



Education



DSODE

DUBBO SCHOOL OF DISTANCE EDUCATION

Quality Learning for our future

Dubbo School of Distance Education

Stage 5 Course Information 2024-2025



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Welcome to Distance Education

This booklet introduces you to the range of Stage 5 Courses available to you through Dubbo School of Distance Education.

This booklet is designed to help students and their caregivers/supervisors understand the curriculum structure and requirements of Stage 5, so that suitable course selections are made according to the needs, abilities and interests of the student.

If you have further questions about any course, contact our school during school hours.

Debbie Murray

Principal

Record of School Achievement (ROSA) Requirements

Compulsory Course

For a student to satisfy the requirements for the award of the Record of School Achievement, all of the following courses must be studied during both Year 9 and Year 10.

1. English
2. Mathematics
3. Science
4. Geography (Mandatory)
5. History (Mandatory)
6. Personal Development/Health/Physical Education
7. Taking charge.

The courses listed above are the minimum requirements. In addition, students may choose electives for 100 hours (1 year only) or 200 hours (both years 9 and 10). Elective courses are not compulsory.

To receive recognition and have a grade awarded for all electives a student must complete at least one elective for 200 hours. If no elective has been studied for 200 hours, students do not receive NESA recognition for any elective.

Course Delivery and resources

The majority of courses delivered in Stage 5 require students to have access to **online services**. Our online platform, *Canvas* is utilised by teachers to deliver content and feedback.

Some courses may include a blended mode of accessing a variety of resources, and can include live or recorded lessons with teachers.

The full use of digital technologies enables students to participate in classes delivered by expert teachers who collaboratively support the learning needs of all students.

Teachers will be encouraging communication weekly.

In exceptional circumstances, where access to online course materials is not applicable, then alternate arrangements can be requested by contacting the Deputy Principal.

Life Skills

Life Skills courses are available for students who have specifically been assessed as having a learning disability. Please contact the Deputy Principal if you require further information.

Course Descriptions and Requirements follow

English

Course Description

English is a mandatory course that is studied substantially in each of Years 7-10 with at least 400 hours to be completed by the end of Year 10. Satisfactory completion of at least 200 hours of study in English during Stage 5 (Years 9 and 10) will be recorded with a grade. These are mandatory curriculum requirements for eligibility for the award of the Record of School Achievement (RoSA).

Engaging with texts is central to the study of English. In Years 7–10, texts should be understood to mean any written, spoken/signed, nonverbal, visual, auditory or multimodal communication.

As the focus of learning **in Stage 5**, students are required to engage meaningfully with:

- at least 2 works of extended prose (including at least one novel)
- at least 2 collections of poetry
- at least 2 films
- at least 2 drama texts including at least **one** Shakespeare play
- a range of types of texts inclusive of short prose, visual, spoken, multimodal and digital texts.

Across the stage, the selection of texts must give students experience of:

- a range of fiction and non-fiction texts that are widely regarded as quality literature
- a range of texts by Australian authors
- a range of texts by Aboriginal and Torres Strait Islander authors
- a range of quality texts from around the world, including texts about intercultural and diverse experiences (might include literature by authors with diverse backgrounds and experiences, including authors with disability)
- a range of cultural, social and gender perspectives, including from popular and youth cultures
- texts chosen by students for personal interest and enjoyment.

Mathematics

Course Description

Mathematics provides students with knowledge, skills and understanding in

- Number and Algebra
- Measurement and Geometry, and
- Statistics and Probability.

It 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.

Course structure

DSODE uses an individualised online program for Mathematics called Maths Pathway. Students complete an initial diagnostic test that examines their current knowledge and sets a starting level for their individual program. Students work from topic modules and record answers on their own paper. Each fortnight they complete an online test, based on the work they have completed.

Students following either program should expect to work about 3 hours each week.

Stage 5 structure

Students learn at different rates and in different ways. In the new NSW curriculum this is reflected in the CORE and OPTIONS Pathways. All students are expected to complete the CORE topics and most students will complete at least some of the OPTIONS topics.

