

REDLANDS COLLEGE



Year 9 Electives 2018 Information Booklet

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The information contained in this document is accurate at the time of production.
Changes will be made, if required, and posted on the College WWW site.

An electronic version is available on the College WWW site at
[http://www.redlands.qld.edu.au/teaching-and-learning/middle-school-\(6-9\)/middle-school-curriculum](http://www.redlands.qld.edu.au/teaching-and-learning/middle-school-(6-9)/middle-school-curriculum)

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Introduction

In 2017, your child had opportunities to explore their interests in a range of subjects. We are pleased to announce that the elective programme will continue into Year 9 in 2018. Our aim is to help students to explore their God-given gifts and talents through a range of opportunities.

Students will continue to study the compulsory subjects in the *core programme*. In the *elective programme*, students will choose from new electives from each of the subjects.

Elective Programme

In the *elective programme*, students will study three electives in each semester. These will be selected from the following subjects.

<i>Learning Area</i>	<i>Subjects</i>	<i>Senior Subject Pathway</i>
Arts	Drama	Drama
	Media Studies	Film, Television & New Media
	Music	Music & Music Extension
	Visual Art	Visual Art
Health & PE	Physical Education	Physical Education
Humanities & Social Science	Business	Business
	Geography	Geography
	History	Ancient History & Modern History
Languages	German	German
	Japanese	Japanese
Technology & Design	Digital Technologies (formally IT Studies)	Digital Solutions
	Graphics	Design
	Home Economics	Food & Nutrition

In Year 9 2018, each subject in the table above will be composed of two unique semester-long electives. With their family's support, students will choose which subject electives to take. In each semester, students will study three electives.

The *elective programme* 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 recommend that in Year 9 students study at least one electives for subjects they wish to take in Year 10.

We believe that by providing students with choice in the *elective programme*, 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.

Sports Excellence Programme

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 programme 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 Programme is:

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

Evidence of learning is collected at the start and end of 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 2018 will open in Term 4 this year. Applications for Semester 2 2018 will open in Term 2 of 2018. Applications are available from Mr Oosterbeek, Redlands College Sports Excellence teacher - moosterbeek@redlands.qld.edu.au.

Students are not permitted to select the Sports Excellence Programme and 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 21.

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 programmes.

Australian Curriculum

The content and standards for endorsed Australian Curriculum of subjects – English, Geography, History, Mathematics and Science at time of publication – are based on the [Australian Curriculum](#). The content and standards of all other subjects are based on our well-established curriculum, with consideration of the yet-to-be-endorsed subjects of the Australian Curriculum. Our curriculum offering is reviewed and renewed, where required, by our professional and experienced teaching staff.

About This Booklet

This booklet is intended to provide families and students with information about the Year 9 *elective programme*. It contains information about:

- electives for each subject in the programme as they currently are
- important considerations when choosing electives

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- special arrangements for languages and Sports Excellence Programme
- advice about choosing electives
- processes of subject nomination and elective selection.

Our teachers have created video presentations (vodcasts) about each elective subject. These are available at [http://www.redlands.qld.edu.au/teaching-and-learning/middle-school-\(6-9\)/middle-school-curriculum](http://www.redlands.qld.edu.au/teaching-and-learning/middle-school-(6-9)/middle-school-curriculum).

Information About Subjects in the Elective Programme

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.

<i>Elective Title</i>	Art of Comedy and Acting for Screen
<i>Elective Code</i>	09DRA1
<i>Semester Offered</i>	1
<i>Brief Overview</i>	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.

<i>Elective Title</i>	Physical Theatre and Documentary Drama
<i>Elective Code</i>	09DRA2
<i>Semester Offered</i>	2
<i>Brief Overview</i>	Students will explore two units: 'Physical Theatre,' and 'Documentary Drama.' The 'Physical Theatre' unit will challenge the students to construct a piece of non-realistic theatre in response to a Bible story or Shakespearian play. 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 'Documentary Drama' unit, students will engage with a style of drama that will require them explore the lives of real people in real events, then construct an individual script in response to a group chosen story. The students will have the option of performing these for a live audience if they wish.

Arts - Media Studies

Media Studies 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.

Learning in Media Studies 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 communicate.

