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Introduction

The following information clarifies the curriculum offerings for Year 8 students at Redlynch State College.

All students will study the following Core Subjects:

- English
- Maths
- Science
- Health and Physical Education
- History (Semester 1) and Geography (Semester 2)

All students will also study a language, this is compulsory until the end of Year 8. We offer:

- Japanese  or
- French

Students also select two elective subjects from the list below:

- Business and IT
- Dance
- Drama
- Fashion and Design
- Graphics
- Hospitality
- Mechatronics
- Multimedia
- Media Studies
- Metalwork
- Music
- Outdoor Recreation
- Science Enrichment
- Visual Art
- Woodwork

Students are also able to apply for extension excellence programs in the following subject areas:

- Drama
- Music
- Science
- Visual Art

For more information about RSC’s excellence programs please see our school website or contact the following Heads of Department:

- The Arts: Mrs Belinda Riles
- Science: Ms Allison Sneddon

Students who are at Redlynch State College in Year 7 have already had a taste of elective subjects. They may continue with electives that they have enjoyed or select others that they may be interested in. Students new to the college will be able to select electives of their choice.

Many of our elective subjects require the payment of elective subject charges. These funds support the additional materials required to provide extra opportunities for those students undertaking the subject. Elective subject charges will be invoiced early in the term. Student Resource Scheme fees (SRS) are required to be paid at the commencement of the school year. On receiving payment students will be issued with an ID card that will entitle them to collect textbooks from the textbook hire room.

At the end of Year 8 the study of a language is no longer compulsory and students reselect three elective choices for study in Year 9.

The College runs 20 x 70 minutes lessons per week for Year 8 students. Time allocations for subjects are as follows:

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Lessons per week each</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, Maths, Science, History/Geography</td>
<td>3 lessons per week each</td>
</tr>
<tr>
<td>HPE, Language and two electives</td>
<td>2 lessons per week each</td>
</tr>
</tbody>
</table>
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:

![Image of triangle with Respect, Safety, Commitment to Learning]

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.
CORE SUBJECTS

ENGLISH

Units Studied
1. Teenage representations in the media
2. Teenage representation in literature
3. Cultural texts
4. Moral and Ethical Issues in Texts
5. Books to Film.

Core Skills Taught
- Identify meaning of representation and other key language features
- Identify features used to position readers to accept an author’s view on a topic, group or issue
- Identify issues
- Deconstruct and analyse author positioning
- Structural features of an essay
- Locate evidence to support personal opinions
- Respond to a thesis
- Establish opinions
- Paragraph writing
- Responding to a thesis
- Create a storyline
- Editing techniques of language and structural features
- Identify and utilise short story structural features
- Persuasive speech writing
- Editing techniques – work on grammar/punctuation/spelling to make writing more effective
- Figurative language to enhance story writing
- How to tell a story effectively
- Utilise persuasive techniques

Assessment
Reading Comprehension Test
Create and deliver a multimodal cultural tale or urban legend
Essay
Persuasive speech
Novel to film
Opinionative response
Comparative response

MATHEMATICS

Units Studied
1. Integers and indices
2. Fractions, decimals and percentages
3. Algebra
4. Ratio and Rates
5. Measurement
6. Linear Graphs
7. Linear Equations
8. Geometry
9. Statistics and probability

Core Skills Taught
- Mathematics Reasoning
- Problem Solving
- Communication and Justification

Assessment
End of Unit Exams
Extension classes offered (assessment will be tailored to the class)
Assignments – Problem solving Tasks/Investigations
SCIENCE

Units Studied
1. Chemistry
2. Body Systems and Reproduction
3. Energy
4. Geology

Core Skills Taught
• Questioning
• Predicting
• Problem solving
• Planning and Conducting Investigations

• Collect accurate data
• Graphing of data
• Safe use of Equipment
• Identify relationships
• Reflection

• Draw conclusions
• Analyse patterns
• Evaluating data
• Summarise data
• Use of scientific language

Assessment
Exams
Assignment
Practical Assignment – Rube Goldberg Machine

HEALTH AND PHYSICAL EDUCATION

Units Studied
1. Theory: My adolescent relationships Prac: Soccer
2. Theory: Food for life Prac: Athletics
3. Theory: My decisions, My life Prac: Cricket
4. Theory: Anatomy Prac: European Handball

Core Skills Taught
• Identify issues and inequities and plan investigations and activities
• Research, analyse and evaluate data, information and evidence
• Draw conclusions and make decisions
• Propose, justify, implement and monitor plans or actions to achieve goals
• Communication to increase participation to make it more enjoyable.

