



REDLYNCH STATE COLLEGE

PREP - YEAR 12

Year 7 Curriculum Guide

2027

INTRODUCTION

Welcome to Redlynch State College - RSC. The college is nestled in the Freshwater Valley surrounded by the beautiful hills, the essence of which is captured in our school vision "Learning in our valley, thinking beyond the hills". Located in one of Cairns' fastest developing districts, our school is continually expanding to meet this growth. In 2007 we enrolled our first Year 8 students. 2011 saw these students graduate as our first Year 12 cohort. In 2024 we anticipate around 210 Year 7 students will be enrolled at the college with a total enrolment of approximately 1275 on the secondary campus.

We provide innovative and challenging experiences for all students in preparation for future pathways beyond the school environment and our goal is to create an enhanced learning environment that meets the needs of all learners. Personalising learning experiences requires communication between the home and school on a regular basis, and we highly encourage parents and guardians to build their relationship with the college through positive interactions – both personally and through electronic communication during their time here.

As part of our innovative learning experience, all students in the college require their own laptop to be brought to school each day. More information regarding curriculum requirements and the BYOx program is available on the College website – www.redlynchsc.eq.edu.au.

We look forward to working with you over the next 6 years of secondary schooling and thank you for choosing to share your learning journey at Redlynch State College.

BEHAVIOURAL EXPECTATIONS

Redlynch State College is committed to ensuring that all young Queenslanders have a right to and receive a quality education.

Redlynch State College creates a supportive school environment where all people feel respected, safe and committed to learning. A positive learning environment is created by building on quality relationships with students and parents. Our approach to developing responsible behaviour is focused on these relationships and takes place in a caring, supportive environment. We believe that self-control is necessary for children's welfare and happiness and their ability to function effectively in society. Students are encouraged to manage their thinking and their behaviours and it is expected that they develop self-discipline and take responsibility for their actions.

Our behavioural expectations are:

- Respect
- Safety
- Commitment to Learning & Wellbeing

These behavioural expectations are embedded in the curriculum and expressed through our learning outcomes. It is expected that all members of our school community will consistently display our behavioural expectations in all actions.

These behavioural expectations are the foundation of our Responsible Behaviour Plan for Students.



JUNIOR SECONDARY

Junior Secondary at Redlynch State College has a focus on six key areas:

Distinct Identity

Students in Junior Secondary (7 – 9) wear a different uniform and our Year 7s have their own block for most of their classes and lunchtimes.

Quality teaching

A focus on quality in all curriculum areas.

Student Wellbeing

The weekly RSC lessons provide practical methods, tools and support to students' personal development and understanding. Topics include emotions, personal strengths, health and relationships. 1 lesson per week covering a wide range of topics for student wellbeing.

Parent and Community Involvement

We welcome involvement on a regular basis, via email, in person and Parent/Teacher evenings.

Leadership at the College has dedicated personnel to Junior Secondary.

Local decision making through consultation with the College and wider community.

We recognise that these learners have distinctive needs. These include a need for:

- a confident sense of self
- strong and supportive relationships with friends, family and teachers
- a sense of purpose in what they're learning
- a strong sense of personal control over what they are doing and how they do it
- the ability to succeed
- high intellectual quality
- knowing they're safe
- a sense of belonging

How will we do it?

Our committed educators are dedicated to improving learning outcomes for all our students through:

- enhanced teaching and learning practices in the classroom – building and maintaining positive relationships
- enhanced curriculum and assessment – engaging students in learning
- enhanced school organisation for learning – creating innovative learning environments

CURRICULUM

All Year 7s have 20 timetabled lessons of 70 minutes each week.

This consists of

- Core subjects (English, Math, Science, Health and Physical Education & Humanities)
- Digital Technologies & Languages 1x semester
- Elective subject (2 lessons) which changes each term.
- A dedicated "RSC" lesson where a range of personal development, well-being and other issues are taught and discussed.

Students will be allocated into their classes based around their language chosen. Redlynch offers Spanish, French or Japanese. During enrolment students can select preferences for their Language, however please note there are limited spaces in Spanish and French.

In terms of elective subjects, students will study one elective each term – either the Arts, Technology or Outdoor Recreation. Students are given the opportunity to record their **preferences** via the Online Survey as part of the Enrolment Interview. Students will be allocated subjects across the year as is available. Once allocated, there are no changes possible.

