



REDLYNCH STATE COLLEGE

PREP - YEAR 12

Year 7 Curriculum Guide 2026

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 the majority of their classes and also 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 1 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 are able to 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 have the opportunity to 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 – Sam Parkinson

Visual Arts – Seona Cremin

CORE SUBJECTS

ENGLISH

Faculty	ENGLISH	
Subject Name	English – ENG	
Duration	Whole year	
Units Studied	<ol style="list-style-type: none"> 1. Indigenous Fictions Unit 2. The Pitch Advertising Unit 3. Novel Study Unit 4. Poetry Unit 	
Core Skills	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Literacy • Numeracy • Digital Literacy 	<ul style="list-style-type: none"> • Critical and Creative Thinking • Personal and Social Capability
Assessment	<ol style="list-style-type: none"> 1. Narrative intervention 2. Exam and persuasive speech 3. Analytical exposition 4. Poetry/Song analysis speech 	
Costs	Nil	
Subjects aligned with Year 8 & 9	Year 8 <ul style="list-style-type: none"> • English 	Year 9 <ul style="list-style-type: none"> • English

MATHS

Faculty	Maths	
Subject Name	Mathematics – MAT	
Duration	Whole year	
Units Studied	1. Number 2. Algebra 3. Measurement	4. Space 5. Statistics 6. Probability
Core Skills	<p>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.</p> <p>Students further develop proficiency and positive dispositions towards mathematics and its use as they:</p> <ul style="list-style-type: none"> • 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 formalize 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	<ul style="list-style-type: none"> • Literacy • Numeracy • Digital Literacy 	<ul style="list-style-type: none"> • Critical and Creative Thinking • Personal and Social Capability
Assessment	<ol style="list-style-type: none"> 1. Mid-term and end of term exams 2. Problem solving and modelling task 3. Statistical investigation 	



SCIENCE

Faculty	SCIENCE	
Subject Name	Science – SCI	
Duration	Whole year	
Units Studied	<ol style="list-style-type: none"> 1. Working Scientifically 2. Interacting Ecosystems 3. Forces and Motion 4. Time and Tide (Earth and Space Science) 	
Core Skills	<ul style="list-style-type: none"> • Questioning • Predicting • Planning and Conducting Investigations • Collect accurate data • Fieldwork • Graphing of data • Safe use of Equipment • Identifying relationships • Draw conclusions • Analyse patterns • Evaluating data • Summarise data • Use of scientific language 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking 	<ul style="list-style-type: none"> • Ethical understanding • Intercultural understanding • Personal and Social Capability
Assessment	<ol style="list-style-type: none"> 1. Exams 2. Practical Reports 3. Collection data analysis tasks 	
Subjects aligned with Year 8 & 9	Year 8 <ul style="list-style-type: none"> • Science 	Year 9 <ul style="list-style-type: none"> • Science

HEALTH & PHYSICAL EDUCATION

Faculty	HEALTH AND PHYSICAL EDUCATION	
Subject Name	Health and Physical Education – HPE	
Duration	Whole year	
Units Studied	<ol style="list-style-type: none"> 1. Valuing Diversity. Minor Games 2. Fitness. Track & Field 3. Puberty. Soccer 4. Cyber Safety. Touch Football 	
Core Skills	<ul style="list-style-type: none"> • Analyse factors, health information and messages • Describe, analyse and propose strategies that enhance their own and others’ 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 	
General Capabilities	<ul style="list-style-type: none"> • Numeracy • Literacy • Digital Literacy • Critical and Creative Thinking 	<ul style="list-style-type: none"> • Ethical understanding • Intercultural understanding • Personal and Social Capability
Assessment	<p>Assessment techniques include:</p> <ol style="list-style-type: none"> 1. Exam and Practical or Performance 2. Investigation and Practical or Performance 3. Exam and Practical or Performance 4. Project and Practical or Performance <p>Please note: All practical assessment is continuous throughout the term</p>	
Subjects aligned with Year 8 & 9	<p>Year 8</p> <ul style="list-style-type: none"> • Health and Physical Education • Athlete Development Program • Rugby Engagement Program 	<p>Year 9</p> <ul style="list-style-type: none"> • Health and Physical Education • Athlete Development Program • Rugby Engagement Program
Additional Information	<ul style="list-style-type: none"> • Participation in the practical and theoretical aspects of the course is expected • Equipment: <ul style="list-style-type: none"> ○ Laptop ○ Bucket hat ○ Running shoes ○ No jewellery that will interfere with safety 	



