

CARDIFF HIGH SCHOOL

Know Thyself

YEAR 7 Elective Choices Information Booklet For Year 8 2024



Contents

Contents	2
Principal's Message	3
Introduction.....	4
Curriculum Structure	5
Elective Choice Process.....	6
Department of Education and Communities Curriculum Policy Year 7 to 10	7
Elective Courses Available.....	8
Year 8 Elective Course Descriptors	9
CERAMICS	10
DIGITAL MEDIA.....	11
EXPLORING ART	12
JAPANESE CULTURE	13
MUSIC PERFORMANCE AND PRODUCTION	14
DRAMA	15
ABORIGINAL STUDIES	16
COMMERCE.....	17
HISTORY ELECTIVE.....	18
WORK EDUCATION.....	19
CREATIVE KIDS.....	20
SPORTS STUDIES – COURT GAMES.....	21
SPORTS STUDIES – FIELD GAMES	22
SCIENCE & ENGINEERING	23
BUSH TUCKER	24
FASHION	25
INDUSTRIAL TECHNOLOGY -MAKING TIME	26
MULTIMEDIA.....	27
ROBOTICS	28
SWEET TEMPTATIONS.....	29
WEBSITE DESIGN	30



Principal's Message

Dear Cardiff High School Community,

As we approach the Year 8 elective choices, I want to provide important information about the process and importance of these decisions.

The Year 8 elective program empowers students to make some independent decisions about the subjects they wish to pursue. At Cardiff High School, we believe in a student-centred approach to education, and the Year 8 elective choices play a vital role in this philosophy.

The Year 8 elective program introduces the first opportunity for students here at Cardiff High School to make decisions around the electives, skills, and courses student's wish to pursue, and gives students some autonomy around what they study at school. Cardiff High School offers a diverse range of elective options spanning arts, sciences, languages, humanities, and technology.

Selecting electives that align with their interests enhances academic engagement and fosters personal growth. When students are enthusiastic about their studies, they are more likely to excel and cultivate a lifelong love for learning.

In conclusion, I want to express my gratitude to our staff, parents, and students for their commitment to education. I urge all students to embrace this opportunity and embark on a journey of self-discovery through their Year 8 elective choices.

Approach the Year 8 elective choices with enthusiasm and careful consideration. This is a chance to shape your educational experience and unlock your true potential. Remember to utilize the resources provided, seek guidance, and embrace the opportunity to explore your passions and interests.

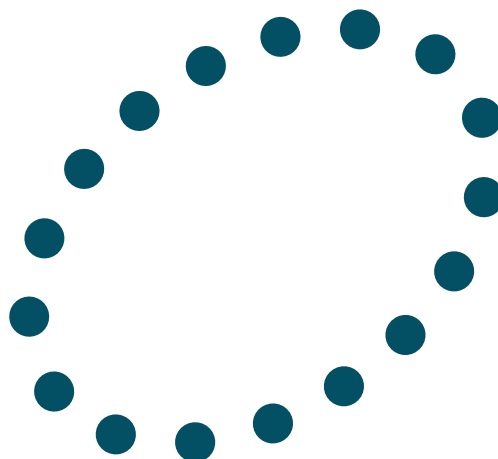
Thank you for your support, and I am eagerly looking forward to witnessing the incredible growth and achievements that await our students throughout Year 8.

Warm regards,



Joshua Gane

Principal



Introduction

Welcome to an exciting phase in your child's educational journey as they embark on making decisions regarding their Year 8 elective choices. This booklet serves as your guide, providing valuable information about the Year 8 elective program at Cardiff High School.

We believe in empowering your child to take ownership of their education, as the elective choices they make now will shape their learning experience and future academic pursuits.

This is an opportunity for your child to explore their passions, delve into subjects that align with their interests, and develop valuable skills along the way. We encourage you to engage in discussions with your child, helping them reflect upon their strengths, interests, and aspirations as they consider the elective choices that will pave the way for their personal growth and academic success.

The Year 8 elective program offers your child the chance to take control of part of their own education, and we are here to support and guide them in making choices that will assist them in shaping their future skills and experiences.

For support or advice throughout the process please contact any of the following:

Year 7 Key Contacts	
Position	Name
Principal	Joshua Gane
Deputy	Melissa Haskara
Year 7 Adviser	Renee Ridgeway
Head Teacher of Student Engagement/Career Adviser	Daniel Clape
Head Teacher of Learning and Support	Ruby Brown
Head Teacher of Quality Teaching	Amy Nicol
Head Teacher of English	Danielle Asquith
Head Teacher of Mathematics	Kim Gallard
Head Teacher of Science	Adam Ross
Head Teacher of HSIE	Andrew Snowden
Head Teacher of PDHPE	Evan Neate
Head Teacher of CAPA	Bart Simpson
Head Teacher of TAS	Matthew Honeywill
Head Teacher of Administration	Stuart James

Curriculum Structure

Year 8 students at Cardiff High School will have the opportunity to experience and study two different elective choices in addition to the mandatory courses studied.