• Promotion of health and wellbeing, movement capacities and personal development
• Create and perform movement sequences by manipulating and combining movement skills and applying movement concepts
• Identify risks and apply safe practices
• Use feedback to improve performance
• Select and apply positive, respectful and inclusive personal development skills and strategies
• Develops controlled, coordinated and efficient movement specific to the sports
• Develop teamwork, tactical knowledge and strategic thinking supporting and enhancing physical performance and participation in physical activities

Assessment
1. Theory: Supervised Exam Prac: Soccer
2. Theory: Research Task Prac: Athletics
3. Theory: Persuasive writing task for newsletter Prac: Cricket
4. Theory: Supervised Exam Prac: European Handball

Please note: All practical assessment is continuous throughout the term.

ADDITIONAL INFORMATION

Participation in the practical and theoretical aspects of the course is expected.
Equipment includes: Stationery, Bucket hat, Running shoes, No jewellery.
HISTORY

Units Studied
1. The Western and Islamic World – Medieval Europe
2. Japan Under the Shoguns
3. The Spanish Conquest of the Americas

Core Skills Taught
• Use historical terms and concepts
• Develop historical inquiry questions
• Identify primary and secondary sources, including origin and purpose
• Locate, compare, select and use evidence
• Draw conclusions
• Develop texts using sources as evidence
• Sequence historical events
• Identify and describe points of view, attitudes and values in primary and secondary sources
• Use a range of communication forms and digital technologies

Assessment
Short Response Exam
Research Assignment - Multimodal
Extended Response to Historical Stimulus Exam

GEOGRAPHY

Units Studied
1. Landforms and Landscapes
2. Changing Nations

Core Skills Taught
• Explain geographical processes
• Propose explanations for spatial distributions and patterns among phenomena
• Identify associations between distribution patterns
• Represent data in a range of appropriate graphic forms
• Compare and propose alternative strategies to a geographical challenge.
• Analyse geographical data to propose explanations and draw reasoned conclusions
• Present findings, arguments and ideas using relevant geographical terminology and graphic representations
• Explain interconnections within environments
• Identify geographically significant questions
• Locate relevant information from a range of primary and secondary sources

Assessment
Short Response Exam
Response to Stimulus Exam
Multimodal Presentation – Research Task
JAPANESE

Units Studied

1. Who Am I?
   Greetings, names, introductions, instructions, numbers, ages, grades, countries nationalities, places of residence
2. Me and My Family
   Families, pets, colours, adjectives, food/drink, times people eat, regularity of eating, likes/dislikes.
3. Getting to Know Me, Things I Like to Do
   Birthdays, hobbies/interests, sports, abilities, places to go, transport, doing things with people.
4. What’s Up? Leisure and Daily Activities
   Daily activities – positive/ negative responses, linking sentences, giving opinions.

Core Skills Taught

• Identify the purpose or main topic in simple spoken and written texts using visual and verbal language
• Respond to familiar statements and questions in simple conversations and discussions, using key words, phrases and memorised material
• Identify and use non-verbal communication strategies in familiar contexts
• Construct simple spoken and written texts in familiar contexts
• Notice and compare aspects of the target language and English and/or other familiar languages
• Notice and compare aspects of their own cultures and of the target cultures
• Reflect on and evaluate the suitability of language choices in familiar contexts
• Reflect on learning to identify new understandings and future applications

Assessment

Listening – Self-Introductions
Speaking – Self-Introduction
Reading – Takeshi’s Diary
Writing – Dream Week
Reading – Letter Home
Writing – Family Information Poster
Listening – Facebook Friends
Speaking – Summer Camp
Units Studied

1. Who am I? Who are they?
   Greetings, names, introductions, instructions, numbers, ages, grades, countries nationalities, places of residence
2. My Family and pets
   Families, pets, colours, adjectives, food/drink, times people eat, regularity of eating, likes/dislikes.
3. School and daily routines
   School subjects, abilities, grades, days of the week, months, hobbies/interests, sports, time, daily meals, transport, house plans.
4. Looking around me, places and shopping.
   Asking for directions, prices of items for sale, price and quality, numbers, currency.
5. Appearances, characters’ description.
   Appearance, feelings, desires, physical descriptions, body parts, clothing items, nationality.