- Please note that the Australian Curriculum requires all Year 7 and Year 8 students to participate in the Arts and Technology. Students do not select electives until Year 9. However, we do offer elective options for Year 8.

Students can apply for Redlynch Arts Courses of Excellence in the following subject areas:

Dance, Drama, Music, Visual Arts

For more information, please visit our school website to access application forms or contact the respective Heads of Department:

Performing Arts – Samantha Parkinson

Visual Arts – Seona Cremin

CORE SUBJECTS

ENGLISH

Faculty	ENGLISH	
Subject Name	English – ENG	
Duration	Full Year – 3x lessons per week	
Units Studied	- Indigenous Fictions - The Pitch Advertising Unit - Novel Study – The Whale Rider - Poetry Devices Analysis	
Core Skills	- Independent research and study skills - Identify, use of, and evaluation of persuasive techniques - Structure responses to suit audiences through language choices - Engage with a stimulus to create a storyline - Deconstruct narratives and practice writing a range of imaginative responses - Develop effective writing techniques - Editing techniques – work on grammar/punctuation/spelling to make writing more effective and writing to a word limit - Identify abstract nouns and develop a memoir - Identify character perspectives - Develop varied sentence structures and experiment with more sophisticated punctuation - Read novels for meaning and enjoyment - Develop a voice so to persuade and give opinions - Locate evidence to support personal opinions - Read poetry for understanding and enjoyment - Identify structural features, poetic devices and meanings - Paragraph writing	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Ethical Understanding - Intercultural Understanding - Personal and Social Capability
Assessment	- Narrative Intervention - Exam and Persuasive Speech - Analytical Exposition - Poetry/Song Analysis Speech	
Costs	Nil	
Subjects aligned with Year 8 & 9	Year 8 English	Year 9 English

MATHS

Faculty	Maths	
Subject Name	Mathematics – MAT	
Duration	Full Year – 3x lessons per week	
Units Studied	• Number • Algebra • Measurement	• Space • Statistics • Probability
Core Skills	In Year 7, learning in mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and process by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Students further develop proficiency and positive dispositions towards mathematics and its use as they: • Extend their understanding of the integer and rational number systems, strengthen their fluency with mental calculation, written algorithms and digital tools and routinely consider the reasonableness of results in context • Use exponents and exponent notation to consolidate and formalise their understanding of representations of natural numbers and use these to make conjectures involving natural numbers by experiment with the assistance of digital tools • Recognise the use of algebraic expressions and formulas using conventions, notations, symbols and pronumerals. They interpret algebraic expressions and formulas, use substitution to evaluate and determine unknown terms where other values are given and solve simple equations using a variety of methods • Use mathematical modelling to solve practical problems involving rational numbers, ratios and percentages, formulating and making choices about representations, calculation strategies and communicating solutions within the context • Use variables, constants, relations and functions to express relationships in real life data and interpret key features of their representation in rules, tables and graphs • Extend their knowledge of angles to establish further relationships and apply these when solving measurement and spatial problems • Create and use algorithms to classify shapes in the plane and use tools to construct shapes, including two-dimensional representation so prisms and other objects • Use coordinates in the Cartesian Plane to describe transformations • Apply the statistical investigation process to obtain numerical data related to questions of interest, choose displays for the distributions of data and interpret summary statistics for determining the centre and spread of the data in context • Conduct probability simulations and experiments involving chance events, construct corresponding sample spaces and observe related frequencies, comparing expected, simulated and experimental results	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	• Mid-term and end of term exams • Problem solving and modelling task • Statistical investigation	

SCIENCE

Faculty	SCIENCE	
Subject Name	Science – SCI	
Duration	Full Year – 3x lessons per week	
Units Studied	• Working Scientifically • Interacting Ecosystems • Forces and Motion • Time and Tide (Earth and Space Science)	
Core Skills	• Questioning • Predicting • Planning and Conducting Investigations • Collect accurate data • Fieldwork • Graphing of data • Safe use of Equipment • Identifying relationships • Drew conclusions • Analyse patterns • Evaluating data • Summarise data • Use of scientific language •	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	• Exams • Practical Reports • Collection data analysis tasks	
Subjects aligned with Year 8 & 9	Year 8 • Science	Year 9 • Science