HUMANITIES – HISTORY/CIVICS & CITIZENSHIP

Faculty	HUMANITIES	
Subject Name	History – HIS Civics & Citizenship – CIV	
Duration	One Semester	
Units Studied	History <ul style="list-style-type: none"> • First Nations Peoples of Australia • Ancient China 	Civics & Citizenship <ul style="list-style-type: none"> • Australian Government, Laws & Citizenship
Core Skills	<ul style="list-style-type: none"> • Use historical terms and concepts • Sequence historical events • Identify primary and secondary sources, including origin and purpose • Draw conclusions • Locate, compare, select and use evidence • Develop texts using sources as evidence • Develop historical inquiry questions • Use a range of communication forms and digital technologies • Identify and describe points of view, attitudes and values in primary and secondary sources • Develop questions to investigate Australia’s political and legal systems • Gather and analyse information from a range of sources • Appreciate multiple perspectives • Use strategies to mediate differences • Use democratic processes to reach consensus • Present evidence-based arguments • Reflect on their role as an Australian citizen 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Digital Literacy • Critical and Creative Thinking 	<ul style="list-style-type: none"> • Intercultural understanding • Personal and Social Capability • Ethical understanding
Assessment	<ol style="list-style-type: none"> 1. Short response exam 2. Extended response essay 3. Collaborative multimodal project 	
Subjects aligned with Year 8 & 9	Year 8 <ul style="list-style-type: none"> • History • Civics & Citizenship 	Year 9 <ul style="list-style-type: none"> • History • Civics & Citizenship



HUMANITIES – GEOGRAPHY / ECONOMICS & BUSINESS

Faculty	HUMANITIES	
Subject Name	Geography – GEG Economics & Business - ECB	
Duration	One Semester	
Units Studied	Geography <ul style="list-style-type: none"> Water in the World Place & Livability 	Economics & Business <ul style="list-style-type: none"> Markets and Goals
Core Skills	<ul style="list-style-type: none"> Develop an understanding of the geographical contexts of Australia and countries in the Asia region Develop and discuss geographically significant questions Classify environmental resources and recognize how use of resources change over time Make observations and select and record geographical information Represent geographical data in a range of graphic forms Interpret distributions, patterns, connectedness, trends and relationships Interpret, analyse and evaluate information for its reliability and usefulness and form appropriate conclusions Apply geographical concepts to draw conclusions based on the analysis of the data and information Propose strategies to a geographical challenge Examine and understand measures of livability Present findings using relevant geographical terminology and graphic representations in a range of communication forms Reflect on the inquiry process and learning Develop questions around an economic issue Plan and conduct an investigation Gather relevant data from a range of sources Interpret data to identify relationships and trends Generate a range of alternatives for an economic issue Evaluate the potential costs and benefits of each alternative Apply knowledge and skills in familiar and new situations Present evidence-based conclusions Reflect upon the consequences of alternative actions 	
General Capabilities	<ul style="list-style-type: none"> Literacy Digital Literacy Critical and Creative Thinking 	<ul style="list-style-type: none"> Intercultural understanding Personal and Social Capability Ethical understanding
Assessment	<ol style="list-style-type: none"> Short response exam Response to stimulus exam Collaborative multimedia project 	
Subjects aligned with Year 8 & 9	Year 8 <ul style="list-style-type: none"> Geography 	Year 9 <ul style="list-style-type: none"> Geography Economics & Business

