REDLYNCH STATE COLLEGE
EST. 1932
ON THE TRACKS TO SUCCESS

REDLYNCH STATE COLLEGE

PREP - YEAR 12

Year 8 Curriculum Guide 2026

Learning in Our Valley. Thinking Beyond the Hills.

Department of Education *Trading as*
Education Queensland International
(EQI) CRICOS Provider Code 00608A

AUDAX AT FIDELIS
Queensland
Government

INTRODUCTION

The following information clarifies the curriculum offerings to Year 8 students at Redlynch State College. The College runs 20 x 70 minutes lessons per week for Year 9 students.

English, Math, Science, Humanities	3x lessons per week
HPE, Languages and two electives	2x lessons per week

Many of our elective subjects require the payment of an **elective subject charge**. These funds support the additional materials required for 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.

All students will study the following Core Subjects:

- English
- Math
- Science
- Health and Physical Education
- Humanities – 1x semester of History, Civics & Citizenship and 1x semester of Geography, Economics & Business
- Language – French, Spanish or Japanese

Students also select **two (2) elective subjects** from the list below:

- Athlete Development Program (ADP) – **by application only**
- Dance (DAN)
- Drama (DRA)
- Design & Technologies (DAT)
- Digital Technologies (DIG)
- Engineering Principals and Systems (TES)
- Food & Fibre Production (TFF)
- Food Specialisations (TFD)
- Woodwork (WDW) (Formerly Materials and Technologies Specialisations – TMT)
- Metalwork (MTW) (Formerly Materials and Technologies Specialisations 2 – TMZ)
- Media Arts (MED)
- Music (MUS)
- Outdoor Recreation (ORE) – **by application only**
- Football Engagement Program (FBE) (Formerly Rugby Engagement Program REP)
- Visual Arts (ART)

Please note, due to class numbers and staff availability not all of these elective subjects may run.

Students have the opportunity to apply for Redlynch Arts Courses of Excellence in the following subject areas:

Dance, Drama, Music, Visual Arts

Additionally, there are programs available by invitation - **STEP**

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

Performing Arts – Robert Crookes
Visual Arts – Seona Cremin
STEP – Allison Sneddon

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.

SELECTING SUBJECTS

Guidelines

- Students are encouraged to discuss subject choices with teachers. College staff have an understanding of your student and will be able to give them guidance on the appropriateness of their subject choices.
- Students will be required to study three (3) elective subjects.
- Students will have many influences at this time of subject selection: - personal likes/dislikes, career aspirations, expectations of family and others, influence of friends and media.
    - The subjects you choose should include subjects which:
        - You are interested in
        - You have experienced past success with
        - May lead to your preferred career path
        - Optimist opportunities to reach your potential
- Make use of this booklet, which provides information about each elective subject.

Selecting Subjects – Submitting your final choices

Students are required to complete their subject selections in two ways:

1. On the coloured paper subject selection form
2. Online through OneSchool

The paper subject selection form needs to be submitted to the office via the **Student Services window**. The paper subject selection form contains detailed instructions on how to complete this process.

Final subject preferences are to be submitted online through OneSchool https://oslp.eq.edu.au. Students have already practiced accessing OneSchool through the subject selection survey process completed earlier.

Selecting Subjects – What if you change your mind?

While the online subject selection process is open, students may change their preferences as many times as they like however, students need to be aware that the time of the last online save is the primary data used for allocation to subjects. Once the online process 'closes' the opportunity for change will be minimal.

Selecting Subjects – Clauses

- Whilst every effort will be made to accommodate a student's preferences, scheduling and the availability of resources will mean that not every student will be assigned for their first preferences. When a class/subject reaches maximum capacity, no additional students can be enrolled into that class/subject. Therefore, you will be required to select two additional electives that you are prepared to study.
- Students also need to be aware that the availability of a particular subject for an individual student is dependent upon a number of important factors:
- Time of submission of elective preferences or changes to preferences
- Selection process in specialist classes such as languages
- Acceptance into excellence and specialist programs
- Availability of staff and physical resources such as specialist classrooms
- Class size numbers