HEALTH & PHYSICAL EDUCATION

Faculty	HEALTH AND PHYSICAL EDUCATION	
Subject Name	Health and Physical Education – HPE	
Duration	Full Year – 2x lessons per week	
Units Studied	- Valuing Diversity. Minor Games - Fitness. Track & Field - Puberty. Soccer - Cyber Safety. Touch Football	
Core Skills	- Analyse factors, health information and messages - Describe, analyse and propose strategies that enhance their own and other's health, safety, relationships and wellbeing - Apply and transfer movement skills and movement concepts - Implement and evaluate movement strategies - Propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes - Select, use and refine strategies to support inclusion, fair play and collaboration	
	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Ethical Understanding - Intercultural Understanding - Personal and Social Capability
Assessment	Assessment techniques include: - Exam and practical or performance - Investigation and practical or performance - Exam and practical or performance Please note: All practical assessment is continuous throughout the term	
Subjects aligned with Year 8 & 9	Year 8 - Health and Physical Education - Athlete Development Program - Rugby Engagement Program	Year 9 - Health and Physical Education - Athlete Development Program - Rugby Engagement Program
Additional Information	Participation in the practical and theoretical aspects of the course is expected. Equipment: - Laptop - Bucket hat - Running shoes - No jewellery	

HUMANITIES – HISTORY/CIVICS & CITIZENSHIP

Faculty	HUMANITIES	
Subject Name	History – HIS	
Duration	One Semester – 3 lessons per week	
Units Studied	• Deep Time / First Nations Histories of Australia (Term 1) • Ancient China (Term 2)	
Core Skills & Knowledge	• Investigate Australia's First Nations histories and cultures, exploring the significance of Deep Time and the world's oldest continuing culture • Explore the civilization of Ancient China, examining its beliefs, achievements, innovations and lasting influence on the modern world • Engage in inquiry-based and experiential learning through historical investigations, source analysis, debates and immersive activities • Ask historical questions and sequence events to understand continuity, change, causes and consequences over time • Locate, compare and evaluate primary and secondary sources, considering their origin, purpose, reliability and perspectives • Analyse historical evidence to identify different viewpoints, draw well-supported conclusions and develop evidence-based interpretations • Use historical concepts and terminology to communicate understanding through a range of written, spoken and digital formats using evidence to support ideas and arguments • Develop critical thinking by exploring multiple perspectives, challenging misconceptions and making informed judgements about the past	
General Capabilities	• Literacy • Digital Literacy • Critical and Creative Thinking	• Ethical understanding • Intercultural understanding • Personal and Social Capability
Assessment	• Inquiry folio response to stimulus exam	
Subjects aligned with Year 8 & 9	Year 8 • History	Year 9 • History

HUMANITIES – GEOGRAPHY

Faculty	HUMANITIES	
Subject Name	Geography – GEG	
Duration	One Semester – 3 lessons per week	
Units Studied	- Water in the World (Term 3) - Place & Liveability (Term 4)	
Core Skills & Knowledge	- Explore the importance of water as a precious resource through investigating how it is managed, used and valued in Australia and around the world - Examine the characteristics of places and communities through exploring what makes places liveable and how environments influence the way people live - Engage in inquiry-based and experiential learning through fieldwork, mapping, experiments, data collection and investigations of real-world geographical issues - Ask geographically significant questions and investigate patterns, connections, trends and relationships between people, places and environments - Gather, represent and interpret geographical data using maps, graphs, spatial technologies and a range of other geographical tools - Analyse evidence from a variety of sources to draw conclusions, evaluate information and propose solutions to geographical challenges - Use geographical concepts and terminology to communicate findings through written, visual and digital formats, supported by evidence - Develop critical and informed perspectives by considering sustainability, liveability and future management of places and environments	
General Capabilities	- Literacy - Digital Literacy - Critical and Creative Thinking	- Ethical understanding - Intercultural understanding - Personal and Social Capability
Assessment	Geographical report	
Subjects aligned with Year 8 & 9	Year 8 Geography	Year 9 Geography