Core Skills Taught

- Identify the purpose or main topic in simple spoken and written texts using visual and verbal language
- Respond to familiar statements and questions in simple conversations and discussions, using key words, phrases and memorised material
- Identify and use non-verbal communication strategies in familiar contexts
- Construct simple spoken and written texts in familiar contexts
- Notice and compare aspects of the target language and English and/or other familiar languages
- Notice and compare aspects of their own cultures and of the target cultures
- Reflect on and evaluate the suitability of language choices in familiar contexts
- Reflect on learning to identify new understandings and future applications

Assessment

Listening – Self-Introductions
Speaking – Self-Introduction
Reading – Shopping around
Writing – Dream neighbourhood

Reading – Letter Home
Writing – Family Information Poster
Listening – Facebook Friends
Speaking – Welcoming a French host
ELECTIVES

Students are required to select a language (Japanese or French) as well as two elective subjects. These electives will be taken for the whole of the Year 8.

• Business and IT
• Dance
• Drama
• Graphics
• Fashion and Design
• Hospitality
• Mechatronics
• Multimedia
• Media Studies
• Metalwork
• Music
• Outdoor Recreation
• Science Enrichment
• Woodwork
• Visual Art

Please note that many of our elective subjects require the payment of an elective subject fee. These funds support the additional materials required to provide extra opportunities for those students undertaking that subject. Costs for Electives are shown on the subject selection form. Elective subject charges will be invoiced early in term 1.
BUSINESS AND IT

Units Studied

1. Business documents (orders, cheques, EFTPOS, Balance Sheets)
2. Marketing (basics)
3. Business software
4. Stock market
5. Jobs and calculating payroll

Core Skills Taught

Students will learn:

- The basics* of Microsoft software, such as: Word (intermediate), Excel and Publisher. Adobe Dreamweaver

# Students will learn the software basic skills, unless otherwise noted

- Marketing fundamentals
- Security of assets (and cash)
- Sole traders and public companies, Bankruptcy and Liquidation
- The economy, investment options, stock exchanges, stock brokers, currencies

- Full time, casual and season employment, termination types, taxation, calculation of payroll

Assessment

Short Response Test
Portfolios

Products e.g. marketing documents (fliers, business cards, letters)

Extended Responses: Paragraphs

DANCE

Units Studied

1. Elements of Dance I
2. Social Dance
3. Elements of Dance II
4. Origins of Dance

Core Skills Taught

- Apply safe dance principles
- Develop repertoire of dance terms, basic principles of dance and expectations of dance class
- Investigate the history and purposes of social and ritual dance
- Recognise, describe, compare and contrast characteristics of various dance styles
- Learn, practise and perform basic dance sequences from a range of popular, social or ritual dances
- Manipulate/experiment with elements of dance to create short movement sequences/routines
- Reflect and offer feedback on their own work, that of their peers and professionals

Assessment

Create and perform dance sequences using the Elements of Dance
Elements of Dance exam

Performance of selected social and popular dances e.g. Merengue, Rock’n’Roll, Hip Hop
Safe Dance Principles exam

Performance and review of traditional dance
DRAMA

Units Studied
1. Clowning
2. Elements of Drama 2
3. Live Production
4. Theatre Sports

Core Skills Taught
- Students will know the 3 different types of clowns for the purpose of performing live in front of an early childhood audience
- Scriptwriting skills in the genre of dramatic monologues
- Working as an ensemble cast for the purpose of performance
- Students will be able to apply the following elements of drama in a performance: symbol, time and place
- Improvisation skills
- Group work skills
- Presenting skills
- Responding to Drama skills
- Rehearsal responsibilities

Assessment
- Responding Exam on the 3 clown types
- Responding exam on the Elements of Drama 2
- Live performance in front of a Prep audience
- Writing a monologue for an early youth audience
- Creating practical task on improvising Theatre Sports games

FASHION AND DESIGN

Units Studied
1. Reef Meets the Ocean.
2. Sweet Dreams are Made of These.
3. Me Myself and I.

