



# St Brigid's College

## **Year 8/9 Electives Handbook**

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Dear Year 7 and 8 students, parents and guardians,

Over the coming week, you will be required to make choices about your study for 2026. You have the opportunity to choose subjects that you will enjoy, that you are good at, and that you may need to support your career direction if you have one. We encourage you to put the time and effort into selecting subjects that will engage and challenge you.

## Introduction

In Years 8 and 9 you will complete compulsory and elective subjects over the school years. Our curriculum aims to provide a broad range of choices, to enable you to explore your interests and talents, and to acquire the requisite skills and knowledge for a successful transition into Year 10.

This Handbook provides a guide to selecting your elective subjects. Your final selection requires careful consideration and investigation by you and your parents. We encourage families to discuss their several semester-long options and aspirations, and take advantage of the expert advice offered at school.

If you have any difficulty or further questions you should talk with your Teacher Advisor, Class Teachers, Learning and Teaching Team members or Pathways Coordinator.

## Subject Selection Contacts

Pathways Coordinator and Careers Coordinator	
Mrs Lesley Lannen	<a href="mailto:llannen@stbc.vic.edu.au">llannen@stbc.vic.edu.au</a>
Learning and Teaching Team	
Tamika Burdett	<a href="mailto:tburdett@stbc.vic.edu.au">tburdett@stbc.vic.edu.au</a>
Madeleine Chaplin	<a href="mailto:mchaplin@stbc.vic.edu.au">mchaplin@stbc.vic.edu.au</a>
Fiona Friberg	<a href="mailto:ffriberg@stbc.vic.edu.au">ffriberg@stbc.vic.edu.au</a>
Louise Hobbs	<a href="mailto:lhobbs@stbc.vic.edu.au">lhobbs@stbc.vic.edu.au</a>
Lorraine Leonforte	<a href="mailto:lleonforte@stbc.vic.edu.au">lleonforte@stbc.vic.edu.au</a>
Holly Ruwoldt	<a href="mailto:hruwoldt@stbc.vic.edu.au">hruwoldt@stbc.vic.edu.au</a>

# Year 8 and 9 Subjects Overview

## **Year 8**

### **Core Subjects:**

Digital Technologies  
English  
Health and Physical Education  
Humanities  
Japanese  
Mathematics  
Pastoral Care  
Religious Education  
Science

## **Year 9**

### **Core Subjects:**

English  
Health and Physical Education  
Humanities  
Mathematics  
Pastoral Care  
Religious Education  
Science

### **Elective Subjects Offered to Year 8 and 9:**

Art  
Digital Technologies  
Drama  
Food Technologies  
Forensic Science  
Environmental Science  
Japanese  
Media  
Music  
Outdoor Education (Year 9 only)  
Photography  
Product Design and Technology  
Sports Academy (selection process applies)  
Textiles  
Visual Communication Design

# Elective Structure

You may combine your electives in a number of ways:

- 6 subjects – one semester each
- 3 subjects over both semesters
- A combination of your choice

To ensure that you develop skills across a range of subjects, draw yourself a draft planner over the two years. You can only do a subject three times over the two years. To create the best possible timetable, some subjects that you put in a particular semester may run in a different semester to what you've chosen.

You should choose six elective subjects in a combination of your choosing.

## Year 8

	Core Subjects		Elective 1	Elective 2	Elective 3
Sem 1	<ul style="list-style-type: none"> <li>• Digital Technologies</li> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• Japanese</li> <li>• Mathematics</li> </ul>			
Sem 2	<ul style="list-style-type: none"> <li>• Health and Physical Education</li> <li>• Humanities</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral Care</li> <li>• Religious Education</li> <li>• Science</li> </ul>			

## Year 9

	Core Subjects		Elective 1	Elective 2	Elective 3
Sem 1	<ul style="list-style-type: none"> <li>• English</li> <li>• Health and Physical Education</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Pastoral Care</li> </ul>			
Sem 2	<ul style="list-style-type: none"> <li>• Humanities</li> </ul>	<ul style="list-style-type: none"> <li>• Religious Education</li> <li>• Science</li> </ul>			

## **Subject Changes**

You will select subjects for the full year however you may decide that you need to make changes mid-year. This is possible depending on existing class numbers and timetabling. You must speak with Mrs Leonforte, from the Learning and Teaching Team, for this to occur and keep an eye on SIMON Daily Messages for a message of a due date for changes during Term 2.

