



**MCCARTHY
CATHOLIC COLLEGE
EMU PLAINS**

**YEAR 9
2016**

**ELECTIVE COURSES
HANDBOOK**

INFORMATION FOR YEAR 8 STUDENTS PROGRESSING TO YEAR 9

The following has been prepared to allow you and your parents to consider the elective subjects that will be available to you next year. Therefore, you should choose carefully those subjects which appeal to you and will be of use to you in your later study for the Higher School Certificate, TAFE or in employment. Please do not choose subjects for any lesser reason, such as, to be with your friends in a class of their choosing. This type of selection could lead you to frustration and a lack of fulfilment of your educational and vocational needs.

In Stage 4 (Years 7 and 8), all courses have been common to all pupils. In Stage 5 (Years 9 and 10), this will not be the case.

For the next two years, Religious Education, English, Mathematics, Science, Australian Geography, Australian History, and Personal Development, Health and Physical Education will be compulsory courses for all students.

Selection of Elective Subjects

Students will select two elective subjects to study in Year 9. The following year students will be required to select two different elective subjects for Year 10.

Students are required to select four elective subjects, in the event that a class does not run or there is a clash of classes. The subjects are to be numbered in order (1 - 4) with the most preferred subject as 1.

REQUIREMENTS FOR SATISFACTORY COMPLETION OF A COURSE.

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

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

If the pupil's attendance falls below 85% of lesson time for a course it may be very difficult to satisfactorily complete the above course criteria. Attendance, whilst not a criteria in itself, is regarded seriously. Students will be notified if they are at risk.

A FEW IMPORTANT POINTS TO CONSIDER

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

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

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

LEARNING SUPPORT

Support for students at McCarthy Catholic College is fostered through teachers within all classrooms across the curriculum. At times students may require additional support to complete skills and tasks within a particular subject area. The Learning Support Department at McCarthy offers support to ALL students.

The Learning Support Department works closely with classroom teachers to provide amended or modified delivery of content or assignments for individual students so that each student can achieve his or her best. McCarthy takes great pride in nurturing each individual to their full potential.

The Learning Support Department looks forward to assisting parents and students as they progress towards another phase in their educational achievements.

Complete Course Listing

Course Code	Course Name	Developed or Endorsed	Page Number
ELECTIVE SUBJECTS			
Creative and Performing Arts			
9DRA	Drama	D	5
9MUS	Music	D	6
9VA	Visual Arts	D	7
9PDM	Photographic and Digital Media	D	8
Human Society and Its Environment			
9COM	Commerce	D	9
9HIS	Elective History	D	10
9GLC	Active Global Citizenship	D	11
Languages Other Than English			
9JAP	Japanese	D	12
Personal Development, Health and P.E.			
9PAS	Physical Activity and Sports Studies	E	13
Technological and Applied Studies			
9AGR	Agricultural Technology	D	14
9D&T	Design and Technology	D	15
9FT	Food Technology	D	16
9ITM	Industrial Technology (Metal)	D	17
9ITW	Industrial Technology (Timber)	D	18
9IST	Information and Software Technology	D	19
9TED	Textiles Technology	D	20

CREATIVE AND PERFORMING ARTS

DRAMA

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

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

AIM:

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

CONTENT:

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

Examples of work that might be covered in Year 9 could be:

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

ASSESSMENT:

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

FEES:

Costs associated with excursions and workshops.

MUSIC

The Year 10 Music course is designed for students who wish to extend their experiences in music. Students gain a more in depth knowledge of the concepts of music and learn how to apply these to the learning experiences of

- Performing
- Composing
- Listening

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

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

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

Compulsory topic: Australian Music

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

Group 1

- Baroque Music
- Classical Music
- Nineteenth-Century Music
- Medieval Music
- Renaissance Music
- Art Music of the 20th and 21st Centuries
- Music of a culture

Group 2

- Popular Music
- Jazz
- Music for Radio, Film and Television and Multimedia
- Theatre Music
- Music of a Culture (different to group 1)
- Music for Small Ensembles
- Music for Large Ensembles
- Rock Music
- Music and Technology

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

VISUAL ARTS

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

The mandatory Visual Arts course completed in Years 7 and 8 provides significant core experiences for all students. The additional course offered in Year 9 provides extension and further depth of study in the areas outlined below:

CONTENT:

Making artworks

- (Assessment weighting 50%) -
- Drawing
 - Painting
 - 3D forms
 - Printmaking
 - Photography
 - Fibre
 - Ceramics
 - Electronic (video, graphics, etc)
 - Collections

Critical Studies

- (Assessment weighting 25%) -
- Interpret and evaluate various works
 - Exercise critical judgement and learn to write critical responses
 - Consider other critics' interpretations
 - Critically evaluate their own work

Historical Studies

- (Assessment weighting 25%) -
- Understand works in the context of time and place
 - Investigate various historical perspectives
 - Consider other historians' interpretations
 - Develop awareness of links between past and present artists

ASSESSMENT:

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

FEES

Students are required to keep a Visual Arts process diary which documents the process of art making and investigation. Further costs may be associated with this course for excursions, workshops and incidental art materials.