CORE SUBJECTS

ENGLISH

Faculty	ENGLISH	
Subject Name	English – ENG	
Duration	Whole year	
Prerequisites	Year 7 English	
Units Studied	1. Novel Study 2. Poetry Unit 3. Novel Study – A Monster Calls 4. Speak Up!	
Core Skills	• Write to a word limit • Utilise figurative language to enhance writing • Persuade an audience, utilizing a range of persuasive techniques • Justify opinions using statistics, facts and numerical evidence • Editing techniques – work on grammar/punctuation/spelling to make writing more effective • Seek, provide and respond to feedback • Paragraph writing • Creating and responding to a thesis • Identify and utilise short story structural features • Identify features used to position readers to accept an author's view on a topic, group or issue (author ideology, gaps and silences, privileging and marginalisation) • Identify issues • Deconstruct and analyse author positioning • Structural features of an essay • Analyse a range of texts • Discuss and respond to topical issues	
General Capabilities	• Literacy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability	
Assessment	1. Analytical Essay 2. Digital Poetry Folio 3. Narrative Intervention 4. Persuasive Speech	
Subjects aligned with Year 9 & 10	Year 9 • English	Year 10 • English

MATHS

Faculty	Math
Subject Name	Mathematics – MAT
Duration	Whole year
Prerequisites	Year 7 Math
Units Studied	1. Number (types of decimals, exponent laws, integers, fractions, decimals, percentages, rates and ratios) 2. Algebra (rearrange, expand and factorise expressions, solve linear equations, model and graph linear relations and inequalities) 3. Measurement (perimeter, area, volume, Pythagoras' Theorem, time zones) 4. Space (properties of quadrilaterals, congruency, similarity and algorithms, 3D position) 5. Statistics (analyse and compare distributions of data, using measures of centre and range, conduct investigations with sampling) 6. Probability (Venn diagrams, tree diagrams, experiments and simulations for compound events)
Core Skills	• Understanding: students build conceptual understanding and procedural fluency when they connect related ideas, represent concepts in different ways, identify commonalities and differences between aspects of content, describe their thinking mathematically and interpret mathematical information • Fluency: Students develop, practise and consolidate skills; choose appropriate procedures; carry out procedures flexibly, accurately, efficiently and appropriately and apply knowledge and understanding of concepts readily • Problem Solving: Students identify problems, formulate situations mathematically, apply their mathematical understanding, fluency and reasoning skills to obtain mathematical solutions, evaluate, interpret and communicate their solutions in terms of the situation • Reasoning: Students explain their thinking, deduce and justify strategies used and conclusions reached, adapt the known to the unknown and transfer learning from one context to another • Mathematical modelling: The modelling process utilizes mathematics to formulate, analyse, solve, interpret, generalize and communicate their results in response to a real-world situation • Computational thinking: Students develop computational thinking through the application of its various components: decomposition, abstraction, pattern recognition, use oof models and simulations, algorithms and generalization • Statistical investigation: Students conduct and review statistical investigations dealing with uncertainty and variability in categorical (nominal or ordinal) or numerical (discrete or continuous) data arising from observations, surveys or experiments • Probability experiments and simulations: Students develop an understanding of experimentation by conducting chance experiments and probability simulations. Experimenting in mathematics requires students to plan what to do, recognize and generalize patterns and evaluate what they find out using conceptual understanding and mathematical reasoning

General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Personal and Social Capability	
Assessment	1. End of Term Exams 2. Problem Solving and Modelling Task 3. Statistical Investigation	
Subjects aligned with Year 9 & 10	Year 9 • Mathematics	Year 10 • Mathematics

SCIENCE

Faculty	SCIENCE	
Subject Name	Science – SCI	
Duration	Whole year	
Prerequisites	Year 7 Science	
Units Studied	1. Chemistry Fundamentals 2. Interacting Body Systems and Reproduction 3. Geology 4. Energy	
Core Skills	• Questioning • Predicting • Problem solving • Planning and Conducting Investigations • Collecting accurate data • Graphing of data • Safe use of Equipment • Identifying relationships • Reflection • Draw 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	1. Exam 2. Comparative Report 3. Scientific Report	
Subjects aligned with Year 9 & 10	Year 9 • Science	Year 10 • Science

