diary will also indicate relationships between making, critical study and historical study.

Satisfactory completion of 100 or 200 hours of elective study in Visual Arts during Stage 5 (Years 9 and 10) will be recorded with a grade on the student's [Record of School Achievement](#).