

**ROBINA STATE HIGH SCHOOL**

*Respectful Responsible Resilient Ready To Learn*



**ROBINA STATE HIGH SCHOOL**

**2024**

**Year 7 & 8  
Subject Selection  
HANDBOOK**

**Subject Selection Information**  
(Version 1)

Published in 2023

# CONTENTS

<b>JUNIOR SECONDARY CURRICULUM STRUCTURE .....</b>	<b>1</b>
<b>SIGNATURE PROGRAMS .....</b>	<b>7</b>
<b>FEE PAYING SIGNATURE PROGRAM INFORMATION .....</b>	<b>9</b>
FUTSAL / FOOTBALL ACADEMY .....	10
GOLF ACADEMY .....	11
BASEBALL ACADEMY .....	12
GENERAL SPORT ACADEMY .....	13
NETBALL ACADEMY .....	14
TRIATHLON ACADEMY .....	15
COMMUNITY ACTION SERVICE (CAS) PROGRAM .....	16
JAPANESE IMMERSION PROGRAM .....	17
THE KINGFISHER ACADEMIC EXCELLENCE PROGRAM .....	18
<b>YEAR 7 SUBJECTS .....</b>	<b>19</b>
YEAR 7 MATHEMATICS .....	19
YEAR 7 ENGLISH .....	20
YEAR 7 SCIENCE .....	21
YEAR 7 HUMANITIES .....	22
YEAR 7 HEALTH & PHYSICAL EDUCATION .....	23
YEAR 7 JAPANESE .....	24
YEAR 7 ENGINEERING TECHNOLOGIES .....	25
YEAR 7 VISUAL ART .....	26
YEAR 7 MEDIA ARTS .....	27
YEAR 7 DANCE .....	28
YEAR 7 DRAMA .....	29
YEAR 7 MUSIC .....	30
<b>YEAR 8 SUBJECTS .....</b>	<b>31</b>
YEAR 8 MATHEMATICS .....	31
YEAR 8 ENGLISH .....	32
YEAR 8 SCIENCE .....	33
YEAR 8 HUMANITIES .....	34
YEAR 8 HEALTH & PHYSICAL EDUCATION .....	35
YEAR 8 FOOD & FIBRE PRODUCTION .....	36
YEAR 8 JAPANESE .....	37
YEAR 8 DIGITAL TECHNOLOGIES .....	38
YEAR 8 VISUAL ART .....	39
YEAR 8 MEDIA ARTS .....	40
YEAR 8 DANCE .....	41
YEAR 8 DRAMA .....	42
YEAR 8 MUSIC .....	43
YEAR 8 MATERIALS & TECHNOLOGIES SPECIALISATION .....	44

## **Introduction to the Junior Secondary Phase of Learning**

The Junior Secondary Phase of Learning at Robina State High School refers to the first two of years of a student's pathway when commencing their high school journey, this being Years 7 & 8. The Department of Education's Equity and Excellence Strategy focuses on realising the potential of every student as well as identifying student transition through the Junior Secondary phase as a key priority. At Robina State High School our curriculum is designed to extend students and develop their capacities in line with expectations set out by ACARA through the Australian Curriculum. Teaching and learning in the Junior Secondary Phase is designed around a range key pedagogy that foster meaningful relationships with our students, create a culture of high expectations, and deliver contextualised curriculum through explicit instruction, deep leaning and inquiry-based education. Through our unique Junior Secondary approach, we are able to empower all students to reach their full potential in an academically and culturally rich environment. Students will have weekly Junior Secondary Parades which aim to celebrate student and cohort achievements as well as continuing to foster that sense of belonging as part of the Robina SHS family.

## **Curriculum Structure**

### **Core Curriculum**

The Core Curriculum of the Junior Secondary includes the subjects of English, Mathematics, Science, Humanities, Health & Physical Education (or Sports Academy) and Japanese for Year 7 Students. All students in Years 7-8 progress through a compulsory two-year course in these subjects, designed to lay a strong foundation in literacy, numeracy, scientific process and research skills. The curriculum is drawn from the Australian Curriculum (AC) syllabus documents and delivered by specialist teachers and in specialist facilities to ensure the best outcomes in these critical areas. Curriculum and class support is available for students that may need have some additional educational requirements. Year 7 students will study Japanese all year before it will only be a semester long course in Year 8.

### **Elective Curriculum**

Students in Year 7 & 8 are offered an array of specialist subjects which expand each year. The specialist offering in Year 7 is a semester long course in an Arts elective which students can select at the time of their enrolment interview. Year 7 students can select one of the following Arts based subjects: Drama, Music, Visual Arts, Media Arts and Dance. Students in Year 7 will also engage in ETS (Engineering Technology Studies) which is an integrated subject combining Digital Technologies, Design Technology, Engineering, and Coding, this will also be studied as a Semester long course.

Year 8 students will experience new elective subjects such as Food and Fibre Specialisation and Materials and Technology Specialisation for a semester long each. Students will still engage in an Arts elective as well as developing their skills further in Digital Technologies. These experiences help students to identify their emerging strengths and passions, in readiness for the choice and variety made available to them in the 9 curriculum and beyond.

## **Response to Intervention / Enrichment (RTIE)**

Robina SHS is committed to providing our students with a well-rounded education that caters to their individual needs and promotes academic growth. As part of this commitment, Year 7 students will engage in additional lesson each week, specifically designed to enhance their numeracy and literacy skills. In Year 7, students will participate in an extra lesson every week dedicated to improving their proficiency in numeracy and literacy. These targeted lessons are designed to complement the regular Mathematics and English curriculum and provide students with a unique opportunity to focus on specific areas of improvement. To ensure personalized learning and effective instruction, students will complete a short online formative assessment aligned with their ongoing units in Mathematics and English. This assessment will help identify their strengths and areas that require further attention, laying the foundation for a more tailored educational experience. Based on the results of the formative assessment, students will be placed into either Intervention or Enrichment classes for a three-week period. The Intervention classes will provide additional support and targeted instruction to help students bridge any gaps in their understanding, while the Enrichment classes will challenge and extend their skills further. Throughout the term, students will undergo a series of formative assessments on a three-week cycle.

## **Stronger Together Program**

In the Junior Secondary Phase of Learning, we prioritise meeting the social and emotional needs of our students by placing a strong emphasis on social and emotional wellbeing. Throughout the academic year, we engage in weekly "Stronger Together" lessons aimed at nurturing various aspects of personal growth. These lessons will cover a range of skills, including organizational and study techniques, effective goal setting, fostering positive behaviour for optimal learning, promoting wellbeing, cultivating healthy relationships, and ensuring cyber safety awareness. Year 7 students will have the opportunity to engage in this content during their Health & Physical Education (HPE) Curriculum. At the beginning of each term, all Year 7 & 8 students will embark on a reflective goal-setting process. This process will enable them to assess their achievements, maintain their successes, and identify areas that require further strengthening. Year 7 students will also have the opportunity to develop their leadership skills as well as challenge themselves at the end of Term 2s camp. This camp will provide an enriching experience, foster camaraderie, and developing their leadership capabilities. Year 8 students will engage in specific workshops and leadership skill development program. These workshops will equip them with essential tools and abilities to navigate through the challenges of high school and to prepare them for the opportunity to become a Junior Secondary Leader. Both Year 7 & 8 students will also go through their subject selection process for the following year. During this process, Curriculum Heads of Department present their various faculty subjects to the students and identify the various pathways that students can go within their subject area.

## Year 7 Overview

Year 7 marks an exciting transition as it signifies the beginning of a six-year journey at Robina State High School. At this stage, students have grown beyond their Primary School years and are prepared to embrace the challenges of a new academic environment. The first year of high school holds significant importance in establishing the essential foundations of learning, nurturing relationships, and establishing routines. This ensures that students are provided with gentle guidance as they embark on their Secondary School journey. To facilitate a smooth transition, Robina SHS adopts a thoughtful approach. Students are grouped together in core classes for Mathematics, Science, English, and Humanities. While they will have the opportunity to experience various subject specialist teachers and facilities, they will have the comfort of being with the same group of friends for all of these subjects. During this Junior Secondary phase, a dedicated team of teachers, passionate about working with students, takes on the responsibility of imparting knowledge and guidance. The curriculum consists of a blend of core and specialist subjects carefully designed to meet the unique needs of Year 7 students.

