

STAGE 5 – CURRICULUM INFORMATION

YEARS 9 & 10

2024



Finigan
School of Distance Education

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Eligibility for the Record of School Achievement (RoSA)

The RoSA is a cumulative credential and contains a student's record of academic achievement up until the date they leave school. This could be at the end of Year 10 or up until and including the end of Year 12.

To qualify for a RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW.
- completed courses of study that satisfy NESA curriculum and assessment requirements for the RoSA.
- complied with all requirements imposed by the Minister or NESA.
- completed the mandatory curriculum requirements for Years 7 to 10.

Students in Year 9 and 10 must satisfactorily complete course work in:

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

Attendance at school in distance education is monitored by weekly return of work and participation in live lessons.



A Summary of the Courses that Students will Study

The curriculum pattern for Stage 5 includes the following:

A. Mandatory Courses

The following subjects will be studied for the two years (Year 9 and Year 10):

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

B. Elective Courses

Students select two (2) elective courses to study. One course must be studied for Year 9 and Year 10 (200 hours). The second elective course can be studied over two years or can be two courses where one will be studied in year 9 and the other in year 10. These elective subjects are listed below:

- Aboriginal Studies
- Agricultural Technology
- Child Studies
- Commerce
- Computing Technology
- Dance
- Drama
- Food Technology
- Graphics Technology
- Industrial Technology - Electronics
- Languages – French
 - German
 - Italian
 - Japanese
- Music
- Photographic and Digital Media
- Physical Activity and Sports Studies (200hr only)
- Textiles Technology
- Visual Art (200hr only)
- Visual Design (Cartooning & Animation) (100hr only)

All courses successfully completed will appear on the student's Record of School Achievement or Transcript of Study.



Course Descriptions

Mandatory Courses

English

The study of English is designed to enhance students' knowledge, comprehension, appreciation, and enjoyment of the English language while developing their abilities as efficient communicators. Through this course, students will refine their command of language by reading, viewing, listening to a variety of texts and composing texts that are imaginative, interpretive, and critical, with precision and accuracy for a multitude of purposes and audiences. Students interact with literature from both the past and contemporary societies, as well as a broad range of spoken, visual, media, and multimedia texts.

What Students Learn

Students cultivate their knowledge, understanding, and skills in order to utilise language in an appropriate, effective, and accurate manner. This usage is tailored to cater to various purposes and audiences, in a range of contexts. A unique aspect of this course is the development of imaginative, interpretive, and critical thinking skills. Students analyse texts, evaluate content, differentiate between fact and opinion, and question differing points of view. They also develop an understanding of themselves and their relationships with others and the world by responding to and composing texts. The course promotes reflection on personal and peers' learning, evaluating learning strategies and purposes to adapt to new contexts.

In terms of practical skills, students are taught to develop precision in reading, viewing, listening to texts, and expressing ideas and composing texts. They are exposed to various strategies that enable them to shape their texts with accuracy, clarity, and coherence. To cite an example, in developing writing skills, students learn about sentence structures, grammar, punctuation, vocabulary, and spelling.

Course Requirements

In this course, students are exposed to an extensive range of texts for the purposes of critical analysis, interpretation, and enjoyment. This includes fiction, nonfiction, poetry, films, media, multimedia, and digital texts. They are encouraged to respond to texts that are widely considered as quality literature, including Australian literature and texts by and about Aboriginal and/or Torres Strait Islander Peoples. The texts selected for study originate from various cultures and times, offering a multitude of perspectives to broaden students' understanding and worldview. A key highlight of the course is the study of a Shakespearean drama in Year 10.

Geography

Geography develops in students an interest in and engagement with the world. Through geographical inquiry, students will 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.

What Students Learn

Students learn how to undertake geographical inquiry and fieldwork to build and extend knowledge and understanding about people, places and environments. They propose explanations for significant patterns, trends, relationships and anomalies in geographical phenomena. Students learn to apply geographical concepts including place, space, environment, interconnection, scale, sustainability and change to identify questions and guide their investigations.