PHOTOGRAPHIC and DIGITAL MEDIA

Photographic and Digital Media plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of Photographic and Digital Media as an important field of artistic practice, conceptual knowledge and technological procedures.

This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. It allows opportunities for students to investigate Photographic and Digital Media in greater depth and breadth than through the Visual Arts elective course. In this syllabus students can explore reality, illusion and simulation through photographic and digital media, and the investigation of emergent technologies.

This syllabus provides opportunities for students to investigate the ways in which these fields of artistic practice have evolved and been utilised over the 20th century and into the 21st century. Practice within the school context is intended to approximate practice used in the contemporary world by artists, photographers, videographers, filmmakers, animators and critics who provide real-world models for learning and make available career options to students.

Opportunities are provided to explore both black and white photography through darkroom practice, as well as digital photography and videography using computers and manipulation programs.

The course content shares the Visual Arts structure of Practice, Conceptual Framework and Frames, allowing students to join the senior Visual Arts courses if so desired in Year 11 and Year 12.

The syllabus encourages students to become enthusiastic, informed and active participants and consumers in contemporary culture. It empowers students to engage in contemporary forms of communication and encourages the creative and confident use of Information and Communication Technologies.

ASSESSMENT

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

FEES

Students are required to keep a Process Diary and Portfolio which document investigations and progress in Photographic and Digital Media.

HUMAN SOCIETY AND ITS ENVIRONMENT

COMMERCE

Commerce at McCarthy Catholic College will aim to give students in Year 9 personal competence and responsible participation in the changing commercial environment. Commerce has links across the curriculum, drawing upon and contributing towards other Key Learning Areas.

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

Core Units

Some areas that are explored across the topics include:

Consumer Choice

Students explore how and why people choose to purchase different products
How advertisers convince consumers to buy their goods

Personal Finance

Evolution of money across time
Options for saving, borrowing, investing

Law and Society

The development of the legal system in Australia
How laws are made and changed
Ways in which laws affect everyday life

Employment Issues

Options available for young people entering the workforce
Legal rights and responsibilities for workers and businesses
Locating jobs from a variety of sources

Optional Units

Other areas that may be explored include:

Promotion/Selling
E commerce
Political Involvement: Law in Action
Towards Independence
Travel
Running a business.

Knowledge and understanding of the commercial environment in which we all live will enable students to make rational, considered and responsible decisions.

In Commerce students are given the opportunity through group discussion (analysis, synthesis and evaluation) to learn the difference between fact and opinion. Through analysis of media and case study material and information from a variety of sources, they are encouraged to reach conclusions based on logical reasoning.

Group work is used to encourage teamwork and to allow scope for leadership. Enrichment is attained through detailed research assignments which enhances learning via a number of strategies including telephone techniques, surveys, reports, mapping and graphing exercises.

ELECTIVE HISTORY

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

ONE topic from each of Topics 1, 2 and 3 will be studied.

Topic 1: Constructing History. This topic focuses on the development of students' understanding of the nature of history and the ways in which different perspectives/interpretations of the past are reflected in a variety of historical constructions. Topics could be chosen from:

- Biography
- Family history
- Film as history
- Heritage and conservation
- History and the media
- Local history
- Museum and / or archives studies
- Historical reconstructions
- A history website / CD-ROM

Topic 2: Ancient, Medieval and Early Modern Societies. This topic offers an opportunity to study in depth the major features of an ancient, medieval or early modern society. Integral to this study should be the development of students' understanding of the nature of history and historical inquiry. Topics could be chosen from:

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

Topic 3: Thematic Studies. This topic offers the opportunity to enjoy the study of history for its intrinsic interest. Students should begin to work more independently and to apply the historical skills so far acquired. Topics could be chosen from:

- Heroes and villains
- Religious beliefs and rituals through the ages
- Sport and recreation in history
- War and peace
- World myths and legends
- Crime and punishment
- Music through history
- Slavery
- Terrorism
- Women in history
- A school-developed study

ACTIVE GLOBAL CITIZENSHIP

In the study of Active Global Citizenship, students will investigate matters of global significance by identifying and understanding the 21st Century areas of: diversity, inequality, global justice, peace building, sustainability and the effect of change. Students develop critical thinking, problem solving and communication skills in a co-operative learning environment that promotes informed active citizenship.