Year 11 and 12 Pathways

Students who wish to take Mathematics Standard, Advanced or Extension in Stage 6 should complete all the CORE topics and selected OPTIONS topics depending on their goals. In Maths Pathway this equates to achieving at least Level 9 for Mathematics Advanced and at least Level 8 for Mathematics Standard.

Maths Pathway is adjusted so that students have the opportunity to complete the essential topics before the end of Year 10. Students will be able to see their progress and projected level at the end of Year 10 based on their current growth rate.

RoSA Grade

At the satisfactory completion of Year 10 Mathematics students will be awarded a grade for Mathematics for their Record of School Achievement (RoSA). In Mathematics, grades awarded are: A10, A9, B8, B7, C6, C5, D4, D3 and E2. In 2025 these will change to A to E grades.

These grades will differ from the grades students receive in their school reports, as they reflect the level of overall achievement, and school grades reflect student achievement at their current level of learning.

Recommended resources

Students will need to use a scientific calculator in Stage 5. They may be purchased from the school office. **Scientific calculator phone apps are not a suitable substitute.**

Students will also need an exercise book to work in.

Science

Course Description

Science provides a way to answer interesting and important questions about the world. Scientific knowledge is contested and revised. Science is a collaborative, creative endeavour, best done by interacting with other students. Here at Dubbo School of Distance Education, this is supported through a blended course, with an important on-line component.

As students actively engage in the process of Working Scientifically, they gain an increased appreciation and understanding of science in their own lives and society, locally and globally. Working scientifically is made active and contemporary at Dubbo School of Distance Education through blended inclusion of collaboration and interaction with everyday investigations including on-line investigations and computer based analysis of results.

Through applying the process of Working Scientifically, students use scientific enquiry to develop their understanding of science and the importance of evidence. By engaging in scientific enquiry, in a collaborative context, students develop a deeper appreciation of the unique nature and development of science as an evolving body of knowledge and of the complex relationships between evidence and ideas.

Through active participation in challenging and engaging experiences they become self-motivated, independent learners, able to make reasoned evidence-based future choices and ethical decisions.

The units in Science are mostly activity based to encourage the skills of Working Scientifically in a collaborative way. Working Scientifically in Years 9 and 10 includes:

- Questioning and predicting
- Planning investigations (including the use of digital technologies)
- Conducting investigations (including the use of digital technologies)
- Processing and analysing data and information (including computer-based mathematical analysis such as spreadsheets and databases and models)
- Communicating
- Problem solving.

The knowledge and understanding content is organised into four strands:

- Physical World
- Earth and Space
- Living World
- Chemical World.

The values and attitudes student learn include:

- finding solutions to personal, social and global issues relevant to students lives now and in the future
- using evidence and reason to engage with and respond to scientific ideas as informed, reflective citizens.

Recommended resources

Science practical activities are an integral part of Working Scientifically.

Most investigations are completed using on-line simulations. Sometimes minikits may accompany topic material.

The students of DSOE who study Science, receive lessons using our blended learning environment. This will show students how working Scientifically can be applied to everyday life. It teaches students computational thinking and focuses on the real world applications of problem solving.

Geography Mandatory

The Geography (Mandatory) course must be studied for 100 hours over Years 9 and 10. This is a requirement for eligibility for the award of the Record of School Achievement. At Dubbo School of Distance Education, students complete the Geography Mandatory course in Year 9.

Course Description

Students will learn about the concepts of place, space, environment, interconnection, scale, sustainability and change. Students will develop geographic knowledge, understanding, skills, values and attitudes in order to engage in the community as informed and active citizens.

An awareness of current local, national and global issues are to be encouraged and will be discussed throughout the course.

Students will integrate the following geographical inquiry skills throughout their study of Geography:

- Acquiring geographical information
- Processing geographical information
- Communicating geographical information.