<i>Elective Title</i>	Gamers' Reality
<i>Elective Code</i>	09MED1
<i>Semester Offered</i>	1
<i>Brief Overview</i>	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. They will show their understanding through short projects and a video blog on a selected app game.

<i>Elective Title</i>	Classic Film Genre
<i>Elective Code</i>	09MED2
<i>Semester Offered</i>	2
<i>Brief Overview</i>	The essence of all films starts with creative ideas and an understanding of film conventions. Students will design their own classic film using a treatment design document and then develop a short film using the relevant technical skills.

Arts - Music

The subject, 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 expression, form and 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, explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Evidence of learning is collected through their performances, compositions and their application of music theory knowledge.

<i>Elective Title</i>	Ethnomusicology – Music All Over the World
<i>Elective Code</i>	09MUS1
<i>Semester Offered</i>	1
<i>Brief Overview</i>	This exciting unit will allow students to discover music from all over the world. Ethnomusicology is where music from non-western cultures is explored. Cultures such as China, the Middle East, Africa, Latin America, Aboriginal and Torres Strait Islands will be included. Students, will compose an ethnic composition based on the pentatonic scale. Students will choose a world music style piece to perform to the class. This will either be performed in a group or they can perform solo. Following this, students will be asked to remix a cover song into a completely different style.

<i>Elective Title</i>	Visionary/Innovators
<i>Elective Code</i>	09MUS2
<i>Semester Offered</i>	2
<i>Brief Overview</i>	The students will discover Jazz and Blues. They will perform a Jazz piece and compose a Blues song. As the history of music has progressed, the length of time for each style has been diminishing. We will look at music from the past to present - beginning with the Baroque Period. Students will discover the influences on music throughout these transitions. The students will perform a hit song from any period studied.

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 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 approaches 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.

<i>Elective Title</i>	What's Your Story – Exploring Belonging Through the Making of an Artist's Book
<i>Elective Code</i>	09ART1
<i>Semester Offered</i>	1
<i>Brief Overview</i>	<p>Everybody has a story and in this unit students are invited to visually investigate and interpret the concept of 'belonging', in order to 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 Aboriginal and Torres Strait Islanders and the importance of a cultural narrative, and apply this understanding to their own work.</p> <p>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 and etching. They will use these processes to create an artist's book which is indicative of the connections they have in their lives.</p> <p>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.</p>

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<i>Elective Title</i>	A Sense of Place – Art and the Environment
<i>Elective Code</i>	09ART2
<i>Semester Offered</i>	2
<i>Brief Overview</i>	<p>Each person's concept of the landscape and the environment is different and will be influenced by several factors: cultural, spiritual, economic and experiential. In this elective, students will examine their responses to the places and spaces to which they are connected. Environment is a term that connects both natural and constructed spaces. Students will explore both natural and manufactured elements and materials as they make three-dimensional works which communicate a personal response to place. Students will look at the links between culture and nature, in particular at the works of Lin Onus an Indigenous Australian artist and the works of contemporary artists who produce land art and installation work, such as Andy Goldsworthy, John Davis, Antony Gormley and Christo. This elective is predominantly working in three-dimensions but there will be two-dimensional responding as well. Students will produce a number of sculptures, ephemeral artworks and digital interpretations of their land art.</p> <p>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.</p>

Health & Physical Education - Physical Education

Physical Education is of interest to students who are physically active, enjoy a range of sports, participate in sport as a coach or who would like to further their knowledge of the physical culture of Australia.

It provides a foundation for students who wish to pursue further study in human movement related fields such as sport development, management, marketing and sales, sport and physical activity policy development, sport journalism, sport psychology and coaching, athlete conditioning and management, personal training, sponsorship fundraising, and teaching.

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

<i>Elective Title</i>	Safety And First Aid In The Community / Lifesaving (Bronze Star) and Skill Acquisition I / Badminton
<i>Elective Code</i>	09HPE1
<i>Semester Offered</i>	1
<i>Brief Overview</i>	Through the opportunity to gain their Bronze Star award, students will undertake lifesaving skills, water survival and first aid including CPR. Students will analyse and evaluate their decision-making skills through a variety of rescue scenarios of multiple victims. Skill acquisition will allow students to break down the components of movement within a variety of badminton skills, and evaluate how these skills can be improved, while also understanding the skills, rules and strategies involved in the game. Students apply these experiences in both the performance and classroom environment.