Content overview

The course consists of four core modules and one elective participation module that consolidates the core modules through an experiential learning project. Core modules cover the essential knowledge, skills and understandings that are pre-requisites for the successful completion of the active citizenship component, outlined in the elective modules.

CORE STUDY

Core module 1: Global competency: 21st Century awareness (25 hours)

Core module 2: Problems and solutions: enquiry and critical thinking (15 hours)

Core module 3: Making a difference: advocacy and action (15 hours)

Core module 4: Working together: collaborative learning (15 hours)

Elective modules

Students choose from one of these four options to investigate a real-world problem at a local, national or international level, and develop and implement an appropriate plan of action. This is an experiential module, drawing on the knowledge, skills, and values from the core modules and developing a process of action.

Electives

(ONE to be chosen from the following)

Elective module 1: Local action for change

Elective module 2: National action for change

Elective module 3: Global action for change

Elective module 4: School Developed action for change option

LANGUAGES OTHER THAN ENGLISH

JAPANESE

The Japanese language is a valuable skill for students to attain as it opens opportunities for study, future careers and also promotes cultural understanding between both Australia and Japan. At McCarthy Catholic College, Japanese language skills are promoted not only in the classroom but through affiliations with Tamano Konan Senior High School and Kuroiso Minami High School in Japan. Furthermore our school also hosts Japanese visitors to our school and has links with Penrith City Council's sister city, Fugieda, Japan.

In Year 9 Japanese students will enhance their knowledge and understanding of the Japanese language across a range of topics. Some of the topics studied throughout Year 9 in Japanese include:

- Myself and my family,
- daily routine,
- asking and inviting,
- shopping,
- transport in Japan,
- weather.

Students will also learn to write using Katakana and Kanji characters of basic to intermediate levels.

In Elective Japanese students will learn to understand and communicate in Japanese through the four basic skills of Reading, Writing, Listening and Speaking.

Furthermore, students will also continue to learn and enhance their knowledge of Japanese culture, way of life and Japanese traditions. Some of the cultural units covered in Year 9 include:

- Calligraphy
- Tea Ceremony
- Travelling in Japan
- Japanese Housing and
- Japanese Martial Arts.

Requirements:

Students will be advised of textbook needs.

Costs:

It is anticipated that incidental costs will arise associated with cooking, excursions and other cultural activities.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

PHYSICAL ACTIVITY AND SPORTS STUDIES

This is an elective subject within the PDHPE KLA. This subject provides a comprehensive study of physical activity. It involves theory and practical lessons at an even ratio.

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

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

TECHNICAL AND APPLIED STUDIES

AGRICULTURAL TECHNOLOGY

Agricultural Technology is an elective course that may be studied for the School Certificate. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7-8 Syllabus.

Course Description

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

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

The enterprises studied typically include:

- Beef Cattle
- Sheep for Wool and Meat
- Broadacre Field Crops (such as Wheat, Barley and Canola)
- Amenity Horticulture (growing ornamental plants)
- Poultry
- Vegetables

There is also an introductory unit on farm safety.

What will students learn about?

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

What will students learn to do?

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

Assessment

Tasks include:

- performance of practical skills of animal handling and management
- growing crop plants, recording their growth and management
- preparation of a herbarium collection of agriculturally important plants
- planning and preparation of an agricultural display for Penrith show.

DESIGN and TECHNOLOGY

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

Course Description

Design and Technology develops a student's ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects.

What will students learn about?

All students will learn about the design, production and evaluation of quality designed solutions. They will learn about a range of design processes, the interrelationships of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

What will students learn to do?

Students undertaking Design and Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. Students will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

Assessment

Assessment is continuous throughout the course and a wide range of procedures is used. These may include research projects, practical assignments, fieldwork and teacher observations of the students at work. At times assessment is more appropriate during a unit of work rather than at the completion.

Design Projects:

- Design and make chocolate block, theme and packaging.
- Design and model in 3D various accessories to be 3D printed.
- Design and make mechanism of students' choice.
e.g catapult, wind up vehicle, animatronic creature.

FOOD TECHNOLOGY

Aim

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

Course Structure

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

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

Practical experiences

Practical experiences should occupy much of the allocated time for students of Food Technology. These practical experiences include hands-on investigations designing, producing and evaluating activities that are readily assessed through applying direct observation and teacher judgement to the process and evaluating documentation when relevant.