For students in Year 8, your planner does not lock you into your choices for the 2nd year – you will have the opportunity to revise your selections going into Year 9.

## **Subject Availability**

All subjects offered are determined by staffing, facilities, resources and timetabling constraints. Therefore, there may be subjects advertised in this Handbook that may not run. If a clash in the timetable occurs or a subject does not run, a member of the Learning and Teaching Team will see you to work through your other choices.

## **How to Select Your Subjects**

You will be given a log-in and password to WebPreferences during Term 3 to submit your selections online. Once this is complete, a copy will be sent home.

# Arts Electives



Art	
2026	2027
<p><b>Semester 1 – Printmaking</b></p> <ul style="list-style-type: none"> <li>• Print, play and make. Use specialised printing equipment and materials and develop skills using printmaking conventions to produce layers of colour and editions of work. Use printmaking techniques such as lino, intaglio, collagraphs, gelli plates, screen printing and street art stencils.</li> <li>• Think creatively and critically to develop your own ideas.</li> <li>• Explore the use of art elements and principles to develop meaning in artworks.</li> <li>• Gain inspiration from and analyse the works of printmakers and other artists.</li> </ul>	<p><b>Semester 1 – Mini To Maxi</b></p> <ul style="list-style-type: none"> <li>• Explore how the meaning of an artwork is affected by using art elements and principles, and different mediums and techniques.</li> <li>• Investigate the art principle of scale by developing an understanding of the impact a size of an artwork can have on a viewer.</li> <li>• Examine the ‘Pop Art’ movement by working in 3D construction to create miniature and oversized sculpture related to popular culture today.</li> </ul>
<p><b>Semester 2 – Ceramics</b></p> <ul style="list-style-type: none"> <li>• Explore the idea of identity through the work of First Nations artists, the Hermannsburg Potters.</li> <li>• Use handbuilding techniques and glaze to create your own Hermannsburg style vessel with lid.</li> </ul>	<p><b>Semester 2 – Paper To Permanent</b></p> <ul style="list-style-type: none"> <li>• Develop and practise a range of drawing skills and methods, using a variety of interesting materials, media and methods.</li> <li>• Build a folio of drawing explorations and a final artwork which uses drawing and paper in the final</li> </ul>

<ul style="list-style-type: none"> <li>• Explore a range of ceramic and decorative techniques.</li> <li>• Work collaboratively to create a ceramic totem for public display.</li> </ul>	<p>presentation and/ or development of ideas.</p> <ul style="list-style-type: none"> <li>• Think critically about your own work and the work of others.</li> </ul>
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## Drama

2026	2027
<b>Semester 1 – Masks and Mayhem</b> <ul style="list-style-type: none"> <li>• Improvise and explore characters with traditional Commedia Dell'Arte masks.</li> <li>• Develop a series of group performances, large and small.</li> <li>• Critically evaluate and analyse one of the most famous Commedia Dell'Arte productions, The Servant of Two Masters.</li> </ul>	<b>Semester 1 – Melodrama Madness</b> <ul style="list-style-type: none"> <li>• Explore the concepts and characters of melodrama.</li> <li>• Develop and perform a group performance.</li> <li>• Critically evaluate and analyse professional performances of melodrama.</li> </ul>
<b>Semester 2 – Scene Development and Storytelling through Stagecraft</b> <ul style="list-style-type: none"> <li>• Improvise and explore characters through a range of performance styles and contexts.</li> <li>• Use/create scripts within a series of solo, duo and group presentations.</li> <li>• Experiment with design in specific production areas and how this can impact dramatic performance.</li> <li>• Learn how to critically evaluate and analyse scenes from professional theatre productions.</li> </ul>	<b>Semester 2 – The Magic 'If'</b> <ul style="list-style-type: none"> <li>• Explore the Stanislavski method of acting, including the tools and techniques.</li> <li>• Develop and perform a solo performance.</li> <li>• Critically evaluate and analyse a professional performance using the Stanislavski method.</li> </ul>

## Media

2026	2027
<b>Semester 1 – Genre Giants</b> <ul style="list-style-type: none"> <li>• Explore the codes and conventions of different film genres.</li> <li>• Investigate how film directors use elements such as camera techniques, editing and sound to create media texts.</li> <li>• Develop and refine media production skills by planning, filming and editing your own media texts.</li> </ul>	<b>Semester 1 – Terrific Transitions</b> <ul style="list-style-type: none"> <li>• Explore different media platforms, including social media platforms (such as TikTok), and the media text created for these platforms.</li> <li>• Examine and discuss how media texts created for these platforms meet or manipulate the expectations of an audience.</li> </ul>