The curriculum at Cardiff High School runs on a fortnightly cycle. Each semester students will study one stage 4 elective course for five periods per cycle that they have selected through the elective choices process.

The table below lists the subjects and electives to be studied and the number of periods per cycle.

YEAR 8 CURRICULUM PATTERN 2024	
COURSES	PERIODS PER CYCLE
ENGLISH	7
MATHEMATICS	6
SCIENCE	6
HISTORY	5
TECHNOLOGY	5
PDHPE	4
VISUAL ARTS	2
MUSIC	3
ELECTIVE	5
WELLBEING	1
SPORT	4

Course descriptions of the elective choices are within this booklet. Students and parents should read these to assist them when making their choices.

Elective Choice Process

Students will be selecting electives using the online software, Edval Choice. This user-friendly platform allows students to conveniently access and make their elective choices. Here is a step-by-step guide on how to navigate the process:

1. **Webcode and Link:** Your child will receive a webcode and a link via their student email. They should access their school email account to retrieve this information.
2. **Accessing Edval Choice:** Using the provided link, your child should visit the Edval Choice website.
3. **Login:** Your child will be prompted to log in using their unique webcode on the Edval Choice webpage.
4. **Choosing Electives:** Your child will select two elective courses from the available options. They should prioritize their choices by indicating their preference order.
5. **Reserve Choices:** Your child should also select two reserve choices, ranked in order of preference. Please note that some courses may not go ahead due to class viability or have reached the maximum number of students for class size, so it's important to be prepared to study reserve courses.
6. **Confirmation and Submission:** Your child should review and confirm their elective and reserve choices before submitting them through Edval Choice.
7. **Deadline:** Take note of the deadline for submitting elective choices via Edval Choice and ensure your child completes the process before the specified cut-off date.
8. **Electives:** Students will receive their electives back in Term 4

Please be aware that our dedicated staff is available to assist you and your child if you encounter any difficulties or have questions about the Edval Choice system or the elective selection process. We are committed to providing support and ensuring a smooth experience for the transition from Year 7 to 8.

Department of Education and Communities

Curriculum Policy Year 7 to 10

In delivering curriculum in Years 7 to 10, Cardiff High School meets the requirements of NESA for students to gain the RoSA.

In addition to NESA's mandatory curriculum requirements for the RoSA, the department mandates additional studies (electives) as shown in the table below.

Board Developed Courses, Content Endorsed Courses or Stage 5 VET Board Endorsed Courses can be credentialed on the RoSA if they are taught during Stage 5 and in accordance with syllabus and indicative time requirements.

To meet the department's requirement for additional studies (electives): students' study 400 hours of electives in Stage 5

- at least 200 of these hours must be Board Developed Courses, Content Endorsed Courses or Stage 5 VET Board Endorsed Courses, which are credentialed on the RoSA
- the remaining 200 hours of the mandatory 400 hours are either Board Developed Courses, Content Endorsed Courses, Stage 5 VET Board Endorsed Courses or NSW Department of Education approved elective courses.

Some NSW Department of Education approved elective courses, may not be listed on the RoSA.

Curriculum Learning Requirements 7 to 10	
Learning area	Hours
English (7-10)	500
Mathematics (7-10)	500
Science (7-10)	500
HSIE (7-10)	400 hours distributed as: Geography (7-8) – 100 hours History (7-8) – 100 hours Geography (9-10) – 100 hours History (9-10) – 100 hours
Languages	100 hours in a continuous 1-year period
Technology Mandatory (7-8)	200
Music (7-10)	100
Visual Arts (7-10)	100
PDHPE (7-10)	300 hours (delivered across 7-10)
Planned physical activity	150 minutes per week (this can be a combination of weekly sport; personal development, health and physical education; and other planned physical activity)
Additional studies (electives) (9-10)	400 At least 200 hours of Board Developed, Content Endorsed or Stage 5 VET Board Endorsed courses The other 200 hours can be made up of the above, or department-approved elective courses

Elective Courses Available

Faculty	Elective	Page
CAPA	Ceramics	10
	Digital Media	11
	Exploring Art	12
	Japanese Culture	13
	Music Performance and Production	14
ENGLISH	Drama	15
HSIE	Aboriginal Studies	16
	Commerce	17
	History Elective	18
	Work Education	19
PDHPE	Creative Kids	20
	Sport Studies – Court Games	21
	Sport Studies – Field Games	22
SCIENCE	Science and Engineering	23
TAS	Bush Tucker	24
	Fashion	25
	Industrial Technology -Making Time	26
	Multimedia	27
	Robotics	28
	Sweet Temptations	29
	Web Design	30

Course Contributions

All elective courses are \$25. Students will select 1 elective course per semester.

This is a contribution of \$50 per student per year.



CARDIFF HIGH SCHOOL

Year 8 Elective Course Descriptors



CERAMICS

Stage 4 Elective Information Faculty CAPA

Head Teacher: Mr Bart Simpson

COURSE DESCRIPTION

In Ceramics students will explore handbuilding techniques and a variety of construction methods in creative and commercial ways.

