



REDLYNCH STATE COLLEGE

PREP - YEAR 12

Year 8 Curriculum Guide

2027

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.

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|--------------------------------------|---------------------|
| • 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 and 1x semester of Geography
- 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)
- Metalwork (MTW)
- Media Arts (MED)
- Music (MUS)
- Outdoor Recreation (ORE) – **by application only**
- Football Engagement Program (FBE)
- Visual Arts (ART)

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

Students can 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 – Samantha Parkinson

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 understand 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 several 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	Full Year – 3 lessons per week	
Prerequisites	Year 7 English	
Units Studied	• Novel Study • Poetry Unit • Novel Study – A Monster Calls • 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	• Analytical Essay • Digital Poetry Folio • Narrative Intervention • Persuasive Speech	
Subjects aligned with Year 9 & 10	Year 9 • English	Year 10 • English • Short Course Literacy

MATHS

Faculty	Math
Subject Name	Mathematics – MAT
Duration	Full Year – 3 lessons per week
Prerequisites	Year 7 Math
Units Studied	• Number (types of decimals, exponent laws, integers, fractions, decimals, percentages, rates and ratios) • Algebra (rearrange, expand and factorise expressions, solve linear equations, model and graph linear relations and inequalities) • Measurement (perimeter, area, volume, Pythagoras' Theorem, time zones) • Space (properties of quadrilaterals, congruency, similarity and algorithms, 3D position) • Statistics (analyse and compare distributions of data, using measures of centre and range, conduct investigations with sampling) • 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 of 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 • Intercultural Understanding	• Ethical Understanding • Critical and Creative Thinking • Personal and Social Capability
Assessment	• End of term exams • Problem Solving and Modelling Task • Statistical Investigation	
Subjects aligned with Year 9 & 10	Year 9 • Mathematics	Year 10 • Mathematics • Short Course Numeracy

SCIENCE

Faculty	SCIENCE	
Subject Name	Science – SCI	
Duration	Full Year – 3 lessons per week	
Prerequisites	Year 7 Science	
Units Studied	• Chemistry Fundamentals • Interacting Body Systems and Reproduction • Geology • 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	• Exam • Comparative Report • 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	Full Year – 2 lessons per week	
Prerequisites	Year 7 HPE	
Units Studied	• Respectful Relationships and Inclusive games • Health Food and AFL • My Decisions, My Life and European Handball • 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: • Project • Investigation • Practical or Performance • Exam	
Subjects aligned with Year 9 & 10	Year 9 • Health and Physical Education • Athlete Development Program • Football Engagement Program	Year 10 • Health and Physical Education • Athlete Development Program • Football Engagement Program

HUMANITIES – HISTORY

Faculty	HUMANITIES	
Subject Name	History – HIS	
Duration	One Semester – 3 lessons per week	
Prerequisites	Year 7 History	
Units Studied	History - The Age of Vikings - The Spanish Conquest of the Americas	
Core Skills	- Explore the Age of Vikings through investigating Viking society, exploration, trade, conflict and the lasting impact of their expansion across Europe - Examine the Spanish Conquest of the Americas by exploring encounters between cultures, the causes and consequences of conquest and the perspectives of Indigenous peoples and European explorers - Engage in inquiry-based and experiential learning through historical investigations, source analysis, role plays, debates and immersive activities that bring the past to life - Ask historical questions and investigate change over time, examining the causes, consequences and significance of people, events and civilisations - Examine primary and secondary sources to evaluate their origin, purpose, reliability and usefulness, recognising that different sources can present different interpretations of the past - Use historical evidence to compare perspectives, develop interpretations and construct well supported explanations and arguments about the past - Communicate historical understanding using historical concepts, terminology and evidence through written, spoken, visual and digital formats - Develop informed perspectives by considering how historical events have shaped societies, challenged beliefs and continue to influence the world today	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Personal and Social Capability - Intercultural understanding - Ethical understanding
Assessment	- Extended Response Research Assignment - Extended Response to Historical Stimulus Exam	
Subjects aligned with Year 9 & 10	Year 9 History	Year 10 History

HUMANITIES – GEOGRAPHY

Faculty	HUMANITIES	
Subject Name	Geography – GEG	
Duration	One Semester – 3 lessons per week	
Prerequisites	Year 7 Geography	
Units Studied	Geography - Landforms and Landscapes - Changing Nations	
Core Skills	- Explore the dynamic processes that shape landforms and landscapes from Cairns and global coastlines to volcanoes and earthquakes, investigating how natural environments are formed, changed and managed over time - Examine changing nations by exploring population movements, urbanisation and the factors that influence where and how people live - Engage in inquiry-based and experiential learning through fieldwork, mapping, spatial technologies and investigations of real world geographical issues - Ask geographically significant questions and investigate the interactions, patterns and connections between people, places and environments - Gather, represent and interpret geographical data using maps, graphs, field sketches, spatial technologies and a range of other geographic tools - Analyse evidence from a variety of sources to evaluate reliability, draw conclusions and explain geographical patterns and processes - Use geographical concepts and terminology to communicate findings through written, visual and digital formats, supported by evidence and appropriate graphic representations - Develop informed perspectives by investigating contemporary geographical challenges and proposing sustainable responses to issues affecting people, places and environments	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Intercultural understanding - Personal and Social Capability - Ethical understanding
Assessment	- Response to stimulus test - Extended response exam	
Subjects aligned with Year 9 & 10	Year 9 Geography	Year 10 Geography