	<ul style="list-style-type: none"> <li>Develop and refine your media production skills by planning, filming and editing your own media texts.</li> </ul>
<b>Semester 2 – Social Media and You</b> <ul style="list-style-type: none"> <li>Investigate the social, moral and ethical impact of social media and advertising on society.</li> <li>Explore how cultural, social and environmental issues are represented in the media.</li> <li>Develop and refine media production skills by planning, filming, and editing your own media texts.</li> </ul>	<b>Semester 2 – Daring Directors</b> <ul style="list-style-type: none"> <li>Explore how film directors use elements such as camera techniques, editing and sound to create media texts.</li> <li>Discuss film work to identify and explain how production elements, like camera work and sound, create audience engagement.</li> <li>Develop and refine media production skills by planning, filming, and editing your own media texts.</li> </ul>
<b>Music</b>	
<b>2026</b>	<b>2027</b>
<b>Semester 1 – School of Rock</b> <ul style="list-style-type: none"> <li>Learn about rock and roll as a subject.</li> <li>Explore the origins of rock in the 12 bar blues.</li> <li>Develop an understanding of the musical elements (such as rhythm, melody, harmony, form) through an exploration of the history of rock and roll from the 1950s to the present day.</li> <li>Produce the playlist for the ultimate rock and roll album, either by playing your chosen instrument or by curation.</li> </ul>	<b>Semester 1 – The Voice</b> <ul style="list-style-type: none"> <li>Examine what exactly singing is and when humans started singing as a form of communication.</li> <li>Explore the human voice as a musical instrument and engage with vocal music across a range of cultures, times, and locations.</li> <li>Use your understanding of underlying musical elements and vocal technique (breathe control, phrasing etc) to critique the contestants on “The Voice” competition.</li> </ul>
<b>Semester 2 – Songs of Social Justice and Protest</b> <ul style="list-style-type: none"> <li>Explore the general purposes of music and then focus on the use of music as a rallying cry for social justice and reflection.</li> <li>Develop your understanding of the underlying elements of music, starting with the history of protest music from the 19<sup>th</sup> century and continuing to music of the 20<sup>th</sup> and 21<sup>st</sup> centuries.</li> <li>Using your understanding of the musical elements that are important in a song of</li> </ul>	<b>Semester 2 – Music – 40 Years of Hip Hop</b> <ul style="list-style-type: none"> <li>Explore the story of hip hop from its humble origins in the Bronx in New York to its current place as a dominant force in popular music.</li> <li>Develop your understanding of the underlying elements of music and stylistic features that are unique to hip hop, starting off with old school rap and moving through genres such as G funk.</li> </ul>

<p>revolution, create your own song of protest to stir people into action for a worthy cause.</p>	<ul style="list-style-type: none"> <li>Using the musical elements of hip hop and the art of the DJ as a foundation, create your own tracks and radio show.</li> </ul>
Photography	
2026	2027
<p><b>Semester 1 – Show Me The Money: Careers in Photography</b></p> <ul style="list-style-type: none"> <li>Explore ways to make money using photography, commercial photography, photojournalism and photography competitions.</li> <li>Learn how to speak to people emotionally through photojournalism and capturing of images.</li> <li>Preparing for photographic competitions and exhibitions including Hugh Jenkin Photographic competition.</li> </ul>	<p><b>Semester 1 – Insta Famous: Identity in the Media</b></p> <ul style="list-style-type: none"> <li>Learn how the media skews identity, how famous people construct an online persona and identity, and how to spot fakes.</li> <li>Explore what is right and wrong with advertising online and fake information.</li> <li>Learn and evaluate how to use Adobe Photoshop to create fake information.</li> </ul>
<p><b>Semester 2 – Narrative in Photography</b></p> <ul style="list-style-type: none"> <li>Learn how to tell a story using only pictures and no words.</li> <li>Create a story inspired by Wes Anderson to suit a theme.</li> <li>Tell your own story and create your own theme.</li> </ul>	<p><b>Semester 2 – Cameraless Photography</b></p> <ul style="list-style-type: none"> <li>Create photograms using the darkroom that are inspired by other artists.</li> <li>Use Adobe Photoshop to creatively edit images that explore pattern and shape.</li> <li>Investigate pinhole cameras and the introduction of photography into mass society.</li> </ul>
Visual Communication Design	
2026	2027
<p><b>Semester 1 – Words and Images</b></p> <ul style="list-style-type: none"> <li>Work to a brief for a variety of graphic design problems that focus on illustration and typography.</li> <li>Use the design thinking tools to expand your creativity and range of ideas.</li> <li>Develop your work using design elements and principles, materials, digital and manual methods, and media.</li> </ul>	<p><b>Semester 1 – Technical Drawing for Industry</b></p> <ul style="list-style-type: none"> <li>Develop technical drawing skills to work in the industries of building, plumbing, electrical, cabinet making, architecture, landscape design, product design, and engineering.</li> <li>Use drawing systems including plans and elevations, orthogonal drawing, isometric, planometric, and perspective drawing using manual or digital systems.</li> </ul>