Students will integrate the following geographical tools throughout their study of Geography:

- Maps, including political maps, topographic maps, synoptic charts and choropleth maps
- Fieldwork
- Graphs and statistics, including data tables, pie graphs, scatter graphs and population profiles
- Spatial technologies, including virtual maps, satellite technologies and geographic information
- Visual representations, including aerial photographs, flow charts, annotated diagrams and photo sketches.

Students will study the following topics:

- **Sustainable Biomes:** focusing on changing biomes and challenges to food production and security
- **Changing places:** focusing on urbanisation, internal and international migration and Australia's urban future.
- **Human Wellbeing:** focusing on the differences in human wellbeing and the development that exists within and between countries
- **Environmental Change and Management:** focusing on the functioning of environments and the scale of human-induced environmental change challenging sustainability

History Mandatory

The History (Mandatory) course must be studied for 100 hours over Years 9 and 10. This is a requirement for eligibility for the award of the Record of School Achievement. At Dubbo School of Distance Education, students complete the History Mandatory course in Year 10.

Course Description

History develops in young people an interest in and enjoyment of exploring the past. The History (Mandatory) syllabus has been designed to provide students with an understanding of how people, events and forces from the past have shaped our world. Students will also develop the skills required for the effective study of History.

In Stage 5 students describe, explain and assess the historical forces and factors that shaped the modern world and Australia. They sequence and explain the significant patterns of continuity and change, explain and analyse the motives and actions of past individuals and groups, and explain and analyse the causes and effects of events and developments in the development of the modern world and Australia.

Students will explore the making of the Modern World, particularly through Australia's involvement in World Wars I and II. They will also explore the Modern World and Australia through developing a knowledge of Rights and Freedoms, Popular Culture and The Cold War.

All students must complete a site study in History Mandatory. This may be a real or virtual site study.

Personal Development, Health and Physical Education (PDHPE)

Course Description

In Personal Development, Health and Physical Education (PDHPE), students evaluate a broad range of factors that shape identity and have an impact on young people's health decision making, behaviours and actions. They plan and evaluate strategies and interventions to advocate for their own and others' health, safety and wellbeing. Students investigate the impact of changes and transitions on relationships. They assess their capacity to consider and respond positively to challenges and how they can contribute to caring inclusive and respectful relationships. Students reflect on emotional responses in a variety of situations and demonstrate protective skills to promote health, safety, wellbeing and manage complex situations. They design and implement actions to enhance and support their own and others' fitness levels and participation in a lifetime of physical activity.

Students use movement to satisfy personal need and interests. Physical education is fundamental to the acquisition of movement skills and concepts to enable students to participate confidently, competently and creatively in a range of physical activities. They participate in movement experiences with persistence as they compose, perform and appraise movement in various contexts. In response to unpredictable situations they work individually and collaboratively to design and apply creative solutions to movement challenges. Students apply and transfer movement concepts, skills, strategies and tactics to new and challenging situations. They use criteria to make judgements about and refine their own and others' specialised movement skills and performances. Students describe the impact of biomechanical factors on skill development and performance.

Students demonstrate leadership, fair play and cooperation across a range of movement contexts. They adopt a variety of roles such as a leader, mentor, official, coach and team member to support and encourage the involvement of others.

Through PDHPE, students develop self-management, interpersonal and movement skills to help them become empowered, self-confident and socially responsible citizens.

Recommended resources

Students may be sent practical equipment when required to enable them to meet the physical requirements and outcomes of this course.

Students are encouraged to make themselves available for a minimum of one scheduled lesson with their teacher each week.

Taking Charge

One year course for Year 9 and 10

Course Description

We have designed this course to give Year 9 and 10 students some of the necessary skills for success at school and life after school. Some of the knowledge and skills explored in this course include:

- communicating
- investigating post school options
- preparing a resume
- applying for a tax file number and unique student identifier
- understanding and interpreting diagrams and workplace text
- achieving your L's, and
- being a critical consumer
- work readiness.