- Students will enjoy working with clay in this hands-on course that explores a range of construction techniques, clay types and surface treatments.
- Through a series of projects, students will learn how to 'throw' a vessel on a pottery-wheel, use moulds for clay casting, and extend their existing knowledge of hand-building techniques.
- This course aims to equip students with increased understanding and experience in the area of Ceramics for greater application to elective Ceramics in Years 9 and 10.



COURSE OUTCOMES

CER1: Shows diligence and commitment in the development of ideas and application to all set tasks.

CER2: Demonstrates the ability to explore the process of constructing 3-dimensional subject matter using clay media.

CER3: Demonstrates an understanding of handbuilding techniques and selection of appropriate decorative solutions.

CER4: Demonstrates skill and care in the application of clay technology.

CER5: A Interprets task briefs to display individuality and creativity in personal design choices.

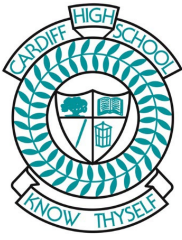
SKILLS AND FUTURE COURSES

Future Courses

- Visual Art
- Visual Design - Ceramics

Foundation Skills

- Self-Management
- Problem Solving
- Creativity
- ICT



DIGITAL MEDIA

Stage 4 Elective Information Faculty CAPA

Head Teacher: Mr Simpson

COURSE DESCRIPTION

Digital Media encompasses a range of digital creative areas such as filming, photography, digital design and drawing, along with typography and animation. Students will learn a variety of professional editing tools with specific focus on the Adobe Creative Suite and online editing software. Students have opportunities to be part of the Digital Media Crew, which enables them with real world experiences such as recording school events such as carnivals, performances using both photography and filming.

In Digital Media students' projects may include parody informercials, visual design products (such as logos, posters), and animation.

Students will:

- Investigate and create digital media presentations within visual arts and design, television, film
- Strengthen your abilities to represent ideas and interests using digital media to create a variety of works using a number of different formats
- Become a member of the Digital Media Crew.



COURSE OUTCOMES

- **DM1:** Shows diligence and commitment in the development of ideas and application to all set tasks.
- **DM2:** Uses a variety of equipment, applications and software to produce and edit photographic and digital work
- **DM3:** Makes photographic and digital works informed by an understanding of how the frames affect meaning
- **DM4:** Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
- **DM5:** Develops and uses a range of problem solving strategies and techniques.
- **DM6:** Demonstrates ability to apply photographic techniques to individual and project work.

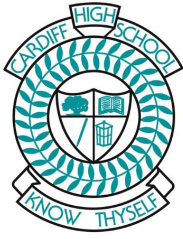
SKILLS AND FUTURE COURSES

Future Courses

- Photography, Video and Digital Imaging

Foundation Skills

- Photographic techniques
- Digital Literacy
- Problem Solving



EXPLORING ART

Stage 4 Elective Information Faculty CAPA

Head Teacher: Mr Simpson

COURSE DESCRIPTION

In Exploring Art students will be provided a further experience in art through experimentation in a variety of media and forms which may include artmaking, painting, drawing, mixed media, photography and sculpture.

- This course aims to develop students' understanding and investigation of skills in the areas of developing successful compositions, colour combinations and application of paint mediums.
- Through a series of projects, students will enjoy exploring various approaches to painting.
- Students will enjoy experimentation with various painting media such as collage, watercolour and acrylic paint and other associated techniques.

Students will be equipped with skills that can be further developed in the elective Visual Arts course offered for study in Years 9 and 10.



COURSE OUTCOMES

- **EA1:** Shows diligence and commitment in the development of ideas and application to all set tasks.
- **EA2:** Demonstrates an understanding of basic design techniques and applications.
- **EA3:** Demonstrates skill and ability in the use of advertising strategies to represent ideas.
- **EA4:** Interprets task briefs to display individuality and creativity in personal design choices.

SKILLS AND FUTURE COURSES

Future Courses

- Visual Arts
- Visual Design -Ceramics
- Photography and Digital Media

Foundation Skills

- Creativity
- Design
- Planning and Organisation



JAPANESE CULTURE

Stage 4 Elective Information Faculty CAPA

Head Teacher: Mr Simpson

COURSE DESCRIPTION

From sumo and origami to sushi, bonsai and Mount Fuji – you can feel the nostalgia of Japanese cultural. This course will allow you to extend your Japanese language skills through exploring Japan.

- Revise 3 writing scripts- Hiragana, Katakana and Kanji
- We will explore topics of Japanese whilst creating origami, playing Japanese games and much more.
- We will look at a range of topics, including samurais, anime, temples, Japanese schools and lifestyle.
- Japanese short stories and anime have interesting topics for everyone!
- We will continue your Japanese learning whilst studying Japanese stories, including stories about Japanese monsters, ninjas, cherry blossoms, legends, peach trees and more.
- We will create origami, paper craft and models.
- We will try Japanese calligraphy writing (with rice paper, brushes and black ink), learn to read more fluently and continue to study the wonders of Japan.
- If you love learning the Japanese language and the Japanese way of life, this course is for you!



