

# REDLANDS COLLEGE



## Year 8-9 Electives 2018-2019 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

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. As our students progress through Middle School, the range of opportunities increases.

Prep to Year 7 provides students with a foundation across a range of learning areas. Starting in Year 8, our curriculum is organised to provide genuine opportunities for students to identify and explore, then specialise in learning areas that are consistent with their God-given gifts and talents.

Students will study a range of compulsory subjects as part of the Years 8 and 9 *core programme*. In the Years 8 and 9 *elective programme*, students will choose from a range of electives. Each of these electives links to a subject in Years 10 to 12. 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.

## Core Programme

All Years 8 and 9, students will study the following subjects for the entire year. These subjects are part of the *core programme*.

- Bible Studies
- English
- Mathematics
- Science
- Sport

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

## 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

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Each subject in the previous table will be composed of four unique semester-long electives. With their family's support, students 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 students study at least two electives for subjects they wish to take in Year 10. Students should take one of the Year 8 electives and one of the Year 9 electives.

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 later 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](mailto: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 31.

## *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 Years 8 and 9 *elective programme*. It contains information about:

- electives for each subject in the programme as they currently are
- important considerations when choosing electives
- 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>	<b>Duologues</b>
<i>Elective Code</i>	<b>08DRA1</b>
<i>Semester Offered</i>	<b>1</b>
<i>Brief Overview</i>	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 gears students more for performance.

<i>Elective Title</i>	<b>Drama as Purpose</b>
<i>Elective Code</i>	<b>08DRA2</b>
<i>Semester Offered</i>	<b>2</b>
<i>Brief Overview</i>	This unit introduces students to more traditional forms of drama, including Mask Work as well as Greek and Italian theatre styles. Students will learn about the Neutral mask as well as Commedia dell'arte; meaning 'The art of comedy.' Term Four will see students perform their work from Term Three for a live audience.

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

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<i>Elective Title</i>	<b>Physical Theatre and Documentary Drama</b>
<i>Elective Code</i>	<b>09DRA2</b>
<i>Semester Offered</i>	<b>2</b>
<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>	<b>Experimental Film Productions</b>
<i>Elective Code</i>	<b>08MED1</b>
<i>Semester Offered</i>	<b>1</b>
<i>Brief Overview</i>	Production language and film techniques are crucial in the development of any successful media production. Practicing skills and then applying them is the key focus of this elective and will involve the creation of a body of work. For the culminating project, students will be provided with a piece of instrumental music, which they will bring to life as a music video clip.

<i>Elective Title</i>	<b>Creative Representation</b>
<i>Elective Code</i>	<b>08MED2</b>
<i>Semester Offered</i>	<b>2</b>
<i>Brief Overview</i>	The media industry chooses the images and sounds they want an audience to see. Some call this media manipulation. Students will learn to identify the strategies used in media productions, and understand how to use them in their own productions.

<i>Elective Title</i>	<b>Gamers' Reality</b>
<i>Elective Code</i>	<b>09MED1</b>
<i>Semester Offered</i>	<b>1</b>
<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>	<b>Classic Film Genre</b>
<i>Elective Code</i>	<b>09MED2</b>
<i>Semester Offered</i>	<b>2</b>
<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>	<b>We Will Rock You</b>
<i>Elective Code</i>	<b>08MUS1</b>
<i>Semester Offered</i>	<b>1</b>
<i>Brief Overview</i>	Students will be introduced to a variety of Rock styles ranging from the 1960s to present. Students will aurally and visually learn about the development of Rock music and focus on the development of various rock styles. They will form Rock bands to perform relevant music of their own choice, compose a rock composition, and learn music theory skills.

<i>Elective Title</i>	<b>Heroes and Villains</b>
<i>Elective Code</i>	<b>08MUS2</b>
<i>Semester Offered</i>	<b>2</b>
<i>Brief Overview</i>	Students will develop their music theory skills by aurally and visually learning a variety of film music themes that depict the hero and villain in a movie or storyline. Ranging from early film music to current film music, musical motifs and themes used for characters in recent and popular films will be investigated. Students will perform relative themes, develop an understanding and appreciation of music used in advertising. From television commercials, theme songs used in popular sit-coms to radio jingles; they will analyse and discover what makes a song memorable successful when promoting a product or service.

