



Let's Get Started



SUBJECT SELECTION

YEAR 8 2024



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From the Principal

Dear Parents and Students,

As students move through secondary schooling, greater specialisation is required in relation to subject choices. The range of subjects offered to Year 8 students has been designed to allow students to experience specific subject disciplines they may not have previously encountered and to continue to consolidate the skills required for the Senior Phase.

Students will complete Core subjects in Year 8 and will be able to also select four (4) Specialisation units. Students are therefore advised to choose wisely from a more self-aware understanding of what may interest them as a future pathway.

The selection of 'Specialisation' subjects should employ the same messages that are provided to our Year 10 students who are considering choices for the Senior Phase of Learning:

- *Choose subjects that they are good at*
- *Choose subjects that they enjoy*

Implicit with this is an appreciation that 'good' choices are made when students consider their own strengths, and avoid selections that are based on 'wrong' reasons, such as choosing a subject so as to be with a friend or that it is a 'bludge' subject. Our experience shows that when students follow their passion the outcomes are better. And, there are no subjects that are 'bludge' subjects.

The most significant effort students can make in Year 8 is in better understanding their learning strengths and deliberately working on areas that do not come so naturally. This can be done through conscious focus during daily learning in the classroom and attentiveness to feedback. Students will come to understand when their learning is 'on target' and which areas require further work. Good routines and encouragement to persist with learning at home will support students in becoming more self-reliant and confident in their learning, and more accomplished in meeting the requirements of subject specific assessments.

The process of selecting subjects can be challenging. This Curriculum Handbook has been designed to provide important information to students and parents to assist in making informed decisions about Future Pathways, and is intended to be used in conjunction with the subject selection process which occurs at home and at the College.

Our aim at Chisholm Catholic College is to provide multiple options and pathways for our students. This booklet provides additional information for parents and students when considering these options. Should you experience difficulty with subject choices or seek clarification I ask that you contact staff at the College to assist with the selection process.

I wish you all the best with this process.



Damian Bottaccio
Principal

Curriculum Structures

Education Ministers have agreed to a new national declaration on education goals for all Australians. Known as the [Alice Springs \(Mparntwe\) Education Declaration](#) (the Declaration), it sets out the national vision for education and the commitment of Australian Governments to improving educational outcomes. The following principles underpin the curriculum structures at Chisholm Catholic College.

a) Continuity through Years 7 - 12 will be promoted via:

- The Australian Curriculum
- The Religious Education program
- Implementation of ACARA Curriculum Guidelines, QCAA Syllabuses (Years 7-10), QCAA Syllabus (Years 11-12)
- Commitment to the development of the cognitive verbs (CV's) for all students 7-12
- Collaborative planning processes focused on clearly identified learning outcomes and standards
- Authentic and continuous assessment and reporting practices
- 'Intra' and 'Inter' school moderation processes
- A developmental approach to learning which is student centred

b) Selection of curriculum experiences will be:

- relevant
- purposeful
- holistic
- dynamic
- responsive
- contemporary

c) Curriculum is integrated, balanced and connected to:

- Encourage students to develop a deeper and broader understanding of themselves and their world.
- Require the learner to access knowledge and strategies across the Learning Areas in a way which replicates operating in the real world.
- Promote the transfer of knowledge across Learning Areas independently and interdependently.
- Prepare for a more disciplinary orientation to formal curriculum offerings that are presented to students during the Senior Years.
- Meet the needs of all students respecting the multiple pathways to tertiary studies, post school education and training, and employment that are available either in the College or through other providers.
- Promote options for students to participate in community and workplace learning. Access to suitably targeted local community priorities for vocational education and training are provided. Students have opportunities to participate in school-based apprenticeships and traineeships as appropriate

d) The context of learning

- Will be informed by real life and life like situations and theoretical constructs which, together, form a dynamic and balanced learning program.

Learning Areas

The Curriculum is based around the Learning Areas managed by the Australian Curriculum Assessment Reporting Authority (ACARA) and Queensland Curriculum and Assessment Authority (QCAA) together with Religious Education which is overseen by Brisbane Catholic Education. These are:

- Religious Education
- Mathematics
- English
- Health and Physical Education (HPE)
- Science
- History
- The Arts [consisting of Music, Dance, Visual Arts, Drama and Media]
- Technologies
- Cultural Literacy and Languages, including Japanese and Spanish

General Capabilities

- The General Capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.
- In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.
- In the Australian Curriculum, the General Capabilities are addressed through the content of the learning areas.



