



**REDLANDS  
COLLEGE**

**ELECTIVE INFORMATION BOOKLET  
YEARS 8 & 9**

**2022-2023**

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The information contained in this document is accurate at the time of production but is subject to change.



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## INTRODUCTION

Paul tells us in the book of Romans that we should not be conformed to this world, but be transformed by the renewing of our minds (Romans 12:2). As a College it is our desire to develop leaders who will not simply be a part of this world, but will rise up to influence it in all areas of life; business, arts, politics, medicine, science, and more. Our hope is that students will leave our College with more than just knowledge or information – but with a sense of purpose and the skills and abilities to think critically, innovate and create.

The world that our students will lead, influence and be a part of has not yet even been imagined. So we must endeavour to prepare our students, not just with information, but with skills, ethics and morals. We aim to prepare them with a sense of service and a passion for life-long and life-wide learning. We pray that they will become the change makers of the future with curious minds, loving hearts and serving hands, who live purposeful lives.

By God's design, each student has gifts and talents. The purpose of the Redlands College Middle School curriculum is to help students to explore these gifts and talents through a range of opportunities in order to explore the future ahead of them. As our students progress through Middle School, the range of opportunities increases recognising the development of their learning journey.

Prep to Year 7 provides students with a foundation across a range of learning areas with some specialist areas. Starting in Year 8, our curriculum is organised to provide genuine opportunities for students to identify and make informed choices about exploring learning areas that are consistent with their God-given gifts and talents.

Our learning program is structured so that students will study a range of compulsory subjects as part of the Years 8 and 9 *Core Program*. In the Years 8 and 9 *Exploratory Elective Program*, students will choose from a range of electives. By allowing Years 8 and 9 students a degree of choice, our intention is to help them become successful and engaged learners with opportunities to develop mastery, increased autonomy and purpose in learning.

While students may not yet know what path the future holds for them, we encourage them to take every opportunity to give their best effort in all that they do. The purpose of this Elective Information Booklet is to assist students and parents in gaining some background information about the options available in subject selection.

## ABOUT THIS BOOKLET

This booklet is intended to provide families and students with information about the Years 8 and 9 *Exploratory Elective Program*. It contains information about:

- electives for each subject in the program
- important considerations when choosing electives
- special arrangements for languages, Sports Excellence and Volleyball Extension Program
- advice about choosing electives
- processes of subject preferences and subject selection.

Our teachers have created video presentations (vodcasts) about each elective subject. These are available at [Learning@Redlands](mailto:Learning@Redlands).

Please note that at times planned units of study may change from this publication due to variations in resources, facilities, staffing or other circumstances.

# CORE PROGRAM & EXPLORATORY ELECTIVE PROGRAM

All Years 8 and 9 students will study the following subjects. These subjects are part of the *Core Program*.

- Bible Studies
- English
- History (One semester required)
- Mathematics
- Science
- Sport

Students will also engage in a holistic health program intended to assist them on their developmental journey of physical, psychological and emotional, social, and spiritual growth. It will complement Bible Studies and Sport.

In the *Exploratory Elective Program*, students will study three electives in each semester. These will be selected from the following subjects. Students must select core History for at least one semester. Students who wish to study History for two semesters should select core History for Semester 1, and extension History for Semester 2.

LEARNING AREA	SUBJECTS	LEARNING AREA	SUBJECTS
Arts	Dance Drama Media Arts Music Visual Arts	Technology & Design	Digital Technology Design Thinking Food Technology
Health & PE	Physical Education	Languages	Japanese Spanish
Humanities & Social Science	Business Geography History ( <i>Core Program</i> ) History ( <i>Extension Program</i> )	Specialist	Sports Excellence Volleyball Extension Netball Extension

Each subject will be composed of four unique semester-long electives. With their family's support, students choose three subject electives to take in each semester.

The *Elective Program* allows students to study a range of different subjects. Students may choose to engage with:

- a broad range of subjects by selecting different subject electives in each semester.
- a smaller range of subjects by selecting all electives for specific subject(s).

We believe that by providing students with choice in the *Elective Program*, they will have opportunities to participate in a diverse range of enriching, engaging and meaningful learning. We seek to allow our students to realise and pursue their academic passions.

For more information about selecting electives, please refer to the section 'Important Considerations when Choosing Electives' on page 38.

## SPORTS EXCELLENCE PROGRAM

Redlands College Sports Excellence has been established to identify and assist talented student athletes to achieve at the highest levels of performance in their chosen sport. The program aims to help participants use their God given talents through coaching and training opportunities matched to athletes' development and potential. It also aims to help them with their personal education and development.

The Sports Excellence Program is:

- a specialist program for 15 to 18 talented student athletes from Years 8 and 9 (may be run as a single class)
- studied in place of Health & Physical Education
- a genuine learning opportunity that requires high levels of dedication and commitment.

Evidence of learning is collected at the start and end of a semester through a range of fitness testing. Goals will be set with the teacher as part of an individual learning plan. An in-depth qualitative look into the achievement of each student's individual goals will be conducted at the end of each semester.

Applications for Semester 1 2022 will open in Term 4 this year. Applications for Semester 2 2022 will open in Term 2 of 2022. Applications are available from Mr Oosterbeek, Redlands College Director of Sports and Activities - moosterbeek@redlands.qld.edu.au.

Students are not permitted to select the Sports Excellence Program and Health & Physical Education in the same semester. The Sports Excellence Program will take the place of Health & Physical Education.

## VOLLEYBALL & NETBALL EXTENSION PROGRAM

Redlands College Volleyball Extension sits alongside Sports Excellence as an elite elective option.

The aims and objectives of this course are:

- to provide students who have identified sporting skills and talent with an opportunity to develop their inherent and potential skills and to expose them to all facets and disciplines of Volleyball and Netball.
- to develop a course of study that will not only allow students to develop skill and tactical excellence, but also have the support and endorsement of peak sporting bodies.
- to develop and nurture young athletes through interactions based on personal challenge, collaborative group work and team dynamics.
- to ensure that the strong culture of sporting excellence developed is maintained and strengthened.

In 2022, a specifically selected class of students (limited numbers) from Year 8 & 9 will engage in the Extension Programs. The makeup of the Volleyball class, where possible, will provide a balance between male and female to be selected in this class.

Examples of the course would include:

- Game-play and strategic development
- Fitness and training program design (including nutrition for sport)
- Umpiring, general officiating and tournament design
- Skill analysis and evaluation

- Game analysis and tactical appreciation
- Sport Psychology
- Coaching and tutoring young players – (specifically Year 4-5 primary age students)
- Sports injuries – prevention and cure

The students will participate in the sport for 3 x 50 minute lessons per week during normal class time and also train with a school team for 2 sessions a week before and after school for around 90 minutes a session.

An integral part of the informal assessment will be the completion of a training diary that details sessions, self-reflection, peer and self-analysis and training goals.