<i>Elective Title</i>	<b>Ethnomusicology – Music All Over the World</b>
<i>Elective Code</i>	<b>09MUS1</b>
<i>Semester Offered</i>	<b>1</b>
<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.

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<i>Elective Title</i>	<b>Visionary/Innovators</b>
<i>Elective Code</i>	<b>09MUS2</b>
<i>Semester Offered</i>	<b>2</b>
<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 Years 8 and 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>	<b>Turning the Ordinary Into the Extraordinary</b>
<i>Elective Code</i>	<b>08ART1</b>
<i>Semester Offered</i>	<b>1</b>
<i>Brief Overview</i>	<p>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 single object and 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.</p> <p>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.</p>

<i>Elective Title</i>	<b>Face It! – A Portrait Based Exploration of Identity</b>
<i>Elective Code</i>	<b>08ART2</b>
<i>Semester Offered</i>	<b>2</b>
<i>Brief Overview</i>	<p>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.</p>

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	Students will investigate colour theories and techniques of paint application as well as modes of expression that will form the basis for production of a portrait painting 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 and folio work and a final painting.
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<i>Elective Title</i>	<b>What's Your Story – Exploring Belonging Through the Making of an Artist's Book</b>
<i>Elective Code</i>	<b>09ART1</b>
<i>Semester Offered</i>	<b>1</b>
<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. 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>

<i>Elective Title</i>	<b>A Sense of place – Art and the Environment</b>
<i>Elective Code</i>	<b>09ART2</b>
<i>Semester Offered</i>	<b>2</b>
<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>	<b>Developing movement concepts and strategies / Anatomy</b>
<i>Elective Code</i>	<b>08HPE1</b>
<i>Semester Offered</i>	<b>1</b>
<i>Brief Overview</i>	Students will practice, apply and transfer movement concepts and strategies with and without equipment. They will develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment. Students will engage in a range of athletic disciplines and concentrate on self-improvement in the context of a range of mediums. Students will spend time reflecting on and analysing their own movement patterns and performances through peer-, self- and performance-based assessment. A theoretical study in human anatomy will be undertaken with an emphasis on movement.

<i>Elective Title</i>	<b>Refining movement skills / Training Principles</b>
<i>Elective Code</i>	<b>08HPE2</b>
<i>Semester Offered</i>	<b>2</b>
<i>Brief Overview</i>	Students will use feedback to improve body control and coordination when performing specialised movement skills in a variety of sporting situations. Students will also provide and apply feedback to develop and refine specialised movement skills in a range of challenging movement situations. A study of Training Principles will be conducted with emphasis on application to enhancing team performances.

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<i>Elective Title</i>	<b>Safety and First Aid in the Community / Lifesaving (Bronze Star) and Skill Acquisition I / Badminton</b>
<i>Elective Code</i>	<b>09HPE1</b>
<i>Semester Offered</i>	<b>1</b>
<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>	<b>Personal Fitness / Team Handball and Body Systems I / Basketball</b>
<i>Elective Code</i>	<b>09HPE2</b>
<i>Semester Offered</i>	<b>2</b>
<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>	<b>Markets, Consumer Rights and Protection</b>
<i>Elective Code</i>	<b>08BUS1</b>
<i>Semester Offered</i>	<b>1</b>
<i>Brief Overview</i>	<p>Australia operates as a free market economy, which means that we have a diverse range of providers of goods and services to consumers. Students will investigate the various interactions between consumers, business and the government in the Australian economy. They will consider when it might be necessary for governing bodies to intervene in the market for the benefit of the wider community.</p> <p>Students will learn about the role consumers play in the economy and learn about the rights and responsibilities of Australian businesses and consumers. Students will also investigate where to go for assistance if a business fails to meet their legal obligations, and how to respond to businesses should they find themselves in this situation.</p>