LANGUAGES

FRENCH

Faculty	LANGUAGES	
Subject Name	French - FRE	
Duration	One semester – 2x lessons per week	
Units Studied	• Introductions – Me, You and Them – students will learn how to count in French, introduce themselves and ask questions to get to know others including French celebrities; describe themselves and others and talk about likes and dislikes • French Pop Culture – Focus on Songs – students will engage with French cultural classics as well as with contemporary hits. They will discover French culture through famous songs	
Core Skills	• In Year 7, students begin learning French and will use the language to talk about their world and interact with classmates in and out of the classroom. Learning activities include listening, speaking, reading and writing with support and guidance provided throughout the process. By comparing French with English, students gain insight into how languages work and how languages connect to culture, values and identity • This program addresses the two key strands of language learning: communicating meaning in French and understanding language and culture. It features two engaging units: introducing oneself and getting to know others including celebrities and exploring the world of French music	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	• Over the course of the semester, students will be assessed in each of the four macro-skill areas – listening, reading, writing and speaking. There is a total of two assessments per term: a comprehension-based exam and a composing project task	
Subjects aligned with Year 8 & 9	Year 8 • French	Year 9 • French
Additional Information	• Excursions to local attractions and events • Participate in overseas tours organised by school staff • Access to scholarships for student exchange programs and post school University pathways • Language and cultural competitions • Participate in the International Study Tour program as buddies for visiting international students	

JAPANESE

Faculty	LANGUAGES	
Subject Name	Japanese - JPS	
Duration	One Semester – 2x lessons per week	
Units Studied	- Wildlife Park – students will use language to explore animals both native to Australia and from around the world - Fashion – students will investigate the season and their cultural importance to Japan. They will use language to identify and describe fashion articles and trends from around the world	
Core Skills	In Year 7, students begin their journey into learning Japanese or continue from their learnings in Primary School. Their experience will build on what they already know about languages and how they've learned before. They will use Japanese to talk about their own world and communicate with teachers and classmates both in and out of the classroom. Learning activities focus on listening, speaking, reading and writing with plenty of support and guidance along the way. By comparing Japanese with English, they will gain a deeper understanding of how languages work. More than just words, students will explore how language reflects culture, values and identity, helping them see the world from a fresh perspective The Year 7 program is designed to be fun, engaging and set students up for success. They will explore Japanese through two exciting units: Wildlife Park, where they learn to describe animals and their habitats and Fashion, where they discover how to talk about clothing style and self-expression	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Ethical Understanding - Intercultural Understanding - Personal and Social Capability
Assessment	Over the course of the semester, students will be assessed in each of the four macro-skill areas – listening, reading, writing and speaking. There is a total of two assessments per term: a comprehension-based examination and a composing project task	
Subjects aligned with Year 8 & 9	Year 8 Japanese	Year 9 Japanese
Additional Information	- Excursions to local attractions and events - Participate in overseas tours organised by school staff - Access to scholarships for student exchange programs and post school University pathways - Language and cultural competitions - Participate in the International Study Tour program as buddies for visiting international students	

SPANISH

Faculty	LANGUAGES	
Subject Name	Spanish - SPN	
Duration	One Semester – 2x lessons per week	
Units Studied	- Wildlife Park – students will use language to explore animals both native to Australia and from around the world - Fashion – students will investigate the season and their cultural importance to Japan. They will use language to identify and describe fashion articles and trends from around the world	
Core Skills	- In Year 7, students embark on an exciting journey of learning both new language and its associated culture. They'll explore how language is used to communicate in different cultural contexts, helping them develop the skills to express themselves and understand others in meaningful ways. This learning process encourages students to reflect on their own language and then compare and contrast with Spanish, fostering a deeper appreciation for both - The Year 7 Spanish language program is organised around two key areas of focus: - Communicating – students learn how to use the language to interpret, create and share ideas effectively in various situations - Understanding – students explore how language and culture work together to create meaning, helping them develop critical thinking skills as they interpret and produce language - Through these two strands, students will not only grow in their language abilities but also gain a deeper understanding of the world's diverse cultures	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Ethical Understanding - Intercultural Understanding - Personal and Social Capability
Assessment	Over the course of the semester, students will be assessed in each of the four macro-skill areas – listening, reading, writing and speaking. There is a total of two assessments per term: a comprehension-based exam and a composing project task	
Subjects aligned with Year 8 & 9	Year 8 Spanish	Year 9 Spanish
Additional Information	- Possible excursions to local attractions and events - Participate in the International Study Tour program as buddies for visiting international students	