The study of Geography also provides opportunities for students to learn to use a wide range of geographical tools including maps, fieldwork, graphs and statistics, spatial technologies and visual representations.

Students will have the opportunity to explain geographical processes that transform places and environments, 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 investigate changing environments, global differences in human wellbeing, and strategies to address challenges now and in the future.

Course Requirements

Field work is an essential part of the study of Geography. All students must undertake fieldwork.

History

History develops in students, an interest in and enjoyment of, exploring the past. A study of History provides opportunities for examining events, people and societies from ancient, medieval and modern times, including twentieth-century Australia. Opportunities to develop a deeper understanding of civics and citizenship are a feature throughout the subject.

What Students Learn

Students learn to apply the skills of investigating history, including analysing sources and evidence and sequencing major historical events to show an understanding of historical concepts including change and continuity, causation, contestability and significance. Students develop research and communication skills, and examine different perspectives to develop an empathetic understanding of a wide variety of viewpoints. Students also learn to construct logical historical arguments supported by relevant evidence and to communicate effectively about the past for different audiences and different purposes.

Students learn of significant developments in the making of the modern world and Australia. Mandatory studies include Australians at War (World Wars I and II) and Rights and Freedoms of Aboriginal and Torres Strait Islander Peoples. Other topics may include the making of the Australian nation, the history of an Asian society, Australian social history and migration experiences.

Course Requirements

All students must complete a site study in Year 9 or Year 10.



Mathematics

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

Mathematics focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations, by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

What Students Learn

Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning.

Students study Number and Algebra, Measurement and Space, and Statistics and Probability. Within these strands, they will cover a range of topic areas including: financial mathematics, algebraic techniques, equations, linear and non-linear relationships, surface area and volume, properties of geometrical figures, trigonometry, data collection and representation, data analysis, and probability.

Mathematics students in Stage 5 will study one of the following three pathways:

Mathematics Stage 5.1

Students will study topics such as Consumer Arithmetic, Coordinate Geometry, Trigonometry, Probability, Linear Relationships, Surface area and Volume and Algebraic Techniques. This is the 'base' level of Mathematics in Stage 5. Students using this pathway generally study Mathematics Standard 1 or 2 in the Higher School Certificate.

Mathematics Stage 5.2

Students will complete all of the topics in the 5.1 pathway but in greater depth. They will also study topics such as Graphs of Physical Phenomena, Data Analysis and Evaluation, Surface Area and Volume and Properties of Geometrical Figures. This is the usual pathway for students intending to study Mathematics Standard 1 or 2 in the Higher School Certificate.

Mathematics Stage 5.3

Students will complete all of the topics in the 5.1 and 5.2 pathways but in greater depth. They will also study topics such as Curve Sketching, Polynomials, Circle Geometry, Functions and Logarithms. This pathway is recommended for students intending to study Mathematics Advanced, Mathematics Extension 1 or Mathematics Extension 2 courses in the Higher School Certificate.



Personal Development, Health and Physical Education

The Personal Development, Health and Physical Education (PDHPE) provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The course provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

What Students Learn

The PDHPE course is organised into three content strands, with a focus on three skill domains. All students will be provided with opportunities to develop their knowledge, understanding and skills across a range of health and physical education concepts and contexts by studying content in an integrated manner and through practical application. The three strands include:

- Health, Wellbeing and Relationships – students develop the knowledge, understanding and skills important for building respectful relationships, enhancing personal strengths and exploring personal identity to promote the health, safety and wellbeing of themselves and others. They develop strategies to manage change, challenges, power, abuse, violence and learn how to protect themselves and others in a range of situations.
- Movement Skill and Performance – students focus on active participation in a broad range of movement contexts to develop movement skill and enhance performance. They develop confidence and competence to engage in physical activity. Students develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. They create and compose movement to achieve specific purposes and performance goals. Through movement experiences, students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.
- Healthy, Safe and Active Lifestyles – students focus on the interrelationship between health and physical activity concepts. They develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active.