HEALTH & PHYSICAL EDUCATION

Faculty	HEALTH AND PHYSICAL EDUCATION
Subject Name	Health and Physical Education – HPE
Duration	Whole year
Prerequisites	Year 7 HPE
Units Studied	1. Respectful Relations and Inclusive Games 2. Health Food and AFL 3. My Decisions, My Life and European Handball 4. Biomechanics and T-Ball
Core Skills	• 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	• Numeracy • Literacy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability
Assessment	Assessment techniques include: 1. Project 2. Investigation 3. Practical or Performance 4. Exam
Subjects aligned with Year 9 & 10	Year 9 • Health and Physical Education • Athlete Development Program • Rugby Engagement Program Year 10 • Health and Physical Education • Athlete Development Program • Rugby Engagement Program

HUMANITIES – HISTORY/CIVICS & CITIZENSHIP

Faculty	HUMANITIES	
Subject Name	History – HIS Civics & Citizenship – CIV	
Duration	One Semester	
Prerequisites	Year 7 History	
Units Studied	**History** • The Age of Vikings • The Spanish Conquest of the Americas	**Civics & Citizenship** • Freedom and Laws
Core Skills	• Sequence historical events, developments and periods • Use historical terms and concepts • Identify a range of questions about the past to inform a historical inquiry • Identify and locate relevant sources, using ICT and other methods • Identify the origin and purpose of primary and secondary sources. Interpret and analyse learning area texts • Locate, compare, select and use information from a range of source as evidence • Draw conclusions about the usefulness of sources • Identify and describe points of view, attitudes and values in primary and secondary sources • Develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Use a range of communication forms (oral, graphic, written) and digital technologies	• Develop a range of questions to investigate Australia's political and legal systems • Identify, gather and sort information and ideas from a range of sources • Critically analyse information and ideas from a range of sources in relation to civics and citizenship topics and issues • Appreciate multiple perspectives and use strategies to mediate differences • Use democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and plan for that action • Present evidence-based civics and citizenship arguments using subject-specific language • Reflect on their role as a citizen in Australia's democracy
General Capabilities	• Literacy • Digital Literacy • Critical and Creative Thinking	• Intercultural understanding • Personal and Social Capability • Ethical understanding
Assessment	1. Extended Response Research Assignment 2. Extended Response to Historical Stimulus Exam	
Subjects aligned with Year 9 & 10	Year 9 • History • Civics & Citizenship	Year 10 • History

HUMANITITES – GEOGRAPHY / ECONOMICS & BUSINESS

Faculty	HUMANITIES	
Subject Name	Geography – GEG Economics & Business - ECB	
Duration	One Semester	
Prerequisites	Year 7 Geography	
Units Studied	**Geography** • Landforms and Landscapes • Changing Nations	**Economics & Business** • Markets and Careers
Core Skills	• Develop geographically significant questions and plan an inquiry using appropriate geographical methodologies and concepts • Evaluate sources for their reliability and usefulness • Represent data in a range of appropriate forms, for example, climate graphs, compound column graphs, population pyramids, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies • Represent spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate • Interpret geographical data • Apply geographical concepts to draw conclusions based on the analysis of data and information collected • Present findings, arguments and ideas in a range of communication forms selected to suit a particular audience and purpose	• Develop questions about an economic or business issue or event and plan and conduct an investigation or project • Gather relevant data and information from a range of digital, online and print sources • Interpret data and information displayed in different formats to identify relationships and trends • Generate a range of alternatives in response to an observed economic or business issue or event, and evaluate the potential costs and benefits of each alternative • Apply economics and business knowledge, skills and concepts in familiar and new situations • Present evidence-based conclusions using economics and business language and concepts in a range of appropriate formats and reflect on the consequences of alternative actions
General Capabilities	• Literacy • Digital Literacy • Critical and Creative Thinking	• Intercultural understanding • Personal and Social Capability • Ethical understanding
Assessment	1. Response to stimulus Test 2. Extended Response Exam	
Subjects aligned with Year 9 & 10	Year 9 • Geography • Economics & Business • Accounting	Year 10 • Geography • Accounting • Business

LANGUAGES

FRENCH

Faculty	LANGUAGES	
Subject Name	French - FRE	
Duration	Whole year	
Prerequisites	Nil	
Units Studied	1. Who am I? Who are you? 2. Families 3. School, hobbies and daily routines 4. French for travel	
Core Skills	• In Year 8, students begin or continue learning French by sharing more about themselves and understanding others. They will gain confidence in speaking and writing about personal topics like their name, interests, and daily life, while improving interactions with classmates and French speakers. • They will refine pronunciation, expand vocabulary, and focus on listening for key details in spoken French. Through engaging activities, students will also deepen their understanding of French culture, traditions, and perspectives, developing both language skills and cultural awareness.	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability	
Assessment	1. Listening task: Celebrities Profiles; Spoken task: Self-introduction; 2. Written task: Family Poster 3. Reading task: Exchange students; Spoken task: Student Exchange; 4. Written task: French on holiday	
Subjects aligned with Year 9 & 10	Year 9 • French	Year 10 • French