YEAR 7 TIMETABLE ALLOCATIONS PER SUBJECT	
	LESSONS PER WEEK
ENGLISH	3
MATHEMATICS	3
SCIENCE	3
HUMANITIES	3
HEALTH & PHYSICAL EDUCATION	3
SPORTS ACADEMY	3
JAPANESE	2
ARTS ELECTIVE	2
ENGINEERING TECHNOLOGY STUDIES (ETS)	2
COMMUNITY ACTION SERVICE (CAS)	2
STEM	2
RTIE	1

	CORE SUBJECTS
	EOI ENTRY
	EOI ENTRY
	CHOSEN AT ENROLMENT INTERVIEW
	ACADEMIC EXCELLENCE ONLY

## YEAR 7 SUBJECTS AND PATHWAYS

YEAR 7								
KEY LEARNING AREAS / PATHWAY	GENERAL PATHWAY		KINGFISHER		JAPANESE IMMERSION (JIP)		COMMUNITY ACTION SERVICE	
	ALL YEAR		ALL YEAR		ALL YEAR		ALL YEAR	
	SEMESTER LONG	SEMESTER LONG	SEMESTER LONG	SEMESTER LONG	SEMESTER LONG	SEMESTER LONG	SEMESTER LONG	SEMESTER LONG
ENGLISH	English		English		English		English	
MATHEMATICS	Mathematics		Mathematics		Mathematics	JIP Mathematics	Mathematics	
SCIENCE	Science		Science		Science		Science	
HUMANITIES	Humanities		Humanities		Humanities		Humanities	
JAPANESE	Japanese		Japanese		JIP Japanese		Japanese - option	
THE ARTS - STUDENTS SELECT ONE	Visual Art		Visual Art		Visual Art		Visual Art	
	Media Art		Media Art		Media Art		Media Art	
	Dance		Dance		Dance		Dance	
	Drama		Drama		Drama		Drama	
	Music		Music		Music		Music	
TECHOLOGIES	ETS		ETS		ETS		ETS	
			STEM		STEM			
HEALTH & PHYSICAL EDUCATION - SPX IS EOI ONLY	HPE		HPE		HPE		HPE	
	SPORTS ACADEMY		SPORTS ACADEMY		SPORTS ACADEMY		SPORTS ACADEMY	
OTHER							CAS	

## Year 8 Overview

Students in Year 8 start to become more independent learners. Students will not be grouped together in core classes as in Year 7. In Year 8 each core subject area, there will be the opportunity for students to be placed in 'Extension' classes if they have displayed a high Level of Achievement (LOA) from their Year 7 report. Students in Year 8 will also be able to engage in with the Applied Technologies subject areas of Food and Fibre Specialisation and Materials and Technology Specialisation for a semester long each. Year 8 students will also continue with an Arts elective and Digital Technologies for a semester each. Students will study Japanese and Health and Physical Education for a semester each as well.

Students that are in specialist programs that include, Academic Excellence Kingfisher and Japanese Immersion, as well as Sports Academy and Community Action Service; will have some additional considerations to their subject selections.

<b>COMPULSORY SUBJECTS</b> <i>(All Year, 3 lessons per week)</i>	<b>COMPULSORY SUBJECTS</b> <i>(Semester only, 3 lessons per week)</i>
<ul style="list-style-type: none"> <li>• English*</li> <li>• Mathematics*</li> <li>• Science*</li> <li>• Humanities* (<i>History, Geography &amp; Civics and Citizenship</i>)</li> <li>• Sports Academy</li> <li>• Stronger Together</li> </ul> <p><i>* Extension classes offered</i></p>	<ul style="list-style-type: none"> <li>• Health &amp; Physical Education</li> <li>• Japanese</li> </ul>
<b>ELECTIVE SUBJECTS (Semester only, 2 lessons per week)</b>	
<p>The Arts (one subject from the following):</p> <ul style="list-style-type: none"> <li>• Visual Arts</li> <li>• Dance</li> <li>• Drama</li> <li>• Media Arts</li> <li>• Music</li> </ul>	<p>Applied Technologies:</p> <ul style="list-style-type: none"> <li>• Food and Fibre Specialisation</li> <li>• Materials and Technology Specialisation</li> <li>• Digital Technologies</li> <li>• STEM (<i>Kingfisher only – All year</i>)</li> <li>• Community Action Service (<i>CAS students only-All Year</i>)</li> </ul>

<b>YEAR 8 TIMETABLE ALLOCATIONS PER SUBJECT</b>		
	LESSONS PER WEEK	Year course / Semester long
<b>ENGLISH</b>	<b>3</b>	<b>Year</b>
<b>MATHEMATICS</b>	<b>3</b>	<b>Year</b>
<b>SCIENCE</b>	<b>3</b>	<b>Year</b>
<b>HUMANITIES</b>	<b>3</b>	<b>Year</b>
<b>HEALTH &amp; PHYSICAL EDUCATION</b>	<b>3</b>	<b>Semester</b>
<b>SPORTS ACADEMY</b>	<b>3</b>	<b>Year</b>
<b>JAPANESE</b>	<b>3</b>	<b>Semester</b>
<b>ARTS ELECTIVE</b>	<b>2</b>	<b>Semester</b>
<b>DIGITAL TECHNOLOGIES</b>	<b>2</b>	<b>Semester</b>
<b>APPLIED TECHNOLOGIES</b>	<b>2</b>	<b>Semester Each</b>
<b>COMMUNITY ACTION SERVICE (CAS)</b>	<b>2</b>	<b>Year</b>
<b>STEM</b>	<b>2</b>	<b>Year</b>
<b>STRONGER TOGETHER</b>	<b>1</b>	<b>Year</b>

	CORE SUBJECTS
	EOI ENTRY
	EOI ENTRY
	CHOSEN AT YEAR 7 SUBJECT SELECTION
	ACADEMIC EXCELLENCE ONLY

## YEAR 8 SUBJECTS AND PATHWAYS

YEAR 8								
KEY LEARNING AREAS / PATHWAY	GENERAL PATHWAY		KINGFISHER		JAPANESE IMMERSION (JIP)		COMMUNITY ACTION SERVICE	
	ALL YEAR		ALL YEAR		ALL YEAR		ALL YEAR	
	SEMESTER LONG	SEMESTER LONG	SEMESTER LONG	SEMESTER LONG	SEMESTER LONG	SEMESTER LONG	SEMESTER LONG	SEMESTER LONG
ENGLISH	English*		English		English		English*	
MATHEMATICS	Mathematics*		Mathematics		JIP Mathematics		Mathematics*	
SCIENCE	Science		Science		Science	JIP Science	Science*	
HUMANITIES	Humanities		Humanities		JIP Humanities		Humanities*	
JAPANESE	Japanese		Japanese		JIP Japanese		Japanese - option	
THE ARTS - STUDENTS SELECT ONE	Visual Art		Visual Art		Visual Art		Visual Art	
	Media Art		Media Art		Media Art		Media Art	
	Dance		Dance		Dance		Dance	
	Drama		Drama		Drama		Drama	
	Music		Music		Music		Music	
TECHNOLOGIES	Dig Tech		Dig Tech		Japanese Dig Tech		Dig Tech	
			STEM		STEM			
HEALTH & PHYSICAL EDUCATION - SPX IS EOI ONLY	HPE		HPE		JIP HPE		HPE	
	SPORTS ACADEMY**		SPORTS ACADEMY**		SPORTS ACADEMY**		SPORTS ACADEMY	
APPLIED TECHNOLOGIES	Food and Fibre Specialisation	Materials and Technology Specialisation	Food and Fibre Specialisation	Materials and Technology Specialisation	Food and Fibre Specialisation	Materials and Technology Specialisation	Food and Fibre Specialisation	Materials and Technology Specialisation
OTHER							CAS	

\* Extension classes offered

\*\* Students will be in SPX all year and study Japanese in place of an elective

NB: CAS, JIP and Sports Academy Students will need to preference their elective choices



## SIGNATURE PROGRAMS

There are NINE Signature programs offered within the school. Each program has its own selection process and entry criteria. More information is available from our school website.

**ALL INVOICED FEES FOR THESE PROGRAMS MUST BE PAID BY 14 NOVEMBER 2023**

SPORTS ACADEMY	FACULTY	DIRECTOR OF SPORTS	TEACHER IN CHARGE	ENTRY	COSTS SCHOOL LEVY PLUS
<b>Golf Academy</b>	Robina Sports Academy	Mr Daniel Norton-Smith	Mr Daniel Norton-Smith	Expression of Interest available on school website	<b>\$1690 per year</b> External rounds, golf pro tuition, green-keeping, golf cap and external gym access
<b>Baseball Academy</b>			Mr Jared Long		<b>\$610 per year</b> Professional coaching fees, grounds maintenance, equipment and external gym access, tournaments and transport
<b>General Sport Academy</b>			Mr Tim Davison		<b>\$250 per year</b> External training facility access, coaching, tuition and external gym access
<b>BOYS Futsal/ Football Academy</b>			Mr Alex Morrison		<b>\$390 per year</b> Tournaments, transport, equipment, coaching aides, coaches and external gym access
<b>GIRLS Futsal/ Football Academy</b>			Mr Daniel Norton-Smith		<b>\$390 per year</b> Tournaments, transport, equipment, coaching aides, coaches and external gym access
<b>Triathlon Academy</b>			Mr Ed Anderson		<b>\$710 per year</b> Professional coaching fees, equipment, swimming pool lane hire, external gym access
<b>Netball Academy</b>			Ms Zoe Walker		<b>\$410 per year</b> Professional coaching fees, equipment, external gym access, tournaments and transport

SPECIALIST ACADEMIC PROGRAMS	HEAD OF DEPARTMENT	TEACHER	ENTRY	COSTS SCHOOL LEVY PLUS
Kingfisher	Academic Excellence and Kingfisher Programs- Mr Bruce McFarlane	Ms Di Hanna	Applications available on School Website	Academic Excellence Kingfisher and Japanese Immersion Programs  Yr 7 & 8 \$400 per year  Yr9 \$350 per year  Excursions, (entry & transport), competition entries, & specialised testing
Japanese Immersion	Japanese Immersion- Mrs Michelle Gray			

PERSONAL DEVELOPMENT PROGRAM	FACULTY	HEAD OF DEPARTMENT	TEACHER	ENTRY	COSTS SCHOOL LEVY PLUS
Community Action Service (CAS)	Cross Curriculum	Ms Emma King	Ms Sarah Nelson	Applications available on School Website	Y7 \$200 per year Challenge day excursions & Duke of Edinburgh award registration  Y8&9 \$140 per year Challenge Day excursions

## FEE-PAYING SIGNATURE PROGRAM INFORMATION

Some of our Signature Programs on offer require payment to the school.