<i>Elective Title</i>	<b>Employment and Business Opportunities of the Future</b>
<i>Elective Code</i>	<b>08BUS2</b>
<i>Semester Offered</i>	<b>2</b>
<i>Brief Overview</i>	<p>The workplace is rapidly changing and with this comes a significant change in the ways people work. Students will investigate the ways of work and the factors that might affect work in the future. Particular focus will be placed on the volunteer workforce and the importance of this to the community.</p> <p>Students will then examine both profit and not-for-profit organisations and how they respond to business opportunities. Particular focus will be given to the not-for-profit sector and the role, function and impact these organisations have in the community, and how students could become involved in these organisations.</p>

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<i>Elective Title</i>	<b>Australia in the Global Economy</b>
<i>Elective Code</i>	<b>09BUS1</b>
<i>Semester Offered</i>	<b>1</b>
<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>	<b>Marketing and Working in a Business Environment</b>
<i>Elective Code</i>	<b>09BUS2</b>
<i>Semester Offered</i>	<b>2</b>
<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 8 and Year 9 Geography are current and provide opportunities for students to extend their classroom knowledge and undertake positive, hands-on action. For example, Geography students are often inspired to: start growing their own vegetables after learning about global food production; submit their video campaign to the local government about what should be done to prevent the extinction of koalas; or, create awareness of and pray for people living in poverty.

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

<i>Elective Title</i>	<b>Changing Nations &amp; Cities of the Future</b>
<i>Elective Code</i>	<b>08GEO1</b>
<i>Semester Offered</i>	<b>1</b>
<i>Brief Overview</i>	<p>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?</p> <p>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:</p> <ul style="list-style-type: none"> <li>• explore and be inquisitive about different places that people live throughout the world;</li> <li>• understand changes to the world's population over time and the way the world's population is distributed;</li> <li>• identify the positive and negative impacts of megacities – cities that house more than 10 million people; and,</li> <li>• design cities of the future.</li> </ul>

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<i>Elective Title</i>	<b>Investigating Our Environment - Landforms and Landscapes</b>
<i>Elective Code</i>	<b>08GEO2</b>
<i>Semester Offered</i>	<b>2</b>
<i>Brief Overview</i>	<p>This elective involves a study of Moreton Bay Marine Park as an example of a marine/coastal landscape. Moreton Bay is a significant environment in our local area. This region has “numerous islands, internationally significant wetlands, seagrass meadows and sandy beaches” (Department of National Parks, Recreation, Sport and Racing, 2014).</p> <p>Students will have the opportunity to develop a greater understanding of physical geography through a field excursion and associated class activities. They will research the formation and change of a specific landform in Moreton Bay, and conduct a geographical inquiry into the impacts of flooding in this region. These case studies will enable students to continue to develop skills of research, analysis, evaluation, justified decision-making, communication and the specific geographical skills of mapping, direction, Geographical Information Systems (GIS) and the use of images.</p>

<i>Elective Title</i>	<b>It's a Wide, Wide Wonderful World but Why Are Some People Hungry? - Biomes and Food Security</b>
<i>Elective Code</i>	<b>09GEO1</b>
<i>Semester Offered</i>	<b>1</b>
<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>	<b>Geographies of Interconnections: Endangered Species and Natural Disasters</b>
<i>Elective Code</i>	<b>09GEO2</b>
<i>Semester Offered</i>	<b>2</b>
<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 &amp; 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 8** curriculum provides study of history from the end of the ancient period to the beginning of the modern period, c.650 – 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious, and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

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, including 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>	<b>Medieval Asia</b>
<i>Elective Code</i>	<b>08HIS1</b>
<i>Semester Offered</i>	<b>1</b>
<i>Brief Overview</i>	<p>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 and, in particular, the way of life in Asia during the medieval period.</p> <p><b>Empire of the Khmers (c.802 – c.1431)</b> Students will investigate the Khmer rise to power, their way of life, systems of water management and cultural achievements (such as building the largest religious monument in the world). They will also look at the impacts of climate change, overuse of resources and ongoing wars on the Empire.</p> <p><b>Japan under the Shoguns (c.704 – 1867)</b> Students examine:</p> <ul style="list-style-type: none"> <li>• Social, cultural, economic and political features</li> <li>• The role of the Tokugawa Shogunate (including feudalism, trade and environmental policies).</li> <li>• Theories of decline of the Shogunate (such as modernisation, Westernisation, adoption of Western arms and technology).</li> </ul>