The course also aims to support students in the achievement of the literacy and numeracy minimum standards for the HSC.

HSC minimum standards for literacy and numeracy

We endeavour to support all our students in Stage 5 to gain their Minimum Standards Certificates in Reading, Writing and Numeracy. This is a set of qualifications that will assist students to move into a job or further study.

If you are sitting your HSC exams in or after 2020 you will need to meet a minimum standard of literacy and numeracy to receive your Higher School Certificate.

Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means you will have a level of skills necessary for success after school.

Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

Elective Courses at DSOE

- Agriculture (Agricultural Technology)
- Child Studies
- Commerce
- Computing Technology
- Design & Technology (100 hr only for Stage 5)
- History (Elective)
- Food Technology
- French
- German
- Italian
- Japanese
- Spanish
- Music
- Graphics Technology
- Industrial Technology – *Timber*
- Photography and Digital Media
- Textiles Technology
- Visual Arts
- Visual Design

Generally, students will need to select two electives. Each elective is normally 100 hours per year.

At least one elective must be studied for 200 hours to be included on a Record of School Achievement (typically 100 hours in Year 9, then 100 hours in Year 10).

Satisfactory completion of 100 or 200 hours of study during Years 9 and 10 will be recorded with a grade (based on internal assessment) on the student's Record of School Achievement.

Agriculture (Agricultural Technology) 100 hours/200 hours

200 Hour course: Two year course

100 Hour course: One year course for either Year 9 OR Year 10

Course Description

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.

Each unit in the course studies a particular production system or enterprise and has a practical work component developing skills and applying knowledge and understanding learnt throughout the course.

Study may be offered in the following enterprises:

- wool
- wheat
- macadamia nuts
- beef cattle
- dairy cattle
- poultry
- vegetables, and
- cotton.

Child Studies – 100 hours/200 hours

100 hour course: 1 year course studied in Year 9 **OR** Year 10

200 hour course: 2 year course studied over Year 9 and Year 10

Course Description

Child Studies provides the opportunity for students to explore a broad range of social, environmental, genetic and cultural factors influencing pre-natal development, children's wellbeing and sense of belonging between 0 and 8 years of age.

Child Studies includes the study of pre-conception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Units of study may include:

- A New Life
- Caring for Babies
- Child Growth & Development
- Food and Nutrition
- Technology and Children
- Play
- Child Care
- Children and Culture.

Students will learn to identify, create and evaluate strategies aimed at enhancing children's wellbeing. Students will become aware of and learn to access a range of relevant community resources and services.

Child Studies provides a foundation for a wide range of study options in and beyond school. The study of this subject will support students involved in voluntary caring, supervision and child support roles, as well as providing a pathway into formal work opportunities in areas such as childcare and education.

Students are encouraged to make themselves available for a minimum of one scheduled lesson with their teacher each week.

Commerce – 100 hours/200 hours

Commerce is an elective course that can be studied for 100 hours in Years 9 or 10 or 200 hours over Years 9 and 10.

Course Description

This course is delivered online through *Canvas*.

Students considering taking Legal Studies, Economics or Business Studies in the Higher School Certificate would especially benefit from undertaking the study of Commerce.

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues.

100 hour Course

- a minimum of TWO Core Study topics
- additional study of selected options to meet the 100-hour requirement.

200 hour Course

- all FOUR Core Study topics
- additional study of selected options to meet the 200-hour requirement.

Core Study

Each Core Study topics should be 20 – 25 indicative hours.

- Consumer and Financial Decisions – Year 9
- The Economic and Business Environment – Year 10
- Employment and Work Futures – Year 10
- Law, Society and Political Involvement – Year 9

Options

Each Option topic should be 15 – 25 indicative hours.

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

Computing Technology – 100 hours/200 hours

200 Hour course: Two year course

100 Hour course: One year course for either Year 9 OR Year 10

Course Description

Studying this course enables students to develop skills in the specific application of computing technologies and to develop digital solutions for a range of industrial, commercial and recreational contexts.