When undertaking practical experiences, students could be assessed on their ability to:

- Demonstrate hygienic handling of food to ensure a safe and appealing product
- Select and apply appropriate techniques and equipment
- Manage OHS issues
- Apply appropriate methods of food processing, preparation and storage
- Plan, prepare, present and evaluate practical food activities
- Apply their acquired knowledge, understanding and skills in different contexts

Essential Equipment

Students undertaking this course will be required to purchase a full length apron which they will be required to wear during all practical lessons as well as fully enclosed leather school shoes, with long hair tied back.

Resources

Students will be required to purchase a textbook and a workbook which will be placed on the textbook list.

INDUSTRIAL TECHNOLOGY - METAL

The study of Industrial Technology in Year 9 provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. It aims to lead students to an awareness of the relationship between technology, industry, society and the environment and develops their ability to make value judgements about issues, decisions and consequences arising from this interaction. Students will develop an awareness of the importance of environmental sustainability in relation to the use of materials and technologies and their effects on people and society.

Core Structures

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 metal which are enhanced and further developed through the study of specialist modules in:

- Metal Machining
- Fabrication

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:

- Sheet metal products
- Metal machining projects
- Fabricated projects

Assessment

Assessment will be in the form of finished practical projects and reports and through the completion of research tasks and both class and formal exams.

Student Requirements

Students will be required to purchase Personal Protective Safety Equipment that will be available from the college.

Students will also be required to wear fully enclosed leather school shoes.

INDUSTRIAL TECHNOLOGY - TIMBER

80% Practical 20% Theory

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

Course Structure

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

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

- Cabinet work
- Wood Machining

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

- A chopping board
- A turned tea light holder
- A shelving unit
- Jewellery Box

Assessment

Assessment will be in the form of finished practical projects and reports and through the completion of research tasks and both class and formal exams.

Student Requirements

Students will also be required to wear fully enclosed leather school shoes.

INFORMATION AND SOFTWARE TECHNOLOGY

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

Course Description

People will require highly developed levels of computing and technology literacy for their future lives. Students therefore need to be aware of the scope, limitations and implications of information and software technologies.

Individual and group tasks, performed over a range of projects, will enable this practical-based course to deliver the relevant knowledge and skills needed by students. Development of technology skills and information about career opportunities within this area are important aspects of the course.

What will students learn about?

The core content to be covered in this course is integrated into the options chosen within the school. 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.

The option topics to be studied within this course include:

- Artificial Intelligence, Simulation and Modelling
- Authoring and Multimedia
- Internet and Website Development
- Software Development and Programming
- Robotics and Automated Systems

What will students learn to do?

Students will identify a need or problem to be solved, explore a range of possible solutions and produce a full working solution. They will use a variety of technologies to create, modify and produce products in a range of media formats.

Group and individual project-based work will assist in developing a range of skills, including research, design and problem-solving strategies over the chosen topics.

Assessment

Assessment is continuous throughout the course and a wide range of procedures is used. These include research projects, practical assignments, fieldwork and teacher observation of the students at work. At times, assessment is more appropriate during a unit of work rather than at the completion.

Projects

- 2D video game creation
- Database creation and programming
- Arduino based electronics/robotics

TEXTILES TECHNOLOGY

Course Content

There are 4 areas of study that the course covers:

- Properties, performances and uses of textiles in which fabrics, colouration, yarns and fibres are explored.
- Historical, cultural and contemporary perspectives on textile design and factors affecting textile consumers.
- Work of textile designers, specifically design ideas, selection of materials and the quality of textile items.
- Practical project work which gives students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.

The following focus areas are recognised fields of textiles that will direct the choice of student projects.

- Apparel
- Furnishings
- Costume
- Textile Arts
- Non apparel

Recommendations and Restrictions

Those students who enjoyed Textiles and Design during Stage 4 Technology (Mandatory) and more particularly want to pursue a career related to fashion design, interior design or graphic design, will find this course interesting. Students should also be well-motivated, willing to put time in at home and should enjoy design. Practical experience includes designing, investigating, producing and evaluating activities related to the 5 focus areas.

Resources

Students will need to purchase a range of materials, for textile items, assessment tasks as well as a workbook.

Assessment

Assessment in Stage 5 will be based on Class work, both practical and theoretical, Homework, Tests and Assignments.

Design Projects ranging from

- Dyed bag
- Dolls
- Cushion
- Skirt
- Boxers and singlet
- Fabric book