<i>Elective Title</i>	<b>Expanding Ideas and Expanding Contacts.</b>
<i>Elective Code</i>	<b>08HIS2</b>
<i>Semester Offered</i>	<b>2</b>
<i>Brief Overview</i>	<p>This unit seeks to answer the following key inquiry questions:</p> <ul style="list-style-type: none"> <li>• How did societies change from the end of the ancient period to the beginning of the modern age?</li> <li>• What key beliefs and values emerged and how did they influence societies?</li> <li>• What were the causes and effects of contact between societies in this period?</li> <li>• Which significant people, groups and ideas from this period have influenced the world today?</li> </ul> <p><b>Renaissance Italy (c.1400 – c.1600)</b>            In this unit students will examine the significant developments and cultural achievements of the time, how this culture spread and its legacy and the role and achievements of significant individuals. They will investigate the social, political and economic features of one of the Italian city-states.</p> <p><b>Spanish conquest of the Americas (c.1492 – c.1572).</b>            Topics include:</p> <ul style="list-style-type: none"> <li>• Pre-Columbian Life.</li> <li>• The nature of the interaction between the Spanish and the indigenous populations.</li> <li>• The impact of the colonisation (population changes, slavery, diseases and trade) on the Americas and the wider world.</li> </ul>

<i>Elective Title</i>	<b>Asia and the World (1750 – 1918)</b>
<i>Elective Code</i>	<b>09HIS1</b>
<i>Semester Offered</i>	<b>1</b>
<i>Brief Overview</i>	<p><b>Asia</b>            Students will investigate:</p> <ul style="list-style-type: none"> <li>• The history of an Asian society (such as Japan).</li> <li>• 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.</li> <li>• 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.</li> <li>• Key events that involved the society and European powers, their significance and different perspectives of the event at the time.</li> </ul> <p><b>Independent Study</b>            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>	<b>The Making of the Modern World</b>
<i>Elective Code</i>	<b>09HIS2</b>
<i>Semester Offered</i>	<b>2</b>
<i>Brief Overview</i>	<p><b>Progressive Ideas and Movements</b>  Students investigate how life changed in this period through:</p> <ul style="list-style-type: none"> <li>• The emergence and nature of key ideas, the role of individuals and groups in the promotion of these ideas, and the various responses to them. These ideas include capitalism, socialism, egalitarianism, nationalism, Darwinism, Chartism and imperialism.</li> <li>• The short and long-term impacts of one of these ideas on Australia and the world.</li> </ul> <p><b>World War 1</b>  Students will investigate the following:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The causes and the reasons men enlisted to fight in the war.</li> <li>• The places where Australians fought and the nature of warfare</li> <li>• The impact of World War I (the use of propaganda to influence the civilian population, the changing role of women, the conscription debate).</li> <li>• The commemoration of World War I, including debates about the nature and significance of the ANZAC legend.</li> </ul>

## 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 in the workforce. Learning a second language develops positive attitudes to people of other culture and fosters the notion of a multi-cultural world. Learning a language also extends students' awareness and understanding of the nature of language and assists with improving their literacy skills and use of English.

Students acquire the necessary vocabulary and language structures in order to master an authentic, real-life task such as creating and giving a presentation, conducting an interview, filming a role-play scene or developing an itinerary. Electives studied are project-based and utilise digital technologies to discover 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>	<b>Visiting a German-Speaking City</b>
<i>Elective Code</i>	<b>08GER1</b>
<i>Semester Offered</i>	<b>1</b>
<i>Brief Overview</i>	<p>Communication: following a review of Year 7 material, students will choose a German-speaking city to research and create a short multimedia presentation in German about what people can find and do there. Students will then discover typically German, Austrian and Swiss cuisine, design a menu and role-play scenes in a restaurant.</p> <p>Cultural element: students will compare German-speaking cities to Australian cities to understand reasons for similarities and differences. Students will then taste and compare German, Austrian and Swiss cuisine to Australian cuisine and discuss the globalisation of food and drinks.</p>