LANGUAGES

FRENCH

Faculty	LANGUAGES	
Subject Name	French - FRE	
Duration	Full Year – 2 lessons per week	
Prerequisites	Nil	
Units Studied	- Who am I? Who are you? - Families - School, hobbies and daily routines - 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	- Listening task: Celebrity Profiles; Spoken task: Self introduction - Written task: Family poster - Reading task: Exchange students; Spoken task: Student exchange - 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	Full Year – 2 lessons per week	
Prerequisites	Nil	
Units Studied	• Who am I? • Me and my family • Getting to know me • 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	• Spoken task: Anime Character; Listening task: Self introductions • Written task: My Family Manga • Spoken task: Summer Camp; Reading task: Pen Pal request • Written task: Dream Week	
Subjects aligned with Year 9 & 10	Year 9 • Japanese	Year 10 • Japanese

SPANISH

Faculty	LANGUAGES	
Subject Name	Spanish - SPN	
Duration	Full Year – 2 lessons per week	
Prerequisites	Nil	
Units Studied	- Who am I? Who are they? - Me and my family - My daily routine and school life - 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	- Spoken task: Self introduction; Listening task: Self introductions - Written task: Family poster - Spoken task: Student exchange; Reading task: Facebook friends - 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	Full Year – 2 lessons per week	
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	- Unit 1: Dance Technique: Foundations - Unit 2: Stage Spotlight: Musical Theatre - Unit 3: Creating Dance 1 - Dance Around the World	
Core Skills	- Year 8 Dance invites students to explore movement, creativity and performance through a variety of practical experiences. Students develop confidence, coordination and expressive skills while discovering how dance can communicate stories, ideas and emotions. Through performance, choreography and collaboration, students experience dance as a creative art form that celebrates individuality, teamwork and cultural diversity - Term 1 – students build the essential skills of a dancer by exploring safe dance practices, movement fundamentals and performance techniques. Through practical sequences and rehearsal activities, students develop confidence, coordination and control while learning the foundations of dance - Term 2 – students step into the world of musical theatre, working collaboratively to bring a chosen musical to life through dance. Students develop performance skills, expression and stage presence as they learn and rehearse a class dance that will be showcased at the annual RSC Elective Dance Night in Term 3 - Term 3 – students become choreographers as they explore how dance can communicate ideas, stories and perspectives. Through creative tasks, improvisation and experimentation, students develop their own movement ideas and discover how choreographers use the elements of dance to create meaning - Term 4 – students explore the diversity of dance across cultures, times and places. Through workshops with specialist tutors, students experience a range of dance styles, develop style-specific movement skills and investigate how dance reflects different communities, traditions and ideas	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Ethical Understanding - Intercultural Understanding - Personal and Social Capability
Assessment	- Technique Sequences: Practical Demonstration - Class Dance Performance and Self/Peer Reflection - Creating Dance: Choreographic Tasks and Responses - Dance Analysis: Informative Response Folio	
Subjects aligned with Year 9 & 10	Year 9 Dance	Year 10 Dance