<i>Elective Title</i>	Personal Fitness / Team Handball and Body Systems I / Basketball
<i>Elective Code</i>	09HPE2
<i>Semester Offered</i>	2
<i>Brief Overview</i>	While acquiring knowledge and understanding of the skills, rules and strategies of team handball, students will analyse the various fitness components and training methods that can be incorporated into personal training and then evaluate how these will improve their personal fitness. Students will also incorporate the skills and strategies of basketball to analyse the function of the muscular and skeletal systems in movements associated in this sport. Students will evaluate how these systems can be enhanced to improve performance.

Humanities & Social Science - Business

This subject provides an opportunity for students to further develop their understanding of economics and business concepts by exploring the ways markets work within Australia and the rest of the world. Students will also explore ways to manage financial risk from a business perspective and on a personal level. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on ways individuals work now and into the future.

The emphasis is on regional and national issues and students will develop their understanding with reference to case studies and scenarios. They will use computers throughout the course, developing their skills in word processing and spreadsheets. Students will demonstrate their learning via an assignment and/or test each term.

<i>Elective Title</i>	Australia in the Global Economy
<i>Elective Code</i>	09BUS1
<i>Semester Offered</i>	1
<i>Brief Overview</i>	<p>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 dependent on each other with exports and imports, and the different types of transport options required to meet the needs of the global consumer.</p> <p>Students will learn why and how individuals and organisations manage financial risks and rewards in the current Australian and global financial landscape. Basic accounting procedures will be covered, where students will learn how to complete financial documents and prepare a bank reconciliation statement.</p>

<i>Elective Title</i>	Marketing and Working in a Business Environment
<i>Elective Code</i>	09BUS2
<i>Semester Offered</i>	2
<i>Brief Overview</i>	<p>Everyday consumers make decisions about products or services that they want to buy. Students will look at how and why businesses compete to maintain an advantage in the global market through e-commerce, advertising and product promotion strategies.</p> <p>In addition, students will explore the factors that influence the work environment now and into the future, and the rights and responsibilities of participants in the work environment. They will look at various organisational policies and procedures which include front office procedures, preparing business correspondence and handling mail.</p>

Humanities & Social Science - 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 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.

<i>Elective Title</i>	It's a Wide, Wide Wonderful World but Why Are Some People Hungry? – Biomes and Food Security
<i>Elective Code</i>	09GEO1
<i>Semester Offered</i>	1
<i>Brief Overview</i>	<p>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.</p> <p>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?</p> <p>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.</p>

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<i>Elective Title</i>	Geographies of Interconnections: Endangered Species and Natural Disasters
<i>Elective Code</i>	09GEO2
<i>Semester Offered</i>	2
<i>Brief Overview</i>	<p>This elective involves two studies of how people are connected to places throughout the world in 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.</p> <p>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.</p>

Humanities & Social Science - History

“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 Year 9 curriculum provides a study of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’.

The content provides opportunities to develop historical understanding through key concepts: evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts are investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

<i>Elective Title</i>	Asia and the World (1750 – 1918)
<i>Elective Code</i>	09HIS1
<i>Semester Offered</i>	1
<i>Brief Overview</i>	<p>Asia</p> <p>Students will investigate:</p> <ul style="list-style-type: none"> • The history of an Asian society (such as Japan). • The key features (social, cultural, economic, political) at the start of the period, change and continuity in the society, including the effects of contact (intended and unintended) with European powers. • The position of the society in relation to other nations in the world around the turn of the twentieth century, including the influence of key ideas such as nationalism. • Key events that involved the society and European powers, their significance and different perspectives of the event at the time. <p>Independent Study</p> <p>Students will have the opportunity to explore an area of history of their choice. They will develop a research question and follow the inquiry process to investigate a particular historical period, event or individual. Students will share their findings with their peers and develop a hypothesis in a text that answers their research question.</p>

<i>Elective Title</i>	The Making of the Modern World
<i>Elective Code</i>	09HIS2
<i>Semester Offered</i>	2
<i>Brief Overview</i>	<p>Progressive Ideas and Movements Students investigate how life changed in this period through:</p> <ul style="list-style-type: none"> • The emergence and nature of key ideas in this period, the role of individuals and groups in the promotion of these ideas, and the various responses to them. • The short and long-term impacts of one of these ideas on Australia and the world. <p>World War 1 Students will investigate the following:</p> <ul style="list-style-type: none"> • Key aspects of World War 1 and the Australian experience of the war, including the nature and significance of the war in world and Australian history. • 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 (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 - German

Learning a second language, such as German, 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 for tertiary study and 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 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 preparing to go on a school exchange. Electives studied are project-based and utilise digital technologies to discover Germany in a virtual world. Evidence of learning is demonstrated in communication and understanding over the four macro-skills of speaking, listening, reading and writing.