<i>Elective Title</i>	<b>Holidaying in a German-Speaking Country</b>
<i>Elective Code</i>	<b>08GER2</b>
<i>Semester Offered</i>	<b>2</b>
<i>Brief Overview</i>	<p>Communication: students will evaluate shopping options in a selected city, and explore clothing and fashion there. They will be able to design their own outfits and create their own fashion show. They will then plan an itinerary for a trip to Europe, and learn how to tell friends about what they have already done and the plans they have for the rest of the holiday.</p> <p>Cultural Element: students will compare clothing and fashion in Germany and Australia and recognise global trends. They will then also identify the types of tourist sites visited by Australians in Europe and understand why these are often different to the sites Europeans visit in Australia.</p>

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<i>Elective Title</i>	<b>My Family and I Travelling Through the German Year</b>
<i>Elective Code</i>	<b>09GER1</b>
<i>Semester Offered</i>	<b>1</b>
<i>Brief Overview</i>	<p>Communication: following a review of Year 8 material, students will be able to describe their family and friends in detail, where they come from and the places they live. They will research their own genealogy and describe relationships in the family. Students will create a video presenting themselves. They will be able to tell the time, discuss their daily routine and free time, dates, seasons and weather, and talk about travel and school timetables. Students will create a presentation about a holiday destination, its location, attractions, facilities and weather.</p> <p>Cultural element: understand a range of information on the geography and lifestyles of Germany, Austria and Switzerland, compare seasons and weather in Germany and Australia as well as understand the contribution of Germans to Australia's history.</p>

<i>Elective Title</i>	<b>At School in Germany Including Food and Cooking</b>
<i>Elective Code</i>	<b>09GER2</b>
<i>Semester Offered</i>	<b>2</b>
<i>Brief Overview</i>	<p>Communication: students will be able to 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 home and at school.</p> <p>Cultural element: students will be able to identify many common German foods, evaluating them from a health/dietary perspective. They will discuss their likes and dislikes, investigate food outlets and eating habits in Europe, and also cook a German speciality.</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>	<b>The “ABCs” and “1,2,3s” of Japanese</b>
<i>Elective Code</i>	<b>08JAP1</b>
<i>Semester Offered</i>	<b>1</b>
<i>Brief Overview</i>	Students will study the Japanese Hiragana “alphabet” and spelling rules in Japanese. By the end of this semester, they will be able to read and write Japanese words! Students will also refresh polite ways of introducing themselves (as covered in Years 6 and 7), giving personal information such as their name, age, phone number, nationality and residence et cetera, as well as describing their friends and family.

<i>Elective Title</i>	<b>Reporting from the Road</b>
<i>Elective Code</i>	<b>08JAP2</b>
<i>Semester Offered</i>	<b>2</b>
<i>Brief Overview</i>	In this elective, students will play the role of local travel consultants or tour guides working towards creating a video advertisement about Japanese attractions in our city. Students will master the Katakana script, investigate Japanese mealtime customs, polite restaurant ordering, how to ask about or discuss items on a menu as well as become familiar with describing different types of cities and preparing or discussing itineraries. The unit will involve an excursion to the Japanese gardens - including an obento lunch “on the road”!

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<i>Elective Title</i>	<b>My Family</b>
<i>Elective Code</i>	<b>09JAP1</b>
<i>Semester Offered</i>	<b>1</b>
<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, physical appearances as well as clothing and colours to discuss different fashion trends of family and friends.

<i>Elective Title</i>	<b>My World</b>
<i>Elective Code</i>	<b>09JAP2</b>
<i>Semester Offered</i>	<b>2</b>
<i>Brief Overview</i>	This elective involves learning to describe homes and bedrooms; describing which items the students may have & where they are located as well as positioned. Various counters will also be covered. Students will also learn past tense while describing family holidays 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.

## 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>	<b>Digital and Visual Representation of Data Through Images and the Web 1</b>
<i>Elective Code</i>	<b>08DGT1</b>
<i>Semester Offered</i>	<b>1</b>
<i>Brief Overview</i>	This elective will focus on a digital and visual representation of data through the use of images and the web. Students will gather a wide variety of digital data including their own photos. Their data will be analysed and represented through the use of images (using the Adobe Creative Studio) or the design and development of an engaging web site using HTML and CSS. They will also learn to critically evaluate their own work.