Computing Technology 9–10 focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world.

When studying Computing Technology 9–10, students have opportunities to develop skills in analysing data, designing for user experience, connecting people and systems, developing websites and apps, building mechatronic systems, and creating simulations or games. Students use hardware and software to manage and secure data. They also investigate the social, ethical and legal responsibilities of using data as creators of digital solutions while considering privacy and cybersecurity principles.

Units of study will include:

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

Design & Technology – 100 hours/200 hours

100 hour course: One year for either Year 9 or Year 10.

Course Description

The study of Design and Technology encourages students to think creatively through the planning and production of design projects related to needs and situations. Students investigate existing solutions, analyse data and information and generate, justify and evaluate ideas. Students experiment with tools, materials and technologies to manage and produce prototypes, products and solutions to identified needs and problems.

What students learn

Students learn about the design, production and evaluation of quality designed practical projects, processes and the interrelationship of design with other areas of study. They develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Students also explore ethical and responsible design, preferred futures and innovation through the study of design and the work of designers.

Students undertaking Design and Technology learn to be creative and innovative in the development and communication of solutions. Students learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They learn about Work Health and Safety to manage and safely use a range of materials, tools and technologies to aid in the development of design projects. Students critically evaluate their own work and the work of others. Individual design projects provide students with opportunities to develop their project management skills.

Course Requirements

To satisfy the requirements of this course, students must undertake a range of practical experiences that occupy the majority of the course time. Practical experiences allow students to develop skills and confidence in the use of a range of equipment.

History Elective – 100 hours/200 hours

History Elective can be studied for 100 hours in Year 9 or 10 or 200 hours over Years 9 and 10.

The study of History Elective provides students with the opportunity to develop their knowledge and understanding of past societies and historical periods.

Course Description

There is an emphasis on student research in this course and students considering taking Ancient or Modern History in Stage 6 would especially benefit from undertaking the study of History Elective.

Students will learn about the nature of history and the methods historians use to construct history through the depth studies undertaken in this course. They will learn to apply their understanding of the nature of history, heritage, archaeology and the methods of historical inquiry. They will examine the ways in which historical meanings can be constructed through a range of media and will apply these understandings to their investigation of past societies and historical periods. Students will analyse sources and sequence major historical events to show an understanding of continuity, change and causation.

In the History Elective course, students undertake a wide variety of units exploring many different historical time periods, peoples and groups. These units fall under the broad topics:

1. History, Heritage and Archaeology
2. Ancient, Medieval and Modern Society
3. Thematic Studies

Examples of areas we study at Dubbo School of Distance Education include:

- Film as History – Pirates and Piracy
- Ancient Egypt and Roman Burial Practices
- The Witch Craze of the 16th and 17th Centuries
- Villains of History
- Mini Historical Investigation – student choice.

Food Technology – 100 hours/200 hours

200 Hour course: Two-year course studied over Year 9 and Year 10

100 Hour course: One-year course studied in Year 9 OR Year 10

Course Description

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

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

The major emphasis of the Food Technology syllabus is on students exploring food related issues through a range of practical experiences. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

Units of study will include:

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

Course Requirements

Students require access to a food preparation area, ingredients and appropriate tools and equipment.

Languages 100 hours/200 hours

Course Description

Languages available for study include the following:

- French
- German
- Italian
- Japanese
- Spanish

Years 9 and 10 Languages courses are designed to meet the outcomes of the Stage 5 NESA K-10 Language syllabus while incorporating learning across the curriculum.

By the end of the course, students will be able to interact with others to exchange information and ideas on topics of interest using the four language skills: speaking, reading, writing, and listening.

Students will engage in various text types to identify the main ideas and specific information. They will be able to respond to questions using formulaic and more complex expressions. They compose informative and imaginative texts for different audiences, using a range of linguistic structures with the support of stimulus materials and modelled language.