JAPANESE

Faculty	LANGUAGES	
Subject Name	Japanese - JPN	
Duration	Whole year	
Prerequisites	Nil	
Units Studied	1. Who am I? 2. Me and my family 3. Getting to know me 4. What's up?	
Core Skills	In Year 8, students build on their Japanese skills by learning to share more about themselves and understand others. They will develop confidence in speaking and writing about personal topics such as their name, interests, and everyday life. More than just listing information, students will learn how to hold simple conversations—asking and answering questions, expressing opinions, and interacting naturally with their classmates and Japanese speakers. As they progress, they will refine their pronunciation, expand their vocabulary, and strengthen their ability to listen for key details in spoken Japanese. Through fun and interactive activities, they will also gain a deeper appreciation of Japanese culture, traditions, and ways of thinking. This helps them not only develop practical language skills but also understand how communication is shaped by cultural perspectives.	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability	
Assessment	1. Spoken task: Anime Character; Listening task: Self-introductions 2. Written task: My Family Manga 3. Spoken task: Summer Camp; Reading task: Pen Pal Request 4. Written task: Dream Week	
Subjects aligned with Year 9 & 10	Year 9 • Japanese	Year 10 • Japanese

SPANISH

Faculty	LANGUAGES	
Subject Name	Spanish - SPN	
Duration	Whole year	
Prerequisites	Nil	
Units Studied	1. Who am I? Who are they? 2. Me and my family 3. My daily routine and school life 4. Las celebraciones	
Core Skills	In year 8, students continue developing their Spanish by learning how to express themselves more clearly and connect with others. They begin to speak and write with greater confidence about familiar topics like their hobbies, daily routines and personal interests. Instead of just sharing facts, they learn how to engage in basic conversations – asking thoughtful questions, giving opinions and responding naturally in Spanish. As their skills grow, students improve their pronunciation, learn new vocabulary, and become better at understanding spoken Spanish in everyday situations. Through engaging and collaborative classroom activities, they also explore the rich cultural diversity of the Spanish-speaking world. This cultural insight helps them not only communicate more effectively but also appreciate how language and culture go hand in hand.	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability	
Assessment	1. Spoken task: Self-introduction; Listening task: Self-introductions 2. Written task: Family poster 3. Spoken task: Student exchange; Reading task: Facebook friends 4. Written task: Dream destination	
Subjects aligned with Year 9 & 10	Year 9 • Spanish	Year 10 • Spanish

THE ARTS – ELECTIVES

DANCE

Faculty	PERFORMING ARTS	
Subject Name	Dance - DAN	
Duration	Whole year	
Prerequisites	Group work is an essential process in dance and as such, skills in communication and sharing of creative ideas are an asset. Performance opportunities will require rehearsals outside class time.	
Units Studied	1. The Language of Dance – How can I communicate through dance? 2. Dance of the People – How is identity and culture reflected through dance?	
Core Skills	• Demonstrate knowledge of the Elements of Dance and Safe Dance Principles • Investigate the origin, history and techniques of ritual, world and cultural/sub cultural dance and genres such as ballet, hip hop, jazz and contemporary • Learn, practise and present their work using genre specific dance vocabulary, expressive and technical skills • Explore genre and styles; ritual, world and cultural/sub cultural dance, ballet, hip hop, jazz and contemporary • Recognise, describe, compare and contrast characteristics of chosen dance styles in relation to their contexts • Explore, select and manipulate dance elements to create movement sequences in various dance styles and genres • Reflect and offer feedback on their own work and that of their peers • View, analyse and respond to dance examples from various genres.	
General Capabilities	• Literacy • Digital Literacy • Critical and Creative Thinking • Intercultural understanding • Personal and Social Capability	
Assessment	1. Performance of Teacher devised dances 2. Choreography for solos/pair/small groups in various genres 3. Multimodal Presentations 4. Dance Journal Entries 5. Short Answer/Extended responses	
Costs	$50	
Subjects aligned with Year 9 & 10	Year 9 • Dance	Year 10 • Dance