LANGUAGES

FRENCH

Faculty	LANGUAGES	
Subject Name	French - FRE	
Duration	One semester	
Units Studied	<ol style="list-style-type: none"> 1. 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 2. 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	<p>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 language connects to culture, values, and identity.</p> <p>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.</p>	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • French 	Year 9 <ul style="list-style-type: none"> • French
Additional Information	<ul style="list-style-type: none"> • 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	
Units Studied	<ol style="list-style-type: none"> 1. Wildlife Park - Students will use language to explore animals both native to Australia and from around the world 2. 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	<p>In Year 7, students begin their journey into learning Japanese or continue on 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.</p> <p>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.</p>	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Japanese 	Year 9 <ul style="list-style-type: none"> • Japanese
Additional Information	<ul style="list-style-type: none"> • 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	
Units Studied	<ol style="list-style-type: none"> 1. Wildlife Park - Students will use language to explore animals both native to Australia and from around the world 2. Fashion - Students will investigate the season and their cultural importance to Spanish speaking countries. They will use language to identify and describe fashion articles and trends from around the world 	
Core Skills	<p>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 the compare and contrast with Spanish, fostering a deeper appreciation for both.</p> <p>The Year 7 Spanish language program is organized around two key areas of focus:</p> <ol style="list-style-type: none"> 1. Communicating – Students learn how to use the language to interpret, create, and share ideas effectively in various situations. 2. Understanding – Students explore how language and culture work together to create meaning, helping them develop critical thinking skills as they interpret and produce language. <p>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.</p>	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Spanish 	Year 9 <ul style="list-style-type: none"> • Spanish
Additional Information	<ul style="list-style-type: none"> • 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	Whole year	
Units Studied	<ol style="list-style-type: none"> 1. Choose your own Adventure 2. Games 	
Core Skills	<ul style="list-style-type: none"> • Digital literacy, including Microsoft 365 • Flowcharts • Problem solving • Respectful communication online • Project management • Computational thinking skills • Algorithms • Game Design 	
General Capabilities	<ul style="list-style-type: none"> • Numeracy • Literacy • Digital Literacy • Critical and Creative Thinking 	<ul style="list-style-type: none"> • Ethical understanding • Personal and Social Capability • Intercultural Understanding
Assessment	<ol style="list-style-type: none"> 1. Written – Choose your own adventure story with an algorithmic flowchart 2. Project – modify code and develop a game 	
Subjects aligned with Year 8 & 9	Year 8 <ul style="list-style-type: none"> • Digital Technologies 	Year 9 <ul style="list-style-type: none"> • Digital Technologies
Additional Information	<ul style="list-style-type: none"> • BYOX device is required for every lesson 	

THE ARTS – ELECTIVES

DANCE

Faculty	PERFORMING ARTS	
Subject Name	Dance - DAN	
Units Studied	1. Let's Move	
Core Skills	<ul style="list-style-type: none"> • Identify and apply safe dance principles • Use dance terminology • Explore ways to increase their movement vocabulary through improvisation and modification of dance elements • Learn, practice and perform basic dance steps and sequences • Reflect and offer feedback on their own work and that of their peers 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Digital Literacy • Critical and Creative Thinking • Intercultural understanding • Personal and Social Capability 	
Assessment	<ol style="list-style-type: none"> 1. Create and perform dance for in-class concert 2. Short response reflection 	
Subjects aligned with Year 8 & 9	Year 8 <ul style="list-style-type: none"> • Dance 	Year 9 <ul style="list-style-type: none"> • Dance