<i>Elective Title</i>	<b>Using Digital Languages Through Robotics and Game Design</b>
<i>Elective Code</i>	<b>08DGT2</b>
<i>Semester Offered</i>	<b>2</b>
<i>Brief Overview</i>	<p>Students will build and program real robots. Working in small groups, they will learn the logic skills required to program their robot to perform many fun tasks. This will culminate in students designing and developing a robot (Lego Mindstorms EV3) to complete a specific task and then critically evaluating their design.</p> <p>The logic skills gained programming a robot will be extended as students learn to build interactive games. An introduction to basic game design practices will lead to students being able to design, develop and then critically evaluate their own animated game.</p>

<i>Elective Title</i>	<b>Digital and Visual Representation of Data through Images and the Web 2</b>
<i>Elective Code</i>	<b>09DGT1</b>
<i>Semester Offered</i>	<b>1</b>
<i>Brief Overview</i>	This elective will continue the work started in Year 8. The focus remains on a digital and visual representation of data through the use of images and the web. Students will build on their ability to identify and gather a wide variety of valid digital data from a variety of sources. This data will be analysed before being visualised as more advanced images using the Adobe Creative Suite. Students will create interactive online solutions for ideas through the design and development of web pages using HTML, CSS and Java Script. Students will also learn to critically evaluate their own and other works.

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<i>Elective Title</i>	<b>Using Digital Languages</b>
<i>Elective Code</i>	<b>09DGT2</b>
<i>Semester Offered</i>	<b>2</b>
<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>

## 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:

- Write a brief
- research
- generate and develop ideas through sketches
- produce digital prototypes for concept presentation
- evaluate final products.

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>	<b>Textile Design and Built Environment Design 1</b>
<i>Elective Code</i>	<b>08GRA1</b>
<i>Semester Offered</i>	<b>1</b>
<i>Brief Overview</i>	<p>This elective introduces students to 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 learn the basics of Computer Aided Design (CAD) software in conjunction with 2 design projects</p>

<i>Elective Title</i>	<b>Graphic Design and Industrial Design 1</b>
<i>Elective Code</i>	<b>08GRA2</b>
<i>Semester Offered</i>	<b>2</b>
<i>Brief Overview</i>	<p>This elective introduces students to 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 learn the basics of Computer Aided Design (CAD) software in conjunction with 2 design projects</p>

<i>Elective Title</i>	<b>Textile Design and Built Environment Design 2</b>
<i>Elective Code</i>	<b>09GRA1</b>
<i>Semester Offered</i>	<b>1</b>
<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>

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<i>Elective Title</i>	<b>Graphic Design and Industrial Design 2</b>
<i>Elective Code</i>	<b>09GRA2</b>
<i>Semester Offered</i>	<b>2</b>
<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.

<i>Elective Title</i>	<b>Introduction to Food Nutrition and Textiles &amp; Fashion</b>
<i>Elective Code</i>	<b>08HEC1</b>
<i>Semester Offered</i>	<b>1</b>
<i>Brief Overview</i>	This elective consists of one term of nutrition and food, and one term of textiles and fashion. Both terms will focus on individuals, families and communities. The 'Masterchef' unit has been designed to enhance food literacy, encompassing formative cooking skills in an enjoyable format. The 'Sew Clever' textiles unit introduces students to sewing machines and basic sewing skills. They will utilise the elements and principles of design to generate solutions for design challenges.

<i>Elective Title</i>	<b>Embellishing Textiles and Staple Foods</b>
<i>Elective Code</i>	<b>08HEC2</b>
<i>Semester Offered</i>	<b>2</b>
<i>Brief Overview</i>	The textiles component will focus on embellishing techniques to enhance sewing projects, whilst building on sewing theory and practical skills. Students will learn how textiles are made and their impact on our environment. In the nutrition and food component, students will explore the culinary and nutritional properties of different staple foods. Students will enhance their skills in healthy menu planning, safe food preparation and appealing food presentation.

