



REDLANDS COLLEGE



ELECTIVE INFORMATION BOOKLET

YEARS 8 & 9 2024 - 2025

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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.

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

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 40.

SPORTS EXCELLENCE PROGRAM

Redlands College Sports Excellence has been established to fast track the development of dedicated and talented student athletes and optimise their performance in their chosen sport. As an excellence program, students will explore holistically what it requires to be a high performing athlete and will have their physical limitations challenged and extended.

The program is:

- a unique and challenging development opportunity, requiring commitment studied in place of Health & Physical Education
- available for up to fifteen committed student athletes in Year 8
- studied in place of Health and Physical Education classes

The program is not:

- a sport specific, skill focused training session.

Students aspiring to develop their technical abilities in a sport, or in any of the Tier 1 sports at Redlands College, are advised to engage in the extra-curricular training opportunities available to them. The focus of the sport excellence program is to develop student athletes physically and holistically so that they can prepare and perform optimally when participating in their chosen sport.

COURSEWORK

Students will engage in coursework covering:

- Performance psychology for sport
- Nutrition for peak athletic performance
- Fitness components and development
- Prehab, recovery and rehabilitation
- Athlete development and wellbeing
- Coaching and mentoring younger athletes
- Employment opportunities in sport

Students will be required to demonstrate their theoretical learnings and how they have applied these practically to enhance their athletic performance, by maintaining an individual learning journal. This journal will be revisited with their teacher, sport coaches, and external industry experts periodically to assess and identify future growth opportunities.

Baseline physical performance data will also be collected at the start of each semester and individualised goals developed in consultation with teachers and external industry experts. Improvements against this baseline data will be measured periodically, with demonstrated growth being a requirement for continuation in the program.

To ensure sustained athletic improvement, students will participate in three timetabled lessons weekly and will be expected to attend two before or after school training sessions each week.

APPLICATIONS

Applications for Semester 1 will open in Term 4 of each year and for Semester 2 2024 in Term 2. Interested students can obtain an application form by emailing sports@redlands.qld.edu.au. A student's suitability for the program will be assessed and successful students notified of acceptance in to the program by Director of Sport and Activities, Mr Mark Grainger.

Students who have represented Metropolitan East in school sport or the equivalent in club sport will receive precedence for the program, followed by students who have demonstrated a commitment to a Tier 1 sport at Redlands College. Remaining spaces in the program will be made available to aspiring athletes based on a demonstrated commitment to their physical development and a chosen sport.

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 socio-cultural influences change across time and impact popular culture, particularly of the youth. 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 20th 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 a small group piece exemplifying a particular era of the 20th Century. 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 the Italian street comedy style of Commedia dell'Arte and its large and expressive movement and vocals. This highly stylised performance style draws upon the conventions of mask work, humour and movement to entertain a live Junior School audience. Term Four, will see students return back to the academic as they apply what they have learned throughout the year in a directorial PowerPoint pitch.

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, microphones, lights, computers and chroma key. They gain experience in using a range of software, including Adobe Premiere, Adobe Animate, Adobe Audition, Adobe Photoshop, Stop Motion Studio and Flipaclip. Students submit videos as evidence of their learning and creativity. Students will also analyse their own and other people's productions to improve their understanding of how media is used to communicate.

YEAR 8

SEMESTER ONE

Elective Title: Camera Control Experimental Portfolio & Virtual Environment Cultural Settings

Elective Code: 08MED1

Brief Overview: Term One is designed around learning about shot types, camera angles, film techniques and editing with purpose. Students are actively engaged in applying knowledge to improve skill sets with camera and editing. The culminating project is a portfolio that demonstrates knowledge of shot types, camera angles and camera settings. Each shot is filmed and then edited unto a single portfolio using Adobe Premiere.

In Term Two students use Adobe Photoshop to create a layered environment. Then, using chroma keying, they composite themselves within layers of their virtual environment to create a believable composition. Students will analyse their own production, focusing on cultural elements and the believability of their final composition.