<p><b>Semester 2 – Technical Drawing for Industry</b></p> <ul style="list-style-type: none"> <li>• Develop technical drawing skills to work in the industries of building, plumbing, electrical, cabinet making, architecture, landscape design, product design, and engineering.</li> <li>• Use drawing systems include plans and elevations, orthogonal drawing, isometric, planometric and perspective drawing using manual or digital drawing methods.</li> </ul>	<p><b>Semester 2 – Words and Images</b></p> <ul style="list-style-type: none"> <li>• Work to a brief for a variety of graphic design problems that focus on illustration and typography.</li> <li>• Use the design thinking tools to expand your creativity and range of ideas.</li> <li>• Develop your work using design elements and principles, materials, digital and manual methods, and media.</li> </ul>
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# Health and Physical Education Electives



## Outdoor Education – Year 9 Only

### Structure

The Outdoor Education Program is offered to Year 9 students. For maximum benefit, it is recommended you study it in both semesters.

### Other Considerations

This subject attracts a levy in addition to annual school fees.

Outdoor Education	
Semester 1 – Year 9	Semester 2 – Year 9
<b>Outdoor Education – Understanding Outdoor Environments</b> Topics include: <ul style="list-style-type: none"> <li>• Risk factors in the outdoor environments.</li> <li>• Sustainability and minimal impact.</li> <li>• World views on environmental management.</li> <li>• camp preparation including work with tents, Knots and Trangia cooking.</li> <li>• Bike Education.</li> </ul> Apply this knowledge in practical lessons in class time.	<b>Outdoor Education – Knowing Outdoor Environments</b> Topics include: <ul style="list-style-type: none"> <li>• Indigenous relationships before and after European settlement.</li> <li>• Effects of industrialisation and nation building on food production, land and water degradation.</li> <li>• Importance of healthy environments.</li> <li>• Minimal impact strategies for recreational activities.</li> </ul> Apply this knowledge on a three day expedition undertaking activities like surfing, caving, sand boarding, abseiling, and yoga.

# Sports Academy

## Structure

The specialised Sports Academy program requires a high level of commitment. For maximum benefit, it is recommended to study the specialised Sports Academy program in both semesters.

The specialised sports in focus include, but are not limited to, Basketball, AFL and Netball. Entry to the specialised Sports Academy Program is by application and interview. If you are interested in additional sports to this list, you are encouraged to apply, where further consultation about your options will occur.

## How to Apply

The selected application process allows St Brigid's College to determine a sound understanding of the level of support required to meet your goals in your chosen sport.

**Step 1** – Download the specialised Sports Academy Application Form. This can be found on Knowledge Banks or see a Sports Academy teacher for assistance.

**Step 2** – An Interview will occur. Where possible, the interview will include the parent/guardian and Sports Academy teacher.

**Step 3** – Acceptance and approval will then be finalised. Consideration on whether the St Brigid's College specialised Sports Academy Program can assist you in the chosen sport will occur. If St Brigid's College cannot cater for this chosen sport, further discussions about possible alternative avenues will be explored with you.

## Subject Levy

There is an additional cost of \$100 per semester unit selected to participate in this program. The levy covers expenses such as travel, equipment, screenings, excursions, and specialist coaches when required. Please see the subject description for more detail on the specific experiences.