Curriculum Overview

Year 7	Religion	English	Mathematics	Science	HPE	HASS	Elective
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Year 8	Religion	English	Mathematics	Science	HPE	Humanities	Specialisation
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Year 9	Religion	English	Mathematics	Science	HPE	Specialisation 1	Specialisation 2
Year 9	Religion	English	Mathematics	Science	History	Specialisation 3	Specialisation 4

Year 10	Religion	English	Mathematics	Science	HPE	Specialisation 1	Specialisation 2
Year 10	Religion	English	Mathematics	Science	History	Specialisation 3	Specialisation 4

Year 11	Religion	English	Mathematics	Specialisation 1	Specialisation 2	Specialisation 3
Year 12	Religion	English	Mathematics	Specialisation 1	Specialisation 2	Specialisation 3

Electives (Year 7)

Year 7 students will experience *Elective subjects* to provide them with a broad education. Students may undertake subjects they did not do in primary school.

In choosing subjects, we encourage students to either pursue their interests or strengths. A prominent message in later year levels is – *Choose subjects that you are interested in, choose subjects that you are good at and choose subjects that may be required for future study*; therefore, students are now asked to *Specialise* in their choice of elective subjects.

Specialisations (Years 8 to 10)

These are courses for you to focus on specific skills, interests and abilities within Key Learning Areas and are designed for you to deepen your learning within a subject area and across the curriculum. Specialisations may assist with future pathways and subject pre-requisites.

Specialisations are not a compulsory core subject; you have a choice as to which Specialisation course you may study. It allows you to select subjects that interest you.

Year 8 Specialisations are a term-based course of study and students need to choose at least one from The Arts and one from the Technologies courses.

Year 9 and Year 10 Specialisations are a semester-based course of study. Pre-requisites may be used to determine eligibility for further study in particular areas.

Students have the opportunity to specialise in SEDA. This subject is an extension for HPE (SEDA eligible sports). or if staffing is not available. Please note – The College reserves the right to not run a class if there is insufficient demand

SUBJECTS YEAR 7

CORE SUBJECTS

Religion
English
Health and Physical Education
Humanities and Social Science (HASS)
Mathematics
Science
Stretch (Personal Development and Pathways)

ELECTIVE 1 ARTS

Dance
Drama
Music
Visual Art

SELECT 1 ELECTIVE
FROM THIS LIST

ELECTIVE 2 LANGUAGES

Japanese
Spanish

SELECT 1 ELECTIVE
FROM THIS LIST

ELECTIVE 3 TECHNOLOGY

Design
Design Technologies (Food and Materials)
Design Technologies (Material Specialisation)
Digital Technologies

SELECT 1 ELECTIVE
FROM THIS LIST

ELECTIVE 4

Choose 1 more elective from any of the
above subject areas
Or choose SEDA (by invitation only)

SELECT 1 ELECTIVE
FROM THIS LIST

SUBJECTS YEAR 8

CORE SUBJECTS

Religion
English
Health and Physical Education
Humanities
Mathematics
Science
Stretch (Personal Development and Pathways)

SPECIALISATION ARTS

Dance
Drama
Music
Visual Art

SELECT ANY 4
SUBJECTS FROM THE
LISTS BELOW

SPECIALISATION LANGUAGES

Japanese
Spanish

SPECIALISATION TECHNOLOGIES

Digital Technologies
Design Technologies (Food and Materials)
Design Technologies (Material Specialisation)

SPECIALISATION

STEM (by invitation only)
SEDA (by invitation only)

SUBJECTS YEAR 9

CORE SUBJECTS

Religion
English
Health and Physical Education
History
Mathematics
Science
Stretch (Personal Development and Pathways)