Throughout the course, students develop, strengthen and refine key PDHPE skills that allow them to take action and advocate for health, safety, wellbeing and participation in physical activity of themselves and others. This includes an emphasis on self-management, interpersonal and movement skills.



Science

Science develops students' skills, knowledge and understanding in explaining and making sense of the biological, physical and technological world. Through applying the processes of Working Scientifically, students develop understanding of the importance of scientific evidence in enabling them as individuals and as part of the community to make informed, responsible decisions about the use and influence of science and technology on their lives.

What Students Learn

Through their study of science, students develop knowledge of scientific concepts and ideas about the living and non-living world. They gain increased understanding about the unique nature and development of scientific knowledge, the use of science and its influence on society, and the relationship between science and technology.

Students actively engage individually and in teams in scientific inquiry. They use the processes of Working Scientifically to plan and conduct investigations. By identifying questions and making predictions based on scientific knowledge and drawing evidence-based conclusions from their investigations, students develop their understanding of scientific ideas and concepts, and their skills in critical thinking and problem-solving. They gain experience in making evidence-based decisions and in communicating their understanding and viewpoints.

Course Requirements

All students will undertake at least one research project during Year 9 or 10.



Choosing Electives

The NSW Department of Education curriculum offers students a general education. Elective courses provide skills and abilities so that students can:

- improve knowledge base
- know how to locate information – research
- use technology in all courses
- engage in learning strategies that allow them to apply and use learning outcomes
- improve literacy and numeracy skills

When making your final choice, remember to choose elective subjects that:

- extend your interests
- you enjoy – this will encourage your commitment to the subject
- provide a foundation for subjects you may like to study in the senior years

Students select two (2) elective courses to study. One course must be studied for Year 9 and Year 10 (200 hours). The second elective course can be studied over two years or can be two courses where one will be studied in year 9 and the other in year 10.

If you would like more information or assistance with choosing electives, please contact Head Teacher Secondary Studies (HTSS) on 6210 5200 or leave a message at the school and one of the team will contact you to discuss curriculum choices. Overseas students can email any questions to finigansde@det.nsw.edu.au.

Elective Courses

Aboriginal Studies

Aboriginal Studies provides students with opportunities to develop knowledge and understanding of Aboriginal Peoples, histories, cultures and experiences. It is designed for all students and is of value to both Aboriginal and non-Aboriginal students.

What students learn

Students learn about the diversity of Aboriginal Peoples' identities, cultures and communities, which are interconnected with Country and spirituality. They learn about the dynamic nature of cultural expression, and the maintenance of Aboriginal identities and cultures. They also develop understanding of the importance of self-determination and autonomy for the ongoing contribution and success of Aboriginal Peoples and communities. Students study historical and contemporary experiences of Aboriginal Peoples, factors that influence non-Aboriginal peoples' perceptions of Aboriginal Peoples and cultures, and the effects of these perceptions. They learn about the range of interactions and relationships between Aboriginal Peoples and non-Aboriginal people, and the continued roles of Aboriginal Peoples and communities locally, regionally, nationally and internationally.

Students develop understanding of community consultation protocols that enable them to engage respectfully and responsibly with their local Aboriginal community and other Aboriginal communities. They learn about the importance of Indigenous Cultural and Intellectual Property (ICIP), and ethical research practices to gather, protect and interpret data. In their research, students develop skills in the use of a range of research techniques and technologies to locate, select, organise and communicate information and findings.

Through their study of core and option topics, case studies and research, students develop knowledge, understanding, skills, values and attitudes that are of value to their personal, social, cultural, academic and



professional development, and enable them to become active and informed advocates for a just and inclusive world.