COURSE OUTCOMES

- **JPC1:** Demonstrates the ability to research areas of Japanese culture.
- **JPC2:** Demonstrates an understanding of various aspects of Japanese culture.
- **JPC3:** Demonstrates skill and care in the application of traditional Japanese practices
- **JPC4:** Interprets task briefs to demonstrate intent to build upon previous knowledge.
- **JPC5:** Shows diligence and commitment in the application to all set tasks.

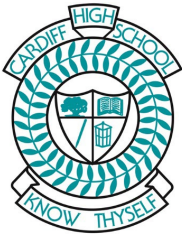
SKILLS AND FUTURE COURSES

Future Courses

- Modern Languages - Japanese

Foundation Skills

- Speaking
- Listening
- ICT
- Collaboration



MUSIC PERFORMANCE AND PRODUCTION

Stage 4 Elective Information Faculty CAPA

Head Teacher: Mr Simpson

COURSE DESCRIPTION

- Exploration of the preparation and production of Rock and Popular music through live performance.
- Students learn to play music in a band situation. They sing or play instruments of their choice – guitar, bass, drums, keyboard, brass or woodwind; which are taught as part of the program.
- Students will learn a number of songs representing Rock and Popular styles from the last 30 years.
- Students will have the opportunity to perform their work at school assemblies and in the annual MADD and Music Nights.
- They will also learn about the staging of a show and the technology associated with live music production such as PA's, amplification, mixers and lighting systems.
- An exploration of live music production and the process of making an track to produce as a single.
- Students undertake the production of recording in digital audio format and mixing the final track
- Learn about the production and process of recording and undertake this process.



COURSE OUTCOMES

MPP1: performs in a range of musical styles demonstrating an understanding of musical concepts

MPP2: performs music demonstrating solo and/or ensemble awareness

MPP3: demonstrates and understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing

MPP4: experiments with different forms of technology in the composition process

MPP5: demonstrates a developing confidence and willingness to engage in performing, composing and listening experience

SKILLS AND FUTURE COURSES

Future Courses

- Music

Foundation Skills

- Self-Management
- Problem Solving
- Creativity
- Collaboration
- ICT



DRAMA

Stage 4 Elective Information English

Head Teacher: Danielle Asquith

COURSE DESCRIPTION

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.



COURSE OUTCOMES

DRA1: Identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action.

DRA2: Improvises and play builds through group-devised processes.

DRA3: Uses performance skills to communicate dramatic meaning.

DRA4: Describes the contribution of individuals and groups in drama using relevant drama terminology

SKILLS AND FUTURE COURSES

Future Courses

- Drama

Foundation Skills

- Performance
- Theatrical expression
- Communication
- Planning and organization



ABORIGINAL STUDIES

Stage 4 Elective Information HSIE Faculty

Head Teacher: Andrew Snowden

COURSE DESCRIPTION

The aim of the Aboriginal Studies Years 7–10 Syllabus is to develop knowledge and understanding of Aboriginal identities, communities, autonomy, roles and the range of relationships between Aboriginal Peoples and non-Aboriginal people. The development of a range of consultation and research skills enable students to engage respectfully and responsibly with Aboriginal communities and become active and informed advocates for a just and inclusive world.



COURSE OUTCOMES

- **AST4-1** identifies the factors that contribute to an Aboriginal person's identity
- **AST4-2** outlines ways in which Aboriginal Peoples maintain identity
- **AST4-3** recognises the changing nature of Aboriginal cultures
- **AST4-4** outlines changes in Aboriginal cultural expression across time and location
- **AST4-5** identifies the importance of families and communities to Aboriginal Peoples
- **AST4-6** defines the concepts of self-determination and autonomy in relation to Aboriginal Peoples
- **AST4-7** describes the roles and significance of Aboriginal Peoples locally, regionally, nationally and internationally
- **AST4-8** describes the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
- **AST4-9** recognises the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures
- **AST4-10** uses appropriate community consultation protocols and ethical research practices to gather and protect data
- **AST4-11** uses research techniques and technologies to locate, select, organise and communicate information and findings

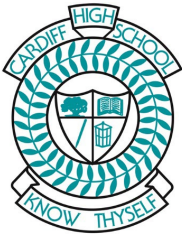
SKILLS AND FUTURE COURSES

Future Courses

- Aboriginal Studies
- Society and Culture

Foundation Skills

- Communication skills
- Cultural competence
- Ethical practices when working with Aboriginal communities
- Research Skills



COMMERCE

Stage 4 Elective Information HSIE Faculty

Head Teacher: Andrew Snowden

COURSE DESCRIPTION

The aim of the Commerce Years 7–10 Syllabus is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, economic, business, legal, political and employment issues in order to make informed and responsible decisions as individuals and as part of the community.

Students develop knowledge and understanding of:

- consumer, financial, economic, business, legal, political and employment matters.