SEMESTER TWO

Elective Title: Animation Principles and Film Genres

Elective Code: 08MED2

Brief Overview: Term Three is designed around Principles of Animation. Students experiment with different methods of animation, including cut-out animation, 2D animation and claymation, as well as different software such as Adobe Animate, Stop Motion Studio and Flipaclip. Using the Principles of Animation, students put together a short portfolio. They also look at a segment of professional animation, analysing how the animator has utilised the Principles of Animation to communicate story.

In Term Four, students will examine various film genres. They collaboratively create a film sequence which will give them the opportunity to study lighting and sound, as well as camera operation. Students individually develop movie posters using Adobe Photoshop.

YEAR 9

SEMESTER ONE

Elective Title: Television Advertising, Virtual Set Design & Positive Media
Elective Code: 09MED1

Brief Overview: In Term One students will study effective television advertising techniques, looking at value composition. They will be given a client brief for a television commercial they are to create. The project involves creating a storyboard, pitching their plan to the client and making their commercial. Students analyse their work and the effectiveness of their commercial.

Term Two is focused on positive informative media and interview techniques. Students create a virtual television set, compositing themselves into the environment. They also produce an interview for their show. Students have the opportunity to use a teleprompter, lighting and sound techniques to create a quality production.

SEMESTER TWO

Elective Title: Animation Production
Elective Code: 09MED2

Brief Overview: Students will study animation and learn how technology and art combine to bring images to life. Students experiment with different methods of animation, including cut-out animation, 2D animation and claymation, as well as different software such as Adobe Animate, Stop Motion Studio and Flipaclip. Students will design and produce an animation that utilises the Principle of Animation to tell a story. They will also study audio, including diegetic and non-diegetic sound. Students then add this to their animation to help improve their storytelling. Throughout the process students will be planning and analysing their work for each segment of animation they create.

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 musicological analysis, 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 perform relevant music, compose a piece of rock music, learn music theory skills and analyse genre-specific music.

SEMESTER TWO

Elective Title: Heroes and Villains

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 music themes that depict the hero and villain in a variety of media contexts. Musical motifs and themes used for characters in film, TV, stage, gaming and other relevant mediums will be analysed. Students will be assessed through an integrated approach of musicological analysis in conjunction with associated performances and compositions.

YEAR 9

SEMESTER ONE

Elective Title: World Music, Music and the Brain

Elective Code: 09MUS1

Brief Overview: Music is a developmental tool that can assist students in all aspects of their learning and personal growth. Music can enhance brain function, improve language skills, has a mathematical foundation and equips students with the capacity of enhanced memory, attention and concentration. When learning to play a musical instrument, the process facilitates increased coordination, demands discipline and gives students a strong sense of achievement. In addition to all of these holistic benefits, Music provides an opportunity for teamwork and improves social and emotional skills, developing their sense of empathy with others.

This unit of work will expose students to a broad range of musical experiences that incorporate cultural sensitivities, a diverse genre approach and provide the building blocks for life-long music learning and appreciation. Assessment for this unit will include performance, composition and musicological analysis in an integrated approach.

SEMESTER TWO

Elective Title: Music Landmarks

Elective Code: 09MUS2

Brief Overview: The history of western art music contains landmark musical works that still resonate with us today. From Bach's foundations of equal temperament to Mozart's prodigy output, Beethoven's iconic four-note motif and Tchaikovsky's invention of the modern-day orchestra, this unit of work will engage with a broad spectrum of landmark musical compositions that have shaped society through this artform.

Students will be encouraged to engage with music traditions through performance, composition and musicological analysis. Assessment will take an integrated approach and encourage students to develop their own musical language.

THE ARTS

Visual Art

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: A Sense of Place

Elective Code: 09ART1

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.

SEMESTER TWO

Elective Title: What's Your Story?

Elective Code: 09ART2

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. In this unit students will be encouraged to think more conceptually and to represent things less figuratively using symbols, metaphors and the expressive qualities of visual language.

As artists they will explore the contemporary form of the artist's book as well as the medium of printmaking and then experiment with several different printmaking methods such as: mono-printing, 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.