<i>Elective Title</i>	Expressing my Self Identity
<i>Elective Code</i>	09GER1
<i>Semester Offered</i>	1
<i>Brief Overview</i>	<p>Communication: following a review of Year 8 material, students will reflect and discuss on how to express their self-identity. They will not only be able to give basic biographical information about themselves, but also discuss what influences their personality and the role of family, friends and hobbies have in this process. Students will design and create a digital magazine page about themselves detailing why they are who they are. This will be extended by learning about expressions for time and discussing their daily routines at home and in their free-time and expressing opinions on these.</p> <p>Cultural element: compare, discuss and reflect on the lifestyles of teenagers in Germany, Austria and Switzerland and compare with in Australia.</p>

<i>Elective Title</i>	At School in Germany Including Food and Cooking
<i>Elective Code</i>	09GER2
<i>Semester Offered</i>	2
<i>Brief Overview</i>	<p>Communication: students will be able to compare, evaluate and discuss the school system and environment in Germany and Australia, expressing their likes, preferences and dislikes. They will be able to describe their daily routine at school as well as talk about how their school is different to German schools. We extend this by looking at what food students in each country typically would eat and evaluate these in terms of cultural and nutritional value.</p> <p>Cultural element: students will be able to identify many common German foods, evaluating them from a health/dietary perspective. They will then cook a German speciality as part of our own Redlands MasterChef show.</p>

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 comprehension skills (listening and reading) and productive skills (speaking and writing). One comprehension and one productive skill are assessed each term.

<i>Elective Title</i>	There’s No Place Like Home
<i>Elective Code</i>	09JAP1
<i>Semester Offered</i>	1
<i>Brief Overview</i>	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 describe their bedrooms by explaining which items they might have and where, colours and clothing.

<i>Elective Title</i>	Seasons Come, Seasons Go
<i>Elective Code</i>	09JAP2
<i>Semester Offered</i>	2
<i>Brief Overview</i>	This elective involves 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 Japanese counters for money, months and dates. They will learn how to politely invite people to join them in activities and will enjoy reading Japanese folktales.

Technology & Design - Graphics

Graphics engages students in solving design problems and presenting their Ideas and solutions as graphical products. Students will use design process to identify and explore a need or opportunity of a target audience. They will:

- research
- generate and develop ideas
- produce and evaluate their solutions.

Solutions will be communicated in visual form using industry conventions, where applicable.

Students will explore various design disciplines such as: built environment design, industrial design, graphic design and textile design. They will have the opportunity to develop their understanding of design factors and processes in graphical contexts. They will create graphical representations for a range of audiences, including corporate and end-user clients.

<i>Elective Title</i>	Textile Design and Built Environment Design
<i>Elective Code</i>	09GRA1
<i>Semester Offered</i>	1
<i>Brief Overview</i>	<p>This elective builds and develops essential drawing and modelling skills in across 2 disciplines: a textiles unit (2D) and a built environment unit (3D). Students will develop techniques for drawing views, by hand and by the use of Autodesk and Adobe software.</p> <p>Students will have the opportunity to develop their skills in Computer Aided Design (CAD) software in conjunction with 2 design projects</p>

<i>Elective Title</i>	Graphic Design and Industrial Design
<i>Elective Code</i>	09GRA2
<i>Semester Offered</i>	2
<i>Brief Overview</i>	<p>This elective builds and develops essential drawing and modelling skills in across 2 disciplines: a graphic design unit (2D) and an industrial design unit (3D). Students will develop techniques for drawing views, by hand and by the use of Autodesk and Adobe software.</p> <p>Students will have the opportunity to develop their skills in Computer Aided Design (CAD) software in conjunction with 2 design projects</p>

Technology & Design - Home Economics

The central focus of Home Economics is the wellbeing of individuals and families in their everyday living. The essential threads underpinning courses of study in Home Economics are:

- becoming independent
- connecting with others
- 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:

- individuals, families and communities
- nutrition and food
- textiles and fashion.