COURSE OUTCOMES

- **COM4-1** uses appropriate terminology in consumer, financial, economic, business, legal, political and employment contexts
- **COM4-2** describes the rights and responsibilities of individuals within consumer, financial, economic, business, legal, political and employment contexts
- **COM4-3** identifies the role of the law in society
- **COM4-4** describes key factors affecting decisions
- **COM4-5** identifies and describes options for solving problems and issues
- **COM4-6** identifies and explains plans for achieving goals
- **COM4-7** selects and organises information from a variety of sources
- **COM4-8** communicates information using a variety of forms

SKILLS AND FUTURE COURSES

Future Courses

- Commerce
- Work Education
- Business Studies
- Legal Studies

Foundation Skills

- decision-making
- problem-solving in relation to consumer, financial, economic, business, legal, political and employment issues
- effective research and communication
- working independently and collaboratively



HISTORY ELECTIVE

Stage 4 Elective Information HSIE Faculty

Head Teacher: Andrew Snowden

COURSE DESCRIPTION

The aim of the History Elective Years 7–10 Syllabus is to encourage students' interest in and enjoyment of exploring the past, to develop a critical understanding of the past, and to enable them to participate as informed, responsible and active citizens.

Students develop knowledge and understanding of:

- history and historical inquiry
- past societies and historical periods.



COURSE OUTCOMES

- HTE4-1** explains the nature of history, heritage, archaeology and the methods of historical inquiry
- HTE4-2** recognises the ways in which historical meanings can be constructed through a range of media
- HTE4-3** sequences people and events or heritage features, within specific periods of time
- HTE4-4** describes some of the main features of past societies or periods, including groups and personalities
- HTE4-5** describes the key features of cultural groups, sites and/or family in our shared heritage
- HTE4-6** identifies the meaning, purpose and context of historical sources
- HTE4-7** identifies and discusses different contexts, perspectives and interpretations of the past
- HTE4-8** selects and organises relevant information from sources, to develop a historical inquiry
- HTE4-9** uses a range of historical terms and concepts when communicating an understanding of the past
- HTE4-10** selects and uses appropriate forms to communicate about the past

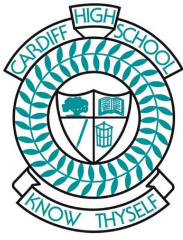
SKILLS AND FUTURE COURSES

Future Courses

- Elective History
- Modern History
- Ancient History
- Elective History

Foundation Skills

- Undertake the processes of historical inquiry
- Communicate their understanding of history
- Research
- Analyse and interpret information



WORK EDUCATION

Stage 4 Elective Information HSIE Faculty

Head Teacher: Andrew Snowden

COURSE DESCRIPTION

The aim of the Work Education Years 7–10 Syllabus is to engage students in learning about the world of work and develop their capacity to manage career planning, change and transition. Through the study of different contexts, students develop transferable work-related and interpersonal skills, and entrepreneurial behaviours. Work Education encourages students to be self-aware and to develop an appreciation of lifelong learning.

Students develop knowledge and understanding of:

- the world of work
- roles of individuals and diverse organisations within the local and Australian community
- the role of education, employment and training in planning and managing transitions



COURSE OUTCOMES

- **WE4-1** describes different types of work and employment options
- **WE4-2** recognises appropriate behaviours and protocols in diverse work contexts
- **WE4-3** identifies the range of organisations within their local community
- **WE4-4** describes the roles and responsibilities of individuals within the local community
- **WE4-5** describes the purpose of education, employment and training organisations
- **WE4-6** explains personal goals, attributes and values to inform choices and career pathway plans
- **WE4-7** identifies skills, attributes and entrepreneurial behaviours for effective participation in work and society
- **WE4-8** identifies skills related to career development and managing transitions
- **WE4-9** uses relevant information from a variety of sources
- **WE4-10** selects and uses appropriate forms to communicate information about the world of work

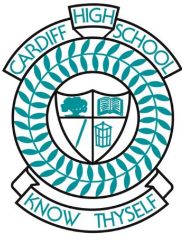
SKILLS AND FUTURE COURSES

Future Courses

- Work Education
- Work Studies
- TAFE Courses

Foundation Skills

- skills related to workplace contexts, entrepreneurship and managing transitions
- research and communication skills that relate to the world of work.



CREATIVE KIDS

Stage 4 Elective Information PDHPE

Head Teacher: E. Neate

COURSE DESCRIPTION

The Creative Kids elective has been designed to give students an opportunity to explore how children learn and grow. Students will learn about children's growth and development and explore how adults can foster growth through toys and play experiences. They will make their own felt children's toys that will engage different areas of child development. Students will learn about how children's entertainment has changed over time from backyard games, children's activities, and recreation time. They will also explore the role of technology in children's growth and development.