Core Skills Taught
- Essential practical sewing skills.
- Working with Non stretch material
- Basic drafting
- Design Process
- Problem solving
- Selection of tools and material.

Assessment
- Theory exam
- Practical sewing exam
- Textiles folio
GRAPHICS

Units Studied
1. Drawing portfolios
2. Practical tasks and assignments

Core Skills Taught
- CAD and drawing board skills
- Orthographic projections
- Construction basics
- Isometric views
- CNC basics
- Geometrical constructions

Assessment
Practical:
- Monogram

- Portfolio of drawings 2D
- Assignments
- Portfolio of drawings 3D

HOSPITALITY

Units Studied
Introduction to the hospitality industry and basic methods and skills.

Core Skills Taught
- Use hospitality terms and concepts
- Sequentially explore basic methods of cookery
- Develop knife skills
- Identify Workplace Health and Safety (WH&S) hazards
- Select appropriate procedures to prevent WH&S incidents
- Draw conclusions about the transferrable food production skills used in the preparation of appetisers and main meals
- Develop kitchen preparation skills in the selection, preparation, storage and purchasing of main meal foods
- Identify and describe appropriate decorations and garnishes for appetizers

Assessment
Practical Exam
Cheesy potatoes

Knowledge and understanding:
Research Assignment

Practical Exam
The perfect steak

Practical Performance:
Continuous prac

Knowledge and understanding:
Theory test

Practical Exam
Zucchini and ricotta frittata

Knowledge and understanding:
Theory test
MECHATRONICS

Units Studied

Mechatronics’ aim is a design process that unifies the following skills required in the STEM industries.

Core Skills Taught

These may include:
• Entrepreneurship
• Project Management
• Design
• Construction
• System Automation (Robotics)

• Task based engineering
• Electrical theory
• Designing simple programs
• Coding

Assessment

These may include:
• Projects
• Project portfolio
• Tests

Students enrolling in both the Mechatronics and Science Enrichment elective will follow an integrated STEM program and complete assessment tasks that are common across both electives. Students only choosing one of these electives will complete tasks specific to their chosen elective class.

MULTIMEDIA

Units Studied

1. Parts of a Computer
2. Desktop Publishing
3. Digital Still Imaging
4. Malware
5. Website Creation
6. Copyright
7. Sound Editing

Core Skills Taught

Students will learn:
• The basics* of Adobe multimedia software, such as: Fireworks (intermediate), InDesign, Audition and Dreamweaver

* Students will learn the software basic skills, unless otherwise noted

• About hardware (input, output & storage) and software
• How to write Evaluation Documentation

Assessment

Short Response Test
Products e.g. Web Page, Magazine Page
Extended Responses: Paragraphs

Portfolios
MEDIA STUDIES

Units Studied

1. Pure Content
2. Show Me, Don’t tell Me
3. Animation_stop_motion
4. Taking Video games Seriously

Core Skills Taught

- Use various shot sizes, camera angles, camera movement (and uses)
- Use Colour & Sound to...
- Discuss The Five Key Questions of Media Studies
- Filming and Framing Techniques
- Basics of Final Cut Pro
- Use Editing tools
- Break a scene into its component shots
- Appropriate Use of Camera Equipment
- 180 degree line rule
- Construct a storyboard
- Safely film action scenes / stunts
- Construct a creative piece in groups

Assessment

Short Response Exam
In class Reflecting Task
Written Review of a Video game
Creation and presentation task of a given script
Stop motion video

METALWORK

Units Studied

Students will work on projects such as:
- Pedal Wrench
- 3D Wall Hanging
- Spatula
- Candle holder

Core Skills Taught

- Health and safety in a work shop
- Design processes
- The use of all forms of hand tool including hacksaws, tin snips and files
- Marking and measuring techniques including the use of rulers, scribes, centre punches and vernier callipers.
- Safe use of workshop machines such as the drill press and spot welder
- Using battery operated equipment
- Using mains powered equipment
- Metal finishing techniques including filing, sanding and painting.