Once a student has been accepted into a Signature Program via the application process, further eligibility for selection of fee-paying Signature Program is dependent on the following criteria:

1. Where a student is currently studying at Robina State High School, the student's fees must be either paid in full or up-to-date.

Entry into the selected Signature Program will only be permitted once the following 2 criteria have been met:

1. Signature Program fee must be paid in full by the due date listed in the subject information of this booklet. This due date will also be reflected on the invoice for the Signature Program. Failure to make full payment of the Signature Program fee by this date will result in student not being placed into the Signature Program.
2. Participation in and payment of the Student Resource Scheme for the same school year the Signature Program will commence. Either full payment or first instalment of the Student Resource Scheme should be paid either at the same time or prior to the Signature Program fee being paid. A signed Student Resource Scheme Agreement must be received by the school at the same time.

Payment plans are not offered on any fee-paying Signature Programs.

**Refunds for Signature Programs are not available once the student has commenced the Signature Program.**

## FUTSAL / FOOTBALL ACADEMY

Successful students are invited or selected by application to the program.

The junior Futsal/Football Academy is aimed at developing futsal / football skills to a high-performance level. Students will participate in a range of sport related activities as well as athlete development sessions and a variety of other sports and activities to maintain fitness and balance. The theory component will follow the Australian Curriculum and sport related information will be implemented as well.

### **Topics studied**

- Skills and Game Play
- Fitness
- Tactics and strategies
- HPE Curriculum

### **Equipment required**

- Shin pads
- Futsal/Football uniform (purchased separately from Uniform Shop)
- Futsal Boots
- Football Boots
- Laptop

### **Why do this subject?**

- Have good skill and ability level in futsal/football
- Want to improve futsal/football standards

### **What you need to be successful**

- Willingness to improve
- A positive attitude
- A desire to compete
- Ability to work in a team

### **Expectations**

- Be available for early and late classes
- Play in tournaments
- Follow Sports Academy Athlete Agreement

### **Invoiced Fees**

- **\$390** per year - *Tournaments, transport, equipment, coaching aides, coaches, gym membership*

**INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE  
14 NOVEMBER 2023 ALONG WITH FULL/INSTALMENT PAYMENT OF 2024 STUDENT RESOURCE SCHEME TO ENSURE  
PLACEMENT INTO THE SUBJECT.**

**NON-REFUNDABLE AFTER COURSE COMMENCEMENT.**

**STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT  
ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.**

# GOLF ACADEMY

Successful students are invited or selected by application to the program.

The junior Golf Academy is aimed at developing golf skills to a high-performance level. Students will participate in a range of sport related activities as well as athlete development sessions and a variety of other sports and activities to maintain fitness and balance. The theory component will follow the Australian Curriculum and sport related information will be implemented as well.

## **Topics Studied**

- Swing analysis
- Golf specific fitness
- Skill practice
- Stroke Correction
- HPE Curriculum
- Goal setting
- Nutrition
- TrackMan
- Game Play
- Shot Shaping

## **Equipment required**

- Clubs
- Golf Shoes
- Golf Shirt (purchased separately from Uniform Shop)
- Laptop

## **Why do this subject?**

- Have good skill and ability level in golf
- Want to improve golf standards

## **What do you need to do to be successful in this subject?**

- Willingness to improve
- A positive attitude
- A desire to compete
- Ability to work in a team

## **Expectations**

- Be available for early classes
- Play in tournaments
- Follow Sports Academy Athlete Agreement

## **Invoiced Fees**

- **\$1690** per year: *Professional coaching fees, grounds maintenance, equipment, gym membership, coaching aides*

**INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE THE FOLLOWING DUE DATES:**

**\$845 14 NOVEMBER 2023**

**\$845 9 MAY 2024**

**ALONG WITH FULL/INSTALMENT PAYMENT OF 2024 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT.**

**NON-REFUNDABLE AFTER COURSE COMMENCEMENT.**

**STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.**

# BASEBALL ACADEMY

Successful students are invited or selected by application to the program.

The junior Baseball Academy is aimed at developing baseball skills to a high-performance level. Students will participate in a range of sport related activities as well as athlete development sessions and a variety of other sports and activities to maintain fitness and balance. The theory component will align with the Australian Curriculum and sport related information will be implemented as well.

## **Topics studied**

- Skills and Game Play
- Fitness
- Tactics and strategies
- HPE Curriculum

## **Equipment required**

- Baseball Uniform (purchased separately from Uniform Shop)
- Baseball equipment
- Laptop

## **Why do this subject?**

- Have good skill and ability level in baseball
- Want to improve baseball standards

## **What you need to be successful**

- Willingness to improve
- A positive attitude
- A desire to compete
- Ability to work in a team

## **Expectations**

- Be available for early classes
- Play in tournaments
- Follow Sports Academy Athlete Agreement

## **Invoiced Fees**

- **\$610** per year: *Professional coaching fees, grounds maintenance, equipment, gym membership, coaching aides*

**INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE  
14 NOVEMBER 2023 ALONG WITH FULL/INSTALMENT PAYMENT OF 2024 STUDENT RESOURCE SCHEME TO ENSURE  
PLACEMENT INTO THE SUBJECT.**

**NON-REFUNDABLE AFTER COURSE COMMENCEMENT.**

**STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT  
ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.**

# GENERAL SPORT ACADEMY

Successful students are invited or selected by application to the program. Students will be guided through a range of fitness, strength and conditioning activities to enhance their sporting performances. Students will participate in a range of sport related activities as well as athlete development sessions and a variety of other sports and activities to maintain fitness and balance. The theory component will follow the Australian Curriculum and sport related information will be implemented as well.

## **Topics studied**

- Fitness Components
- Strength and conditioning
- Recovery and rehabilitation techniques
- Sport Psychology
- Training principles
- Biomechanics
- Nutrition

## **Types of class activities**

- Coordination
- Balance and Proprioception
- Body Weight Training
- Alignment
- Speed Training
- Strength and Conditioning
- Functional Movement Patterns

## **Equipment required**

- Good quality sports shoes
- Training shirt
- Laptop

## **Why do this subject?**

- Enhance sporting performance
- Work with like-minded students

## **What you need to be successful**

- Willingness to improve
- A positive attitude
- A desire to compete
- Ability to work in a team

## **Expectations**

- Be on time and prepared
- Strive to be better than you were yesterday

## **Invoiced Fees**

- **\$250** per year: *External training facility access, coaching, tuition*

**INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE  
14 NOVEMBER 2023 ALONG WITH FULL/INSTALMENT PAYMENT OF 2024 STUDENT RESOURCE SCHEME TO ENSURE  
PLACEMENT INTO THE SUBJECT.**

**NON-REFUNDABLE AFTER COURSE COMMENCEMENT.**

**STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT  
ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.  
VIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.**

# NETBALL ACADEMY

Successful students are invited or selected by application to the program.

The junior Netball Academy is aimed at developing netball skills to a high-performance level. Students will participate in a range of sport related activities as well as athlete development sessions and a variety of other sports and activities to maintain fitness and balance. The theory component will follow the Australian Curriculum and sport related information will be implemented as well.

## **Topics studied**

- Skill development – Passing, Shooting, Running
- Strategies
- Fitness
- Coaching
- Umpiring
- Game preparation
- HPE Curriculum

## **Equipment required**

- Good quality shoes
- Training uniform (netball singlet to be purchased separately from Uniform Shop)
- Laptop

## **Why do this subject?**

- Have good skill and ability level in netball
- Want to improve netball standards

## **What you need to be successful**

- Willingness to improve
- A positive attitude
- A desire to compete
- Ability to work in a team

## **Expectations**

- Be available for early classes
- Play in tournaments
- Follow Sports Academy Athlete Agreement

## **Invoiced Fees**

- **\$410** per year: *Professional coaching fees, equipment, gym membership*

**INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE  
14 NOVEMBER 2023 ALONG WITH FULL/INSTALMENT PAYMENT OF 2024 STUDENT RESOURCE SCHEME TO ENSURE  
PLACEMENT INTO THE SUBJECT.**

**NON-REFUNDABLE AFTER COURSE COMMENCEMENT.**

**STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT  
ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.**



# TRIATHLON ACADEMY

Successful students are invited or selected by application to the program.