COURSE OUTCOMES

- **CRK1:** Identifies the characteristics of a child at each stage of growth and development
- **CRK2:** Analyses the evolution of childhood experiences and parenting roles over time
- **CRK3:** Plans and implements engaging activities when educating and caring for young children within a safe environment
- **CRK4:** Evaluates strategies that promote the growth and development of children
- **CRK5:** Describes a range of parenting practices for optimal growth and development
- **CRK6:** Applies evaluation techniques when creating, discussing and assessing information related to child growth and development

SKILLS AND FUTURE COURSES

Future Courses

- Child Studies
- Community and Family Studies
- Exploring Early Childhood

Foundation Skills

- Caring for children
- Providing entertainment options for children
- Children's growth and development



SPORTS STUDIES – COURT GAMES

Stage 4 Elective Information PDHPE

Head Teacher: E. Neate

COURSE DESCRIPTION

The Sports Studies – Court Games elective has been designed to teach students the correct fundamental movement patterns to empower sports performance for court games such as netball, basketball, volleyball and dodgeball. Students will learn the relevant skills and drills for a variety of court games and focus on the basics to demonstrate competency across a range of sports. The theoretical components will focus on a range of topics such as coaching and physical fitness. All theoretical components will be related to court games. This elective will utilise the following practical – theory breakdown: three practical periods and two theory periods.



COURSE OUTCOMES

- **SCG1:** Applies fundamental movement skills across a range of court games.
- **SCG2:** Applies court game skills in a game based setting
- **SCG3:** Uses communication and demonstrates a commitment to learning
- **SCG4:** Demonstrates actions and strategies that contribute to active participation and skilful performance
- **SCG5:** Evaluates the characteristics of participation and quality performance in court games

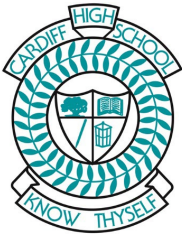
SKILLS AND FUTURE COURSES

Future Courses

- PASS
- PDHPE
- SLR

Foundation Skills

- Fundamental movement skills
- Lifelong physical activity
- Understanding the importance of health and fitness



SPORTS STUDIES – FIELD GAMES

Stage 4 Elective Information Faculty

Head Teacher: E. Neate

COURSE DESCRIPTION

The Sports Studies – Field Games elective has been designed to teach students the correct fundamental movement patterns to empower sports performance for field games such as touch football, soccer, oztag and NFL. Students will learn the relevant skills and drills for a variety of field games and focus on the basics to demonstrate competency across a range of sports. The theoretical components will focus on a range of topics such as coaching and physical fitness. All theoretical components will be related to field games. This elective will utilise the following practical – theory breakdown: three practical periods and two theory periods.



COURSE OUTCOMES

- **SFG1:** Applies fundamental movement skills across a range of field games.
- **SFG2:** Applies field game skills in a game based setting
- **SFG3:** Uses communication and demonstrates a commitment to learning
- **SFG4:** Demonstrates actions and strategies that contribute to active participation and skilful performance
- **SFG5:** Evaluates the characteristics of participation and quality performance in field games

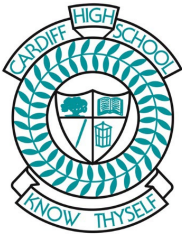
SKILLS AND FUTURE COURSES

Future Courses

- PASS
- Stage 6 PDHPE
- SLR

Foundation Skills

- Fundamental movement skills
- Lifelong physical activity
- Understanding the importance of health and fitness



SCIENCE & ENGINEERING

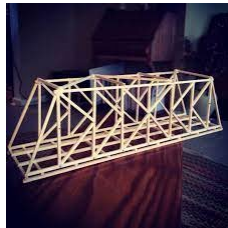
Stage 4 Elective Information Science

Head Teacher: Mr Ross

COURSE DESCRIPTION

Medieval weapons, mobile phones, video games, toothpaste and many more things were created by engineers. Engineers use their knowledge and skills in (STEM) Science, Technology, Engineering and Mathematics to solve everyday worldwide problems. Every day they look at improving old practices and technologies and come up with new and better devices or ways to improve the quality of our lives. They could be working on such things as global warming, nature and animal conservation, medicine, transportation, space exploration, world hunger, natural disasters and many more.

This course is focused on increasing the understanding and application of scientific principles behind engineering and will have a very strong practical focus. Students will enjoy extending themselves in tasks that may involve: the construction of catapults, planes, bridges, rockets, lunar habitats, electric vehicles, robotics, toys and more.



COURSE OUTCOMES

- **SE4-1** designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
- **ST4-2** demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
- **SE4-3** works independently and collaboratively to produce practical solutions to real-world scenarios
- **SE4-4** selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
- **SE4-5** uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
- **SE4-6** collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions

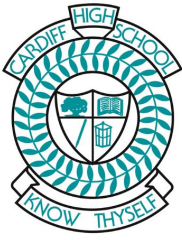
SKILLS AND FUTURE COURSES

Future Courses

- Stage 5 iSTEM
- All stage 6 Science courses
- All stage 6 Maths courses
- Engineering Studies
- Software Design & Development
- Design & Technology
- Electrotechnology

Foundation Skills

- Creativity
- Problem solving skills
- Communication & Presentation skills
- Collaboration
- Coding
- Engineering
- Leadership
- Project analysis



BUSH TUCKER

Stage 4 Elective Information Faculty TAS

Head Teacher: Mr Matthew Honeywill

COURSE DESCRIPTION

Practical and theoretical work will focus on the history of Aboriginal hunt and gather lifestyle. Students will learn about ingredients from selected regions of Australia, as well as their unique preparation and cooking techniques. Weekly tasks will be student-focused with individuals studying a native bush tucker ingredient to plan, prepare and cook.