DRAMA

Faculty	PERFORMING ARTS	
Subject Name	Drama - DRA	
Units Studied	1. Elements of Drama	
Core Skills	<ul style="list-style-type: none"> • Students will know the 12 elements of drama through practical workshops and games • Students will be able to apply the following elements of drama to their in-class performances: Human context, tension and focus • Improvisation • Group work skills • Presenting skills • Responding to drama skills 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Digital Literacy • Critical and Creative Thinking • Intercultural understanding • Personal and Social Capability 	
Assessment	1. Responding exam on the elements of drama	
Subjects aligned with Year 8 & 9	Year 8 <ul style="list-style-type: none"> • Drama 	Year 9 <ul style="list-style-type: none"> • Drama

MEDIA ARTS

Faculty	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS	
Subject Name	Media Arts - MED	
Units Studied	1. Foundation Media Studies	
Core Skills	<ul style="list-style-type: none"> • View 4 components of Film (Cinematography, Mise En Scene, Sound and Editing) • Use of Sound and Music • Characters use of colour • Props and costumes • Character trope 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Critical and Creative Thinking • Intercultural Understanding • Personal and Social Capability • Digital Literacy 	
Assessment	1. Written – Character analysis	
Subjects aligned with Year 8 & 9	Year 8 <ul style="list-style-type: none"> • Media Arts 	Year 9 <ul style="list-style-type: none"> • Media Arts

MUSIC

Faculty	PERFORMING ARTS	
Subject Name	Music - MUS	
Prerequisites	Individuals with specific musical abilities are encouraged to select Classroom Music as an elective subject.	
Units Studied	1. Concepts of Music	
Core Skills	<ul style="list-style-type: none"> • Using music terminologies • Using specialised language for particular techniques and skills associated with making, creating and responding to music works • Developing knowledge and understanding of music literacies • Developing rehearsal and practice skills • Identifying music elements within own and others music works • Developing music performance skills • Developing knowledge of and skills using computer music programs • Manipulating the elements of music to create music works 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Digital Literacy • Critical and Creative Thinking • Intercultural understanding • Personal and Social Capability 	
Assessment	<ol style="list-style-type: none"> 1. Presenting (Performance) – in a small group (1 person per part) or as a soloist, students will practice and present a short music work on guitar or an instrument of their choosing (includes voice) 2. Creating (Composing) – students will use computer music software to create a short melody line with a guitar chord accompaniment 	
Subjects aligned with Year 8 & 9	Year 8 <ul style="list-style-type: none"> • Music 	Year 9 <ul style="list-style-type: none"> • Music



VISUAL ARTS

Faculty	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS	
Subject Name	Visual Art - ART	
Units Studied	1. Introduction to Visual Art	
Core Skills	<ul style="list-style-type: none"> • Use visual terminology • Use specialized language for particular techniques and processes • View artists' works • Identify visual art elements within own and other artists works • Develop drawing skills • 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	<ul style="list-style-type: none"> • Literacy • Critical and Creative Thinking • Intercultural Understanding • Personal and Social Capability • Digital Literacy 	
Assessment	1. Folio of work, including their visual diary and finished clay artwork	
Subjects aligned with Year 8 & 9	Year 8 <ul style="list-style-type: none"> • Visual Art 	Year 9 <ul style="list-style-type: none"> • Visual Art



DESIGN & TECHNOLOGIES ELECTIVES

WOODWORK

Faculty	DESIGN & TECHNOLOGY	
Subject Name	WDW - Woodwork (Formerly Materials and Technologies Specialisations TMT)	
Units Studied	Projects such as: <ul style="list-style-type: none"> • Spinning Top • Acrylic Phone Holder 	
Core Skills	<ul style="list-style-type: none"> • Workshop, tool and machine safety • Design process • Designing and evaluating • Marking and measuring • How to operate machinery • How to use hand tools 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Critical and Creative Thinking • Intercultural Understanding • Numeracy • Digital Literacy 	
Assessment	<ol style="list-style-type: none"> 1. Practical Project 2. Theory – Designing and evaluating 	
Subjects aligned with Year 8 & 9	Year 8 <ul style="list-style-type: none"> • Design and Technologies • Engineering Principles and Systems • Materials & Technologies Specialisations • Materials & Technologies Specialisations 2 	Year 9 <ul style="list-style-type: none"> • Design and Technologies • Engineering Principles and Systems • Materials & Technologies Specialisations • Materials & Technologies Specialisations 2