Students will examine how the target language influences and is influenced by other languages and cultures, identifying borrowed words used in the target language and English. They explore connections between language and culture in particular words, expressions and communicative behaviours, recognising values that are important in the society of the target language. They share their reactions to intercultural experience, considering how ways of communicating and expressing identity are shaped by the values and beliefs of a community.

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and additional language learners.

You should study a language if you are:

- An independent learner and self-motivated to practise your skills regularly.
- Excited to have conversations with teachers, peers, and native speakers.
- Enthusiastic to learn something new!
- Interested in other cultures and the world.

Music – 100 hours/200 hours

Course Description

This course gives students the opportunity to engage in performance and foster awareness in the areas of Performance, Listening and Composition. It involves exposure to a variety of musical styles.

Activities include:

- study of a range of musical genres
- instrumental and/or vocal performance appropriate to the topics being studied
- composing and arranging using traditional and non-traditional methods
- developing aural perception and discrimination of style.

This course may be studied in Year 9, Year 10 or both years.

Course Requirements

Performance – **Students must have access to an instrument.** The practical study of performance is an important part of this course; as a result, **students must be prepared to perform on an instrument or voice.**

Graphics Technology – 100 hours

One year course for either Year 9 or Year 10

Course Description

Graphics Technology teaches the skills of communicating using graphics. The major emphasis is on students being actively involved in the planning, development and production of quality graphical presentations.

The 100 hour course is organised into two core modules designed to provide a broad understanding of both manual and computer based forms of image generation to communication information.

- Students will develop skills in:
- Freehand sketching
- Rendering pictorial drawings
- Isometric drawings
- Oblique drawings
- Orthogonal drawings
- Perspective drawings
- Computer Aided Drawing (CAD).

Recommended resources

Drawing kits and software will be supplied if students are unable to access their own.

Graphics Technology – 200 hours

Course Description

200 hour Graphics Technology builds on the skills and techniques learned in the 100 hour course.

Students must have completed Graphics Technology 100 hours before attempting this course.

Students will continue to work with both manual drawing and Computer Aided Design. The development of skills allows students to work towards a student developed series of drawings in Term 4.

Knowledge, skills and understandings gained from these courses are transferrable to Stage 6 courses:

- Design and Technology
- Industrial Technology – Graphics
- Industrial Technology – Timber
- Engineering Studies

Industrial Technology – *Timber* – 100 hours

One-year course for either Year 9 or Year 10

Course Description

Woodworking skills are developed through practical exercises and construction of small timber projects. A pre-cut package of materials is sent with each unit. This includes all the timber required for the project plus nails, screws etc.

A cordless battery drill of low wattage is the only power tool students are allowed to use if working on projects outside of the school setting. No other power tools or machinery can be accessed by students unless they are under the direct supervision of their DSoDE teacher.

A full set of construction notes is provided with each project.

The projects in the first year are modified to suit the skill level of the student. Projects could include:

- a bench hook
- a door stop
- a kitchen tidy
- a desk organiser
- book ends
- a serving tray
- a tissue box cover.

Recommended resources

A tool kit containing basic hand tools and a cordless drill can be supplied to students if they do not have access to basic tools and equipment. This kit is to be returned to DSoDE upon completion or withdrawal from the course. If not returned, an invoice will be issued.

A suitable work area is required.

Industrial Technology – *Timber* – 200 hours

Course Description

Woodworking skills will be further developed through practical exercises and construction of quality timber projects. A pre-cut package of materials is sent with each unit. Students must have completed Industrial Technology Timber 100 hours before attempting this course.

A cordless battery drill of low wattage is the only power tool students are allowed to use if working on projects outside of the school setting. No other power tools or machinery can be accessed by students unless they are under the direct supervision of their teacher.