## Sports Academy

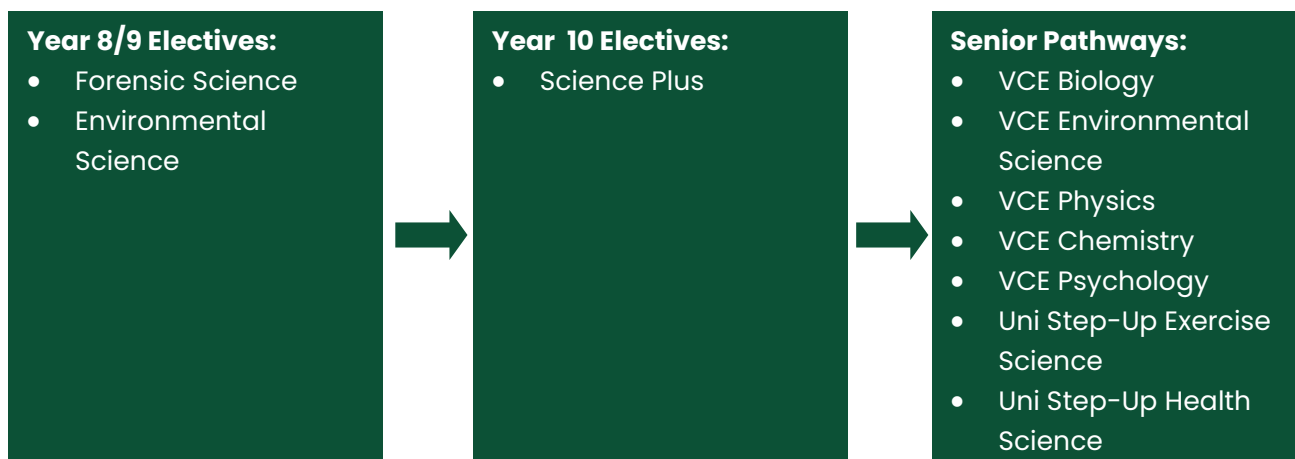
2026	2027
<b>Semester 1 – Leadership and Coaching</b> <ul style="list-style-type: none"> <li>Develop a personalised program which will enhance your specialised sport through skill development, leadership, teamwork, and resilience skills, with an emphasis on leadership and coaching.</li> </ul>	<b>Semester 1 – Strength, Conditioning and Training Methods</b> <ul style="list-style-type: none"> <li>Develop a personalised program which enhances your specialised sport through skill development, leadership, teamwork, and resilience skills, with an emphasis on strength and conditioning and training methods.</li> <li>Experience individual screening and receive a personalised plan with a Health Professional.</li> </ul>
<b>Semester 2 – Sports Psychology and Mindfulness</b> <ul style="list-style-type: none"> <li>Develop a personalised program which enhances your specialised sport through skill development, and strength and conditioning with an emphasis on sports psychology and mindfulness.</li> <li>Take the opportunity to visit an elite training facility and learn more about the expectations and programs delivered.</li> </ul>	<b>Semester 2 – Injury Prevention, Management and Recovery</b> <ul style="list-style-type: none"> <li>Develop a personalised program which enhances your specialised sport through skill development, leadership, teamwork, and resilience skills, with emphasis on recovery and injury prevention and management.</li> <li>Take the opportunity to visit the Australian Sports Museum in Melbourne, an elite training facility, to learn more about the expectations and programs delivered.</li> </ul>

# Language Electives

Japanese is an elective subject. It is strongly recommended that students choose to study **both semesters as a sequence**.

Japanese	
Semester 1	Semester 2
<ul style="list-style-type: none"> <li>• Build on the compulsory Year 7 and 8 Japanese learning content.</li> <li>• Extend your skills and knowledge by learning more complex grammar and all three scripts (hiragana, katakana, and kanji).</li> <li>• Transition from interacting with structured and rehearsed dialogues to engaging in spontaneous, personalised, and natural communication in both written and spoken forms.</li> <li>• Reflect on and discuss the significant cultural influence on language.</li> </ul> <p>Possible topics:</p> <ul style="list-style-type: none"> <li>• Travel and Tourism in Japan</li> <li>• Japanese Celebrations</li> </ul> <p>(Topics are selected based on students' previous studies and current levels)</p>	<ul style="list-style-type: none"> <li>• Build on the compulsory Year 7 and 8 Japanese learning content.</li> <li>• Extend your skills and knowledge by learning more complex grammar and all three scripts (hiragana, katakana, and kanji).</li> <li>• Transition from interacting with structured and rehearsed dialogues to engaging in spontaneous, personalised, and natural communication in both written and spoken forms.</li> <li>• Reflect on and discuss the significant cultural influence on language.</li> </ul> <p>Possible topics:</p> <ul style="list-style-type: none"> <li>• Katakana Script</li> <li>• Places, positions, and objects</li> <li>• Seasons and Weather forecasts</li> </ul> <p>(Topics are selected based on students' previous studies and current levels)</p>

# Science Electives



Forensic Science can be studied for one semester per year.