When making selections, students and families should choose electives in which the student does well. Often students will enjoy electives in which they succeed. It should be noted that, in some instances, students may require some exposure to a subject before they begin to enjoy it.

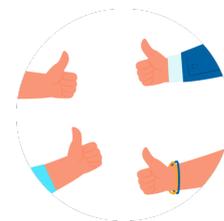
Students are not permitted to select the Volleyball Extension Program and Health & Physical Education in the same semester. The Volleyball Extension Program will take the place of Health & Physical Education in the same semester.

For more information about selecting electives, please refer to the section 'Important Considerations when Choosing Electives' on page 38.

## CHRISTIAN FORMATION

As a Christian school, we value opportunities to help our students explore the Bible and develop their faith. Students have a range of formal opportunities in Bible Studies, Pastoral Care class and Chapels. They will also have access to a range of informal activities including student prayer times, lunchtime Bible Studies, and special programs.





# EXPLORATORY ELECTIVES OVERVIEW

## THE ARTS

### Dance

Through Dance, students represent, question and celebrate human experience, using the body as the instrument and movement as the medium for personal, social, emotional, spiritual and physical communication. Dance has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

They will use the elements of Dance to explore choreography and performance and to practice choreographic, technical and expressive skills. They will respond to their own and others' dances using physical and verbal communication.

## YEAR 8

### SEMESTER ONE

**Elective Title:** The Story of Dance: Musical Theatre

**Elective Code:** 08DAN1

**Brief Overview:** Students will consider how dance can be used to tell a story. Students will study the historical and cultural contexts of the musical theatre genre and utilise a Jazz style to perform an iconic musical theatre number. Students will also engage with the elements of dance, specifically use of props, to choreograph a small group musical theatre piece. Analysis of their own and others' works will be explored and assessed.

### SEMESTER TWO

**Elective Title:** Dance of the Popular Youth Culture

**Elective Code:** 08DAN2

**Brief Overview:** Students will consider how popular culture influences dance and the arts. Beginning with current day and moving backward through time the students will explore dance in music video clips and the influence of changing technology, music and fashion on popular, artistic dance styles. They will also examine the changes that occurred in popular social dance styles across the 20<sup>th</sup> Century, learning dances from different eras and analysing and evaluating the influence of societal factors on those changes. They will engage with the foundational elements of dance and learn to choreograph their own music video dance. Analysis of their own and others' works will also be explored and assessed.

## YEAR 9

### SEMESTER ONE

**Elective Title:** Dance around the World

**Elective Code:** 09DAN1

**Brief Overview:** Students will consider how dance reflects the socio-cultural and historical contexts of its origins. They will study ritual dance, in particular, Aboriginal and Indian dance. They will develop an understanding of how a unique style can be formed by infusing attributes of a particular culture with contemporary dance, as has been done by Bangarra Dance Company or popular dance as is seen in Bollywood dance. Students will explore how to make their own story by creating their own unique dance movements. Analysis of their own and others' works will be explored and assessed.

### SEMESTER TWO

**Elective Title:** The Story of Dance: Contemporary Dance

**Elective Code:** 09DAN2

**Brief Overview:** Students will learn about Ballet and Contemporary dance and the rich history and evolution of these dance styles. They will then look at how these dance styles can be used to creatively communicate themes, ideas and stories. Students will perform in the Contemporary genre and create a small group dance, communicating an idea in the Contemporary genre. Analysis of their own and others' works will be explored and assessed.

# THE ARTS

## Drama

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite their imaginations, and encourage them to reach their creative and expressive potential.

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. Students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them. They learn to think, move, speak and act with confidence. Students will demonstrate their learning through live performances and written comprehension of their actor's process of character development.

## YEAR 8

### SEMESTER ONE

**Elective Title:** Duologues

**Elective Code:** 08DRA1

**Brief Overview:** In this unit, students will have two courses of study: 'Preparing for Duologues,' and 'Performing Duologues.' Both units have a strong practical base, however, Term One focuses on the creation of an Actor's Journal, whereas Term Two prepares students more for performance.

### SEMESTER TWO

**Elective Title:** Drama as Purpose

**Elective Code:** 08DRA2

**Brief Overview:** This unit introduces students to a wide variety of dramatic styles and conventions such as: mask work, movement, and poetry to entertain or inform an audience. In Term Four, students will perform their work from Term Three.

## YEAR 9

### SEMESTER ONE

**Elective Title:** Art of Comedy and Acting for Screen

**Elective Code:** 09DRA1

**Brief Overview:** Students will explore two units of study: 'The Art of Comedy,' and 'Acting for Screen.' These units are designed to enhance the student's dramatic practice using tactile methods, whilst providing a deeper scope of what is to come during the senior years. There is a strong balance between practical devising, performing and analytical work as both stage and screen methods are explored. Within the comedy unit, students will be required to perform a self-devised or scripted comedy piece for a live audience. The screen unit will require them to write an analytical essay about a Hollywood film, and attend a mock screen audition as held by a teacher-in-role casting director.

### SEMESTER TWO

**Elective Title:** Physical Theatre and Children's Theatre

**Elective Code:** 09DRA2

**Brief Overview:** Students will explore two units: 'Physical Theatre,' and 'Children's Theatre.' The 'Physical Theatre' unit will challenge the students to construct a piece of non-realistic theatre in response to a Bible story or Greek Myth. As the focus of this performance is primarily physical, actors will need to be creative in their interpretation and presentation of the stimuli. In the 'Children's Theatre' unit, students will engage with a class of Junior School students to determine their interests and struggles and will require them to construct a whole class performance in response to the class's interests.

## THE ARTS

### Media Arts

Media Arts is a visual learning subject, that focuses on design and construction of video and audio as modes of communication. Students learn to use a range of technologies, techniques and conventions of design then create productions in a variety of styles. They also learn to explore and analyse media types.

Learning in Media Arts involves collaborative and individual work. After developing the relevant conceptual and technical skills, students design, film, edit and finalise productions. They use a range of technologies including cameras, computers, and Final Cut X, Garage Band and iMovie software. Students submit videos as evidence of their learning and creativity. Students will also analyse professional productions to improve their understanding of how media is used to communicate.

## YEAR 8

### SEMESTER ONE

**Elective Title:** Creative Techniques in Film

**Elective Code:** 08MED1

**Brief Overview:** This semester is designed around learning about shots, angles, film techniques and editing with purpose. Students are actively engaged in applying knowledge to improve skill sets with cameras and editing. The culminating project is an instrumental music video clip that is designed, filmed and edited.

### SEMESTER TWO

**Elective Title:** Creative Marketing

**Elective Code:** 08MED2

**Brief Overview:** Marketing and advertising use various strategies to appeal to their target audiences; they are experts in manipulating their target audiences to purchase, invest and think in a particular way. Some call this media manipulation. Students will learn to identify the strategies used in media productions and understand how to use them in their own productions.