DIGITAL TECHNOLOGIES

DIGITAL TECHNOLOGIES

Faculty	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS	
Subject Name	Digital Technologies - DIG	
Duration	One Semester – 2x lessons per week	
Units Studied	- Choose your own Adventure - LED Microcontroller Design	
Core Skills	- Using Microsoft 365 tools online - Problem solving - Creative writing - Respectful communication - Project management - Computational thinking - Algorithms and algorithmic structures using flowcharts - Microcontroller LED design - Information and numeracy reading fluency	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Ethical Understanding - Personal and Social Capability - Intercultural Understanding
Assessment	- Written – Choose your own adventure story with an algorithmic flowchart - Project – modify code and develop a LED display	
Subjects aligned with Year 8 & 9	Year 8 Digital Technologies	Year 9 Digital Technologies
Additional Information	BYOX device is required for every lesson	

THE ARTS – ELECTIVES

DANCE

Faculty	PERFORMING ARTS	
Subject Name	Dance - DAN	
Duration	One Term – 2x lessons per week	
Units Studied	Let's Move – The evolution of Popular Dance	
Core Skills	- Students will explore the exciting world of social dance through a fun, highly practical unit that celebrates the evolution of dance from the 1920s to today. Working in pairs, students will learn and perform a teacher-devised routine featuring iconic styles such as the Charleston, Swing and Disco - Throughout the unit, students will develop confidence, coordination, teamwork and performance skills while applying safe dance practices and using dance terminology to describe movement and performance - They will explore the history and cultural significance of popular social dances, discovering how dance has reflected the music, fashion and social trends of different eras - Through rehearsals and performance, students will develop technical and expressive skills, reflect on their own progress and provide constructive feedback to their peers - With a strong focus on participation, collaboration and enjoyment, this unit provides an engaging introduction to dance in a supportive and inclusive environment. No prior dance experience is required – just a willingness to get involved and have fun	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Intercultural Understanding - Ethical Understanding - Personal and Social Capability
Assessment	- Performance: Rehearse and perform a 1–2 minute teacher-devised dance demonstrating technical and expressive skills relevant to popular dance styles - Reflection: Complete a short written reflection evaluating the application of technical and expressive skills and identifying areas for future improvement	
Subjects aligned with Year 8 & 9	Year 8 Dance	Year 9 Dance

DRAMA

Faculty	PERFORMING ARTS	
Subject Name	Drama - DRA	
Duration	One Term – 2x lessons per week	
Units Studied	Making a Scene! Elements of Drama and Stage combat	
Core Skills	Students step into the exciting world of theatre by exploring the elements of Drama: Human Context, Tension and Focus. Through practical workshops, drama games and performance activities, students discover how actors create believable characters, build suspense and engage an audience. Students develop confidence, teamwork and performance skills through Stage Combat workshops, working towards earning their Stage Combat Licence. They then put their skills into action by creating and performing their own short dramatic scene, combining storytelling, character development, theatrical action and creative choices to bring their performance to life for a live audience	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Intercultural Understanding - Ethical Understanding - Personal and Social Capability
Assessment	Performance	
Subjects aligned with Year 8 & 9	Year 8 Drama	Year 9 Drama

MEDIA ARTS

Faculty	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS	
Subject Name	Media Arts - MED	
Duration	One Term – 2x lessons per week	
Units Studied	Foundation Media Studies	
Core Skills	- View 4 components of Film (Cinematography, Mise En Scene, Sound and Editing) - Use of Sound and Music - Character's use of colour - Props and costumes - Character trope - Visual reading fluency	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Intercultural Understanding - Ethical Understanding - Personal and Social Capability
Assessment	Written – storyboard	
Subjects aligned with Year 8 & 9	Year 8 Media Arts	Year 9 Media Arts

MUSIC

Faculty	PERFORMING ARTS	
Subject Name	Music - MUS	
Duration	One Term – 2x lessons per week	
Prerequisites	Individuals with all musical abilities are encouraged to select Classroom Music as an elective subject.	
Units Studied	The Rhythm of Music	
Core Skills	In this unit, students discover how rhythm forms the foundation of music. Through performance, composition and listening activities, they explore rhythmic patterns, develop their instrumental and vocal skills and learn how the elements of music combine to create engaging musical performances. Students will learn how to communicate and work together to create a cohesive group performance.	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Intercultural Understanding - Ethical Understanding - Personal and Social Capability
Assessment	- Presenting (Performance) – in a small group (1 person per part) or as a soloist, students will practice and present a short music work on a percussion instrument of their choosing - Creating (Composing) – students will use computer music software to create a short rhythmic score	
Subjects aligned with Year 8 & 9	Year 8 Music	Year 9 Music