DRAMA

Faculty	PERFORMING ARTS
Subject Name	Drama - DRA
Duration	Whole year
Prerequisites	In preparation for the live performances, students will be required to attend out of class time rehearsals i.e. lunchtimes and/or before/after school. Students will also be required to attend a compulsory full-dress rehearsal on the weekend prior to the live performances.
Units Studied	1. Clowning 2. Elements of Drama 2 3. Live Production 4. Theatre Sports
Core Skills	• 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
General Capabilities	• Literacy • Digital Literacy • Critical and Creative Thinking • Intercultural understanding • Personal and Social Capability
Assessment	1. Responding Exam on the 3 clown types 2. Live performance in front of a Prep audience 3. Responding exam on the Elements of Drama 2 4. Writing a monologue for an early youth audience 5. Live performance in front of a Year 6 audience 6. Making practical tasks on improvising Theatre Sports games
Subjects aligned with Year 9 & 10	Year 9 • Drama Year 10 • Drama

MEDIA ARTS

Faculty	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS	
Subject Name	Media Arts - MED	
Duration	Whole year	
Prerequisites	Group work is part of the process in media and as such, skills in communication and sharking of creative ideas are an asset.	
Units Studied	1. Designing a short film 2. The production process - filming 3. The production process - editing 4. Film critique and review	
Core Skills	• Use of various shot sizes, camera angles, camera movement (and uses) • Use of colour and sound • Discuss the five key questions of Media Arts • Filming and framing techniques • Editing • Basics of Open Shot • 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	
General Capabilities	• Literacy • Critical and Creative Thinking • Intercultural Understanding • Ethical Understanding • Personal and Social Capability • Digital Literacy	
Assessment	1. Designing a short film 2. Producing a short film 3. Written	
Subjects aligned with Year 9 & 10	Year 9 • Media Arts in Practice	Year 10 • Media Arts in Practice

MUSIC

Faculty	PERFORMING ARTS	
Subject Name	Music - MUS	
Duration	Whole year	
Prerequisites	Individuals with specific musical abilities are encouraged to select Classroom Music as an elective subject.	
Units Studied	1. Jammin’ with Sound Elements of Music 2. Popular Music – Radio, TV and Movie Screen	
Core Skills	• Performance techniques on chosen instruments as well as guitar and piano keyboard skills • Technical terms for common music signs and symbols • Reading music and musical signs and symbols • Responding to musical works using musical language (elements, concepts and stylistic characteristics) • Evaluating and comparing music repertoire and other music sources to develop and enhance musicianship • Making judgements to express a music viewpoint as you work • Computer skills to navigate music software to create music using music software	
General Capabilities	• Literacy • Digital Literacy • Critical and Creative Thinking • Intercultural understanding • Personal and Social Capability	
Assessment	1. Performance: as a soloist with a backing track or other suitable accompaniment or as an accompanist to a solo performer 2. Composing: select and combine music elements, concepts and stylistic characteristics to create original works for different contexts in contrasting styles demonstrating a variety of compositional techniques 3. Musicology: Short response exam and extended response task analysis	
Subjects aligned with Year 9 & 10	Year 9 • Music	Year 10 • Music

VISUAL ARTS

Faculty	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS	
Subject Name	Visual Arts - ART	
Duration	Whole year	
Prerequisites	Creating artworks require time and if students fall behind, they may be required to attend out of class time studio time i.e. lunch times and/or after school to complete their piece	
Units Studied	1. The Tropical Environment – experimental portfolio 2. The Built Environment - analysis 3. Totems – lino printing 4. Caricatures - ceramics	
Core Skills	• Use visual language (elements and principles of art) • Use technical terms for drawing, printmaking, ceramics and 3D artforms • Solve visual problems in design and art making • Use specific processes involved in drawing, painting, printmaking and 3D artforms • 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	
General Capabilities	• Literacy • Critical and Creative Thinking • Intercultural Understanding • Ethical Understanding • Personal and Social Capability • Digital Literacy	
Assessment	1. Folio of work (Visual Diary) 2. Written analysis 3. Lino (reduction) print 4. Pinch pot clay work	
Subjects aligned with Year 9 & 10	Year 9 • Visual Art	Year 10 • Visual Art