Assessment

Practical projects
Theory assignments
MUSIC

Units Studied
1. Elements & Concepts of Music
2. Music in Film
3. Instruments of Music
4. Popular Music

Core Skills Taught
- Music elements and instrument families
- Technical terms for common music signs and symbols
- Reading music and musical signs and symbols
- Rehearsal and performance techniques
- Computer skills to navigate music software to create music using Music software.
- Music creation for a variety of contexts and styles
- Responding to musical works using music concepts and languages
- Making judgements to express a music viewpoint as you work.
- Specific processes to reflect on your own and other musicians’ work
- Technical terms for common music signs and symbols
- Music creation for a variety of contexts and styles
- Making judgements to express a music viewpoint as you work.

Assessment
Performance: in a small group (1 person per part) or as a soloist with a backing track or other suitable accompaniment
Composing: select and combine music elements, concepts and stylistic characteristics to create original works for different contexts in contrasting styles (e.g. music that underscores a film clip/The Blues)
Musicology: Short Response Multiple Choice Exam and Short Response Task

It is expected that students have and are already learning an instrument (including voice). Students must be willing and able to bring their instrument to school on the days when they have Year 8 Music.

Students who demonstrate a high level of natural musical ability may also apply for a position in the MExAR Course (Music Excellence At Redlynch). Selection is via submission of an application and audition. Contact MExAR@redlynchsc.eq.edu.au for further information and to receive an application package.
OUTDOOR RECREATION

Units Studied

1. Theory: Cycling
   Excursion: Smithfield & Redlynch trails
2. Theory: Team building
3. Theory: Navigation & Orienteering
   Excursion: Barrabadeen
4. Theory: Sustainable Living

Core Skills Taught

- Develop team building strategies
- Literacy skills to:
  - Communicate with group members and teacher/s using orienteering terminology
  - Read and interpret maps (topographical)
- Numeracy skills to:
  - Navigate and follow a route using a map and compass
- Communication skills to:
  - Interact with other class members and teacher
  - Follow instructions and directions given by the teacher
- Knowledge and understanding of legislation and procedures (e.g. minimal impact)
- Access sustainable living practices to design a sustainable house
- Preparation and implementation of hiking skills
- Team work
- Leadership

Assessment

1. Theory: Pamphlet (cycle safety)
2. Theory: Team building journal
3. Theory: Supervised Exam
4. Theory: Sustainable house design

Additional Information

Students will be required to attend Camps and practical sessions off campus
SCIENCE ENRICHMENT

Units Studied

Units are determined by students and teacher
May include:
- Science demonstrations
- Astronomy
- Sports Science
- Solar cars
- STEM Investigations

Core Skills Taught

• Questioning
• Predicting
• Problem solving
• Planning and Conducting Investigations
• Collecting accurate data
• Graphing of data
• Safe use of Equipment
• Identifying relationships
• Drawing conclusions
• Analysing patterns
• Evaluating data
• Summarising data
• Reflecting
• Use of scientific language

Assessment

Assessment may include the following:
Experimental Design Report Writing Folios of Work Presentations

VISUAL ART

Units Studied

1. Mixed Media Painting
2. Sculpture
3. Printmaking – Relief Print
4. Ceramics

Core Skills Taught

• Use visual language (elements & principles of design)
• Use technical terms for mixed media painting, lino printmaking, construction & assemblage sculpture
• Solve visual problems in design and art making
• Use specific processes involved in lino printing, mix media painting, assemblage & construction sculpture
• Use the Inquiry model to research, develop, reflect and resolve to create an artwork
• Develop art making skills in 2D & 3D art
• Respond to artists’ works and arts concepts
• Reflect on own & other artists’ works
• Make artistic judgments as you work

Assessment

1. Mixed Media Artwork
2. Short Response Exam
3. Balsa Wood Sculpture
4. Lino Print
5. Short Response Exam
6. Clay Sculpture

Students enrolling in both the Mechatronics and Science Enrichment elective will follow an integrated STEM program and complete assessment tasks that are common across both electives. Students only choosing one of these electives will complete tasks specific to their chosen elective class.
WOODWORK

Units Studied

Students will work on projects such as:
- pencil case
- food tray
- spice rack
- tool tidy

Core Skills Taught

- Health and safety in a work shop
- The use of all forms of hand tool
- How to use a Tenon and Coping saw
- Wood finishing techniques
- Clamping of wood
- Safe use of a chisel
- Marking out techniques
- Wood selection for jobs
- Use of hammer and nails
- Using battery operated equipment
- Using mains powered equipment
- Wood finishing techniques

Assessment

Practical projects
Theory assignments