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:	Anatomy, Body Systems and First Aid Integrated with Various Physical Activities
Elective Code:	08HPE1
Brief Overview:	Students will learn about the various bones and muscles in the human body that allow for movement, as well as common injuries and strategies for their treatment. Students will participate in a variety of physical activities in order to deepen their knowledge of the theory concepts, while also developing their ability to perform the movement concepts and strategies required for optimal performance. These activities may include but are not limited to Soccer, Netball and Basketball.

SEMESTER TWO

Elective Title:	Fitness and Sports Nutrition Integrated with Various Physical Activities
Elective Code:	08HPE2
Brief Overview:	Students will learn about the various fitness requirements of physical activity, as well as nutritional principles for fuelling performance. Students will participate in a variety of physical activities in order to deepen their knowledge of the theory concepts, while also developing their ability to perform the movement concepts and strategies required for optimal performance. These activities may include but are not limited to Touch Football, Street Hockey and Orienteering.

YEAR 9

SEMESTER ONE

Elective Title:	Equity & Ethics in Sport and Physical Activity Integrated with Various Physical Activities
Elective Code:	09HPE1
Brief Overview:	Students will learn about equity issues and ethical dilemmas which effect participation in sport and physical activity. Students will participate in a variety of physical activities in order to deepen their knowledge of the theory concepts, while also developing their ability to perform the movement concepts and strategies required for optimal performance. These activities may include but are not limited to Sports Aerobics, Flag Football and Water Polo.

SEMESTER TWO

Elective Title:	Skill Acquisition and Tactical Awareness Integrated with Various Physical Activities
Elective Code:	09HPE2
Brief Overview:	Students will learn about motor learning with specific regards to skill acquisition and the tactical development process. Students will participate in a variety of physical activities in order to deepen their knowledge of the theory concepts, while also developing their ability to perform the movement concepts and strategies required for optimal performance. These activities may include but are not limited to Badminton, Volleyball and Tennis.

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 effects of economic decisions on consumers and producers, and on environmental and social systems.

The subject has many practical applications and 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 adaptive thinking to seek opportunities for product innovation, project management and communicating ideas.

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: Introduction to the Australian Economy, Redlands Business Creators

Elective Code: 08BUS1

Brief Overview: Introduction to the Australian Economy
This unit will focus on Australia as an economy and its place within the broader Asia and global economy. The interdependence of participants in the global economy is considered, 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.

Redlands Business Creators

In the Business Creators Unit, students will work in teams to manage a project where they design and develop a business idea, and prepare a marketing pitch. They will be guided to consider ideas that are sustainable and serve to contribute in a positive way to society. Students are encouraged to team up with like-minded peers who have similar interests. This is a creative unit where students have opportunities to develop as independent thinkers and work collaboratively with their group. The assessment is a group project documenting the development of a business idea.

SEMESTER TWO

Elective Title: The Business Environment, Work Futures

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. As they investigate business environments through case studies and activities, they will consider how participants in the Australian economy depend on each other and how businesses can respond to opportunities in the market. The assessment will be an investigation with a more detailed study of a selected business operating in Australia.

The Changing World of Work

Students will investigate the changing nature of work environments. 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. The assessment will be a report on the changing world of work and jobs of the future.

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 unit will focus on Australia as an economy and its place within the broader Asia and global economy. The interdependence of participants in the global economy is considered, 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.

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 financial management. 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. Knowledge and Skills will be assessed with an investigation of the future of work.

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 earthquakes to form or the impacts of climate change are not only fascinating, but 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: consider the impact of humans in different environments and become better global citizens; 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

Elective Title: Landforms and Landscapes & Hazards in Our Backyard

Elective Code: 08GE02

Brief Overview: 'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. In Term 3, 'Landforms and landscapes' develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

Students will have the opportunity to develop a greater understanding of physical geography through a study of climate and weather and how this impacts our landforms and landscapes. Through specific case studies in Term 4, students will 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

Elective Title: It's a Wide, Wide Wonderful World but Why Are Some People Hungry?
– Biomes and Food Security

Elective Code: 09GE01

Brief Overview: 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. Students will conduct a Geographical Inquiry into one of the countries that is experiencing food insecurity as listed by World Vision.