DESIGN & TECHNOLOGIES ELECTIVES

WOODWORK

<table>
<tr><td>Faculty</td><td colspan="2">DESIGN & TECHNOLOGY</td></tr>
<tr><td>Subject Name</td><td colspan="2">WDW - Woodwork
(Formerly Materials and Technologies Specialisations TMT)</td></tr>
<tr><td>Duration</td><td colspan="2">Whole year</td></tr>
<tr><td>Prerequisites</td><td colspan="2">A good work ethic with a willingness to learn about the practical subjects</td></tr>
<tr><td>Units Studied</td><td colspan="2">• During Year 8 students will have the opportunity to produce at least three types of designed solutions in various material specialisations
• Timber
• Through the manufacturing of various wood projects, students learn correct and safe hand tool usage
• Timber products
• Through the manufacturing of various wood projects, students learn about sustainable wood products such as ply
• Plastics
• Students are exposed to alternative materials (acrylic) and use to design and manufacture an alternative project</td></tr>
<tr><td>Core Skills</td><td colspan="2">• Investigating and defining
• Generating and designing
• Producing and implementing
• Evaluating</td></tr>
<tr><td>General Capabilities</td><td colspan="2">• Literacy
• Critical and Creative Thinking
• Numeracy
• Digital Literacy</td></tr>
<tr><td>Assessment</td><td colspan="2">1. Practical Tasks
2. Written Theory</td></tr>
<tr><td>Subjects aligned with Year 9 & 10</td><td>Year 9
• Design and Technologies
• Engineering Principles and Systems
• Materials & Technologies Specialisations
• Materials & Technologies Specialisations 2</td><td>Year 10
• Design and Technologies
• Engineering Principles and Systems
• Materials & Technologies Specialisations
• Materials & Technologies Specialisations 2</td></tr>
</table>

METALWORK

Faculty	DESIGN & TECHNOLOGY
Subject Name	MTW - Metalwork (Formerly Materials and Technologies Specialisations 2 – Metal – TTZ)
Duration	Whole year
Prerequisites	A good work ethic with a willingness to learn about the practical subjects.
Units Studied	• During Year 8, students will have the opportunity to produce at least three types of designed solutions in various material specialisations. Sheet metal - through manufacturing of various sheet metal projects, students learn correct and safe hand tool usage • Art Metal - Student are exposed to alternative materials (copper) and design and manufacture an alternative project. • Machining - throughout the program, students are guided through numerous machining techniques using a pedestal drill
Core Skills	The skills covered in Design – Metal are: • Investigating and defining • Generating and designing • Producing and implementing • Evaluating
General Capabilities	• Literacy • Critical and Creative Thinking • Numeracy • Digital Literacy
Assessment	1. Practical projects 2. Short answer theory quizzes 3. Work booklets
Subjects aligned with Year 9 & 10	Year 9 • Materials & Technologies Specialisations • Materials & Technologies Specialisations 2 • Design & Digital Fabrication • Engineering Principles and Systems Year 10 • Materials & Technologies Specialisations • Materials & Technologies Specialisations 2 • Design & Digital Fabrication • Engineering Principles and Systems

FOOD & FIBRE PRODUCTION

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Food and Fibre - TFF	
Duration	Whole year	
Prerequisites	A good work ethic with a willingness to learn about and progress through the Food and textiles career pathways	
Units Studied	Students will progressively develop knowledge and understanding of the characteristics and properties of a range of materials either discretely in the development of products or though producing designed solutions for a technology's specialization such as fashion. Students will also identify the sequences and steps involved in design tasks. They develop plans to manage food related tasks, including safe and responsible use of food and utensils and apply management plans to successfully complete their design tasks. • Design • Textiles • Food Preparation	
Core Skills	• Producing • Designing	
General Capabilities	• Literacy • Critical and Creative Thinking • Numeracy	
Assessment	1. Practical Tasks 2. Written Theory	
Subjects aligned with Year 9 & 10	Year 9 • Food & Fibre Production • Food Specialisations	Year 10 • Food & Fibre Production • Food Specialisations