Science	
Semester 1 – Forensic Science	Semester 2 – Environmental Science
<ul style="list-style-type: none"> <li>• Unlock the secrets of crime-solving science.</li> <li>• Engaging and hands-on elective – step into the shoes of forensic investigators and explore the fascinating world where science meets crime.</li> <li>• Case-based learning, apply skills from biology, chemistry, and physics to examine mock crime scenes, analyse physical evidence, and solve mysteries.</li> <li>• Discover the latest fingerprinting techniques, how to analysis hair, footprints, handwriting, toxicology and even spatter patterns.</li> <li>• Discuss the role of forensic science in high-profile investigations like the Leongatha mushroom poisoning case, highlighting the importance of forensic evidence in legal proceedings.</li> </ul> <p>This subject builds critical thinking, observation, and analytical skills while encouraging teamwork and scientific inquiry.</p>	<ul style="list-style-type: none"> <li>• Explore key environmental challenges such as plastic pollution, climate change, and biodiversity loss.</li> <li>• Investigate the science behind sustainability, analyse human impacts on natural systems like the water cycle, and design real-world solutions to environmental problems.</li> <li>• Practical activities include water quality testing, measuring carbon emissions, and prototyping sustainable technologies. With an emphasis on collaboration, critical thinking, and innovation, this subject is ideal for students interested in science, engineering, and creating a more sustainable future.</li> </ul> <p>This subject builds critical thinking, observation, and analytical skills while encouraging teamwork and scientific inquiry.</p>