SPECIALISATION

ARTS, HASS, LANGUAGE,
TECHNOLOGIES

Big History
Dance
Design Technologies (Food and Materials)
Design Technologies (Materials and Tech)
Digital Technologies
Drama
Economics and Business
Film, Arts and New Media
Geography
Graphics
Languages - Japanese Course 1 / Japanese Course 2
Languages - Spanish Course 1 / Spanish Course 2
SEDA (by invitation only)
STEM (by invitation only)
Visual Art

SELECT ANY 4
SUBJECTS FROM THE
LIST BELOW

SUBJECTS YEAR 10

CORE SUBJECTS

Religion
English or Essential English
Health and Physical Education
History
Maths or Essential Maths or Advanced Maths
Science
Stretch (Personal Development and Pathways)

SPECIALISATION

ARTS, HASS, LANGUAGE,
TECHNOLOGIES

Dance
Design Technologies (Food Specialisation)
Design Technologies (Hospitality)
Design Technologies (Textile and Fashion)
Digital Technologies
Drama
Economics and Business
Engineering Skills
Film, Arts and New Media
Geography
Industrial Graphics
Japanese Course 1 / Japanese Course 2
Manufacturing (Woodwork)
Music
SEDA (by invitation only)
Spanish Course 1 / Spanish Course 2
STEM (by invitation only)
Visual Art

SELECT ANY 4
SUBJECTS FROM THE
LIST BELOW

VET OPPORTUNITIES

Opportunity for TRADE TASTER open to students in
year 10 - Apply early limited places available

SUBJECTS SENIOR

CORE SUBJECTS

Religion

Study of Religion (General)
Religion and Ethics (Applied)

English

English (General)
Literature (General)
Essential English (Applied)

Mathematics

General Mathematics (General)
Mathematical Methods (General)
Specialist Mathematics (General)
Essential Mathematics (Applied)

GENERAL SUBJECTS

Accounting
Ancient History
Biology
Business
Chemistry
Dance
Design
Digital Solutions
Drama
Film, TV and New Media
Food and Nutrition
Japanese
Legal Studies

SUBJECTS SENIOR

GENERAL SUBJECTS

Modern History
Music
Physical Education
Physics
Psychology
Spanish
Visual Art

APPLIED SUBJECTS

Arts in Practice
Engineering Skill
Furnishing Skills
Industrial Graphic Skills
Science in Practice
Sport and Recreation
Tourism
Visual Arts In Practice

VET

Diploma of Business
Cert IV Justice
Cert III Business
Cert III Fitness (Incorp Cert II Sport and Rec)
Cert III Health Services
Cert III Hospitality (Incorp Cert II Hospitality)

Study and Homework Expectations

Teachers ensure that homework is set as part of a balanced lifestyle. This gives students the opportunity to further their classroom learning while leaving enough time for family, recreation and other activities.

Homework helps students:

- Prepare for and expand on classroom learning
- Involve family members in their learning
- Become independent learners

When and where should my child do homework?

It is helpful for students to establish routines for homework like:

- Setting a time to complete homework
- Finding a space that is free of distractions

How can I help?

You can help your child by:

- Encouraging them to take responsibility for their learning and time management
- Supporting them to complete tasks by discussing key questions and directing them to helpful and appropriate resources
- Participating with them in online learning forums
- Reading and playing games with them
- Involving them in tasks; including shopping and cooking
- Encouraging them to read and to take an interest in and discuss local, national and international events
- Discussing homework concerns with your child's teacher



How to Use This Book

This book is designed to help you make decisions about subjects for your Year 8.

READ IT CAREFULLY. USE IT TO TALK TO YOUR FAMILY, YOUR TEACHERS AND THE ACADEMIC LEADERS, ABOUT SUBJECT CHOICES. USE IT TO FILL OUT YOUR SUBJECT SELECTION FORM.

Section 1 contains general information about how to decide on certain subjects.

Section 2 lists all the departments and subjects in alphabetical order. Information about each subject is provided including an Introduction, Course Outline and any specific Course requirements.

SUBJECT CHANGES: Students may change subjects at certain times of the year only. Subject changes are subject to availability, and they are not automatically granted. The process outlined on the Subject Change form must be followed; forms are available at the Middle Years Learning Leader's Office. Students who wish to make a subject change outside of the allocated opportunities must do so through the Assistant Principal: Curriculum.