DESIGN TECHNOLOGIES

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Design Technologies - DAT	
Duration	Whole year	
Prerequisites	A good work ethic with a willingness to learn about and progress along the Design career pathways	
Units Studied	During Year 8, students will have the opportunity to design and produce at least three types of solutions using various material and machine specialisations. 1. Sketching – students learn the basics of effective sketching to communicate a solution 2. Plastics – through the use of CAD and CNC machines (3D printer, laser cutter), students manufacture various acrylic projects to help solve a problem 3. Timber – students use CAD and various CNC machines (laser cutters, router and vinyl cutter) to manufacture alternative projects	
Core Skills	• Investigating and defining • Generating and designing • Producing and implementing • Evaluating	
General Capabilities	• Literacy • Critical and Creative Thinking • Numeracy • Digital Literacy	
Assessment	1. Practical Tasks 2. Written Theory	
Subjects aligned with Year 9 & 10	Year 9 • Materials & Technologies Specialisations • Materials & Technologies Specialisations 2 • Design & Technologies • Engineering Principles & Systems	Year 10 • 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	
Duration	Whole year	
Prerequisites	A good work ethic with a willingness to learn about and progress along the Design career pathways	
Units Studied	During Year 8, students will have the opportunity to design and produce solutions that involve engineering principles and systems. Students learning is focused on how forces can be used to create movement, control or support in systems. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions. Students will progressively develop knowledge and understanding of how forces and the properties of materials affect the behaviour and performance of designed engineering solutions. 1. Aerodynamics – Down Force - Students learn the basics of lift by studying and manufacturing a small glider. Hand skills and the use of CAD and a laser cutter will be used to complete the project 2. Electronics – through the use circuit boards and basic programming, student will design and create a solution to a given problem. This will include vacuum forming and soldering 3. CAD – Students will learn and use various CAD packages throughout the course	
Core Skills	• Producing • Designing	
General Capabilities	• Literacy • Critical and Creative Thinking • Numeracy • Digital Literacy	
Assessment	1. Practical Tasks 2. Written Theory	
Subjects aligned with Year 9 & 10	Year 9 • Materials & Technologies Specialisations • Materials & Technologies Specialisations 2 • Design & Technologies	Year 10 • Materials & Technologies Specialisations • Materials & Technologies Specialisations 2 • Design & Technologies

FOOD SPECIALISASTIONS

<table>
<tr><td>Faculty</td><td colspan="2">DESIGN & TECHNOLOGY</td></tr>
<tr><td>Subject Name</td><td colspan="2">Food Specialisations - TFD</td></tr>
<tr><td>Duration</td><td colspan="2">Whole year</td></tr>
<tr><td>Prerequisites</td><td colspan="2">A good work ethic with a willingness to learn about and progress along the Hospitality career pathways</td></tr>
<tr><td>Units Studied</td><td colspan="2">Food specialisations includes the application of nutrition principles and knowledge about the characteristics and properties of food to food selection and preparation as well as contemporary technology related food issues.
Students identify the sequences and steps involved in design tasks. They develop plans to manage food related tasks, including safe and responsible use of food and utensils and apply management plans to successfully complete their design tasks. Students establish safety procedures that minimize risk and manage a project with safety and efficiency in mind when making designed solutions.
Some of the more specific skills that are taught are:
1. Methods of cooking
2. Garnishes
3. Plating & presenting</td></tr>
<tr><td>Core Skills</td><td colspan="2">• Producing
• Designing</td></tr>
<tr><td>General Capabilities</td><td colspan="2">• Literacy
• Critical and Creative Thinking
• Numeracy
• Digital Literacy</td></tr>
<tr><td>Assessment</td><td colspan="2">1. Practical Tasks
2. Written Theory</td></tr>
<tr><td>Subjects aligned with Year 9 & 10</td><td>Year 9
• Food & Fibre Production
• Food Specialisations</td><td>Year 10
• Food & Fibre Production
• Food Specialisations</td></tr>
</table>