FOOD & FIBRE PRODUCTION

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Food and Fibre - TFF	
Units Studied	<ul style="list-style-type: none"> • Food basics • Sewing basics 	
Core Skills	<ul style="list-style-type: none"> • Safety in the kitchen • Safe use of knives • Kitchen hygiene • Measurement in recipes • Stoves, ovens and cooktops • Sewing safety • Classroom set-up • Parts of the machine • Use of the machine • Threading • Sewing straight seams, zig-zag and inserting Velcro 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Critical and Creative Thinking • Numeracy • Personal and Social Capability • Digital Literacy 	
Assessment	<ol style="list-style-type: none"> 1. Continuous practical cookery 2. Practical sewing (pencil case) 3. Theory Exam 	
Subjects aligned with Year 8 & 9	Year 8 <ul style="list-style-type: none"> • Food & Fibre Production • Food Specialisations 	Year 9 <ul style="list-style-type: none"> • Food & Fibre Production • Food Specialisations

DESIGN TECHNOLOGIES

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Design Technologies - DAT	
Units Studied	Projects such as: <ul style="list-style-type: none"> • Drawing portfolio • Practical tasks and assignments 	
Core Skills	<ul style="list-style-type: none"> • 3D views (Isometric views) • 2D views (Orthographic) 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Critical and Creative Thinking • Numeracy • Personal and Social Capability • Digital Literacy 	
Assessment	1. Practical Portfolio of drawings	
Subjects aligned with Year 8 & 9	Year 8 <ul style="list-style-type: none"> • Materials & Technologies Specialisations • Materials & Technologies Specialisations 2 • Design & Technologies • Engineering Principles & Systems 	Year 9 <ul style="list-style-type: none"> • Materials & Technologies Specialisations • Materials & Technologies Specialisations 2 • Design & Technologies • Engineering Principles & Systems

ENGINEERING PRINCIPLES & SYSTEMS

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Engineering Principles and Systems - TES	
Units Studied	1. Interfacing with machines	
Core Skills	<ul style="list-style-type: none"> • Introduction to coding structure and methodology • Problem solving through basic coding • Mechanical engineering • Electrical engineering 	
General Capabilities	<ul style="list-style-type: none"> • Literacy • Critical and Creative Thinking • Numeracy • Digital Literacy 	
Assessment	<ol style="list-style-type: none"> 1. Portfolio of programming tasks 2. Assembly of mechanical and/or electrical components to solve a problem 3. Test 	
Subjects aligned with Year 8 & 9	Year 8 <ul style="list-style-type: none"> • Materials & Technologies Specialisations • Materials & Technologies Specialisations 2 • Design & Technologies 	Year 9 <ul style="list-style-type: none"> • Materials & Technologies Specialisations • Materials & Technologies Specialisations 2 • Design & Technologies

HEALTH & PHYSICAL EDUCATION

OUTDOOR EDUCATION

Faculty	HEALTH & PHYSICAL EDUCATION	
Subject Name	Outdoor Recreation - ORE	
Units Studied	1. Team Building	
Core Skills	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Numeracy • Literacy • Digital Literacy • Critical and Creative Thinking 	<ul style="list-style-type: none"> • Ethical understanding • Intercultural understanding • Personal and Social Capability
Assessment	<ul style="list-style-type: none"> • Reflection 	
Subjects aligned with Year 8 & 9	Year 8 <ul style="list-style-type: none"> • Outdoor Recreation 	Year 9 <ul style="list-style-type: none"> • Outdoor Recreation
Additional Information	<ul style="list-style-type: none"> • Laptop and hat are requirements for the subject 	