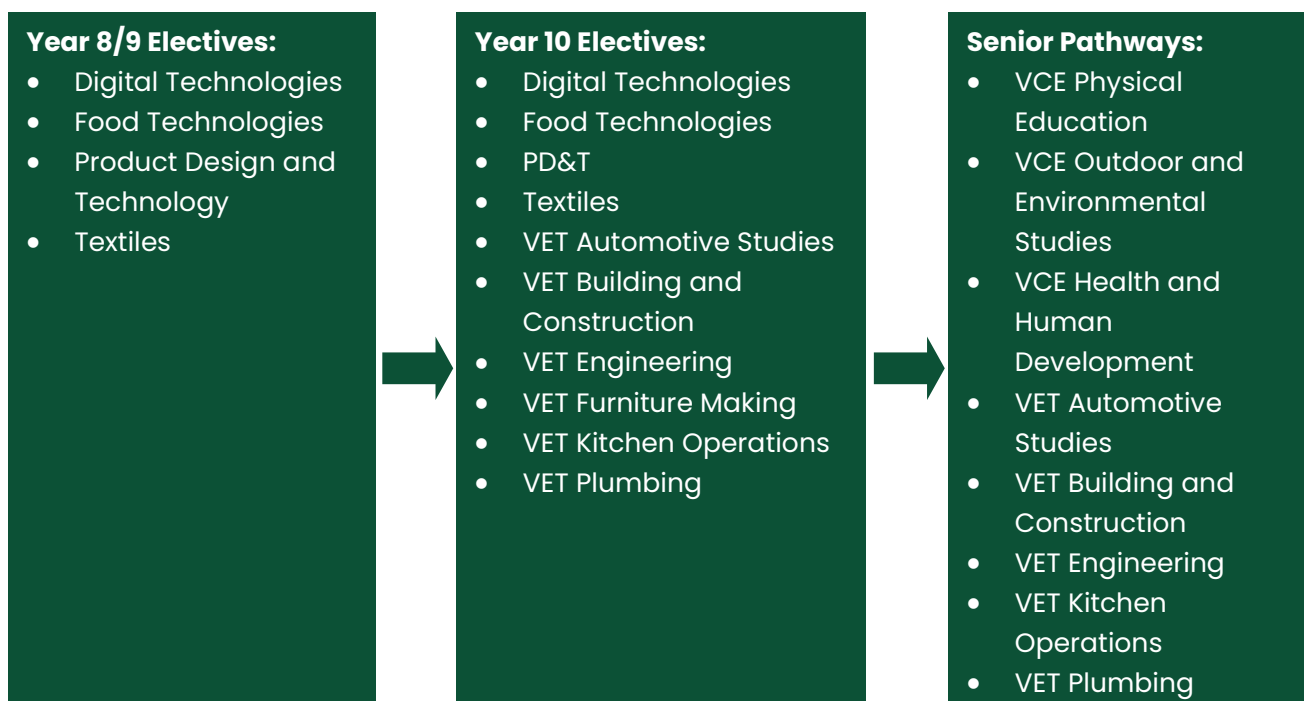
## Science Enrichment Opportunity

Emerging Sciences Victoria (ESV) is an innovative online science program delivered by John Monash Science School, giving students across Victoria access to advanced, cutting-edge science subjects not typically offered in mainstream schools. Topics include Astrophysics, Nanotechnology, Bioinformatics, Quantum Physics, and more.

The program features live, interactive classes delivered through a virtual platform, allowing students to collaborate with peers from other schools and engage with expert science educators. ESV aims to extend scientific thinking, build STEM capabilities, and support pathways into tertiary education and science-related careers.

<b>ESV Timetable</b> <b>Semester 2, 2025</b>				
Monday	Tuesday	Wednesday	Thursday	Friday
Indigenous Science 8:45 - 9:35am		Indigenous Science 8:45 - 9:35am		
Astrophysics 9:50 - 10:40am		Astrophysics 9:50 - 10:40am		Nature & Beauty of Mathematics 9:50 - 10:40am
Neuroscience 11:25 - 12:15pm		Nature & Beauty of Mathematics 11:00-11:50am		Medical Physics 11:25 - 12:15pm
Biotechnology 12:30 - 1:20pm	Sustainable Tech 12:30 - 1:20pm	Biotechnology 12:10 - 1:00pm	Sustainable Tech 12:30 - 1:20pm	
	Medical Physics 2:20 - 3:10pm		Neuroscience 2:20 - 3:10pm	

# Technology Electives



Digital Technologies	
2026	2027
<p><b>Semester 1 – Digital Systems, Networking and Security</b></p> <ul style="list-style-type: none"> <li>• Explore how systems are made up and their use in all aspects of our lives. Networks describe how we connect systems together and use them to transmit data. Security focuses on how we protect the data stored in and transmitted by systems.</li> <li>• Design the user experience of a digital system, evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics.</li> <li>• Investigate the role of hardware and software in managing, controlling, and securing the movement of and access to data in networked digital systems.</li> </ul>	<p><b>Semester 1 – Networking and Programming</b></p> <ul style="list-style-type: none"> <li>• Investigate how information is transmitted and secured over different types of networks, such as exploring how your mobile phone works or what happens when you buy and download a song from Spotify.</li> <li>• Learn how to develop and modify your own programs using a general purpose programming language, such as creating your own video games or exploring how we control the technology we use in our everyday lives.</li> <li>• Design algorithms to solve real world problems and represent them graphically and in written form.</li> <li>• Explore solving problems by finding the right solution and with clear instructions help someone complete a simple task.</li> </ul>

<b>Semester 2 – Specification, Algorithms and Implementation</b> <ul style="list-style-type: none"> <li>• Solve problems, factor these into our planned solutions, and break a problem into more manageable pieces so it can be understood and solved.</li> <li>• Design, validate and test algorithms represented graphically and in structured English.</li> <li>• Implement your problem design and algorithm to develop modular programs, applying selected algorithms and data structures, including using an object-oriented programming language.</li> </ul>	<b>Semester 2 – Robots, Data Collection and Interpretation</b> <ul style="list-style-type: none"> <li>• Utilise robots to solve real world problems, evaluate how well your developed solutions and existing information systems meet needs, are innovative and take account of future risks and sustainability.</li> <li>• Acquire data from a range of sources and evaluate their authenticity, accuracy, and timeliness.</li> <li>• Analyse and visualise data using a range of software to create information and use structured data to model objects or events.</li> </ul>
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## Food Technologies