GUIDELINES FOR THE SELECTION OF YEAR 8 SUBJECTS

The intention of this booklet is to provide both parents and students with as much information as possible to assist with subject selection. Year 8 students will study the following compulsory core subjects:

- English
- History
- Mathematics
- Science
- Health and Physical Education
- Stretch

SPECIALISATION SUBJECTS

In addition to the core subjects above, **students will also select four (4)** elective subjects to study each Term and 2 reserves. When selecting subjects, students would be well advised to discuss their selection of subjects with their parents, teachers, Academic Leaders, Pastoral Leader or the Program Leader: Pathways. A few helpful hints:

ACHIEVEMENT: If you have done well in a subject previously, you are likely to continue to do well in that subject.

WORK ETHIC: All students can achieve well if they work hard and complete all assignments and homework involved in each subject.

AMBITION AND INTEREST: Through previous studies, you should have a fair idea as to the types of subjects in which you are interested. If you wish to follow a certain career, make sure you take the subjects in Year 9 that will enable you to choose the correct subjects in Years 11 and 12.

ATTENDANCE: You must come to school every day unless you are genuinely sick. There is a high correlation between attendance and academic achievement.



Subject Descriptions



Course Overview

Term One: Rituals of Initiation

The students identify the significance of initiation rituals in the Abrahamic religions (Judaism, Christianity, Islam) for the faith journey of believers. Students explore how believers, past and present continue the mission of Jesus in the world, in times of challenge and change.

Term Two: Movers and Shakers

The students consider and organise patterns of change and continuity in the Church from c. 650 CE – c. 1750 CE, identifying the impact of the writings and key messages of significant reformers in the Church at that time.

Term Three: Mission Matters

The students consider and organise evidence from Scriptural texts to **explain** how God's saving plan for all creation was accomplished, through the life, death and resurrection of Jesus Christ, and **identify** the unique relationship between God and God's people.

They consider and organise evidence from the Acts of the Apostles to explain the significance of some key events, individuals and groups in the life of the early Church and evaluate and draw conclusions about the ways in which the Church is present and active in the world today. The students respond to emerging moral questions and how society is practising the cardinal virtues.

Term Four: Hello God

The students describe how words and images are used to represent the mystery of the Trinity. They consider and organise Old Testament covenant narratives and the actions and messages of some Old Testament prophets; Students identify the unique relationship between God and God's people.

Assessment Types

- Multimodal Presentation
- Proposal
- Storybook
- Essay
- Folio of Work

Australian Curriculum: English



Course Overview

Unit Title: **How do we tell stories about ourselves?**

Students will engage in language experiences that focus on the individual as chronicler of their own life.

Unit Title: **Poetry**

Students will explore how poets use a variety of poetic forms and devices to engage with personal experiences of both the poet and the reader. Poems used in class will have an Indigenous focus.

Unit Title: **A picture tells a thousand words.**

Students will explore the links between storytelling, the written word, and visual messages. They will engage with the novel, picture books and/or graphic novels and artwork e.g., Aboriginal paintings, using these texts to investigate storytelling in other cultures, as well as our own.

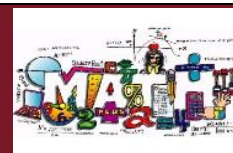
Unit Title: **'Cause we are living in digital world'.**

Students will explore representations of teens in the media with a focus on the digital world.

Assessment Types

- Written responses
- Spoken/signed responses
- Multimodal responses

Australian Curriculum: Mathematics



Course Overview

Unit title: **Number and Algebra**

Unit focus: Students describe rational and irrational numbers. They make connections between expanding and factorising algebraic expressions. Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane.

Unit title: **Number and Algebra**

Unit focus: Students solve everyday problems involving rates, ratios and percentages. They describe index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They solve linear equations and graph linear relationships on the Cartesian plane (continued from term 1).

Unit title: **Geometry and Measurement**

Unit focus: Students will explore congruency of plane shapes. They will use substitution in formula to calculate area and perimeter of plane shapes and volume of prisms. Students will be able to choose appropriate units for these calculations and convert between them. Students will solve problems involving perimeter, area and volume. Students will solve problems involving 12 and 24-hour time and singular time zones.