DRAMA

Faculty	PERFORMING ARTS	
Subject Name	Drama - DRA	
Duration	Full Year – 2 lessons per week	
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	• Clowning Around • Elements of Drama • The Bullying Play • Theatre Sports	
Core Skills	• Year 8 Drama inspires students to build confidence, creativity and collaboration through acting, improvisation and performance. Students explore a range of theatrical styles while developing the skills to create engaging performances, communicate ideas and connect with audiences • Unit 1 – students discover the exciting world of Clowning and Comedy, learning the secrets behind physical theatre, mime, slapstick and comic timing. Inspired by the live First Nations performance <i>The Clown from Snowy River</i>, students create their own unique clown character before working in small groups to devise and perform an entertaining live comedy performance that delights an audience of our Prep cohort • Unit 2 – students deepen their understanding of the elements of drama by exploring how character, relationships and emotion bring stories to life. Through the First Nations play <i>Chasing the Lolliman</i> and Pixar's <i>Bao</i>, students investigate how drama communicates ideas, perspectives and meaning while developing their analytical and performance skills • Unit 3 – students take centre stage as members of a live theatre ensemble, rehearsing and performing <i>The Bullying Play</i> for the Year 6 cohort. Through the rehearsal process, students develop acting techniques, teamwork and stage confidence while using theatre to explore important issues that are relevant to young people and inspire positive conversations • Unit 4 – students learn the art of competitiveness of Theatre Sports, where the traditional ultimate prize is a... mintie lolly! Students will learn to work in teams, practising how to advance and extend an improvised offer, all in a strict time limit. This unit is a lot of fun, with on the spot acting	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural understanding • Personal and Social Capability
Assessment	• Live performance in front of a Prep audience • Responding exam on the Elements of Drama • Live performance in front of a Year 6 audience • On the spot, 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	Full Year – 2 lessons per week	
Prerequisites	Group work is part of the process in media and as such, skills in communication and sharing of creative ideas are an asset.	
Units Studied	• Designing a short film • The production process – filming • The production process – editing • 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 • Numeracy • Critical and Creative Thinking • Intercultural Understanding	• Ethical Understanding • Personal and Social Capability • Digital Literacy
Assessment	• Designing a short film • Producing a short film • 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	Full Year – 2 lessons per week	
Prerequisites	Individuals with specific musical abilities are encouraged to select Classroom Music as an elective subject.	
Units Studied	• Story time • Screen time • Rock and Blues in our Valley • Rock and Blues Beyond the Hills	
Core Skills	• Year 8 Music gives students the opportunity to explore, perform and create music inspired by the world around them. Through exciting practical experiences, students develop instrumental skills, creativity and confidence while discovering how music can tell stories, create emotion and bring people together • Term 1 – students step into the world of film, television and gaming soundtracks, exploring the music behind their favourite movies, animations and streaming platforms. They develop instrumental skills while performing memorable themes and discovering how music shapes the action and emotions on screen • Term 2 – students become film composers, creating their own original soundtrack for a visual scene. By experimenting with the elements of music, they learn how composers use melody, rhythm, harmony and dynamics to build suspense, create atmosphere and bring characters and stories to life • Term 3 – students turn up the volume with the sounds of Rock and Blues, discovering the artists and musical styles that influenced generations of popular music. Working collaboratively, students analyse famous songs before creating their own group arrangements using sustainable percussion instruments • Term 4 – students continue their journey through Rock and Blues, rehearsing and performing a classic 12-bar Blues piece as part of an ensemble. Through live performance, students strengthen their musical confidence, teamwork and stage presence while experiencing the excitement of making music together	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural understanding • Personal and Social Capability
Assessment	• Performance: as a soloist with a backing track or other suitable accompaniment or as an accompanist to a solo performer • 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 • 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	Full Year – 2 lessons per week	
Prerequisites	Creating artworks requires 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	• The Tropical Environment – experimental portfolio • The Built Environment – analysis • Totems – lino printing • 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 • Numeracy • Critical and Creative Thinking • Intercultural Understanding	• Ethical Understanding • Personal and Social Capability • Digital Literacy
Assessment	• Folio of work (Visual Diary) • Written analysis • Lino (reduction) print • Pinch pot clay work	
Subjects aligned with Year 9 & 10	Year 9 • Visual Art	Year 10 • Visual Art

DESIGN & TECHNOLOGIES ELECTIVES

WOODWORK

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Woodwork - WDW	
Duration	Full Year – 2 lessons per week	
Prerequisites	• A strong work ethic with a willingness to learn about practical subjects • A commitment to following workshop and machine safety requirements	
Units Studied	Students learn about working with materials, components and production processes. Students progressively develop knowledge and understanding of the characteristics and properties of a range of materials, hand tools and machinery to produce designed solutions. Past projects include: • Timber pencil box • Serving tray • Spice rack • Carry-all tray	
Core Skills	• Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	• Practical Tasks • Written Theory	
Subjects aligned with Year 9 & 10	Year 9 • Woodwork • Metalwork	Year 10 • Woodwork • Metalwork

METALWORK

Faculty	DESIGN & TECHNOLOGY	
Subject Name	MTW - Metalwork	
Duration	Full Year – 2 lessons per week	
Prerequisites	• A strong work ethic with a willingness to learn about practical subjects • A commitment to following workshop and machine safety requirements	
Units Studied	Students learn about working with materials, components and production processes. Students progressively develop knowledge and understanding of the characteristics and properties of a range of materials, hand tools and machinery to produce designed solutions. Past projects include: • Bike Spanner • BBQ Spatula • Candle Holder • Copper Repousse	
Core Skills	• Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	• Practical projects • Theory assessment	
Subjects aligned with Year 9 & 10	Year 9 • Woodwork • Metalwork	Year 10 • Woodwork • Metalwork