## YEAR 9

### SEMESTER ONE

**Elective Title:** Gamer's Reality

**Elective Code:** 09MED1

**Brief Overview:** Gaming is a part of modern culture, but do you know the language, the thought process, the history, or the real value of games? Students will explore games as a form of media. The students will create a keynote that contains game history, a variety of class created animations and a game design concept. The second piece is an App Game Vlog, that will showcase a variety of editing techniques and unique stylisation tips.

### SEMESTER TWO

**Elective Title:** Classic Film Genre

**Elective Code:** 09MED2

**Brief Overview:** Film Genre is the study of classic original genre style films, learning the key convention elements to the genres and new film techniques. Students will develop a Treatment design for a genre scene and then bring it to life as a production.

# THE ARTS

## Music

Music involves students making and responding to music independently, with their classmates, teachers and communities. Music is unique as it can build self-confidence, promotes self-expression and students learn to communicate and collaborate through music and performance.

Playing music develops self-discipline and diligence, traits that lead to effective study and work habits.

Students will explore music as an art form through listening, composing and performing. Students build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expressive devices, structure, timbre and texture in their listening, composing and performing. As they study Music, students draw on music from a range of cultures, times and locations. Students will respond to music and explore the ways in which music is used to communicate to an audience. Evidence of learning is collected through their performances, compositions and their application of music theory knowledge and analysis.

## YEAR 8

### SEMESTER ONE

**Elective Title:** We Will Rock You

**Elective Code:** 08MUS1

**Brief Overview:** Students will be introduced to a variety of Rock styles ranging from the 1950s to present. They will learn about the development and characteristics of rock music and how the music reflects and affects changes in society. Students will form bands to perform relevant music of their own choice, compose a piece of rock music, learn music theory skills and analyse a piece of rock music.

### SEMESTER TWO

**Elective Title:** Heroes and Villians

**Elective Code:** 08MUS2

**Brief Overview:** Music is a powerful medium that we see used to great effect in a number of ways in the media. Students will examine a variety of film music themes that depict the hero and villain in a movie or storyline. Ranging from early film music to current film music, musical motifs and themes used for characters in film and other mediums will be analysed. Students will also perform a relevant work from a film, and compose a musical theme to represent a character.

## YEAR 9

### SEMESTER ONE

**Elective Title:** World Music, Music and the Brain

**Elective Code:** 09MUS1

**Brief Overview:** Students will explore how music is part of cultural identity and identify the characteristics of traditional music in a variety of cultures. Students will select the traditional music of a culture to research and analyse and will produce either a performance or composition that reflects their understanding of the music of their selected culture.

In Term Two, students will learn about the effects of music on the brain and how it is being used in the fields of medicine and psychology. They will identify a physical or emotional issue which could be helped by music therapy and incorporate performance, composition and analytical skills into a project-based assessment task.

### SEMESTER TWO

**Elective Title:** Music in Society

**Elective Code:** 09MUS2

**Brief Overview:** In Term Three, students will look at art music from the past to present - beginning in the Medieval era. Students will discover how music has been influenced by technology and historical and social change. They will perform a hit song from any era.

In Term Four, students will focus on the development of Jazz and Blues. They will learn how to improvise using the blues scale and 12 bar blues progression. For their assessments, students will compose a blues song and perform a jazz piece and improvisation either as a soloist or in a group.

## THE ARTS

# Visual Arts

As children of God, we are created in God's image and as such have been blessed with the ability to create and to appreciate the aesthetics of design. This course is intended to get students thinking like an artist. Taking art as an elective in Year 8 or 9 will allow students to explore the many facets of creative expression whilst building and developing their practical art skills.

Art is a very practical, hands-on, experiential learning process. Students will be constantly engaged in making art. They will be encouraged to experiment and play with new art materials and new techniques in a purposeful way, whilst reflecting on broad concepts and ideas. Students will be encouraged to respond to the artwork of others through oral discussion, critical evaluation and making. Students will learn the terminology and contextual references to help them talk about art.

At this level, the course is very well scaffolded to provide focus and direction, whilst leaving room for the development of a personal response and aesthetic. Evidence of learning is gathered in areas of mastery of technical skill, evaluation of processes and intentions as well as the student's ability to reflect on and talk about their artistic choices and intentions. Students will also focus on discussing the intentions and processes of other artists.

## YEAR 8

### SEMESTER ONE

**Elective Title:** Turning the Ordinary into the Extraordinary

**Elective Code:** 08ART1

**Brief Overview:** This elective focuses on developing observation skills, and specifically learning to see and think like an artist. Picasso once said "You have never really seen an object until you have drawn it". Through a variety of drawing, painting and printmaking processes and approaches, students will learn to explore a multitude of ways of viewing the object and how to communicate their discovery. The focus for the unit will be based on the student's choice of an everyday object, which they will render in a variety of ways and then combine to create a complex design. This ability to explore, represent and express our relationship to the world in a variety of ways is central to thinking like an artist.

Learning in art relies heavily on experimentation and exploration. Students are encouraged to learn through experience and to refine their ideas and their manipulative skills through trial and error. Reflecting on what they do, what others do, and evaluating what to do next are important skills they learn.

## SEMESTER TWO

**Elective Title:** Face It! A Portrait-Based Exploration of Self

**Elective Code:** 08ART2

**Brief Overview:** Through this elective, students will explore the concept of identity by examining the connections they have with others and with places. For many of them this is a time of searching for identity. Personal identities are moulded, morphed, swapped, and cemented during these important years in their lives as young adults. Art making can be a valuable tool in the development and exploration of identities within the safe environment of the art room. Students will be asked to explore different aspects of self over the course of the unit through drawing, mixed media and painting. The elective is designed to introduce good basic foundational painting skills.

Students will investigate colour theories and techniques of paint application as well as modes of expression that will form the basis for production of multiple portrait paintings with acrylics, inks, or mixed media. Emphasis will be placed on composition, the development of skills, and imaginative interpretation. Students will use mentor artists to guide their understanding of context, metaphor and symbolism as expressive tools in art making. The assessment will be based on scaffolded class tasks, journal work and folio work of more resolved paintings.

## YEAR 9

### SEMESTER ONE

**Elective Title:** What's Your Story?

**Elective Code:** 09ART1

**Brief Overview:** Everybody has a story, and in this unit, students are invited to visually investigate and interpret the concept of 'belonging'. Through this unit they will learn more about what makes them feel like they belong, and the importance of this in their own lives. Through exploratory printmaking techniques students will get a chance to visually tell their story. Students will look at the rich oral and visual stories of a variety of cultures including Aboriginal and Torres Strait Islanders and the importance of a cultural and social narrative: they will then apply this understanding to their own work.

As artists they will explore the contemporary form of the artist's book as well as the medium of printmaking and then experiment with a number of different printmaking methods such as: monoprinting, transfer printing, collagraph, lino printing, silkscreen and etching. They will use these processes to create multiple works indicative of the connections they have in their lives.