2026	2027
<b>Semester 1 – Designing with Food 1</b> <ul style="list-style-type: none"> <li>• Explore the role of ingredients in cooking using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal.</li> <li>• Develop an understanding of the design process. Identify the needs or opportunities of design briefs, investigate suitable recipes and ideas and plan for production.</li> <li>• Apply design thinking, creativity and innovation to produce food products and then evaluate their product.</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Role of ingredients in cooking</li> <li>• Food preparation techniques</li> <li>• Designing with food</li> </ul>	<b>Semester 1 – Designing with Food 1</b> <ul style="list-style-type: none"> <li>• Prepare and present foods using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal.</li> <li>• Develop an understanding of the design process.</li> <li>• Identify the needs or opportunities of design briefs, investigate suitable recipes and ideas and plan for production.</li> <li>• Apply design thinking, creativity and innovation to produce food products and then evaluate their product.</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>• Food preparation techniques</li> <li>• Designing with food</li> <li>• Australian Native ingredients</li> </ul>
<b>Semester 2 – Designing with Food 2</b> <ul style="list-style-type: none"> <li>• Explore a range of preparation and presentation techniques for creating interesting and appetising dishes.</li> <li>• Develop an understanding of the design process.</li> </ul>	<b>Semester 2 – Designing with Food 2</b> <ul style="list-style-type: none"> <li>• Prepare and present foods using a range of techniques to ensure optimum nutrient content, flavour, texture and visual appeal.</li> <li>• Develop an understanding of the design process.</li> </ul>

<ul style="list-style-type: none"> <li>Identify the needs or opportunities of design briefs, investigate suitable recipes and ideas and plan for production.</li> <li>Apply design thinking, creativity and innovation to produce food products and then evaluate their product.</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>Food preparation techniques</li> <li>Food presentation techniques</li> <li>Designing with food</li> </ul>	<ul style="list-style-type: none"> <li>Identify the needs or opportunities of design briefs, investigate suitable recipes and ideas and plan for production.</li> <li>Apply design thinking, creativity and innovation to produce food products and then evaluate their product.</li> </ul> <p>Topics:</p> <ul style="list-style-type: none"> <li>Food staples</li> <li>Designing with food</li> <li>Foods from different culture</li> </ul>
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## Product Design and Technology

2026	2027
<p><b>Semester 1 – I Wish I Had One of Those!</b></p> <ul style="list-style-type: none"> <li>Projects may include gadgets or tools for around home or the shed.</li> <li>Opportunities to work with wood, metal and plastics.</li> <li>Use the design process and clarify your understanding of design brief requirements.</li> <li>Work safely with tools and equipment.</li> <li>Suggest modifications to improve your products, considering evaluation of their function and appearance.</li> </ul>	<p><b>Semester 1 – You Store It!</b></p> <ul style="list-style-type: none"> <li>Projects may include containers, toolboxes, and other items based on the theme of storage.</li> <li>Projects may include gadgets or tools for around home or the shed.</li> <li>Opportunities to work with wood, metal and plastics.</li> <li>Use the design process and clarify your understanding of design brief requirements.</li> <li>Work safely with tools and equipment.</li> <li>Suggest modifications to improve your products, considering evaluation of their function and appearance.</li> </ul>
<p><b>Semester 2 – Gaming and Puzzles</b></p> <ul style="list-style-type: none"> <li>Projects may include game boards and various puzzles</li> <li>Build on skills developed in Semester 1.</li> </ul>	<p><b>Semester 2 – I’ve Been Framed</b></p> <ul style="list-style-type: none"> <li>Projects may include picture frames, racks, stands or other ideas used to display personal effects</li> <li>Build on skills developed in Semester 1.</li> </ul>

## Textiles

**2026/2027**

### **Semester 1**

#### **Snooze and Snuggle (Year 8 Project)**

- Develop and design a design brief for a snuggly dressing gown and fabric book cover.
- Work through the design process including investigation and research, design development, production, and evaluation—to enhance your creativity, technical skills, and understanding of suitable materials, projects and fabric choices.

#### **Bound in Fabric (Year 9 Project)**

- Develop and design a design brief for a textile/fabric project or product of your choice. Possible options include fabric book covers, patchwork or rag quilts, pyjamas, dressing gown clothing, appliqué, cushions, embroidery, tote bags, lanyards, make-up bags, ugly dolls, or hoodies.
- Work through the design process including investigation and research, design development, production, and evaluation—to enhance your creativity, technical skills, and understanding of suitable materials, projects and fabric choices.

### **Semester 2 – Stitchcraft Studio**

- Develop and design a design brief for a textile/fabric project or product of your choice. Possible options for projects include fabric book covers, patchwork or rag quilts, pyjamas, clothing, appliqué, cushions, embroidery, tote bags, lanyards, make-up bags, ugly dolls, or hoodies.
- Work through the design process including investigation and research, design development, production, and evaluation—to enhance your creativity, technical skills, and understanding of suitable materials, projects and fabric choices.