The projects in the first year are modified to suit the skill level of the student. The projects could include:

- a side table
- a small coffee table
- a foot stool
- a rack and drawer

Recommended resources

A tool kit containing basic hand tools and a cordless drill can be supplied to students if they do not have access to basic tools and equipment. This kit is to be returned to DSODE upon completion or withdrawal from the course. If not returned, an invoice will be issued.

A suitable work area is required.

Photographic & Digital Media – 100 hours/200 hours

One year course for either Year 9 or Year 10

Or two year course for Year 9 & 10

Course Description

Photographic and Digital Media provides opportunities to enjoy making photographs, exploring photographic practice 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.

Students learn about:

- photographic and digital media works in still, interactive and moving forms.
- representing 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.
- 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.
- relationships in the art world 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.
- develop their research skills, approaches to experimentation and how to make informed personal choices and judgements.
- record procedures and activities about their making practice in their Photographic and Digital Media journal.
- investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies.
- interpret and explain the function of and relationships in the art world between the artist – artwork – world – audience to make and study photographic and digital media artworks.

Course Requirements

Students are required to produce a Photographic and Digital Media portfolio and keep a Photographic and Digital Media journal.

Recommended resources

A reliable device to take photographs is required.

Textiles Technology – 100 hours/200 hours

200 Hour course: Two year course

100 Hour course: One year course for either Year 9 OR Year 10

Course Description

The study of Textiles Technology enables students to develop knowledge, understanding and skills to be creative, explore functional and aesthetic aspects of textiles and produce textile items. Students examine the historical, cultural and contemporary perspectives of textile design and develop an appreciation of the factors affecting them as textile consumers. Students will investigate the work of textile designers and make judgments about the selection of materials and tools for quality textile items. Textile projects form a component of each module. These projects give students the opportunity to be creative and to explore functional and aesthetic aspects of textiles.

Course Requirements

Access to a reliable sewing machine and the ability to purchase fabrics are essential.

Dressmaker's scissors, pins, needles, tape measure, threads and fabric samples are required.

Access to an over-locker is desirable but not essential.

Resources for practical projects are **NOT** supplied for this course.

NOTE:

To select Textiles Technology **students MUST** have access to **a working sewing machine and resources** (pins, fabric scissors etc.)

Visual Arts – 100 hours/200 hours

One year course for either Year 9 or Year 10

Or two year course for Year 9 & 10

Course Description

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, write and make art about their world.

Students learn about:

- the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms.
- representing their ideas and interests with reference to contemporary trends and how artists including painters, sculptors, architects, designers, photographers and ceramists, make artworks.
- how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the art world 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.
- develop their research skills, approaches to experimentation and how to make informed personal choices and judgements.
- write about their artmaking practice in their Visual Arts diary.
- investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies.
- interpret and explain the function of, and relationships in, the art world between the artist – artwork – world – audience to make and study artworks.

Course Requirements

Students are required to make art, write about art and keep a Visual Arts diary.

Recommended Resources

A reliable device to take photographs is required.

Visual Design – 100 hours/200 hours

One year course for either Year 9 or Year 10

Or two year course for Year 9 & 10

Course Description

Visual Design provides opportunities for students to enjoy making and studying visual design artworks and to become informed about, understand, write and make visual design artworks 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.

Students learn about:

- the pleasure and enjoyment of making different kinds of visual design artworks in print, object and space-time forms.
- representing their ideas and interests with reference to contemporary trends and how designers, architects, commercial and industrial designers, space, graphic designers and fashion, accessory and textile designers make visual design artworks.
- 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 art world 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.
- develop their research skills, approaches to experimentation and how to make informed personal choices and judgements.
- record procedures and activities about their making practice in their Visual Design journal.
- investigate and respond to a wide range of visual designers and visual design artworks in making, critical and historical studies.
- interpret and explain the function of and relationships in the art world between the artist/designer – artwork – world – audience to make and study visual design artworks.

Course Requirements

Students are required to produce a folio of work and keep a Visual Design journal.

Recommended resources

A reliable device to take photographs is required.