Students will be encouraged to respond to the artwork of others through oral discussion, critical evaluation and interpretation. Students will learn the terminology and contextual references to help them talk about art and they will be introduced to the foundations of formal writing about art.

## SEMESTER TWO

**Elective Title:** A Sense of Place

**Elective Code:** 09ART2

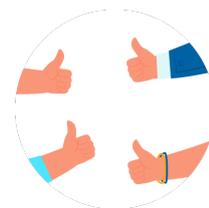
**Brief Overview:** In this elective, students will examine their responses to the places and spaces to which they are connected. Things in nature are tangible references that we use all the time. From the moment we have memories as small children, we have been in nature and have used it to learn. From drawing lollipop-looking flowers underneath

a cotton ball clouded sky or making a thunderstorm, clapping our hands various ways in class, nature has been a part of our foundational education simply because it is one of the most palpable things we have. Just walk outside and there it is. Throughout history, nature has had a leading role as a source of inspiration for visual artists.

Everything we use in our lives has been designed, both in a functional way and in an aesthetic way. In this unit you will use the natural world to inspire your design of everyday functional objects made out of clay. As an artist you will examine your responses to the places and spaces to which you are connected. Nature is a relative constant in our ever-changing lives. You will explore both natural elements and materials as you make three-dimensional works which communicate a personal response to place and the natural environment. In your design folio you will learn to include observation drawings from nature, design drawings which show the simplification process to capture the essence of the natural object, as well as the design ideas and iterations which lead to the making of a ceramic form or forms. Each object you make will document the design process from inspiration/starting point to finished, decorated ceramic.

Students will be encouraged to respond to the artwork of others through oral discussion, critical evaluation and interpretation. Students will learn the terminology and contextual references to help them talk and write about art.

# HEALTH & PHYSICAL EDUCATION



## Health & Physical Education

Health & Physical Education is of interest to students who are physically active, like to be challenged across different physical activities, understand how and why the body moves, want to improve their fitness and physical performance and enjoy solving problems individually and in team environments.

Health & Physical Education provides a foundation for students who wish to pursue further study in human movement related fields such as sport development, sports management, sports analysis, sports journalism, physiotherapy, sport psychology and coaching, athlete conditioning and management, personal training, and teaching.

Evidence of learning is collected through a range of assessment items including multi-modal videos, research reports, exams and participation in physical activity (individual and/or team sport).

## YEAR 8

### SEMESTER ONE

**Elective Title:** Body Systems in Striking and Throwing Games

**Elective Code:** 08HPE1

**Brief Overview:** Students will learn about various bones and muscles in the human body that allow movement around different joints, and understand how the body moves. Students will analyse their movements through the use of video capture within a variety of physical activities that involve striking and/or throwing, while also developing movement concepts and strategies. These activities may include but are not limited to Softball, Badminton, Tennis, Cricket, Hockey and Athletics. During these practical experiences, students will also develop the necessary specialised movement concepts and strategies to perform effectively within these activities.

### SEMESTER TWO

**Elective Title:** Fitness in Invasion Games

**Elective Code:** 08HPE2

**Brief Overview:** Students will learn about the different types of fitness and how each of these can be enhanced through the use of training methods and applying training principles. Students will analyse their fitness through fitness testing and develop methods to that improve different components of fitness. This understanding will be incorporated with the refinement of movement concepts and strategies focussing on invasion-based games. The physical activities may include Soccer, AFL, Touch Football, Basketball, Team Handball and Netball. Through participation in various practical experiences, students will create a training session to improve their fitness, while reflecting and refining their session to optimise effectiveness.

## YEAR 9

### SEMESTER ONE

<b>Elective Title:</b>	Skill Acquisition in Badminton and European Handball
<b>Elective Code:</b>	09HPE1
<b>Brief Overview:</b>	Completing this unit will provide students a greater understanding of the nature of learning a skill. Students will learn about the importance of practice and feedback to progress through the different stages of learning. Through participation in unique sports such as badminton and European handball, students will analyse techniques and performance while developing and refining specialised movement concepts and strategies. Students will also evaluate movement sequences and movement strategies to identify how they can be improved.

### SEMESTER TWO

<b>Elective Title:</b>	Using Sports Psychology in Basketball and Netball
<b>Elective Code:</b>	09HPE2
<b>Brief Overview:</b>	Students will learn about the influence that motivation, confidence, anxiety, attention, concentration, and team dynamics have during participation in sports and other aspects of life. Students will learn about and practice various psychological techniques including goal setting, positive self-talk, pre-task routines, and team dynamics techniques, to cope with and overcome a range of challenges and have the ability to successfully create solutions to movement challenges. Students will apply these techniques primarily to tasks within basketball and netball, and evaluate how the use of psychological strategies can help improve performance.

# HUMANITIES & SOCIAL SCIENCES

## Business



The study of economics and business develops the knowledge, understanding and skills that will equip students to secure their financial futures and to participate in and contribute to the wellbeing and sustainability of the economy, the environment and society. Through studying economics and business, students learn to make informed decisions and to appreciate the interdependence of decisions made within economic systems, including the effects of these decisions on consumers, businesses, governments and other economies, and on environmental and social systems.

Economics and Business provides students with opportunities to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. Through authentic learning opportunities, the economics and business curriculum foster enterprising individuals who are able to effectively embrace change and be adaptive in their mindset. They have opportunities to think creatively and seek opportunities for innovation, to work with peers in project management and to communicate their ideas. Using real world examples, the subject provides a foundation for understanding how we can use our gifts and talents to make a difference in our world.

The students will develop their use of technology developing their skills in word processing, collaboration with others, and use of Excel spreadsheets. Students will demonstrate evidence of their learning and progress through the individual units in an assignment or examination on each unit of study (one assessment per Term).

## YEAR 8

### SEMESTER ONE

**Elective Title:** The Australian Economy, and Business Creators

**Elective Code:** 08BUS1

**Brief Overview:** The Australian Economy

Australia operates as a free market economy, which means that we have a diverse range of providers of goods and services to consumers. In this introduction to Business Studies, students will investigate aspects of economics, financial management, marketing and advertising. They will consider when it might be necessary for governing bodies to intervene in the market for the benefit of the wider community. Case studies will be used as examples, including investigating the ongoing impacts of the COVID-19 pandemic.

Business Creators

In Term Two, Students will work in a team to develop an innovative business idea. They will manage a project to investigate market opportunities and practically apply their business idea into a formal business proposal and marketing plan. This is a practical unit where students have opportunities to be very creative with their design, artwork and audio-visual work. The assessment will be the Business Creators assignment, including a hypothetical presentation of their ideas to prospective investors.

## SEMESTER TWO

**Elective Title:** The Business Environment, Employment and Business Opportunities

**Elective Code:** 08BUS2

**Brief Overview:** The Business Environment

Students will build their knowledge and understanding of the relationship between consumers and producers in the economy. They will investigate Business Environments and different types of businesses that operate in Australia. The assessment will be an Investigation of various businesses, and a more detailed study of a selected type of Business operating in Australia. As an additional component of this unit the students will look at the importance of financial management and consumer rights.