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. In this topic, we will analyse the various causes for plant and animal species around the world becoming threatened, endangered and extinct. 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 Extension over two semesters will complete Units 1-4. 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 onwards. 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 and World War II and the nature of Australia's involvement in these two wars?
- How have rights and freedoms been ignored, demanded or achieved in Australia and in the broader world context?

In Year 9, students who select the one-semester Core course will complete Units 1-2. Students who select History Extension over two semesters will complete Units 1-4. 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

HISTORY CORE AND EXTENSION

Unit Title: The Western and Islamic World
Class Code: 08HIS (Core & Extension)
Brief Overview: 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 Title: Expanding Contacts: The Black Death In Asia, Europe and Africa (14th Century Plague)
Class Code: 08HIS (Core & Extension)
Brief Overview: 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.

HISTORY EXTENSION

Unit Title: The Asia-Pacific World
Class Code: 08HIS (Extension)
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 Title: The New World
Class Code: 08HIS (Extension)
Brief Overview: The Spanish conquest of the Americas (c. 1492-c. 1572)

Students investigate another historical development 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

HISTORY CORE AND EXTENSION

Elective Title: The Industrial Revolution and the movement of peoples (1750-1900)
Class Code: 09HIS (Core & Extension)
Brief Overview: Topics could include: The Industrial Revolution (1750-1914); Progressive ideas and movements (1750-1918); Movement of peoples (1750-1901)

Students will examine the social, economic, political, technological and environmental causes and effects of the Industrial Revolution on Europe in the late 18th and early 19th century. Through this, students will investigate different perspectives, the changing ways of life and the changing population movements. The ideas that emerged through society in this period of history will also be studied, including nationalism, capitalism, imperialism, socialism, egalitarianism and Chartism.

Elective Title: Making and transforming the Australian nation (1750-1914)
Class Code: 09HIS (Core & Extension)
Brief Overview: Students investigate the causes and effects of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries, and the different responses to colonisation and migration. The focus of this elective is the key social, cultural, economic and political changes and their significance in the development of Australian society during this period. The impact of European contact on the First Nations Peoples of Australia will also be considered.

HISTORY EXTENSION

Elective Title: World War I
Class Code: 09HIS (Extension)
Brief Overview: Students investigate the causes of the First World War and the reasons why Australians enlisted to fight. There will be a focus on the places of significance where Australians fought, their perspectives and experiences, including the Gallipoli campaign, the Western Front and the Middle East. The turning points of the war will be highlighted, including the Anzac legend, the Western Front Battle of the Somme and the Armistice.

Elective Title: Asia and the World (1750-1914)
Class Code: 09HIS (Extension)
Brief Overview: This unit of study will focus on the key social, cultural, economic and political features of an Asian society during the 18th and early 19th Century. The causes and effects of European contact will be considered, including colonisation, on an Asian society. Under the lens of 'continuity and change', students will examine Asian life and living conditions, political and legal institutions, and cultural expression around the turn of the 20th century. Different perspectives will be presented and their impact, including events, ideas, beliefs and values. The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world.

LANGUAGES

Japanese

"The limits of my language mean the limits of my world." It is interesting to reflect on philosopher, Wittgenstein's words. 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.

It is worth noting that many universities in Australia recognise the skills gained through second language learning and so offer a "Subject Incentive Scheme". They automatically add 2 bonus points to a student's ATAR results when the student obtains a C grade or higher for language subjects at the completion of year 12.

From a Christian perspective, we know the importance of language study. 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.

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. Japanese is also cumulative. Words and sentence structures consolidated in Semester One of year 8 are required as a basis for Semester Two topics. Likewise, work covered in year 8 Japanese is essential material for continuing into year 9.

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" learned in Year 7 and will now master spelling rules. By the end of the Semester, they will be able to read and write introductions in Japanese, exchanging personal information such as names, ages, phone numbers, grades, nationalities and residences, as well as descriptions of friends and family members. They will also confidently exchange the information in live conversations.