Unit title: **Statistics and Probability**

Unit focus: Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data. Students determine the probabilities of complementary events and calculate the sum of probabilities.

Assessment Types

- Problem Solving & Modelling Task
 - Written
 - Spoken
 - Multimodal
- Examination

Australian Curriculum: Science



Course Overview

Unit Title: **Chemical Sciences**

Students will engage in a range of laboratory-based experiments and investigative learning experiences to explore changes in matter at a particle level and distinguish between chemical and physical changes.

Unit Title: **Physical Sciences**

Students will investigate forms of energy and energy transfers and transformations. They will undertake a practical investigation to identify the relationship between different forms of energy occurring in the system.

Unit Title: **Biological Sciences**

Students will explore how organisms reproduce, starting at a cellular level. They will focus on cell structure, function and reproduction, and investigate the use and ethics of reproductive technologies in humans.

Unit Title: **Earth and Space Sciences**

Students will investigate the dynamic nature of the rock cycle. They will learn to appreciate where and why rocks have been used in buildings and monuments in the local area.

Assessment Types

- Investigation
- Experimental Investigation
 - Written
 - Spoken
 - Multimodal
- Examination



Course Overview

Humanities is the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. At Chisholm, students explore all four subjects within the Humanities learning area: History, Geography, Economics & Business and Civics and Citizenship.

History

Students study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE) by focusing on two civilisations – European and Japanese. Students investigate the impact of the Black Death on Europe and research social and cultural customs of Shogunate Japan.

Geography

Students focus on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes.

Economics & Business, Civics & Citizenship

Students learn about how markets influence the allocation of resources to the production of goods and services and the ways businesses adapt to opportunities in markets and respond to the work environment. Students investigate the role of how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes.

Assessment Types

- Multimodal
- Project
- Folio of Tasks
- Independent Source Evaluation



Course Overview

The Year 8 Health and Physical Education curriculum allows students to investigate a range of health issues relevant to young people to understand the choices people make about their health and wellbeing. Students examine the factors that can influence an individual's choices, and explore and evaluate options, consequences, and healthier and safer alternatives. Students practise and apply more complex combinations of skills and strategies in a range of movement situations and settings. They explore the range of factors and movement concepts that influence the quality of movement performances. They practise techniques that can be used to enhance their own and others' performances.

Students have opportunities to practise using creative and collaborative processes to work in a group or team to communicate effectively, solve problems, resolve conflicts, and make decisions in movement and social contexts.

Focus areas to be addressed in Years 7 and 8 may include:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities

Assessment Types

- Project Folio
- Investigation
- Examination
- Physical performance



<p>Dance – Music Video Project</p> <p>In this unit, students will explore dance as an art form away from its traditional performance medium. Students will explore how dance has permeated into popular culture through the music video medium. They will be able to analyse and compose dance works which reflect popular dance styles. Students will continue to build on and extend their technical skills within the popular dance styles, as well as expressive skills developed in the previous units, increasing their confidence, accuracy and clarity of movement. They will extend their understanding of the elements of dance by making and responding to dance independently and collaboratively.</p>	<p>Assessment Types</p> <ul style="list-style-type: none"> • Choreography • Evaluative reflection <p>Group task Individually assessed.</p>
<p>Drama - Script Study</p> <p>During this unit students will immerse themselves in the role of a superhero and discover how space and focus along with set, costumes and sound communicate dramatic meaning to audiences. Students will explore space, role and focus through studying the play <i>Wonderfly</i> by Nick Atkins. In addition, students will explore the role of playwright and work through the process of creating a script for performance. Students will explore the development of characters and tension, identifying gaps and silences. They will create a scene which fills one of these gaps or silences. Students' learning will culminate in a performance task of their devised scene.</p>	<p>Assessment Types</p> <ul style="list-style-type: none"> • Script writing • Performance • Response to performance <p>Group task Individually assessed.</p>
<p>Music – Rhythm, Roles and Sections</p> <p>In Year 8, students explore and experiment with the concepts of music, particularly Performing Media Roles, Texture and Duration (Rhythm). Students will perform drums or cajon to accompany a selected cover song. As Concepts of Music are unpacked, students will learn to analyse music and evaluate their performance and that of their peers. They will learn to describe the effectiveness of their performances to communicate meaning to their audience.</p>	<p>Assessment Types</p> <ul style="list-style-type: none"> • Performance of cover song and • Critical evaluation
<p>Visual Arts</p> <p>During this unit students will explore the Steampunk genre as the starting point for their work. They explore the artwork and concepts of Shaun Tan and representations of country/place exploring Aboriginal and Torres Strait Islander Peoples viewpoints. This unit aims to encourage students to explore alternative perspectives and to begin to communicate as artist. Students will explore a range of 2D and 3D processes culminating in a 3D mixed media sculptural character.</p>	<p>Assessment Types</p> <ul style="list-style-type: none"> • Mixed media sculpture • Analysis