Employment and Business Opportunities

Students will investigate the changing nature of work environments; including opportunities volunteering. The workplace is rapidly adapting and evolving, and with this come significant changes in the ways people work. Students will investigate factors that will affect work in the future, and the impacts of the transition to AI and automated systems as they become more efficient for various businesses. Case studies will include the closure of some industries in Australia, and the ways that selected businesses are adapting to change through innovation and new opportunities.

## YEAR 9

### SEMESTER ONE

**Elective Title:** Australia in the Global Economy, Business Ideas and Marketing

**Elective Code:** 09BUS1

**Brief Overview:** Australia in the Global Economy

This semester will focus on Australia as an economy and its place within the broader Asia and global economy. It will look at why and how countries are highly dependent on each other with exports and imports, and the different options required to meet the needs and wants of the global consumer. Learned skills include using Excel to organise data, researching and report writing. The assessment will be a report on global trade patterns with a focus on a selection of consumer goods that are used by consumers in Australia.

Business Ideas and Marketing

In the Business Ideas and Marketing unit, students will work in teams to manage a project where they design and develop a business idea, and prepare a marketing plan. They will be guided to consider ideas that will make the world a better place, and encouraged to team up with like-minded peers who have similar interests. The assessment will be a Business and Marketing plan for their idea, including an investor pitch delivered as a presentation to the class.

## SEMESTER TWO

**Elective Title:** Financial Literacy - Managing financial risk and reward, Work and Work Futures  
**Elective Code:** 09BUS2

**Brief Overview:** Financial Literacy - Managing financial risk and reward  
Students will develop and build on their knowledge about the Australian Economy and the relationships between consumers and producers in economic systems. They will learn and apply practical skills in financial literacy with basic accounting and financial management. Various aspects of responsible financial management and the consequences of poor financial management will be covered in the unit. Students will be introduced to taxation, shares, using money wisely and consideration of their financial futures.

### Work and Work Futures

In this unit, students will explore the factors that influence the work environment now, and as employment and work environments transition into the future. They will investigate the rights and responsibilities of participants in the work environment, aspects of employment, future-proofing your work skills, and the organisational structure of the workplace. The assessment will be in two parts; a team presentation on the future of work, and an individual task where they will prepare a CV.

# HUMANITIES & SOCIAL SCIENCES

## Geography

Studying Geography helps us to appreciate the diversity of God's creation – in particular, the earth's environments and people – and to understand changes that are occurring on our earth. Understanding, for example, what causes tsunamis to form or the impacts of climate change is not only fascinating, but is important so that we can make wise decisions to improve places and care for people and environments into the future. Exploring our world and understanding its social, economic and environmental dimensions is critical in our increasingly connected world.

The topics that are studied in Year 8 and Year 9 Geography are current and provide opportunities for students to extend their classroom knowledge and undertake positive, hands-on action. For example, Geography students are often inspired to: start growing their own vegetables after learning about global food production; submit their video campaign to the local government about what should be done to prevent the extinction of koalas; or, create awareness of and pray for people living in poverty.

Geography is taught in a structured way with an inquiry approach. Students learn skills to: research effectively; analyse and interpret information and data; evaluate alternatives and justify opinions; and, communicate clearly in a variety of formats. Field work is especially important in Geography because it enables students to explore issues first hand.

## YEAR 8

### SEMESTER ONE

**Elective Title:** Changing Nations & Cities of the Future

**Elective Code:** 08GE01

**Brief Overview:** Have you ever thought about why you live where you do? Have you wondered why many international cities are overcrowded and some have large slum areas? Do you have ideas for what cities of the future should look like?

Our world population is continuing to grow – in 2011, the World's total population reached 7 billion people and is expected to reach 9 billion people by the year 2050 (National Geographic, 2011). With more and more people, our cities are expanding and our way of life is changing. Geographers are therefore called upon to plan our cities of the future. In this unit, students will have the opportunity to:

- explore and be inquisitive about different places that people live throughout the world;
- understand changes to the world's population over time and the way the world's population is distributed;
- identify the positive and negative impacts of megacities – cities that house more than 10 million people; and design cities of the future.

## SEMESTER TWO

<b>Elective Title:</b>	Investigating Our Environment - Landforms and Landscapes
<b>Elective Code:</b>	08GE02
<b>Brief Overview:</b>	This elective involves a study of Moreton Bay Marine Park as an example of a marine/coastal landscape. Moreton Bay is a significant environment in our local area. This region has “numerous islands, internationally significant wetlands, seagrass meadows and sandy beaches” (Department of National Parks, Recreation, Sport and Racing, 2014).

Students will have the opportunity to develop a greater understanding of physical geography through a field excursion and associated class activities. They will research the formation and change of a specific landform in Moreton Bay, and conduct a geographical inquiry into the impacts of flooding in this region. These case studies will enable students to continue to develop skills of research, analysis, evaluation, justified decision-making, communication and the specific geographical skills of mapping, direction, Geographical Information Systems (GIS) and the use of images.

## YEAR 9

### SEMESTER ONE

<b>Elective Title:</b>	It’s a Wide, Wide Wonderful World but Why Are Some People Hungry? – Biomes and Food Security
<b>Elective Code:</b>	09GE01
<b>Brief Overview:</b>	Students will firstly examine the great diversity of planet earth and gain an understanding of the spatial patterns of the earth’s major biomes. Case studies of how different cultural groups have adapted to environments such as tundra, deserts and rainforests will highlight how humans are dependent on the natural environment. Students will form opinions about how change to particular environments should be managed.

One of the main ways in which people depend on the environment is to obtain food and fibre. Sadly, however, it is estimated that close to one billion of the world’s seven billion people are chronically undernourished. This situation exists despite enough food currently being grown to support ten billion people (FAO, 2015). Will the provision of food in both developed and developing countries be even more challenging in the future?

Students will investigate the capacity of the world’s environment to sustainably feed the projected future population. The role of the biotic environment in food and fibre production will be analysed via a field excursion to study permaculture, a sustainable form of farming.

## SEMESTER TWO

**Elective Title:** Geographies of Interconnections: Endangered Species and Natural Disasters

**Elective Code:** 09GE02

**Brief Overview:** This elective involves two studies of how people are connected to places throughout the world in a variety of ways. The first topic is 'Endangered Species' and students will investigate the global situation for species and biodiversity. It is interesting to analyse, for example, if the products we buy in Australia could be causing orangutans to face extinction in Indonesia. Students will then focus on how to protect a threatened species in our local area – the koala. To learn about issues and some innovative strategies to save koalas, students will go on a field excursion.

The second topic in this elective is 'Natural Disasters'. Students will account for the increase in the number of natural disasters in recent decades. Natural hazards do not discriminate between developing and developed countries, and most regions of the world are exposed to particular natural hazards. Specific case studies of natural hazards will allow students to develop in-depth understandings of geographical processes and patterns and will be able to suggest ways in which the impact of natural disasters could be reduced.