The junior Triathlon Academy is aimed at developing triathlon skills to a high-performance level. Students will participate in a range of sport related activities as well as athlete development sessions and a variety of other sports and activities to maintain fitness and balance. The theory component will follow the Australian Curriculum and sport related information will be implemented as well.

## **Topics studied**

- Swimming
- Cycling
- Running
- Race Strategies
- Fitness
- Equipment
- HPE Curriculum

## **Equipment required**

- Swimwear including goggles
- Bike (teacher will provide specifications)
- Running shoes
- Training uniform
- Laptop

## **Why do this subject?**

- Have good skill and ability level in triathlon
- Want to improve triathlon standards

## **What you need to be successful**

- Willingness to improve
- A positive attitude
- A desire to compete
- Ability to work in a team

## **Expectations**

- Be on time and prepared
- Strive to be better than you were yesterday
- Follow Sports Academy Athlete Agreement

## **Invoiced Fees**

- **\$710** per year: *Professional coaching fees, equipment, swimming pool lane hire, gym membership*

**INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE  
14 NOVEMBER 2023 ALONG WITH FULL/INSTALMENT PAYMENT OF 2024 STUDENT RESOURCE SCHEME TO ENSURE  
PLACEMENT INTO THE SUBJECT.  
NON-REFUNDABLE AFTER COURSE COMMENCEMENT.  
STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT  
ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.  
OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.**

# COMMUNITY ACTION SERVICE (CAS) PROGRAM

## Mission Statement

The CAS Program aims to enhance outcomes (academics, leadership, character building, community mindedness and lifestyle choices) for active, highly motivated young people. This is achieved using innovative education initiatives whilst incorporating physical activity and community mindedness as catalysts for teaching and learning. Graduates of this program will be equipped with the skills, knowledge and capabilities to be our future leaders.

## Description of Program

The CAS Program involves students undertaking a range of activities alongside their academic studies, enabling them to enhance their personal and interpersonal development via experiential learning. The opportunities this programme provides for self-determination, collaboration with others and being proactive in the community fosters a sense of accomplishment amongst participants and provides a platform for future personal growth.

## CAS combines:

- Life skills
- Fitness and health
- Team sport
- Personal development through the provision of the Duke of Edinburgh Award (Bridge and Bronze levels)
- Enterprise (fundraising, community awareness)
- The option to participate in the Kokoda Challenge

## The aim of the CAS program is to:

- Promote holistic student development to help students reach their potential
- Utilise contextual learning, current student interests, sport, welfare programs, community projects and the ICTs as motivational tools
- Provide students with valuable life skills and experiences upon which they can draw throughout their life
- Apply and exploit current boys' and girls' educational classroom strategies

## 2024 Invoiced Fees

- Year 7 - \$200
- Year 8 - \$140
- Year 9 - \$140

**INVOICED FEES FOR THIS SUBJECT MUST BE PAID ON OR BEFORE 14 NOVEMBER 2023 WITH FULL/INSTALMENT PAYMENT OF 2024 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE SUBJECT.**

**NON-REFUNDABLE AFTER COURSE COMMENCEMENT.**

**STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.**



# 2024 JAPANESE IMMERSION PROGRAM



## CURRICULUM INFORMATION

Immersion = over 50% curriculum time not inc LANGUAGE = 11 periods

Head of Department  
Michelle Gray

YEAR 7 2024		YEAR 8 2024		YEAR 9 2024	
SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2	SEMESTER 1	SEMESTER 2
English	English	English	English	English	English
Maths	Maths	Maths (4)	Maths (4)	Maths (4)	Maths (4)
Science	Science	Science (3)	Science (4)	Science (4)	Science (4)
Humanities	Humanities	Humanities/ HPE/SPX	Humanities/ HPE/SPX	Humanities (3)	HPE (3)
Extension OR Accelerated Japanese	Immersion Japanese	Immersion Japanese (2)	Immersion Japanese (3)	Immersion Japanese (2)	Immersion Japanese (2)
Elective from below	Elective from below	Japanese Immersion DIGITECH (2)		ELECTIVE	ELECTIVE
HPE / SPX	HPE / SPX	ELECTIVE	ELECTIVE	<b>COUNTS AS IMMERSION</b>	<b>DOESN'T COUNT AS IMMERSION</b>
<p><b>NOTE:</b> Academic Excellence year 7 students will have the opportunity to study either:  EXTENSION JAPANESE ( for students with previous Japanese study experience) or ACCELERATED JAPANESE for students new to Japanese study.  Academic Excellence students who choose the Japanese Immersion program in Semester two will commence the study of Maths in Japanese and Immersion Japanese.  Students can select one option from the following during enrolment interviews:</p> <ul style="list-style-type: none"> <li>• STEM (all year)</li> <li>• Drama extension (audition only and all year)</li> <li>• ETS / ARTs elective (Semester each)</li> </ul>		<p><b>NOTE:</b> In Year 8 Immersion students will study Immersion Japanese class covering content from Year 8 &amp; 9 mainstream Japanese.  TWO ELECTIVE SUBJECT CHOICE  Possible Choices</p> <ul style="list-style-type: none"> <li>• Arts</li> <li>• Food &amp; Fibre Specialisation</li> <li>• Materials &amp; Technologies Specialisation</li> <li>• Digital Technologies</li> <li>• Dance</li> </ul> <p>NB: Actual elective choices will depend on staffing</p>		<p><b>NOTE:</b> In Year 9 Immersion students will study Immersion Japanese class covering content from Year 10 mainstream Japanese.  <b>IMMERSION &amp; SPORTS EXCELLENCE</b> Students who are enrolled in both Immersion AND a Sports Excellence program may not be able to access one of the weekly Japanese/Sports Excellence classes. We will develop an appropriate individualised program for anyone in Sport Excellence and Japanese Immersion.</p>	

### CURRICULUM CHALLENGE

The immersion course caters for academically able students. In all Immersion classes a challenging Curriculum is offered to students. Extension Maths, Humanities, Multimedia, Science and HPE curriculum is delivered in Japanese at key junctures detailed above.

### ASSESSMENT

Assessment in the Immersion Course is similar to other courses except it is mainly presented in Japanese. Student responses are usually in English. Immersion students are given extra support prior to the assessment to decode the Japanese language used in the assessment.

### EXPECTATIONS

Students who choose to enrol in our Immersion Course are committing to a three year course.

### INVOICED PROGRAMME FEE

\$350 per year – Translation services, Language Perfect subscription, excursion subsidy, cooking activities

**INVOICED FEES FOR YEARS 8 & 9 MUST BE PAID IN FULL ON OR BEFORE 14 NOVEMBER 2023 ALONG WITH FULL/INSTALMENT PAYMENT OF 2024 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO THE PROGRAM.**

**YEAR 7 2024 STUDENTS MUST HAVE PAID THE ACADEMIC EXCELLENCE FEES.**

**FEES ARE NON-REFUNDABLE AFTER COURSE COMMENCEMENT. STUDENTS WISHING TO ENTER THIS PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT ENROLMENT INTERVIEW.**

# THE KINGFISHER ACADEMIC EXCELLENCE PROGRAM

The Kingfisher Academic Excellence program at Robina State High School provides an academically rich environment that empowers and challenges gifted and talented students by providing the knowledge and skills necessary to be highly successful learners in the 21st Century.

## Vision

Kingfisher students are grouped together with equally high academically achieving students in the core classes of English, Mathematics, Science and Humanities for Years 7, 8 and 9. Exposed to a higher rigour of academic challenge, students will develop key skills, capabilities, and concepts required to be highly successful and competitive learners in Years 11, 12 and beyond.

A tailored pedagogical practice aligned to the gifted and talented learner, students will be exposed to inquiry based approaches for their learning whilst developing their higher order cognitions of Knowledge Utilization and Analysis. The Kingfisher program also embeds evidence-based strategies that support knowledge acquisition and retention. Students will engage with the curriculum and assessment at a greater depth and complexity by being challenged with real world problems in all core subject areas empowering students to focus on key 21st Century skills of Critical thinking, Creativity, Collaboration and Communication.

## Key Program Features

Learning challenges in the Kingfisher curriculum are set at an accelerated, more complex level than a mainstream classroom. This requires students to develop higher order thinking and problem solving skills particularly when applied to real world situations. An enriched curriculum exposes students to a wider variety of academic challenges and experiences such as participation in academic challenges and competitions and excursions to learning festivals, museums and exhibits. Students are encouraged to engage themselves in learning opportunities that extend into their own areas of interest and specialisation.