HEALTH & PE – ELECTIVES

ATHLETE DEVELOPMENT PROGRAM

Faculty	HEALTH & PHYSICAL EDUCATION	
Subject Name	Athlete Development Program - ADP	
Duration	Whole year	
Prerequisites	Year 7 HPE	
Units Studied	1. Goal setting & Fitness Components – Netball 2. Anatomy & Sports injuries – Volleyball 3. Warm up/Cool down & Recovery techniques – Soccer 4. Performance data analysis - Basketball	
Core Skills	• Research, analyse and evaluate sporting performance • Identify areas in need of development in own performance and understanding • Propose, justify, implement and monitor plans to achieve goals • Promote 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 • Select and apply positive, respectful and inclusive personal development skills and strategies • Develop controlled, coordinated and efficient movement • Develop teamwork, tactical knowledge and strategic thinking • Use feedback to improve performance	
General Capabilities	• Numeracy • Literacy • Digital Literacy • Critical and Creative Thinking	• Ethical understanding • Intercultural understanding • Personal and Social Capability
Assessment	Assessment techniques include: • Project • Investigation • Practical or Performance • Exam	
Subjects aligned with Year 9 & 10	Year 9 • Athlete Development Program	Year 10 • Athlete Development Program
Additional Information	• Participation in the practical and theoretical aspects of the course is expected. • Students will be required to attend practical sessions off campus. • Due to the high level of competence and commitment required to complete this course students must submit an application form for the Athlete Development Program • Equipment includes: Bucket hat and running shoes	

OUTDOOR EDUCATION

Faculty	HEALTH & PHYSICAL EDUCATION
Subject Name	Outdoor Recreation - ORE
Duration	Whole year
Prerequisites	Year 7 HPE
Units Studied	1. Cycling 2. Bushwalking 3. Navigating & Orienteering 4. Team building & Wellbeing Excursions: Speewah, Barrabadeen, Smithfield & Redlynch Mountain Bike trails
Core Skills	• Care and maintenance of equipment • Minimal impact procedures • Safety • Mountain biking • Hiking preparation and implementation • Survival skills • Communication • Read and interpret maps (topographical) • Navigate and follow a route using a map and compass • Team work • Leadership
General Capabilities	• Numeracy • Literacy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability
Assessment	Assessment techniques include: • Project • Investigation • Practical or Performance • Exam
Subjects aligned with Year 9 & 10	Year 9 • Outdoor Recreation Year 10 • Outdoor Recreation
Additional Information	• Students will be required to attend Camps and practical sessions off campus. • There is a course fee for this subject that will cover camping fees, venue hire, activities, and transport. • Due to the high level of competence and commitment required to complete this course students must submit an application form for Outdoor Recreation .

FOOTBALL ENGAGEMENT PROGRAM

Faculty	HEALTH & PHYSICAL EDUCATION
Subject Name	FBE – Football Engagement (Formerly REP – Rugby League Engagement Program)
Duration	Whole year - each term can have a different football code focus
Prerequisites	Year 7 HPE
Units Studied	1. Skill development from range of football codes; Rugby League, Rugby Union, AFL, touch football and soccer 2. Coaching 3. Refereeing 4. Basic first aid
Core Skills	• Fundamental movement skills • Spatial awareness • Decision making • Basic ball handling • Develop and extend specific skills and game awareness across football codes • Communication skills
General Capabilities	• Numeracy • Literacy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Intercultural understanding • Personal and Social Capability
Assessment	Assessment techniques include: 1. Practical assessment is ongoing and based on class sessions as well as performance in GALA days and various school tournaments.
Subjects aligned with Year 9 & 10	Year 9 • Football Engagement Program Year 10 • Football Engagement Program
Additional Information	• Participation in the practical and theoretical aspects of the course is expected. • Equipment includes: Bucket hat, running shoes, football boots, mouthguard (for AFL and Rugby League.

DIGITAL TECHNOLOGIES

DIGITAL TECHNOLOGIES

Faculty	DIGITAL TECHNOLOGIES AND THE CREATIVE ARTS	
Subject Name	Digital Technologies - DIG	
Duration	Whole year	
Prerequisites	N/A	
Units Studied	1. Website Development 2. Data types in Python and Networks 3. Networking with microprocessors 4. Coding drones using Python	
Core Skills	• Computational thinking skills • Design thinking skills • System thinking skills • Coding structures • Project development skills • Analyse and evaluate data and networks • Defining and decomposing problems • Designing code • Project management • Sustainable practises	
General Capabilities	• Numeracy • Literacy • Digital Literacy • Critical and Creative Thinking • Ethical understanding • Personal and Social Capability • Intercultural Understanding	
Assessment	1. Extend written (coded website) 2. Test 3. Project – microbits 4. Design Project	
Subjects aligned with Year 9 & 10	Year 9 • Digital Technologies	Year 10 • Digital Technologies