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

Strand 1: Health & Fashion

<i>Elective Title</i>	Textiles & Fashion Design and Food & Nutrition
<i>Elective Code</i>	09HEC1
<i>Semester Offered</i>	1
<i>Brief Overview</i>	The Fashion & Textiles Design strand involves the study of fabric and its characteristics. Students will be introduced to sustainability and recycling in relation to fabric production and clothing. They will study the elements and principles of design, formulate ideas and produce a final garment following the design process. The Food & Nutrition strand provides students with the opportunity to study 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.

<i>Elective Title</i>	Production for a Purpose
<i>Elective Code</i>	09HEC2
<i>Semester Offered</i>	2
<i>Brief Overview</i>	Students will consider and develop their creative skills and talents in textile design and practical sewing. They will develop a variety of manipulative skills necessary to complete a product for a purpose. Their final product will be donated to the Days for Girls charity to support the needs of women overseas. Food and Nutrition explores the production of foods for special occasions and gifts. Students will learn a variety of cooking skills necessary to plan family and community functions. Edible gifts will be prepared and presented to the wider community to promote a sense of family and community wellbeing.

Technology & Design - Digital Technologies

We are made in the image of an infinitely creative God and are privileged to live in a world of immense beauty, ordered through intricate design. The Digital Technologies electives will enable students to develop their own God-given creativity as they use technology to design solutions to every day needs.

Digital Technologies is a project-based subject. Students will identify needs in the digital world and learn to break down design problems and then devise creative solutions. In implementing these solutions, students will learn to manage the implementation of a project and critically evaluate their solutions. Students will demonstrate their learning through a combination of building a portfolio of work, creating publications, completing individual and group projects, and recording reflective logs.

<i>Elective Title</i>	Digital and Visual Representation of Data Through Images and the Web
<i>Elective Code</i>	09DGT1
<i>Semester Offered</i>	1
<i>Brief Overview</i>	The focus of this elective is the digital and visual representation of data through the use of images and the web. Students will identify and gather a wide variety of valid digital data from a variety of sources. This data will be analysed before being visualised as advanced images using the Adobe Creative Suite. Students will also create interactive online solutions for ideas through the design and development of web pages using HTML, CSS and JavaScript. Through all projects students will critically evaluate their own and other works.

<i>Elective Title</i>	Introduction to Computer Science Through Program Design
<i>Elective Code</i>	09DGT2
<i>Semester Offered</i>	2
<i>Brief Overview</i>	<p>Working individually students will continue to develop their Computer Science skills through the learning of scripting languages (Java Script or Python).</p> <p>Students will further develop their skills as they define problems, plan and manage their designs to solve the problems leading to the implementation and testing of real world software solutions. This will be achieved through the creation of digital solutions including games or web sites.</p> <p>Throughout the elective, students will also learn to critically evaluate their own designs and solutions as well as those of others.</p>

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.

German and Japanese

Students who select German or Japanese **must take both Semester One and Two electives** to study these subjects in Year 10. This is because 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 Programme

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

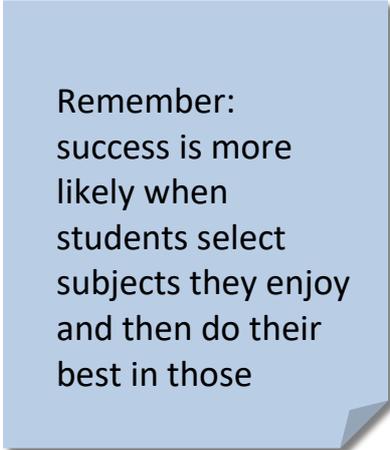
Students admitted to the Sports Excellence Programme who have selected Physical Education will need to change from Physical Education to another elective for that semester.

Advice for Selecting 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 do their
best in those

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 Academic Operations Manager.

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

Process of Choosing Electives

Soon each student will be asked to select elective for next year. This will be completed online.