FOOD & FIBRE PRODUCTION

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Food and Fibre - TFF	
Duration	Full Year – 2 lessons per week	
Prerequisites	• A strong work ethic with a willingness to learn about practical subjects • A commitment to following workshop and machine safety requirements	
Units Studied	Students learn about working with materials, components and production processes. Students progressively develop knowledge and understanding of the characteristics and properties of a range of materials, hand tools and machinery to produce designed solutions. Past projects include: • Sandwiches • Boomerang bag • Family celebrations • Sleep tight	
Core Skills	• Investigating and defining • Generating and designing • Evaluating • Collaborating and managing	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	• Practical Tasks • 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	Full Year – 2 lessons per week	
Prerequisites	• A strong work ethic with a willingness to learn about practical and theoretical subjects. • A commitment to following workshop and machine safety requirements	
Units Studied	Design and Technologies engage students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Past projects include: • Logo design (CNC Vinyl cutter) • 3D printed spinning top • Miniature house design (laser cut) • Toy car design (laser cut)	
Core Skills	• Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	• Practical Tasks • Written Theory • Portfolio with Prototype	
Subjects aligned with Year 9 & 10	Year 9 • Design & Technologies • Engineering Principles & Systems	Year 10 • Design & Technologies • Engineering Principles & Systems

ENGINEERING PRINCIPLES & SYSTEMS

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Engineering Principles and Systems - TES	
Duration	Full Year – 2 lessons per week	
Prerequisites	- A strong work ethic with a willingness to learn about practical and theoretical subjects. - A commitment to following workshop and machine safety requirements	
Units Studied	Engineering provides opportunities for students to integrate scientific and mathematical principles and concepts through the application of engineering design processes to produce sustainable engineered solutions Past projects include: - Water Turbines - Thirsty Flamingo (Moisture Sensor) - Engineering Drawings - Lift (Wing Design)	
Core Skills	- Investigating and defining - Generating and designing - Producing and implementing - Evaluating - Collaborating and managing	
General Capabilities	- Literacy - Numeracy - Digital Literacy - Critical and Creative Thinking	- Ethical Understanding - Intercultural Understanding - Personal and Social Capability
Assessment	- Practical Tasks - Written Theory	
Subjects aligned with Year 9 & 10	Year 9 - Engineering Principles and Systems - Design & Technologies	Year 10 - Engineering Principles and Systems - Design & Technologies

FOOD SPECIALISASTIONS

Faculty	DESIGN & TECHNOLOGY	
Subject Name	Food Specialisations - TFD	
Duration	Full Year – 2 lessons per week	
Prerequisites	• A strong work ethic with a willingness to learn about practical and theoretical subjects. • A commitment to following workshop and machine safety requirements	
Units Studied	Students learn about working with Kitchen equipment, ingredients and production processes. Students progressively develop knowledge and understanding of the characteristics and properties of a range of ingredients, and associated cooking appliances to produce designed solutions. Past projects include: • Patty or Fritter design • Pasta design • Nutty nutrients • Big Burger	
Core Skills	• Investigating and defining • Generating and designing • Producing and implementing • Evaluating • Collaborating and managing	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	• Practical Tasks • Written Theory	
Subjects aligned with Year 9 & 10	Year 9 • Food & Fibre Production • Food Specialisations	Year 10 • Food & Fibre Production • Food Specialisations

HEALTH & PE – ELECTIVES

ATHLETE DEVELOPMENT PROGRAM

Faculty	HEALTH & PHYSICAL EDUCATION	
Subject Name	Athlete Development Program - ADP	
Duration	Full Year – 2 lessons per week	
Prerequisites	Year 7 HPE	
Units Studied	- Goal setting & Fitness Components – Netball - Anatomy & Sports Injuries – Volleyball - Warm up / Cool down & Recovery Techniques – Soccer - 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	Full Year – 2 lessons per week	
Prerequisites	Year 7 HPE	
Units Studies	• Cycling • Bushwalking • Navigating & Orienteering • Team building & Wellbeing Excursions: Speewah, Barrabadeen, Smithfield & Redlynch 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 • Teamwork • 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	Football Engagement - FBE	
Duration	Full Year - 2x lessons per week. Each term can have a different football code focus	
Prerequisites	Year 7 HPE	
Units Studied	• Skill development from range of football codes; Rugby League, Rugby Union, AFL, Touch Football and Soccer • Coaching • Refereeing • 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 • Communicate skills	
General Capabilities	• Literacy • Numeracy • Digital Literacy • Critical and Creative Thinking	• Ethical Understanding • Intercultural Understanding • Personal and Social Capability
Assessment	Assessment techniques include: • 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	Full Year – 2 lessons per week	
Prerequisites	N/A	
Units Studied	- Website Development - Data types in Python and Networks - Networking with microprocessors - 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	- Extend written (coded website) - Test - Project – micro:bits - Design Project	
Subjects aligned with Year 9 & 10	Year 9 Digital Technologies	Year 10 Digital Technologies