SEMESTER TWO

Elective Title: Reporting from the Road

Elective Code: 08JAP2

Brief Overview: In this elective, students will master a new script, Katakana. They will discuss time, read itineraries and report about daily activities that they are involved in. Students will investigate Japanese mealtime customs, polite restaurant ordering, how to ask about or discuss items on a menu and will even play the role of local travel consultants or tour guides working towards creating a video advertisement about Japanese attractions in our city. The unit will involve an excursion to the Japanese gardens – including an obento lunch “on the road”!

Please understand that Second Semester work builds on foundations acquired in the First Semester course.

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. They will discuss past holidays and future plans. Students will also learn some Japanese counters, such as those for rooms and animals.

Please understand that Semester Two of Year 9 Japanese requires a working knowledge of the Hiragana and Katakana alphabets, spelling rules and sentence structures covered in the Year 8 course, as well as the sentence structures and Kanji covered in Semester One of Year 9.

LANGUAGES

Spanish

Learning a second language, such as Spanish, is important for many reasons. It develops positive attitudes to people of other cultures and fosters the notion of a multicultural world, characteristics which help to develop Christian values through acceptance and assisting those who may need it in their own language. 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. These are all skills that are transferable to other contexts, desirable to acquire and useful to hold. Many Australian universities understand this and, to encourage their future students to study a foreign language, they award those who are successful with bonus ATAR points, which may improve their chances of being accepted into a competitive course at university. Additionally, in a multicultural world of global travel and business, the ability to speak a second language can enhance a student's postschool options in the workforce.

Students of Spanish at Redlands College 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: Cheers! Food and Drinks

Elective Code: 08SPA1

Brief Overview: Following a review of Year 7 material, 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 cook it. Students will role-play a restaurante experience in Spanish ordering food, and finish the semester having a real experience at a Spanish speaking restaurant, where they will order their own lunch!

SEMESTER TWO

Elective Title: Travelling in a Spanish-Speaking Country

Elective Code: 08SPA2

Brief Overview: Students will learn how to discuss the weather in Spanish, describe different landscapes, ask and give directions in a city using common landscapes as reference, and learn about various cultural facts of Spanish-speaking countries. They will then 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. Students will compare places to visit in Australia to places in Spanish-speaking countries and draw conclusions. They will then also identify the types of tourist sites visited by Australians in Spain and Latin America, and understand why these are often different to the sites Europeans visit in Australia.

YEAR 9

SEMESTER ONE

Elective Title: In Sickness and In Health

Elective Code: 09SPA1

Brief Overview: Following a review of Year 8 material, students will analyse how healthy or unhealthy the food they eat is. They will be able to describe their everyday routine, identifying healthy and unhealthy habits. They will give each other advice on how to lead a healthier lifestyle, including minding the food they eat and the way it is cooked. They will also role-play a visit to the doctor's they or a friend may need to have in a Spanish-speaking country, explaining what is wrong and understanding the doctor's instructions.

SEMESTER TWO

Elective Title: Past and Present

Elective Code: 09SPA2

Brief Overview: Communication: Students will learn about the life story of important personalities in the Spanish-speaking world. They will then be able to use the language to tell their own life story in the past, and develop this further into the description of their plans. Students will compare what they used to do when they were younger and what they do now, reflecting on how much they have grown, and relate to the changes in the world as well. They will discuss their life experiences and what they would like to achieve.

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, web applications and games, using HTML, CSS and Javascript. Additionally, students will learn about planning, design, usability, User Experience (UX) and project management to give them a well-rounded coding skillset.

The Digital Technology units are designed as sequential modules and have been created so that students in the same class can be completing different units of work. This allows students to select Digital Technology in any semester regardless of previous experience. Students are also encouraged to accelerate their learning and can progress on to higher units if they complete their activities and assessment tasks ahead of schedule.

UNIT 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.

UNIT TWO

Elective Title: Web Design & Usability

Elective Code: 08DGT2

Brief Overview: This elective will continue the work started in the previous unit. 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. Students will be given challenges to reinforce and build their interactive web development skills.