Successful applicants are also granted exclusive entry into the year 7 STEM program as their Year 7 pathway option. This program enhances students knowledge and skills in the areas of digital technologies with concepts such as coding, robotics, computer aided design and 3D printing. Students apply these skills and knowledge to inquiry based learning situations with a focus on sustainability.

## Program Structure

In years 7, 8 and 9, Kingfisher Academic Excellence students are grouped together in core subjects: English, Humanities, Science and Mathematics. Students are also supported by being grouped together in Kingfisher roll classes and in Stronger Together pastoral care classes.

## Application Process

Entry into the Kingfisher Academic Excellence program is by Expression of Interest the year prior to the commencement of the program. Entry is both selective and competitive. Eligibility for the program will be measured against the following selection criteria:

- Demonstration of high academic achievement in all core subject areas (A & B Levels of Achievement)
- NAPLAN Results (Exceeding or Strong proficiency across all domains)
- Higher Ability Selection Test (HAST) results
- Involvement and success in other co-curricular and extra curricular opportunities

Students may enter into the Kingfisher Program post-enrolment. This is by application only for students whose current results, together with NAPLAN and HAST results, meet the eligibility requirements. This is also conditional upon positions being available in the Kingfisher Program classes.

Student performance is monitored and reviewed each semester. Students must maintain a high level of academic achievement, as well as displaying exemplary behaviour, effort and attendance across all subjects. Students are expected to participate in the many extension and enrichment opportunities that are offered. The school reserves the right to withdraw students from the program at any time.

## Program Requirement

It is a **requirement** that students accepted into the program **will** provide their own device (e.g. laptop).

## Invoiced Fees

- **Yr7&8 \$400** per year, **Yr9 \$350** per year – *Excursions (entry & transport), competition entries & specialised testing*

**INVOICED FEES FOR THIS SUBJECT MUST BE PAID IN FULL ON OR BEFORE  
14 NOVEMBER 2023 ALONG WITH FULL/INSTALMENT PAYMENT OF 2024 STUDENT RESOURCE SCHEME TO ENSURE PLACEMENT INTO  
THE SUBJECT. NON-REFUNDABLE AFTER COURSE COMMENCEMENT.  
STUDENTS WISHING TO ENTER THIS SUBJECT/PROGRAM AFTER THIS DATE ARE REQUIRED TO PAY IN FULL AT  
ENROLMENT INTERVIEW OR PRIOR TO SUBJECT CHANGE FINAL APPROVAL.**

## YEAR 7 SUBJECTS

### YEAR 7 MATHEMATICS

The course follows the Australian curriculum.

Number	Algebra	Measurement
Geometry	Statistics	Probability

#### **Subject Overview**

- Number and place value
- Fractions and decimals 1
- Chance
- Shape
- Geometric reasoning
- Fractions and decimals 2
- Real numbers
- Money and finance
- Algebra and patterns 1
- Linear and non-linear relations
- Data 1
- Algebra and Patterns 2
- Measurement – perimeter, area and volume
- Location and transformation
- Data 2

#### **Assessment**

Assessment each semester:

- Unit tests
- In class assignment

#### **Equipment & Resources**

- Scientific calculator (preferably a TI 30)
- A4 5 mm grid pad, blue or black pen, red pen, ruler, protractor

#### **Senior Pathways**

- General Mathematics (General)
- Mathematical Methods (General)
- Specialist Mathematics (General)
- Essential Mathematics (Applied)

## YEAR 7 ENGLISH

The English curriculum is built around the three interrelated strands of the Australian Curriculum: Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters.

### **Units of Work**

- Speculative Fiction
- Literary Unit – Novel Study – *Black Snake*
- Poetry and song lyrics

### **Assessment**

- Narrative – Creative response to stimulus
- Multi-modal Persuasive Speech
- Analytical Essay – exam

### **Equipment Required**

- USB
- Stationery

### **Senior Pathways**

- Year 11 & 12 English (General)
- Year 11 & 12 Literature (General)
- Year 11 & 12 Essential English (Applied)
- English & Literature Extension (Year 12 only) (General)

## YEAR 7 SCIENCE

### **Biological Sciences**

Ecosystems consist of communities of independent organisms and abiotic components of the environment, matter and energy flow through these systems.

There are difference within and between groups of organisms, classification helps organise this diversity.

Interactions between organisms can be described in terms of food chains and food webs; human activity can affect these interactions.

### **Chemical Sciences**

Mixtures including solutions, contain a combination of pure substances that can be separated using a range of techniques.

The properties of different states of matter can be explained in terms of the motion and arrangement of particles.

### **Earth and Space Sciences**

Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon.

Some of the Earth's resources are renewable, but others are non-renewable.

Water is an important resource that cycles through the environment.

### **Physical Sciences**

Change in an objects motion is caused by unbalanced forces acting on the object.

Earth's gravity pulls objects towards the centre of the Earth.

### **Assessment**

- Exams
- Investigation
- Experimental Investigation

### **Equipment & Resources**

- 96 page exercise book, A4 document wallet (poly wallet)
- Red pen, blue pen, pencil, eraser, ruler, calculator
- Fully covered leather footwear

### **Senior Pathways**

- Chemistry (General)
- Physics (General)
- Biology (General)
- Psycholgy (General)
- Aquatic Practices(Applied)
- Certificate III in Health Services Assistance (VET)

# YEAR 7 HUMANITIES

## HISTORY: TERM 1 & 2

### *Subject Overview*

#### **UNIT 1: THE ANCIENT PAST**

This unit looks at how historians and archeologists investigate History, the range of sources that can be used in historical investigation, the nature of sources for Ancient Australia, the importance of conserving the remains from the ancient past, including the heritage of Aboriginal and Torres Strait Island people.

#### **UNIT 2: THE MEDITERRANEAN WORLD**

This unit examines Ancient Egypt and Ancient China. The study of China focuses on the Terracotta warriors, social classes and inventions. Ancient Egypt focus on the importance of the Nile river and Egyptian inventions.

### *Assessment*

- Short Response Test
- Research booklet and museum exhibit

### *Equipment & Resources*

- One note and personal computer.

### *Senior Pathways*

- Ancient History (General)

## CIVICS AND CITZENSHIP: TERM 3

### *Subject Overview*

#### **UNIT 3: THE LEGAL SYSTEM AND YOU**

This unit looks at how Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and the right to legal representation.

### *Assessment*

- Short Response Test

### *Senior Pathways*

- Social & Community studies (Applied)
- Legal Studies (General)

## GEOGRAPHY: TERM 4

### *Subject Overview*

#### **UNIT 4: PLACE AND LIVEABILITY**

This unit examines the liveability of places, strategies used to enhance the liveability of places, the influence of environment on the liveability of places, the influence of the accessibility to services and facilities on the liveability of places, factors that influence the decisions that people make about where to live.

### *Assessment*

- Written report

### *Equipment & Resources*

- One Note, Personal computer

### *Senior Pathways*

- Geography (General)
- Tourism (Applied)



## YEAR 7 HEALTH & PHYSICAL EDUCATION

Students will expand their knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing while they develop specialised movement skills and understanding across a range of physical activity settings.

### **Subject Overview**

<b>Term</b>	<b>Practical</b>	<b>Theory</b>
1	Indigenous and other modified games	Approaching Adolescence
2	Track & Field (Athletics)	Get Smart About Drugs
3	Introduction to Fitness	Health Benefits of Physical Activity
4	Kicking games: AFL & Gaelic Football	Play to your Strengths

### **Assessment**

- Assessment pieces vary each term and include: Exam (multiple choice, short & long response), Research Reports (informative & persuasive), Multi-Modal Presentations and Physical Performances across; Indigenous and other modified games, Track & Field (Athletics), Kicking games (AFL, Soccer, Gaelic Football), and Fitness.

### **Equipment & Resources**

- Laptop / personal device (BYOD)
- A4 exercise book (128 page) & appropriate writing stationary
- School Hat
- Appropriate Athletic Shoes
- Water Bottle

### **Senior Pathways**

- Physical Education (General)
- Sport & Recreation (Applied)
- Certificate III in Fitness (VET)

# YEAR 7 JAPANESE

## ***Subject Overview***

### **Topic: Cool, Crazy & Cute**

Students will investigate elements of popular Japanese culture such as anime, manga, sushi, sumo, ninja, karaoke. Linguistic learning will focus on asking and explaining names and meanings and expressing feelings using adjectives.

### **Topic: Marvellous Matsuri**

Students will investigate cultural activities associated with Japanese festivals.

Linguistic learning will focus on explaining dates and discussing actions associated with festivals.

### **Topic: Bunka Blast**

Students will investigate traditional Japanese sports and hobbies including the importance of clubs in Japan.

Linguistic learning will focus on explaining times and discussing reasons for choosing certain sports.