Agricultural Technology

The study of Agricultural Technology provides students with opportunities to experience aspects of an agricultural lifestyle through direct contact with plants and animals. The study of a variety of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

Students explore career opportunities in agriculture and related service industries, and investigate the viability of Australian agriculture, through management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

What students learn

The course 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, animals or integrated plant/animal systems.

Students undertake a range of practical experiences related to the chosen enterprises. Agricultural Technology provides opportunities for students to learn about Work Health and Safety issues, and develop skills in designing, investigating and managing farms.

Child Studies

Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts.

What students learn?

The course includes a range of modules. The modules are:

- Preparing for parenthood
- Conception to birth
- Family interactions
- Newborn care
- Growth and development
- Play and the developing child
- Health and safety in childhood
- Food and nutrition in childhood
- Children and culture
- Media and technology in childhood
- Aboriginal cultures and childhood
- The diverse needs of children
- Childcare services and career opportunities

Throughout the course, students will develop skills that enhance their ability to:

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



Commerce

Commerce enables young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

What students learn

Students investigate the consumer, financial, economic, business, legal, political and employment world and are provided with the opportunity to develop their research, decision-making and problem-solving skills. Students develop an understanding of political and legal processes in order to become informed, responsible and active citizens. Commerce provides opportunities for students to develop the skills required to become responsible and independent individuals who can contribute to society.

Commerce promotes critical thinking and the opportunity to participate in the community. Students learn to identify, research and evaluate options when solving problems and making decisions on matters relating to their consumer, financial, economic, business, legal, political and employment interactions. They develop research and communication skills, including the use of ICT, and the skills of working independently and collaboratively.

Computing Technology

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.

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 students learn

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

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

Dance

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.

What students learn

All students study dance performance, composition and appreciation. They learn about the elements of dance (space, time and dynamics) and how they are used in, and link, the three practices. They learn about performing dances with an awareness of safe dance practice, dance technique and performance quality. They learn about how dance expresses ideas, feelings and experiences, as they construct dance



compositions to communicate ideas. They learn about people, culture and society as they study and analyse dance performances, compositions and dance works of art.

Students learn to develop an articulate body as they perform a range of dances in a variety of styles with a working knowledge of safe dance practice. They learn to structure movement as they compose dances to express their ideas, feelings and experiences. They learn to use the language of dance and to describe movements using the elements of dance as they view, discuss, read and write about dance. Drawing from their experiences gained in performing, composing and appreciating dances, they learn to make connections between the making and performing of the movement and the appreciation of its meaning.

Drama

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

What students learn

All students undertake a unit of play building in each year of the course. Play building refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.

Food Technology

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

What students learn

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

The major emphasis of the Food Technology course is on the student exploring food related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Students develop the ability and confidence to design, produce and evaluate solutions to situations involving food. They learn about Work Health and Safety issues, and learn to select and use appropriate ingredients, methods and equipment safely and competently.

Students learn about food 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.

Graphics Technology

The study of Graphics Technology provides students with knowledge of the techniques and technologies used to graphically convey technical and non-technical ideas and information. Students are introduced to the significance of graphical communication as a universal language and develop the ability to read, interpret and produce graphical presentations that communicate information using a variety of techniques and media.

What students learn

Students learn to design, prepare and develop graphical presentations using both instrument drawing and computer-aided design (CAD). They learn to interpret and analyse graphical images and presentations to develop an understanding of the use of graphics in industrial, commercial and domestic applications. The major emphasis of the course is on students actively planning, developing and producing quality graphics projects, including drawings, images and models.

Industrial Technology – Electronics

The study of Industrial Technology 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.

They develop knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials, equipment and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

What students learn

Students develop knowledge relating to current and emerging technologies in industrial and domestic settings. They study the interrelationship of technologies, equipment and materials used in a variety of settings. They develop skills through project-based learning in the design, planning, management and production of practical projects. Students are provided with opportunities to have responsibility for their own learning through a range of student-centred learning experiences.