UNIT THREE

Elective Title: Game Development

Elective Code: 09DGT1

Brief Overview: This elective will continue the HTML, CSS and Javascript started in Year 8. The focus of this unit will be interactive game development where students will learn the basics of creating games for mobile and web browsers using Phaser (a Javascript Game Framework). Students will have the opportunity to re-create some classic retro games and even make a brand-new game of their own.

UNIT FOUR

Elective Title: Data Driven Web Development

Elective Code: 09DGT2

Brief Overview: Students will learn how to super-charge their web development skills by creating replicas of well-known websites. In completing these websites, students will learn advanced web development tricks and skills of professional web developers.

TECHNOLOGY & DESIGN

Design Thinking

Design Thinking is a subject where students develop their entrepreneurial creativity and problem-solving skills to design for the real-world. They learn to use the Design Thinking process that designers use across various industries in a range of professions including business strategy, engineering, architecture, software and games, to develop solutions that fulfil human needs and wants.

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.

Students will develop skills in applying this design thinking process while using 3D modelling software, 3D printers and working with various materials.

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 Tinkercad and then generate their model using 3D printers.

SEMESTER TWO

Elective Title: Environment Design

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 develop digital 3D models using HomeByMe, which demonstrate floor plans, fully furnished walkthroughs, and life-like renderings.

YEAR 9

SEMESTER ONE

Elective Title: Understanding Users & Purposeful Design

Elective Code: 09DST1

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 related to human behaviour.

SEMESTER TWO

Elective Title: Textiles & Surface Design

Elective Code: 09DST2

Brief Overview: 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 hands-on skills and utilise a range of digital platforms to produce and evaluate design concepts. Students explore the important role of a designer in creating designed solutions that satisfy consumer needs whilst considering social, ethical and environmental factors in global textile production.

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.

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

The rationale underpinning courses of study in Food Technology are:

- Life skills
- Understanding of health and nutrition
- Sustainable food practices
- Terminology and skills related to food preparation
- Kitchen operations
- Importance of food safety and hygiene
- Menu planning and recipe modification
- Food provenance
- Sensory and functional characteristics of food

YEAR 8

SEMESTER ONE

Elective Title: Cook with Confidence

Elective Code: 08FTT1

Brief Overview: This elective consists of a semester of practical and theory-based approaches that develop essential skills in food selection and preparation. Students consider the needs and dietary requirements of individuals, families and communities to produce sustainable food solutions. This unit has been designed to enhance food knowledge and fundamental cooking skills in an enjoyable format. Some lessons will require students to bring ingredients from home.

SEMESTER TWO

Elective Title: Sustainable Kitchen

Elective Code: 08FTT2

Brief Overview: This elective operates in a similar format to the previous semester where students undertake practical and theory-based approaches to develop essential skills in food selection and preparation. Students will explore culinary and nutritional properties of staple foods and develop their knowledge in making healthy food choices. Students will learn concepts relating to food provenance and sustainability to enhance their skills in menu planning. Some lessons will require students to bring ingredients from home.

YEAR 9

SEMESTER ONE

Elective Title: Nutrition Through Life

Elective Code: 09FTT1

Brief Overview: Students will learn the importance of food in relation to their health and wellbeing. 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 staple recipes will be developed which reinforces the Australian Guide to Healthy Eating and Dietary Guidelines. Students will harness their creative skills by reinventing popular food items to enhance health benefits. Some lessons will require students to bring ingredients from home.

SEMESTER TWO

Elective Title: Multicultural and Celebration Foods

Elective Code: 09FTT2

Brief Overview: Students will analyse the historical, social and cultural factors that influence the foods that they eat in Australia. A range of international cuisines will be studied and compared with Australia whilst exploring a range of cultural and traditional recipes and food practices. Practical skills will also involve the production of well-known international dishes and use creative thinking by designing a meal to suit a prescribed setting. 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.

Prerequisites

There are generally no prerequisites for electives however, 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

Application to participate will occur through a separate process to choosing subjects in the *Elective Program*. Students interested in the Sports Excellence program 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 is scheduled. (Scheduling of the program is not yet finalised, as it is dependent on specific staffing requirements.)

Students admitted to the Sports Excellence 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 2024-2025, 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.