Understand the relationship between food consumption, the nutritional value of foods and the health of individuals and communities. Students will participate in a range of kitchen skills and processes used in food production these skills will include preparation and cooking techniques, food styling and presentation, nutrition, ingredient selection and recipe modification. Safe work habits and food hygiene will be practiced throughout the elective.

Students will create a portfolio displaying the incorporation of bush tucker ingredients. This elective should be considered by students with an interest in developing their knowledge of the theory behind traditional Bush Tucker foods, nutrition and skills in food production.



COURSE OUTCOMES

- **BTF1:** Practical application to bush tucker ingredients.
- **BTF2:** Demonstrates hygienic handling of food to ensure a safe and appealing product.
- **BTF3:** Describes and manages the risks of injury and WHS issues associated with handling food.
- **BTF4:** Collects, interprets, and uses information from a variety of sources.

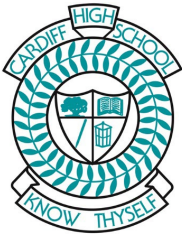
SKILLS AND FUTURE COURSES

Future Courses

- Food Technology
- Hospitality

Foundation Skills

- Self-Management
- Problem Solving
- Food Hygiene
- Planning and Organisation
- Following procedures
- Food preparation and cooking



FASHION

Stage 4 Elective Information Faculty TAS

Head Teacher: Mr Matthew Honeywill

COURSE DESCRIPTION

Students will work through a variety of tasks with the aim of learning more about fashion creation.

Students will be involved in activities centred around decoration, garment construction and/or deconstruction and design in fashion in order to demonstrate creativity, knowledge and understanding using textiles as a medium.

Students will work through a number of practical textile tasks including designing and making items of clothing and accessories to match.



COURSE OUTCOMES

- **FAS1:** Describes the creative process of design used in the work of textile designers.
- **FAS2:** Uses methods of colouration and decoration of textile items.
- **FAS3:** Selects and manipulates a range of textile materials.
- **FAS4:** Uses techniques and equipment safely in the production of quality textile projects.
- **FAS5:** Identifies aspects of quality in the design and construction of textile items.

SKILLS AND FUTURE COURSES

Future Courses

- Textiles Technology
- Textiles and Design

Foundation Skills

- Self-Management
- Problem Solving
- Creativity
- ICT



INDUSTRIAL TECHNOLOGY - MAKING TIME

Stage 4 Elective Information Faculty TAS

Head Teacher: Mr Matthew Honeywill

COURSE DESCRIPTION

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

In Industrial Technology – Making Time students construct a free-standing, traditional Mantle Clock. Throughout the process they develop skills in cabinetry including a range of joining methods, associated machinery and tools, and applying finishing techniques.

Students are required to have the same safety gear (PPE) as in Mandatory Technology (safety glasses, enclosed leather shoes, hair net where appropriate).



COURSE OUTCOMES

ITMT1: Demonstrates safe practices in the use of equipment to mark out their work

ITMT2: Demonstrate a knowledge and understanding of timber making techniques.

ITMT3: Demonstrates safe working practices in the use of the hand tools.

ITMT4: Demonstrates safe working practices in the use of the woodwork machines.

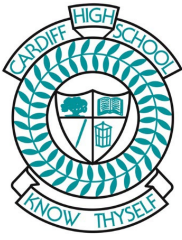
SKILLS AND FUTURE COURSES

Future Courses

- Industrial Technology- Timber
- Industrial Technology – Building and Construction

Foundation Skills

- Self-Management
- Problem Solving
- Planning and Organisation
- Following procedures



MULTIMEDIA

Stage 4 Elective Information Faculty TAS

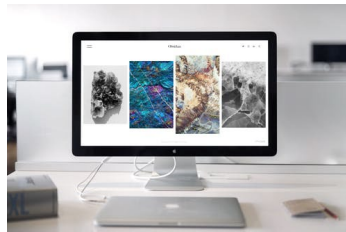
Head Teacher: Mr Matthew Honeywill

COURSE DESCRIPTION

This course aims to develop students' understanding and investigation of skills in the areas of developing multimedia projects, games and image portfolios.

Through a series of projects, students will explore various approaches to creating multimedia projects. Students will experiment with various media projects such as video, photoshop and image editing, game design, animations and sound files.

Students will be equipped with skills that can be further developed in the elective Computing Technology course offered for study in Years 9 and 10.



COURSE OUTCOMES

MUM1: Uses a variety of application software in project work.

MUM2: Works effectively in a group.

MUM3: Develops and uses a range of problem solving strategies and techniques.

MUM4: Locates and uses appropriate data from a variety of sources in project work.