### **Topic: Journey to Japan**

Students will investigate travelling in Japan.

Linguistic learning will focus on explaining travel plans, transport options and scheduled activities.

## ***Assessment***

- Reading, Writing, Listening and Speaking tasks and tests

## ***Subject Levy***

- NIL

## ***Equipment & Resources***

- 1 x 96 page notebook
- 1 x document wallet

## ***Senior Pathways***

- Japanese (General)

## ***Additional Costs***

- \$30 per year for a license to use our on-line Japanese Learning Program (Language Perfect) - Optional

## YEAR 7 ENGINEERING TECHNOLOGIES

Students use computational and design thinking as well as traditional, contemporary and emerging technologies to create a range of digital & designed solutions. This subject encourages students to apply their knowledge, practical skills and processes to create innovative solutions, that meet current and future needs. By studying this subject students develop problem solving, investigation, research, presentation and computer skills as well as being able to operate Computer Numeric Controlled (CNC) machines such as laser cutters, 3D printers and sticker cutters. Students will have the opportunity to create programmable assets through coding and simulations of relationships between objects in the real world.

### ***Subject Overview***

- **20 Weeks (40 lessons max)**
- Introduction to Laser cutting and 3D printing
- In class assignments: CAD drawings, and Multimodal presentations
- Practical task: Project construction (realisation) Wind up Robot (3D) Laser cut keytag.
- Introduction to Robotics and Coding
- In class assignment: Arduino circuit construction and coding
- Practical task: Coding tasks

\*availability of resources may require minor changes to the course.

### ***Assessment***

- Project evaluation and folio(s)

### ***Equipment & Resources***

- BYOD, USB STICK, Exercise book

### ***Senior Pathways***

- Design (General)
- Digital Solutions (General)
- Furnishings Skills (Applied)
- Industrial Technology Skills (Applied)
- Industrial Graphics (Applied)
- Certificate I in Construction (VET)
- Certificate II Engineering Pathways (VET)

## YEAR 7 VISUAL ART

The Visual Art course in Year 7 is a one semester course whereby students experiment with drawing, painting and printmaking techniques to produce a folio of mixed media works and also a finished lino print based around a selected theme. The responding aspect of the course exposes students to a range of culturally diverse artists and relevant art movements in order to develop student skills in critical analysis and evaluation. Students will also be required to reflect on self-produced artworks and the work of others.

### ***Subject Overview (students may experience some of the following):***

- Lino Printing
- Drawing
- Painting
- Mixed Media
- Key artist studies

### ***Assessment (May include some of the following):***

- Making: Folio of Artworks, Lino Print Series
- Responding: Analytical/Evaluative essay

### ***Equipment & Resources***

- A3 artist diary, Stationery (Lead pencils; 2B/4B, sharpener, eraser, ruler, pen, scissors, glue stick, coloured pencils, textas.)
- A functioning computer device with access to Microsoft Office suite (provided by Education Queensland)

### ***Senior Pathways***

- Visual Art (General)
- Visual Arts in Practice (Applied)
- Film, Television and New Media (General)
- Media Arts in Practice (Applied)
- Certificate II in Creative Industries (VET)
- Certificate III in Screen & Media (VET)

## YEAR 7 MEDIA ARTS

In Year 7 Media Arts, students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries.

### ***Subject Overview (students may experience some of the following units:***

- The Remix: Students create a time capsule short-film to send to the future.
- Behind the News: Rookie Reporter – Create and produce a short news program.
- sound and Audio: Students create and produce a soundscape, layering sounds to immerse audiences into place and time.
- The Silent Film: Create, plan and produce a silent film. Student submit a script, storyboard, movie trailer and completed film.

### ***Assessment (May include some of the following):***

- Making: Short Film/Soundscape/Scripts/Storyboards
- Responding: Film reviews/Analytical Essay

### ***Equipment & Resources***

- A4 Visual Art Diary, Stationary (Lead pencils, 2B/4B, sharpener, eraser, ruler, pen, scissors, glue stick, coloured pencils, textas.)
- A functioning computer device with access to Microsoft Office Suite (provided by education Queensland.)

### ***Senior Pathways***

- Film, Television and New Media (General)
- Media Arts in Practice (Applied)
- Cert II in Creative Industries
- Cert III in Screen & Media

## YEAR 7 DANCE

Year 7 Dance allows students, male and female, to learn about and acquire skills in many aspects of dance. It includes talking, reading, writing, watching and thinking about dance but above all, it is about becoming involved in dance. Students will experiment with various ways of moving while exploring different styles and genres of dance. The course emphasis is on fun practical skills which focus on exploring choreographic techniques and learning basic performance skills. The responding aspect of the subject encourages students to learn about the history of dance styles and research practitioners who have had a major influence on the dance world. Students will also be required to reflect on both self-produced dance works and the work of others.

**(NB. It is NOT necessary for students to have studied dance prior to participating in this subject)**

### *Subject Overview*

UNIT 1	<b>Shake It Up</b>	Looks at popular dances throughout history and leads to an understanding of how dance can be influenced by social factors and events.
UNIT 2	<b>Write It Up</b>	Analyses popular dance works and how they use the dance elements and production elements to realise choreographic intent.
UNIT 3	<b>Build It Up</b>	Explores the dance elements of Space, Time and Energy and how they are used to heighten impact in a dance work.
UNIT 4	<b>Step Up</b>	Researches the history and major influences of Hip Hop dance and explores the various styles within the genre.

### *Assessment*

- Making - Performing: Performing movements using basic dance techniques and skills appropriate to the chosen concept and dance genre.
- Making - Choreography: Creating movement phrases and sequences appropriate to the chosen concept and dance genre (group work).
- Responding: Essay/Review/Feature Article

### *Equipment & Resources*

- Water bottle for class
- Black tights/pants (or sports uniform)
- Dance journal (A4 size is best)
- A functioning computer device with access to Microsoft Office suite (provided by Education Queensland)

### *Senior Pathways*

- Dance (General)
- Dance in Practice (Applied)
- Certificate IV Dance

## YEAR 7 DRAMA

### Curriculum Drama:

In 2023 any Year 7 students will have an opportunity to enrol in Drama. Students will participate in a rigorous curriculum that is delivered by a senior classroom teacher. Students in this program should have a keen interest in Drama and/or previous experience in a drama program in primary school or outside of school.

### **Subject Overview**

- Improvisation and role play
- Drama games and theatre sports
- Scriptwriting
- Stage craft
- Blocking and rehearsal
- Performance

### **Equipment & Resources**

- Theatre blacks for performance
- 48 page A4 notebook
- A functioning computer device with access to Microsoft Office suite (provided by Education Queensland)

### **Assessment**

- Polished Improvisation
- Scripted performance
- Journal writing
- Workbook

### **Senior Pathways**

- Drama (General)
- Drama in Practice (Applied)

### Drama Extension:

Students who have been previously accepted into the Drama Extension program will participate in Curriculum classes as well as an additional Thursday afternoon class 3:00 – 4:30pm. This class is open to students who have auditioned or gained access by invitation.

*Invoiced fees for Drama Extension must be paid in full on or before 10 November 2022 along with full/instalment payment of 2023 Student Resource Scheme to ensure placement into the subject. Non-refundable after course commencement. Students wishing to enter this subject/program after this date are required to pay in full at enrolment interview or prior to subject change final approval.*

### **Levy will cover**

- Workshops with industry professionals
- Excursions and incursions to live theatre
- Stationary
- Costuming
- New texts to study in class

### **Invoiced Fees**

**\$100** per year – *Workshops with professional actors & performances. Entry fees to competitions. Costumes, resources, props & sets.*

### **Audition Information**

- Students to provide application form (scanned or photographed) emailed to Head of Department and a filmed performance of the monologue (*You're a Good Man Charlie Brown*) 1 – 3 minutes
- Submission can occur through the following channels:
  - USB stick to the RSHS Administration (labelled with student name)
  - Via OneDrive Link
  - Through a VIMEO link supplied by applicant to the above email
  - Face-to-face audition (advertised)

## YEAR 7 MUSIC

Year 7 Music is a very practical course that aims to develop students' performance skills on guitar, piano and drum kit. It is not a requirement for students to have played an instrument or be able to read music before entering the class. Students will develop their individual skills on various instruments first and they will learn the function of each within a typical rock/pop band. Then students will put these skills into practice by performing in their own rock/pop bands. This subject prepares students perfectly for the Year 8 Music, which focuses on using these skills to write and record their own songs.

### ***Subject Overview***

- Topic 1: Introduction to rock/pop instruments
- Topic 2: Rock/Pop Band Project
- Developing skills on guitar, piano and drum kit
- Music appreciation - listening to and evaluating various music styles
- Developing group work skills

### ***Assessment***

- Making: Individual and small group performances
- Responding: Music analysis essay/exam

### ***Equipment & Resources***

- 48 page Music book – with both Manuscript lines (for music notation) and normal lines for writing
- A functioning computer device with access to Microsoft Office suite (provided by Education Queensland)

### ***Senior Pathways***

- Music (General)
- Music Extension – Year 12 only (General)
- Music in Practice (Applied)
- Certificate IV in Music Industry (VET)



# YEAR 8 SUBJECTS

## YEAR 8 MATHEMATICS

Mathematics Intermediate  
Mathematics Extension

There is ONE subject in the Mathematics KLA with TWO streams for achievement. These are not different subjects, but different levels for teaching and assessing.