Australian Curriculum:

Japanese



Course Overview

The purpose of this unit is for students to develop basic Japanese language skills through cultural episodes that are specific to national identity, family life in both Japan and Australia, and hobbies that are common in Japan and Australia. Additionally, the application of time to these concepts are introduced in order to have a fuller understanding of the grammar that underpins communication in Japanese.

Assessment Types

- Writing task
- Speaking task
- Listening task
- Reading task

Australian Curriculum:

Spanish



Course Overview

The Unit investigates the lives of other people around the world, Spanish speaking countries in particular, in order to contrast against our own. By doing so the unit initially addresses family and looks at different family members and traditional family units. Countries and nationalities are then identified to help students relate geographically to the different countries in which they are investigating. Dates and time are used as a way to look at different popular traditions and festivals around the world and how they contrast to our own. Finally, by looking at hobbies and likes and dislikes of students of similar age in different countries, the students are able again contrast their own recreational activities with that of others of similar age. The purpose of this unit is for students to develop Spanish language skills through cultural episodes that are specific to teenagers globally and in Australia.

Assessment Types

- Writing task
- Speaking task
- Listening task
- Reading task

Australian Curriculum:

SEDA



Course Overview

The Sporting Excellence and Development Academy (SEDA), allows our athletes to achieve a balance between their academic and sporting pursuits. SEDA provides our students with the opportunity to compete and perform at the highest level possible both on and off the sports field. Sports include: Football, Netball, Basketball and Rugby League.

Vision

The sporting Excellence and Development Academy is an established program reflecting our FAMILY values, designed to promote sportsmanship, to holistically develop individuals to reach their potential, and to equip students with life-long skills.

Assessment Types

- Physical performance

Australian Curriculum:

Technologies



Digital Technologies

Unit Title: **Robotics**

Students are introduced to Robotics with LEGO mindstorm Ev3 robots. This unit is a hands-on, cross-curricular STEM solution that engages students by providing the resources to design, build and program their creations while helping them develop essential skills such as creativity, critical thinking, collaboration, and communication.

Assessment Types

- Design Folio

Design Technologies: Materials and Technologies

Unit title: **My Desk...What a Mess!**

Unit focus:

Designing a solution for an identified need or want. (Home or Community)

The design process – Explore-Develop-Produce

Developing safe practices and procedures in a workshop environment using relevant tools and equipment.

Assessment Types

- Design Folio

Design Technologies: Food and Materials

Unit title: **How can we plan and produce with a Textiles and Food?**

Unit focus:

Food: Design task – Students further develop their knowledge of nutrition using the Australian Guide to Healthy eating to analyse a recipe to create a new and improved version.

Textiles: Design Task – Students develop and extend their sewing skills to complete a design task to create a textiles item for a client, ensuring they understand client needs in their application.

Assessment Types

- Design Folio

Australian Curriculum:

STEM



Course Overview

Students will use LEGO Spike Prime Education and Coding, where innovation, engineering, and coding come together to spark curiosity and creativity! In this dynamic course, you will dive into the world of robotics, design, and programming using the versatile LEGO Spike Prime kit. Get ready to build, code, and innovate your way through exciting STEM challenges. This course is designed to provide you with hands-on experience in robotics, coding, and problem-solving. As students build, program, and innovate with the Spike Prime kit, they will not only acquire technical skills but also foster a mindset of innovation, exploration, teamwork, and critical thinking.

Assessment Types

- Portfolio items

*All students must use the
Subject Selection Online process
for selecting subjects for 2024
no paper copies will be accepted*