SKILLS AND FUTURE COURSES

Future Courses

- Computing Technology

Foundation Skills

- Self-Management
- Problem Solving
- Data analysis
- Following procedures
- Software
- Coding



ROBOTICS

Stage 4 Elective Information Mathematics

Head Teacher: Mrs Gallard

COURSE DESCRIPTION

Students will gain an understanding of electronics and robotics through hands-on learning, electrical theory and fundamental electro-technology skills. Students will learn how basic electronics control the functions of a simple robot, circuit symbols and diagrams, electronics theory and elementary electronics assembly by making their own working robot.

Students will build simple robots and use microcontroller-based programming to complete a series of control-based activities. The robots utilise a range of sensors and students will program and modify the robots to solve challenging problems.

Students will apply the principles of basic pulley systems and gear drives; linear, rotational and eccentric motion. They will investigate basic electronic circuitry and build simple electronic devices.

Students begin to use new tools such as programming languages and modelling software to represent and explore processes. Students develop skills in using ICT systems for controlling events in a predetermined way by writing programs that, for example, control a robot, or respond to environmental changes captured by sensors.



COURSE OUTCOMES

- **ROB1:** Develop an understanding of the current uses and applications of robotics, as well as the ongoing development for future uses.
- **ROB2:** Able to access a network, conduct research using digital technologies and hardware device and locate resources for a specific device.
- **ROB3:** Program a device to perform simple movements and turns by manipulating the function of the device motors.
- **ROB4:** Locate and follow build instructions to construct a robotic device and alter the design to allow for the enhanced performance of the device.
- **ROB5:** Define simple problems and describe and follow a sequence of steps and algorithms to solve them.

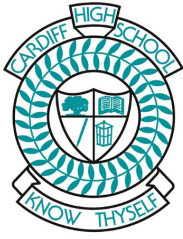
SKILLS AND FUTURE COURSES

Future Courses

- iSTEM
- Engineering Studies
- Software Design & Development
- Design & Technology
- Electrotechnology

Foundation Skills

- Creativity
- Problem solving skills
- Communication & Presentation skills
- Collaboration
- Coding
- Project analysis



SWEET TEMPTATIONS

Stage 4 Elective Information Faculty TAS

Head Teacher: Mr Matthew Honeywill

COURSE DESCRIPTION

Students learn the basics of planning and preparing to cook biscuits, cakes and pastries, desserts and sweets. They will plan and prepare a variety of sweet foods for a number of occasions and create a dessert folio suitable for a Dessert Chef.

Sample the best in cakes, slices, pastry, biscuits and then create your own dessert restaurant. Skills developed through the study of Food Technology include the ability to design, communicate, manage and use resources.

Students learn about functional properties of food and the functions of key ingredients in making cakes, biscuits and slices.

Hands on experience is always encouraged. Food demonstrations by the teacher will happen throughout the course. This course leads on to Food Technology in Stage 5.

In this elective, students have the opportunity to make numerous savoury and sweet recipes based around yeast and pastry cookery as well as various baking processes.

Students will be encouraged to develop or change recipes to suit their individual tastes and dietary needs.



COURSE OUTCOMES

- **SWE1:** Practical application to baking.
- **SWE2:** Demonstrates hygienic handling of food to ensure a safe and appealing product.
- **SWE3:** Describes and manages the risks of injury and WHS issues associated with handling food.
- **SWE4:** Collects, interprets and uses information from a variety of sources.
- **SWE5:** Applies appropriate methods of food preparation and presentation for food photography

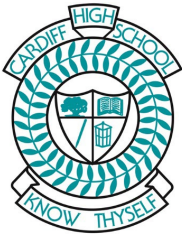
SKILLS AND FUTURE COURSES

Future Courses

- Food Technology
- Hospitality

Foundation Skills

- Self-Management
- Problem Solving
- Food Hygiene
- Planning and Organisation
- Following procedures
- Food preparation and cooking



WEBSITE DESIGN

Stage 4 Elective Information Faculty TAS

Head Teacher: Mr Matthew Honeywill

COURSE DESCRIPTION

Want to learn more about how your favourite websites and games are made? In this elective you will learn computational thinking concepts; creativity and innovation, communication and collaboration, research and information fluency, critical thinking, digital citizenship, problem solving, decision-making, using and selecting applications effectively and productively.

- Multimedia animations (sequencing/looping)
- Storytelling with conditional statements
- Game development (operators, data management, testing and debugging)
- Final project (designing, collaborating, abstracting, modularizing)



COURSE OUTCOMES

- **WEB1:** Recognises and uses software programs that are suitable for specific tasks.
- **WEB2:** Identifies and uses problem-solving processes when creating solutions.
- **WEB3:** Designs, produces and evaluates appropriate solutions to a range of problems.
- **WEB4:** Identifies the benefits of collaborative work practices when completing a task.
- **WEB5:** Identifies key roles and responsibilities of people in the field of information and software technology

SKILLS AND FUTURE COURSES

Future Courses

- Computing Technology
- Software Engineering
- Enterprise Computing
- Information Digital Technology VET

Foundation Skills

- Self-Management
- Problem Solving
- Data analysis
- Following procedures
- Software
- Coding