VISUAL ARTS

Faculty	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS	
Subject Name	Visual Art - ART	
Duration	One Term – 2x lessons per week	
Units Studied	• Introduction to Visual Art	
Core Skills	• Use visual terminology • Use specialised language for particular techniques and processes • View artists' works • Identify visual art elements within own and other artists works • Develop drawing skills • Visual reading fluency • Develop 3D art (clay) making skills • Manipulate the elements of art to construct art works • Self-reflect on own art making and ways to improve work	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Intercultural Understanding • Ethical Understanding • Personal and Social Capability
Assessment	• Folio of work, including their visual diary and finished clay artwork	
Subjects aligned with Year 8 & 9	Year 8 • Visual Art	Year 9 • Visual Art

DESIGN & TECHNOLOGIES ELECTIVES

WOODWORK

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Woodwork	
Duration	One Term – 2x lessons per week	
Units Studied	Projects such as: • Spinning Top • Acrylic Phone Holder	
Core Skills	• Workshop, tool and machine safety • Marking and measuring • How to operate machinery • How to use hand tools • Designing and evaluating	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Intercultural Understanding • Ethical Understanding • Personal and Social Capability
Assessment	• Practical Project • Theory – Designing and evaluating	
Subjects aligned with Year 8 & 9	Year 8 • Woodwork • Metalwork	Year 9 • Woodwork • Metalwork

FOOD & FIBRE PRODUCTION

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Food and Fibre - TFF	
Duration	One Term – 2x lessons per week	
Units Studied	- Food basics - Sewing basics	
Core Skills	- Safety in the kitchen - Safe use of knives - Kitchen hygiene - Measurement in recipes - Stoves, ovens and cooktops - Sewing safety - Use of the sewing machine - Stitch types	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Intercultural Understanding - Ethical Understanding - Personal and Social Capability
Assessment	- Practical cooking - Practical sewing - Theory assessment	
Subjects aligned with Year 8 & 9	Year 8 - Food & Fibre Production - Food Specialisations	Year 9 - Food & Fibre Production - Food Specialisations

DESIGN TECHNOLOGIES

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Design Technologies - DAT	
Duration	One Term – 2x lessons per week	
Units Studied	Design and Technologies engage students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Projects such as: • Designing and 3D printing a fidget toy • Bedroom signage	
Core Skills	• The design process • 2D and 3D drawings using CAD software • Prototyping using 3D printers and laser cutters	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	• Portfolio of work including prototype	
Subjects aligned with Year 8 & 9	Year 8 • Design & Technologies • Engineering Principles & Systems	Year 9 • Design & Technologies • Engineering Principles & Systems

ENGINEERING PRINCIPLES & SYSTEMS

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Engineering Principles and Systems - TES	
Duration	One Term – 2x lessons per week	
Units Studied	Mechanical Advantage – Mousetrap car design	
Core Skills	Engineering provides opportunities for students to integrate scientific and mathematical principles and concepts through the application of engineering design processes to produce sustainable engineered solutions. Skills developed: • Mechanical engineering • CAD Modelling • Prototyping	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural Understanding • Personal and Social Capabilities
Assessment	• Portfolio of work including prototype	
Subjects aligned with Year 8 & 9	Year 8 • Design & Technologies • Engineering Principles & Systems	Year 9 • Design & Technologies • Engineering Principles & Systems

HEALTH & PHYSICAL EDUCATION

OUTDOOR EDUCATION

Faculty	HEALTH & PHYSICAL EDUCATION	
Subject Name	Outdoor Recreation - ORE	
Duration	One Term – 2x lessons per week	
Units Studied	Team Building	
Core Skills	- Planning and organising to complete set tasks - Communication including interaction with class members and teacher - Teamwork through team building initiatives - Following instruction and directions given by teacher or team leader - Leadership - Knot tying - Basic first aid - Map reading - Compass bearing - Improving fitness	
General Capabilities	- Numeracy - Literacy - Digital Literacy - Critical and Creative Thinking	- Ethical understanding - Intercultural understanding - Personal and Social Capability
Assessment	Reflection	
Subjects aligned with Year 8 & 9	Year 8 Outdoor Recreation	Year 9 Outdoor Recreation
Additional Information	Laptop and hat are requirements for the subject	