Students investigate Work Health and Safety (WHS) matters and related work environments while developing a range of skills that equip them for future learning, potential vocational pathways, and leisure and lifestyle activities involving technologies. The design and production of practical projects is communicated using a range of technologies.

Languages

Students may select from: French, German, Italian or Japanese.

Languages courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between languages and English, and to develop an understanding of the cultures associated with the chosen language.



What students learn

Students develop the knowledge, understanding and skills necessary for effective communication in a language. They learn to interact, access and respond to information and compose texts.

They develop an understanding of the language system including sound, writing, grammar and text structure.

Students also develop intercultural understanding of the interrelationship between language and culture and consider how interaction shapes communication and identity.

Students develop the skills to communicate in another language. They listen and respond to spoken language. They learn to read and respond to written texts in the language they are learning. Students establish and maintain communication in familiar situations using the language.

Students explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language. They develop a capacity to interact with people, their culture and their language.

Music

All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

What students learn

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

The 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.

In music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpin the development of skills in performing, composing and listening.

Photographic and Digital Media

Photographic and Digital Media provides opportunities for students to enjoy making and studying a range of photographic and digital media works. It enables students to represent their ideas and interests about the world, to engage in contemporary forms of communication and understand and write about their contemporary world. Photographic and Digital Media enables students to investigate new technologies, cultural identity and the evolution of photography and digital media into the 21st century. Students are provided with opportunities to make and study photographic and digital media works in greater depth and breadth than through the Visual Arts elective course.

What students learn

Students learn about the pleasure and enjoyment of making different kinds of photographic and digital media works in still, interactive and moving forms. They learn to represent their ideas and interests with



reference to contemporary trends and how photographers, videographers, film-makers, computer/digital and performance artists make photographic and digital media works.

Students learn about how photographic and digital media is shaped by different beliefs, values and meanings by exploring photographic and digital media artists and works from different times and places, and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

Students learn to make photographic and digital media works using a range of materials and techniques in still, interactive and moving forms, including ICT, to build a Photographic and Digital Media portfolio over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Photographic and Digital Media journal. Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies.

Students learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study photographic and digital media artworks.

Physical Activity and Sports Studies

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

Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

What students learn

The course includes modules selected from each of the following three areas of study:

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

Throughout the course, students develop knowledge, understanding and skills that develop their ability to:

- work collaboratively with others to enhance participation, enjoyment and performance in physical activity and sport
- display management and planning skills to achieve personal and group goals in physical activity and sport
- perform movement skills with increasing proficiency



- analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

Textiles Technology

The study of Textiles Technology provides 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.

What students learn

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.

Visual Art (200hr only)

Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

What students learn

Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists' including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts Diary.



They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.

Visual Design - Cartooning (100hr only)

Visual Design provides opportunities for students to enjoy making and studying visual design artworks and to become informed about, understand and write about their contemporary world. It enables students to represent their ideas and interests about the world in visual design artworks and provides insights into new technologies, different cultures, and the changing nature of visual design in the 21st century. Students are provided with opportunities to make and study visual design artworks in greater depth and breadth than through the Visual Arts elective course.

What students learn

Students learn about the pleasure and enjoyment of making different kinds of visual design artworks in print, object and space–time forms. They learn to represent their ideas and interests with reference to contemporary trends and how web designers, architects, commercial and industrial designers, space, light and sound designers, graphic designers and fashion, accessory and textile designers make visual design artworks.

Students learn about how visual design is shaped by different beliefs, values and meanings by exploring visual designers and visual design artworks from different times and places, and relationships in the artworld between the artist/designer – artwork – world – audience. They also explore how their own lives and experiences can influence their making and critical and historical studies.

Students learn to make visual design artworks using a range of materials and techniques in print, object and space–time forms, including ICT, to build a folio of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their making practice in their Visual Design journal.

They learn to investigate and respond to a wide range of visual designers and visual design artworks in making, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist/designer – artwork – world – audience to make and study visual design artworks.