## HUMANITIES & SOCIAL SCIENCES

# History - Core & Extension Programs

"History is a disciplined process of inquiry into the past that develops students' curiosity and imagination. Awareness of history is an essential characteristic of any society, and historical knowledge is fundamental to understanding ourselves and others." (ACARA, 2015)

The focus of the **Year 8 curriculum** is on the transitional period of History from the ancient to the modern world. Students investigate the following key inquiry questions:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- What significant people, groups and ideas from this period have influenced the world today?

In Year 8, students who select the one-semester core course will complete Units 1 and 2. Students who select History over two semesters will complete Units 1-3. Topics selected for study may depend on teachers' expertise and students' preferences.

The **Year 9 curriculum** provides a study of the making of the modern world from 1750 to 1918. Students investigate the following key inquiry questions:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

In Year 9, students who select the one-semester core course will complete parts of Units 1-3. Students who select History over two semesters will complete Units 1-3 in their entirety, including a Historical Research Project. Topics selected for study may depend on teacher expertise and student preferences.

Students have opportunities to develop historical understanding of the past, present and future through key concepts, including: evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. They develop historical skills: devising inquiry questions, locating a range of sources as evidence, analysing perspectives in sources, evaluating the usefulness and reliability of sources, and communicating their findings through a range of texts and communication forms.

## YEAR 8

### UNIT ONE

<b>Unit Title:</b>	The Western and Islamic World
<b>Class Code:</b>	08HIS (Core Program)
<b>Brief Overview:</b>	Topics could include: The Vikings (c.790-1066); Medieval Europe (c.590 -c.1500); Renaissance Italy (c.1400-c.160)

This unit moves from the transformation of the Roman world to the emergence of ideas about the world and the place of people in it. Students will investigate the role of religion (and the dominance of the Catholic Church); the legal/political features of Medieval Europe (such as crime and punishment, military and defence systems); and significant developments and cultural achievements of this time (such as art and architecture).

## UNIT TWO

**Unit Title:** The Asia-Pacific World  
**Class Code:** 08HIS (Core Program)  
**Brief Overview:** Topics could include: Angkor/Khmer Empire (c.802-c.1431); Japan under the Shoguns (c.794-1867); Polynesian expansion across the Pacific (c.700-1756)

Students investigate an Asia-Pacific society in depth, including: its way of life (social, cultural, economic and political features); its rise to prominence; cultural achievements; theories about its origin and decline.

## UNIT THREE

**Unit Title:** Expanding Contacts  
**Class Code:** 08HIS (Extension Program)  
**Brief Overview:** Topics could include: Mongol expansion (c.1206-c.1368); The Black Death in Asia, Europe and Africa (14<sup>th</sup> century plague); The Spanish conquest of the Americas (c.1492-c.1572)

Students investigate two historical developments in depth to explore the interaction of societies in this period, including: lifestyle; organisation; extent; consequences and impacts; living conditions and religious beliefs; expansion and trade.

## YEAR 9

### UNIT ONE

**Elective Title:** Making a better world?  
**Class Code:** 09HIS (Core & Extension Program)  
**Brief Overview:** Topics could include: The Industrial Revolution (1750-1914); Progressive ideas and movements (1750-1918); Movement of peoples (1750-1901)

- Students investigate how life changed in this period through an in-depth study of one major development, including: technological innovations; emergency and nature of key ideas; roles and experiences of groups and individuals; causes and effects; the Australian experience.

### UNIT TWO

**Elective Title:** Australia and Asia  
**Class Code:** 09HIS (Core & Extension Program)  
**Brief Overview:** Topics could include: Asia and the world; Making a nation.

Students investigate the history of Australia or an Asian society in the period 1750-1918 in depth, including: key social, cultural, economic, legal and political features; change and continuity; position in relation to other nations and the influence of key ideas; significant events and people; effects of contact between white and non-white people in Australia; experiences of non-Europeans in Australia.

## UNIT THREE

**Elective Title:** World War I

**Class Code:** 09HIS (Core & Extension Program)

**Brief Overview:** Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in world and Australian history:

- An overview of the causes and the reasons men enlisted to fight in the war.
- The places where Australians fought and the nature of warfare.
- The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate).
- The commemoration of World War I, including debates about the nature and significance of the ANZAC legend.

# LANGUAGES

## Japanese

“The limits of my language mean the limits of my world.” It is interesting to reflect on philosopher, Wittgenstein’s words. We know that the ability to communicate in our homes, friendship groups and at work directly affects how well we function in these settings, as well as our enjoyment of them. Indeed, the Bible shows the horror of the loss of communication at the tower of Babel and the consequent disunity and scattering of the people. It also shows the joy of God’s radical plans to restore unity of “every tribe and tongue” through Christ, leaving us with the bold mandate to “go into all the world” to share His good news.

When we are born into a particular culture and language, these mould our way of thinking and influence how we view the world. Learning another language opens up new opportunities and gives perspectives that might not have otherwise been encountered. Personal, professional, social and economic considerations all point to the advantages of foreign language learning. In an increasingly global world, an ability to relate to our neighbours is a fundamental skill.

Japanese study at Redlands College will give an insight into the language and culture of one of our Asian neighbours. Students will learn to understand, speak, read and write Japanese while being exposed to the rich and diverse culture and traditions of Japan.

Japanese is a test-based subject. Students will be assessed on their understanding of the language and culture (listening and reading) and their communicating meaning in Japanese (speaking and writing). One comprehension and one productive skill are assessed each term.

## YEAR 8

### SEMESTER ONE

**Elective Title:** The “ABCs” and “1,2,3s” of Japanese

**Elective Code:** 08JAP1

**Brief Overview:** Students will revise the Japanese Hiragana “alphabet” and spelling rules in Japanese, and master a new script - the Katakana script. Students will refresh polite ways of introducing themselves (as covered in Years 6 and 7), giving personal information such as their name, age, phone number, nationality and residence et cetera, as well as learning how to describe their friends and all the members of their family.

### SEMESTER TWO

**Elective Title:** Reporting from the Road

**Elective Code:** 08JAP2

**Brief Overview:** In this elective, students will play the role of local travel consultants or tour guides working towards creating a video advertisement about Japanese attractions in our city. Students will investigate Japanese mealtime customs, polite restaurant ordering, how to ask about or discuss items on a menu as well as become familiar with describing different types of cities and preparing or discussing itineraries. The unit will involve an excursion to the Japanese gardens - including an obento lunch “on the road”!

## YEAR 9

### SEMESTER ONE

**Elective Title:** There's No Place Like Home

**Elective Code:** 09JAP1

**Brief Overview:** This elective begins with a focus on the family and its members, the activities they are currently involved in (e.g. studying or working), things they enjoy or dislike, their different abilities, and places they might go. Students will also learn to use adjectives to describe people and places and will learn to discuss people's fashion-sense in terms of colours and the clothing they wear.