<i>Elective Title</i>	<b>Textiles &amp; Fashion Design and Food &amp; Nutrition</b>
<i>Elective Code</i>	<b>09HEC1</b>
<i>Semester Offered</i>	<b>1</b>
<i>Brief Overview</i>	Students will learn about the characteristics of fabrics and the impact of the fashion industry on our planet. They will develop their sewing literacy and practical skills by exploring the elements and principles of design and sewing a garment using the design process. Food and nutrition allows students to study the importance of food in relation to their health. Current food models and guidelines will be studied and skills developed to allow practical application of knowledge in the kitchen. A range of healthy and fun recipes will be developed which reinforces the Australian Dietary Guidelines.

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<i>Elective Title</i>	<b>Production for a Purpose</b>
<i>Elective Code</i>	<b>09HEC2</b>
<i>Semester Offered</i>	<b>2</b>
<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.

## *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 all electives** to study these subjects in Years 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.)

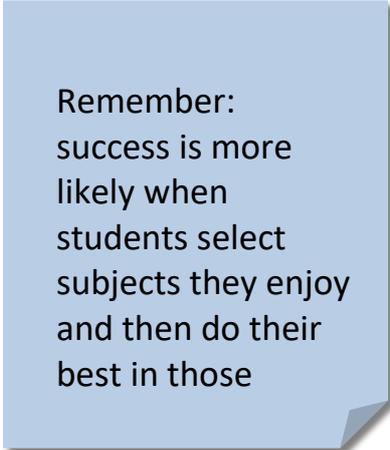
Students admitted to the Sports Excellence Programme who have selected Physical Education will need to change from Physical Education to another elective for that semester.

## *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.

## *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 2018-2019, we need a nomination of subject preferences. This will be completed online. We will use this information to construct the subject lines with the aim of providing maximum choice for as many students as possible.

Subject nominations preferences will be completed via an online form.

### **Stage 2 - Elective Selection**

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

**Students will be asked once only for their elective choices. Some subjects have limited spaces and so 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 8
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 8 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.

The provided images are an example of the forms that will be available.

**Elective Subjects Available for Year 8 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. The booklet of module outlines and online preference documents can be located at <http://www.redlands.qld.edu.au/schools/middle/mccurriculum.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 (cbundell@redlands.qld.edu.au) will be recorded when you submit this form. Not cbundell? [Sign out](#)

\* Required

Preference 1 \*

Preference 2 \*

Preference 3 \*

Preference 4 \*

Preference 5 \*

Preference 6 \*

Send me a copy of my responses.

100% You made it.

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**Elective Subjects Available for Year 8 in 2017**

Your response has been recorded.

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

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## 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.

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.

To whom it may concern,  
To enable us to determine Year 8 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 is available at <http://www.redlands.qld.edu.au/schools/middle/middlebook%20for%20Year%208%20Electives%20-%202018.pdf>  
Parents should indicate on the preference form which elective subjects their child would prefer. You must access the preference form from a Redlands College email account with the domain @redlands.qld.edu.au. Please click on the link below to access the preference form.  
[https://docs.google.com/a/redlands.qld.edu.au/forms/d/1\\_cBEDjGG5nVFcammZ87r7uWvL9SYXcnrfl8qNpaw/viewform](https://docs.google.com/a/redlands.qld.edu.au/forms/d/1_cBEDjGG5nVFcammZ87r7uWvL9SYXcnrfl8qNpaw/viewform)  
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 and you will note that you do not choose these. No particular elective subject is compulsory.  
Please do not select the same subject more than once. You must select 6 preferences on the form.  
Subject preferences must be completed by 8:30 am on Thursday 8th September 2016.  
If you have any questions or concerns please contact the [Head of Middle School](#).  
Kindest regards,  
Geoff Young | Deputy Academic Dean | @Acad, @StdPp (@Acad), @StdPp (@Com)

### Elective Selections for 2017

#### Semester 1

Semester 1 - Line A +  
 Semester 1 - Line B +  
 Semester 1 - Line C +

Send me a copy of my responses.

Back Submit