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

Refer to the last page of this booklet for instructions.

Record of Selections

Use this page to keep a record of the electives selected for next year. Please note: **this is not the official selection form.**

Sem	Line	Year 9
1	A	
	B	
	C	
2	A	
	B	
	C	

Instructions for Subject and Elective Selection Processes

Stage 1 - Instructions for Nomination of Subject Preferences

When the 2018 Year 9 Subject Preferences Nomination form is made available, you will receive an email that contains a link to the online form.

Check that the email address listed in the last paragraph of the introductory text is correct.

If it is incorrect, click on Sign Out and log in using your B0xxxx (Student email) or F0xxxx (Family email) details.

Your username (B0xxxx or F0xxxx) will automatically be collected upon submission of the form. Only email accounts from the ...@redlands.qld.edu.au domain can be used.

You need to select preferences by using the pull down menu.

Please do not select the same subject twice.

Once all the preferences have been completed, please click on the submit button at the bottom of the form. It is recommended that you check the box beside "Send me a copy of my responses" so that a copy of your responses will be emailed to your College account.

After submitting, a confirmation message will appear, you may now close the browser window as your subject preference nominations is now complete.

If you wish to change your preferences before the closing date, you may repeat the process multiple times. Only the last set of preferences will be used for timetabling purposes. It is recommended to use "Edit my responses" when making changes to your selections.

A link to "Edit my responses" is also available on the email you receive if "Send me a copy of my responses" is checked.

Elective Subjects Available for Year 9 in 2017

To enable us to determine subject lines (groupings) for next year, we need a nomination of subject preferences. When the lines have been constructed, each student will be asked to select elective subjects for next year. A booklet of module outlines and online preference documents can be located at <http://www.redlands.qld.edu.au/schools/middle/misc/curriculum.html>.

Parents should indicate on this form which elective subjects their child would prefer. It is important that students make their choices carefully at this stage as the subject lines (groupings) will be determined from this selection. We will construct the lines so that the subject clashes are reduced to a minimum. Once these lines have been constructed, it is not possible to change them as this will only increase the number of clashes.

A decision to change a subject choice at a later time will be limited by the availability of spaces in the classes in existence at that time.

Compulsory subjects are English, Mathematics, Science, Bible Studies, Core Physical Education, Personal Development and Sport. No other subjects are compulsory.

Your username (cbhandell@redlands.qld.edu.au) will be recorded when you submit this form. Not cbhandell? [Sign out](#)

* Required

Preference 1 *

Preference 2 *

Preference 3 *

Preference 4 *

Preference 5

Preference 6

Send me a copy of my responses.

Submit

100% You made it.

Powered by Google Forms

This form was created inside of Redlands College.
[Report Abuse](#) - [Terms of Service](#) - [Abandon Terms](#)

Elective Subjects Available for Year 9 in 2017

Your response has been recorded.

[Edit your response](#)
[Submit another response](#)

This form was created using Google Forms.
[Create your own](#)

Stage 2 - Instructions for Elective Selection

When the 2018 Year 8 Subject Selection form is made available, you will receive an email that contains a link to the online form.

Click on the link to open the online form.



Check if the email address at the top of the form is correct.

If it is incorrect, click on Sign Out and log in using your B0xxxx (Student email) or F0xxxx (Family email) details.

Your username (B0xxxx or F0xxxx) will automatically be collected upon submission of the form. Only email accounts from the ...@redlands.qld.edu.au domain can be used.

You need to select an elective for Lines A, B and C for both semesters by using the pull down menus.

Elective Selections for 2017

Semester 1

Semester 1 - Line A *

Semester 1 - Line B *

Semester 1 - Line C *

Please do not select the same elective twice in the same term. An elective **must** be selected on every line in both semesters.

Once all the selections have been completed, please click on the submit button at the bottom of the form. It is recommended that you check the box beside "Send me a copy of my responses" so that a copy of your responses will be emailed to your College account.

After submitting, a confirmation message will appear, you may close the browser window, as your elective selection is now complete.

If you wish to change your elective selections before the closing date, you may repeat the process multiple times. Only the last set of selections will be used for timetabling purposes. It is recommended to use "Edit my responses" when making changes to your selections.

A link to "Edit Responses" is also available on the email you receive if "Send me a copy of my responses" is checked.