### SEMESTER TWO

**Elective Title:** Seasons Come, Seasons Go

**Elective Code:** 09JAP2

**Brief Overview:** This elective involves discussing where things are currently located around the home before moving into learning to use the past tense to describe activities that have happened and what they were like, as well as future hopes such as things we want to do or would not like to do. Students will learn to describe the weather and the temperature. Students will also learn some Japanese counters, such as those for rooms, animals and dates.

# LANGUAGES

## Spanish



Learning a second language, such as Spanish, is important for many reasons. In a multicultural world of global travel and business, the ability to speak a second language can enhance a student's post-school options in the workforce. Learning a second language develops positive attitudes to people of other cultures and fosters the notion of a multi-cultural world. Learning a language also extends students' awareness and understanding of the nature of language and assists with improving their literacy skills and use of English.

Students acquire the necessary vocabulary and language structures in order to master an authentic, real-life task such as creating and giving a presentation, conducting an interview, filming a role-play scene or developing an itinerary. Electives studied are project-based and utilise digital technologies to discover a Spanish-speaking country in a virtual world. Evidence of learning is demonstrated in communication and understanding over the four macro-skills of speaking, listening, reading and writing.

## YEAR 8

### SEMESTER ONE

**Elective Title:** Visiting a Spanish-Speaking City

**Elective Code:** 08SPA1

**Brief Overview:** Communication: Following a review of Year 7 material, students will choose a Spanish-speaking city to research and create a short multimedia presentation in Spanish about what people can find and do there. Students will then discover typically Spanish cuisine, design a menu and role-play scenes in a restaurant. They will even go to a Spanish-speaking restaurant and order food themselves... in Spanish!

Cultural Element: Students will compare Spanish-speaking cities to Australian cities to understand reasons for similarities and differences. Students will then taste and compare Spanish and Latin American cuisine to Australian cuisine and discuss the globalisation of food and drinks.

### SEMESTER TWO

**Elective Title:** Holidaying in a Spanish-Speaking Country

**Elective Code:** 08SPA2

**Brief Overview:** Communication: Students will evaluate shopping options in a selected city, and explore clothing and fashion there. They will be able to design their own outfits and create their own fashion show. They will then plan an itinerary for a trip to Europe, and learn how to tell friends about what they have already done and the plans they have for the rest of the holiday.

Cultural Element: Students will compare clothing and fashion in Spain, Latin America and Australia and recognise global trends. They will then also identify the types of tourist sites visited by Australians in Europe and understand why these are often different to the sites Europeans visit in Australia.

## YEAR 9

### SEMESTER ONE

**Elective Title:** My Family and I Travelling Through a Spanish-Speaking Country

**Elective Code:** 09SPA1

**Brief Overview:** Communication: Following a review of Year 8 material, students will be able to describe a holiday they had with their families in detail, including the weather, where they went and what they did. They will research what can be done in a Spanish-speaking city or country, and plan a family trip there, mentioning what people usually do in that place. Students will look at the map of a chosen city and give directions in Spanish to get to places.

Cultural Element: Understand a range of information on the geography and lifestyles of Spain and Latin America, compare seasons and weather in Spain, Latin America and Australia as well as understand the contribution of the Spanish culture to Australia.

### SEMESTER TWO

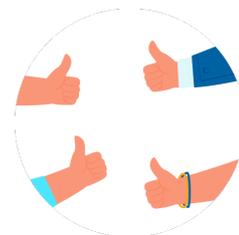
**Elective Title:** Shopping in Spain Including Food and Cooking

**Elective Code:** 09SPA2

**Brief Overview:** Communication: Students will be able to discuss the eating and cooking habits in Spain, Latin America and Australia, expressing their likes, preferences and dislikes. They will be able to understand a recipe in Spanish, and turn their traditional family recipe into Spanish. Students will role-play a shopping experience at the supermarket, and with the right ingredients, follow a simple traditional Spanish recipe.

Cultural Element: Students will be able to identify many common Spanish foods, evaluating them from a health/dietary perspective. They will discuss their likes and dislikes, investigate food outlets and eating habits in Europe and Latin America, and also cook a Spanish speciality.

# TECHNOLOGY & DESIGN



## Digital Technology

Digital Technology is a practical, project-based subject focussed on interactive web applications to teach students how to problem solve using computational, design and system thinking strategies. Students take a problem-based learning approach to design, develop and evaluate a digital solution for a client.

The course is designed to provide students with a thorough understanding of the technical aspects of developing websites and web applications, including HTML, CSS, Javascript and JSON data. Additionally, students will learn about planning, design, usability, User Experience (UX) and project management to give them a well-rounded coding skillset.

## YEAR 8

### SEMESTER ONE

**Elective Title:** Introduction to Web Development

**Elective Code:** 08DGT1

**Brief Overview:** This elective will focus on digital and visual representation of information through the use of images and the web. Students will gain a thorough understanding of core HTML and CSS as they build real-world websites. They will also learn to critically evaluate their own work.

### SEMESTER TWO

**Elective Title:** Web Design & Usability

**Elective Code:** 08DGT2

**Brief Overview:** Students will enhance their web development skills by learning about usability principles and how users interact with a digital application. They will complete a series of challenges based on re-creating well known websites as they develop advanced HTML and CSS skills and experience how usability principles are integrated into commercial websites.

## YEAR 9

### SEMESTER ONE

**Elective Title:** Interactive Web Development

**Elective Code:** 09DGT1

**Brief Overview:** This elective will continue the work started in Year 8. The focus remains on digital and visual representation of data through the use of images and the web. Additionally, Students will learn Javascript in order to add interactivity to websites. Students will learn computational and problem-solving thinking strategies including representing algorithms in flowcharts and pseudocode prior to coding them in Javascript. Students will be given challenges that re-create well known websites to re-enforce and build their interactive web development skills.

### SEMESTER TWO

**Elective Title:** Data Driven Web Development

**Elective Code:** 09DGT2

**Brief Overview:** Students will learn how to super-charge their web development skills by incorporating data into websites and building web applications. Through interactive Javascript, students will use stored data to create websites (such as products for an online shop) and learn how to capture user input data (such as a shopping cart and checkout process).

# TECHNOLOGY & DESIGN

## Design Thinking

Design Thinking is a subject where students develop their creativity and problem-solving skills to design for the real world. They learn to use the Design Thinking process that designers across various industries use to develop solutions that fulfil human needs and wants. The Design Thinking process is commonly used in a range of professions including business strategy & management, engineering, architecture, software and game development, interior design, fashion design etc.

Students will engage with the design process and respond to real-world problems presented in design briefs. The process utilises both divergent and convergent thinking strategies, beginning with research and ideation to generate possible design solutions, then further development, testing and evaluation of these ideas to devise a final design concept. They will also learn the importance of prototyping and pitching (presenting) their solutions.