Students are placed in flexible groups based on student performance and aptitude to enable the work to be addressed in a manner appropriate to the group. Throughout the year, movement between groups may occur after assessment based on teacher recommendation.

Year 8 class placement	Year 7 Mathematics result & potential
<i>Intermediate Mathematics</i>	E, D, C, Low B
<i>Extension Mathematics</i>	Good B or an A

The course follows the Australian curriculum.

Number	Algebra	Measurement
Geometry	Statistics	Probability

### **Subject Overview**

- Numeracy review
- Rational numbers
- Real numbers
- Measurement
- Algebra
- Time
- Statistics
- Ratio and proportion
- Linear and non-linear relationships
- Percentage and money
- Probability
- Congruence and transformations
- Equations

### **Assessment**

Assessment each semester:

- Unit tests
- Assignment

### **Equipment & Resources**

- Scientific calculator (preferably a TI 30)
- A4 5 mm grid pad, blue or black pen, red pen, ruler, protractor

### **Senior Pathways**

- General Mathematics (General)
- Mathematical Methods (General)
- Specialist Mathematics (General)
- Essential Mathematics (Applied)

## YEAR 8 ENGLISH

The English curriculum is built around the three interrelated strands of Australian Curriculum: Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters.

### **English Extension and Intermediate**

Students are placed in an Intermediate or Extension class, based on: their exit result in Year 7, teacher recommendation and analysis of a range of diagnostic tests, Head of Department decision. These flexible class groupings provide a basis for differentiation strategies in teaching and learning. Throughout the year movement between groups may occur after assessment.

### **Units of Work**

- Comparing Narratives - *Beauty and the Beast*
- Inspiring Individuals
- Reading and writing narratives
- Investigating Indigenous Perspectives

### **Assessment**

- Written Persuasive Article
- Persuasive Multimodal Speech
- Narrative – short story
- Analytical Essay - Exam

### **Equipment Required**

- USB
- Stationery

### **Senior Pathways**

- Year 11 & 12 English (General)
- Year 11 & 12 Literature (General)
- Year 11 & 12 Essential English (Applied)
- English & Literature Extension (Year 12 only) (General)

# YEAR 8 SCIENCE

## **Biological Sciences**

Cells are the basic units of living things and have specialised structures and functions.

Multi-cellular organisms contain systems of organs that carry out specialised functions that enable them to survive and reproduce.

## **Chemical Sciences**

Differences between elements, compounds and mixtures can be described at a particle level.

The atomic structure and properties of elements are used to organise them in the Periodic Table.

Chemical change involves substances reacting to form new substances.

## **Earth and space sciences**

Sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.

The theory of plate tectonics explains global patterns of geological activity and continental movement.

## **Physical sciences**

Energy appears in different forms including movement (kinetic energy), heat and potential energy, and causes change within systems.

Energy conservation in a system can be explained by describing energy transfers and transformations.

Forms of energy can be transferred in a variety of ways through different mediums.

## **Assessment**

- Exams
- Investigation
- Experimental Investigation

## **Equipment & Resources**

- 96 page exercise book, A4 document wallet (poly wallet)
- Red pen, blue pen, pencil, eraser, ruler, calculator
- Fully covered leather footwear

## **Senior Pathways**

- Chemistry (General)
- Physics (General)
- Biology (General)
- Psychology (General)
- Aquatic Practices (Applied)
- Certificate III in Health Services Assistance (VET)

# YEAR 8 HUMANITIES

## HISTORY: TERM 1 & 2

### *Subject Overview*

#### **UNIT 1: MEDIEVAL EUROPE**

Students investigate Medieval Europe including the transition from Roman Times, Feudalism, Manorialism, The Church, Crusades and Black Death.

#### **UNIT 2: VIKINGS**

Students investigate the Viking culture as being both barbaric and innovative.

#### **Assessment**

- Short Response Tests – Term 1
- Research Analysis – Term 2

#### **Senior Pathways**

- Ancient History( General)

## GEOGRAPHY: TERM 3

### *Subject Overview*

#### **UNIT 3: COASTAL PROCESSES**

Students investigate geographical processes that influence the characteristics of places, interconnections within environments, environmental, economic and social factors when comparing alternative strategies to geographical challenges.

#### **Assessment**

- Geographical Report

#### **Senior Pathways**

- Geography (General)

## CIVICS AND CITIZENSHIP: TERM 4

### *Subject Overview*

#### **UNIT 4: CIVICS AND CITIZENSHIP**

Students investigate the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy.

#### **Assessment**

- Assessment: Exam/Report

#### **Senior Pathways**

- Legal Studies (General)
- Social and Community Studies( Applied)

## YEAR 8 HEALTH & PHYSICAL EDUCATION

### **\*Year 8 students study one semester of HPE\***

Students will continue on from Year 7 HPE as they expand their knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students will carry on learning how to take positive action to enhance their own and others' health, safety and wellbeing as they develop specialised movement skills and understanding in a range of physical activity settings.

### **Subject Overview**

<b>Term</b>	<b>Practical</b>	<b>Theory</b>
1	Golf / modified target games	Food for Life
2	Oztag & European Handball	My Adolescent Relationships (Cyber Safety)
3	Oztag & European Handball	My Adolescent Relationships (Cyber Safety)
4	Golf / modified target games	Food for Life

### **Assessment**

- Assessment pieces vary each term and include: Research Reports, Exams (multiple choice, short & long response), Multi-Modal Presentations and Physical Performances

### **Equipment & Resources**

- Laptop / personal device (BYOD)
- A4 exercise book (128 page) & appropriate writing stationary
- School Hat
- Appropriate Athletic Shoes
- Water Bottle

### **Senior Pathways**

- Physical Education (General)
- Sport & Recreation (Applied)
- Certificate III in Fitness (VET)

## YEAR 8 FOOD & FIBRE PRODUCTION

Technology Food & Fibre Production develops skills in both food and textiles. Students take on a practical and a theoretical approach to learning Design Technology skills.

### **Subject Overview**

Unit: 'Veg Out'

- Safety in the textiles
- Cotton Production
- Sewing skills and production techniques to make a cushion cover
- Embellishment techniques used on fabrics
- Safety in the kitchen
- Food preparation and presentation skills
- Increasing vegetable intake in everyday recipes

### **Assessment**

- Practical task – Fibre: respond to a design brief and use the technology process to produce a textile solution
- Practical task – Food : respond to a design brief and use the technology process produce a food solution for a target market

### **Equipment & Resources**

- Students may be required to provide some resources for practical fibre lessons
- Ingredients for weekly practical cookery (approx. 6-8 practical lessons for 1 term)
- Large take home containers
- Fork to eat food item during lunch break
- Fully enclosed school shoes must be worn for practical lessons

### **Senior Pathways**

- Food and Nutrition (General)
- Design (General)
- Hospitality Practices (Applied)
- Certificate II in Hospitality (VET)

## YEAR 8 JAPANESE

### ***Subject Overview***

#### **Topic: Amazing Anime**

Students will investigate the anime genre and compare and analyse features of popular anime and mascot characters.

Linguistic learning will focus on describing characters and explaining abilities and actions.

#### **Topic: Fabulous Food**

Students will investigate Japanese and global food. Students will reflect on the differences and similarities of food around the world and cultural practices associated with this. Students will also explore real-world application of language related to food such as expressing opinions, ordering food and role-playing scenarios.

Linguistic learning will focus on understanding adjectives, comparisons and phrases related to ordering food.

### ***Assessment***

- Reading, writing, listening and speaking tasks and tests.

### ***Subject Levy***

- NIL

### ***Equipment & Resources***

- 1 x 96 page notebook
- 1 x document wallet

### ***Senior Pathways***

- Japanese (General)

### ***Additional Costs***

- \$30 per year for a license to use our on-line Japanese Learning Program (Language Perfect) - Optional

## YEAR 8 DIGITAL TECHNOLOGIES

Digital Technologies in Yr 8 allows students to plan and manage digital projects to create interactive information. They define and decompose problems in terms of functional requirements and constraints.

Students design user experiences and algorithms incorporating branching and iterations, and test, modify and implement digital solutions. Students evaluate information systems and their solutions in terms of meeting needs, innovation and sustainability. They analyse and evaluate data from a range of sources to model and create solutions. Students use appropriate protocols when communicating and collaborating online.

### ***Subject Overview***

- Designing and developing digital solutions
- Introduction to coding
- Game development project
- Data Analysis

### ***Assessment***

- Game programming Project
- Data Analysis folio
- Coding folio

### ***Equipment & Resources***

- USB STICK
- BYOD

### ***Senior Pathways***

- Digital Solutions (General)
- Certificate II in Creative Industries (VET)
- Certificate III in Screen and Media (VET)



## YEAR 8 VISUAL ART

In Visual Art the students will build upon their previous art experiences and knowledge developed in Year 7, to further experiment with techniques in drawing, painting and ceramics to produce finished artworks based around a selected theme. The responding aspect of the course exposes students to a range of culturally diverse artists and relevant art movements in order to develop student skills in critical analysis and evaluation. Students will also be required to reflect on self-produced artworks and the work of others.

### **Subject Overview**

- Drawing
- Painting
- Mixed media
- Ceramics
- Written analysis response, and Artist statement of own works and selected associated artists.

### **Assessment**

- Making: Mixed media/Drawing/Painting folio/Ceramics piece –based on a selected theme(e.g. under the sea, monsters etc.)
- Responding: Analytical Essay/Review/Artist Statement

### **Equipment & Resources**

- Artist visual diary (A3 size)
- Stationery (lead pencils; 2B,/4B, sharpener, eraser, ruler, pen, scissors, glue stick, coloured pencils, textas.)
- A functioning computer device with access to Microsoft Office suite (provided by Education Queensland)

### **Senior Pathways**

- Visual Art (General)
- Visual Arts in Practice (Applied)
- Media Arts in Practice (Applied)
- Certificate II in Creative Industries (VET)
- Certificate III in Screen & Media (VET)

## YEAR 8 MEDIA ARTS

### ***Subject Overview***

In Year 8 Media Arts, students develop knowledge, understanding and skills in the creative use of communications technologies and digital materials to tell stories and explore concepts for diverse purposes and audiences. Media artists represent the world using platforms such as television, film, video, newspapers, radio, video games, the internet and mobile media. Produced and received in diverse contexts, these communication forms are important sources of information, entertainment, persuasion and education and are significant cultural industries.

### ***Subject Overview (students may experience some of the following units:***

- LOL: Students create and produce a series of VLOGs around a set theme/issue.
- The Campaign: Produce an advertising campaign that crosses media (Internet & TV/Magazine & TV).
- Gameplay: Students generate a portfolio of short animations (flip book, Claymation).
- Short Film: Create, plan and produce a short film based a theme/issue.

### ***Assessment***

- Making: VLOGs/Short Film/Marketing Portfolio/Animation Portfolio
- Responding: Film reviews/Analytical Essay

### ***Equipment & Resources***

- A4 Visual Art Diary, Stationary (Lead pencils, 2B/4B, sharpener, eraser, ruler, pen, scissors, glue stick, coloured pencils, textas.)
- A functioning computer device with access to Microsoft Office Suite and Adobe Creative Suite (provided by education Queensland.)

### ***Senior Pathways***

- Film, Television and New Media (General)
- Media Arts in Practice (Applied)
- Certificate II in Creative Industries
- Certificate III in Screen & Media

## YEAR 8 DANCE

Year 8 Dance allows students, male and female, to learn about and acquire skills in many aspects of dance. It includes talking, reading, writing, watching and thinking about dance but above all, it is about becoming involved in dance. Students will experiment with various ways of moving while exploring different styles and genres of dance. The course emphasis is on fun practical skills which focus on exploring choreographic techniques and learning basic performance skills. The responding aspect of the subject encourages students to learn about the history of dance styles and research the people who have had a major influence on the dance world. Students will also be required to reflect on both self-produced dance works and the work of others.

Students do not have to be experienced dancers. Instead they should be enthusiastic, willing to experiment, learn and be committed to the course.

**(NB. It is NOT necessary for students to have studied dance prior to participating in this subject)**

### *Subject Overview*

UNIT 1	<b>Take A Stand</b>	Takes a thematic approach to dance by using movement to explore relevant issues in society (from different historical contexts).
UNIT 2	<b>Take It To The Streets</b>	Students learn performance skills and techniques relevant to the genre of hip hop or urban dance.
UNIT 3	<b>Take A Trip</b>	Explores dance from different cultures including indigenous dance; students gain an understanding of the function of dance within various cultures.
UNIT 4	<b>Take A Bow</b>	Students manipulate jazz steps and combinations to create dance sequences that utilise the dance elements and the stylistic aspects of jazz dance.

### *Assessment*

- Making - Performing: Performing movements using basic dance techniques and skills appropriate to the chosen concept and dance genre.
- Making - Choreography: Creating movement phrases and sequences appropriate to the chosen concept and dance genre (group work).
- Responding: Analytical Essay/Review/Feature Article.

### *Equipment & Resources*

- Water bottle for class
- Black tights/pants (or sports uniform)
- Dance journal/book (A4 size is best)
- A functioning computer device with access to Microsoft Office suite (provided by Education Queensland)

### *Senior Pathways*

- Dance (General)
- Dance in Practice (Applied)
- Certificate IV Dance

## YEAR 8 DRAMA

In Year 8 Drama students build upon skills developed in Year 7 with an emphasis on improvisation, concept development and performance. Students participate in drama workshops designed to improve confidence, group work and stagecraft skills and form an understanding of drama styles and genres. Students have an opportunity to create their own drama pieces as well as work with published texts and also watch professional productions. The responding aspect of subject encourages students to engage with a variety of texts (both performed and written) in order to develop their analytical and evaluative skills. Students are also required to critique their work and that of others.

Students wishing to partake in the additional Drama Extension class should express their interest to their teacher at the commencement of the year. Please note involvement in this program will incur additional fees to cover workshop and Drama Festival entry costs.

### ***Subject Overview***

- Drama games and warm ups
- Improvisation
- Role play
- Response to stimulus/scriptwriting
- Stagecraft
- Rehearsal techniques
- Performance

### ***Assessment***

- Making – Performing: Monologues/Group Performances
- Making – Forming: Sriptwriting
- Responding: Analytical Essay/Review

### ***Why do this subject?***

- You like performing
- You develop interpersonal skills and gain confidence
- You learn a variety of acting techniques and theatre styles
- A great way to develop 21<sup>st</sup> Century problem solving skills including collaboration and creativity

### ***What you need to be successful in this subject***

- An ability to work independently and in a group
- Confidence to perform in front of classmates

### ***Equipment & Resources***

- A4 notebook (64 page)
- Stationery
- Theatre blacks
- A functioning computer device with access to Microsoft Office suite (provided by Education Queensland)

### ***Senior Pathways***

- Drama (General)
- Drama in Practice (Applied)

## YEAR 8 MUSIC

Year 8 Music is a creative course, that aims to develop each student's ability to write and record their own music. Students will develop their understanding of the elements of music and how to manipulate them to achieve a particular effect and create meaning. Students will not only develop their song-writing abilities, but also their skills on piano and other instruments. Students will learn basic music notation and will also be introduced to how to use computer software to compose and record music.

**N.B No prior experience in music is necessary to be successful in this course.**

### ***Subject Overview***

- Topics: Mood Music, Song-writing, Music computer software, 'Bing, Bong, Bang' Percussion project
- Music appreciation - listening to and evaluating various music styles
- Develop skills on piano, guitar and percussion
- Develop song-writing skills
- Develop group work skills
- Develop skills in music notation and technology

### ***Assessment***

- Making: Individual and pair compositions
- Making: Individual, pair and small group performances
- Responding: Music analysis exam/Music Theory and Recording Skills test

### ***Equipment & Resources***

- 48 pg Music book – with both Manuscript lines (for music notation) and normal lines for writing
- A functioning computer device with access to Microsoft Office suite (provided by Education Queensland)

### ***Senior Pathways***

- Music (General)
- Music Extension – Year 12 only (General)
- Music in Practice (Applied)
- Certificate IV in Music Industry (VET)

## YEAR 8 MATERIALS & TECHNOLOGIES SPECIALISATION

Design Technology in Year 8 allows students to build on skills introduced to them in Year 7 (ETS). While the emerging technologies are still used we have more time to develop hand skills and to use more traditional hand and power tools. Students are taught the safe and proper use of these tools to design and build projects that may also have “Hi-Tech” machines used in either the construction or embellishment of the finished product. This may include the use of the 3D printers and/or laser cutter, sticker maker etc.

### ***Subject Overview***

- Safety – hand and power tools
- Design and developing design solutions
- Skill development exercises
- Project 1 LED Edge lit sign or torch (electronics, 3D print, laser cut) or similar
- Project 2 Pencil case (wood and plastics) or similar
- Battery operated/solar car

### ***Assessment***

- Workplace Health and safety test
- Mid and end semester project
- Project evaluation and design folio(s)

### ***Equipment & Resources***

- USB STICK

### ***Senior Pathways***

- Design (General)
- Furnishings Skills (Applied)
- Industrial Technology Skills (Applied)
- Industrial Graphics (Applied)
- Certificate I in Construction (VET)
- Certificate II Engineering Pathways (VET)