Students will develop skills applying this Design Thinking process using 3D modelling software, 3D printers, and by working with various materials, including textiles.

## YEAR 8

### SEMESTER ONE

**Elective Title:** 3D Modelling (Products)

**Elective Code:** 08DST1

**Brief Overview:** This elective introduces students to the fundamentals of the design process through the medium of 3D modelling. They will utilise the elements and principles of design to generate solutions to specific challenges. Students have the opportunity to experience the benefits of designing using Autodesk Inventor and Autodesk Fusion 360 and then generate their model using 3D printers.

### SEMESTER TWO

**Elective Title:** 3D Modelling (Built Environment)

**Elective Code:** 08DST2

**Brief Overview:** This elective introduces students to 3D modelling with a focus on architecture and the built environment. Students will utilise the elements and principles of design to generate solutions to a different set of challenges. Students have the opportunity to become familiar with Autodesk Revit and then generate prototypes of their model using 3D printers and/or laser-cutter.

## YEAR 9

### SEMESTER ONE

**Elective Title:** Physical Prototyping (Textiles)

**Elective Code:** 09DST1

**Brief Overview:** In this elective, students will apply the design process to real-world design challenges that explore the use of textiles in a range of environments and situations. Students will have the opportunity to develop skills to create textile prototypes of their design concept which they will test, evaluate and iterate to ensure their solution meets the user's needs and wants.

### SEMESTER TWO

**Elective Title:** Understanding Users & Purposeful Design

**Elective Code:** 09DST2

**Brief Overview:** This elective focuses the students on the importance of putting users at the centre of design. Students will explore human biases, how users make decisions, interact with products and their environment, respond to different stimuli and how to influence users through design. Students will apply this knowledge to real-world design challenges to alter human behaviour.

## TECHNOLOGY & DESIGN

# Food Technology

The central focus of Food Technology is an understanding about food systems and skills that enable students to make informed decisions and carry out responsible actions.

The essential threads underpinning courses of study in Food Technology are:

- becoming independent
- connecting with others
- food safety and skills
- taking actions towards futures that support individual and family wellbeing, both locally and globally.

The areas of study that form the context for these essential threads are:

- food availability and selection
- safe preparation and presentation of food
- sensory characteristics of food
- functional properties of food
- food nutrients and diets.

These electives introduce students to basic skills and knowledge needed to gain independence and make informed choices. Assessment in Food Technology involves students working on authentic, problem-solving situations.

## YEAR 8

### SEMESTER ONE

**Elective Title:** Introducing Food Technology

**Elective Code:** 08FDT1

**Brief Overview:** This elective consists of a semester of practical and theory-based lessons around the basics of food selection and preparation. Both terms will focus on individuals, families and communities. The unit has been designed to enhance food literacy, encompassing formative cooking skills in an enjoyable format. Some lessons will require students to bring ingredients from home.

### SEMESTER TWO

**Elective Title:** Your Choice, Your Future

**Elective Code:** 08FDT2

**Brief Overview:** In the nutrition and food component, students will explore the culinary and nutritional properties of different staple foods. Students will enhance their skills in healthy menu planning, safe food preparation and appealing food presentation. Some lessons will require students to bring ingredients from home.

## YEAR 9

### SEMESTER ONE

**Elective Title:** Healthy Choices

**Elective Code:** 09FDT1

**Brief Overview:** Students will learn the importance of food in relation to their health. The relationship between food preparation techniques and their impact on nutrient value will be examined and put into practice in the kitchen. Current food models and guidelines will be studied and skills developed to allow practical application of knowledge. A range of healthy and fun recipes will be developed which reinforces the Australian Dietary Guidelines. Popular take away items will be reinvented to enhance health benefits. Some lessons will require students to bring ingredients from home.

### SEMESTER TWO

**Elective Title:** Other Cultures

**Elective Code:** 09FDT2

**Brief Overview:** Students will analyse the social and cultural factors that play a major role in the foods that they eat. Other cultures will be studied and compared with Australia whilst exploring a range of cultural and traditional recipes and food patterns. Practical skills will also involve production of foods for special occasions and gifts. Some lessons will require students to bring ingredients from home.

## IMPORTANT CONSIDERATIONS WHEN CHOOSING ELECTIVES

Some subject electives may be run on more than one line (due to their popularity). When there are two classes for the same elective, the content, learning and assessment will be the same. Students are not permitted to select an elective more than once in a particular semester.

### Japanese and Spanish

It is recommended that students who select Japanese or Spanish **should take both Semester One and Semester Two electives** to study these subjects in Year 10. Language learning is more effective when students have continuous exposure. Studying a full year of language will allow students to develop and improve language skills of reading, speaking, listening and writing.

### Sports Excellence & Volleyball Extension Program

Application to participate will occur through a separate process to choosing subjects in the *Elective Program*. Students interested in the Sports Excellence or Volleyball Extension programs should select three other electives in each semester of Years 8 and 9. If offered a place in the program, students will leave the elective on the line on which Sports Excellence or Volleyball Extension is scheduled. (Scheduling of the program is not yet finalised, as it is dependent on specific staffing requirements.)

Students admitted to the Sports Excellence or Volleyball Extension program who have selected Health & Physical Education on another subject line will need to change from Health & Physical Education to another elective for that semester.

## ADVICE FOR CHOOSING ELECTIVES

When making selections, students and families should choose electives in which the student **does well**. Often students will enjoy electives in which they succeed. It should be noted that, in some instances, students may require some exposure to a subject before they begin to enjoy it.

Poor reasons for not taking specific electives:

- one person says that an elective is hard or bad
- friends are not taking the subject
- students think that the subject is easy or difficult without checking
- students dislike the teacher
- an older brother or sister took or did not take the subject.

*Remember: success is more likely when students select subjects they enjoy and then apply their best effort.*

### Changing Your Mind

Students may request to change to a different elective in the first two weeks of each semester, provided that:

- there is a place in the class for the desired elective
- they are not taking the same elective on another line
- the student is not already taking an elective in that line
- the change is approved by the Director of Learning 6-9.

Bar exceptional circumstances, students will not be permitted to change electives after the first two weeks of each semester.

## THE ELECTIVE CHOOSING PROCESS

The process for subject selection occurs in two stages: stage 1 – nomination of subject preferences and stage 2 – elective selection.

### Stage 1 - Nomination of Subject Preferences

To enable us to determine subject lines (groupings) for 2022-2023, we need a nomination of subject preferences. This will be completed online. We will use this information to construct the subject lines from which students choose their course of study.

Subject preferences will be completed via the *Web Preferences* website.

### Stage 2 - Elective Selection

When the lines have been constructed, each student will be asked to select electives for next year. This will be completed online.

Subject selections will be completed via the *Web Preferences* website.

**Students will be asked once only for their elective choices. Availability may be determined on a 'first come, first served' basis for subjects with limited capacity.** Therefore, students are encouraged to make their elective selections promptly.

