



RUNCORN STATE HIGH SCHOOL
PRIDE | SUCCESS | EXCELLENCE

2025



JUNIOR

SUBJECT SELECTION GUIDE

132 Hill Road, Runcorn QLD 4113 | PO Box 2034, Runcorn QLD 4113
Ph: 07 33231609 | Fax: 07 33231600 | Email: the.principal@runcornshs.eq.edu.au

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Required materials for all students:

- BYO device (laptop or iPad)
- Exercise book – 128 page feint (1 for each subject)
- Ruler
- Blue and black pens
- Eraser
- Pencil
- Sharpener
- Glue
- Highlighters
- Calculator – Casio fx-82AU plus scientific

Introduction

Runcorn State High School has a proud culture of personalised learning, where the individual counts. This allows for the tailored response to the needs of students as individuals to ensure each student experiences level appropriate success in their education. Our goal is to cater for the full range of learners, in order to achieve meaningful post-school pathways.

Improving student literacy remains a high priority and we seek to address the specific challenges faced by students through a broad curriculum enabling flexible and needs-based grouping where all students are encouraged to strive for excellence.

Runcorn State High School is strongly focused upon improving student learning.

All of our teaching staff (Teachers, Heads of Department, Head of Special Education Services, Deputy Principals and Principal) encourage educational achievement by making quality teaching and learning the top priority for our school.



Junior Secondary

In Year 7 and 8 all students must study English, Maths, Science and Humanities as core subjects. Physical Education and Japanese are also compulsory, but will only be studied for one semester in each year. Students in Year 7 and 8 will choose two elective subjects from The Arts and Technology strands. They will study one of these electives in each semester.

Academic and personal goals are a focus in Year 7 and 8 and some work is completed on Personalised Learning Plans to begin formulating ideas of interests, aptitudes and possible subject choices and even career pathways.

The Horizons Program is an excellence program that is offered to students in Year 7 and 8, 2024. There are opportunities in academics, media and sports. Please refer to the back of this handbook for more information.

English

Subject Code: ENG

Contact Person: Damien Airey – Head of Department English/Languages
dmair0@eq.edu.au

Topics and Assessment

Year	Topic
7	<p>Students examine a variety of texts, including narrative, persuasive and creative texts, to explore the use of language, to analyse the effectiveness of language and to respond to and create their own texts through the appropriate use of language.</p> <p>This work is undertaken in both written and spoken formats, utilising individual and group work, the application of IT skills and specific reading and writing strategies.</p> <p>The Year 7 English course is centred on building students' knowledge and skills from primary school and enhancing their confidence in expressing ideas in various formats and for various purposes.</p>
8	<p>Students explore texts of varying types, from the media to novels and other types of narratives, including inspiring and enlightening stories about Indigenous Australia.</p> <p>Students will be utilising various skills in order to create, respond to and analyse the content and purpose of the texts studied.</p> <p>The Year 8 English course is about building students' confidence in expressing ideas in various formats, for various purposes and to enhance their knowledge of the contemporary world.</p>

Mathematics

Subject Code: MAT

Contact Person: Rebecca Whittle – Head of Department – Mathematics
rwhit65@eq.edu.au

Topics and Assessment

Year	Topic
7	<p>Mathematics provides students with the essential mathematical skills and knowledge in numbers and algebra, measurement and geometry, and statistics and probability. The curriculum aims to ensure that students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in all aspects of life.</p> <p>The key ideas in mathematics are the proficiency strands of understanding, fluency, problem solving and reasoning. These strands support the delivery of the content being taught.</p> <p>Learning experiences:</p> <ul style="list-style-type: none">• Learning new concepts, skills and procedures and practising them• Practical tasks where relevant• Use of scientific calculators• Applying skills and procedures to problem-solving situations
8	<p>Mathematics provides students with the essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. The curriculum aims to ensure that students are confident, creative users and communicators of mathematics, able to investigate, represent and interpret situations in all aspects of life.</p> <p>The key ideas in mathematics are the proficiency strands of understanding, fluency, problem solving and reasoning. These strands support the delivery of the content being taught.</p> <p>What is studied in Mathematics?</p> <ul style="list-style-type: none">• Strands, Topics and content levels are prescribed by the Australian Curriculum <p>Strands and Topics:</p> <ul style="list-style-type: none">• Number and Algebra – <i>Integers, Rational Numbers, Indices, Expressions, Equations, Ratio, Rate, Proportion</i>• Measurement and Geometry – <i>Perimeter, Area, Surface Area, Volume, Geometry</i>• Statistics and Probability – <i>Probability, Statistical Graphs and Measurements</i>

Science

Subject Code: SCI

Contact Person: Elizabeth Garnier – Head of Department – Science
egarn5@eq.edu.au

Topics and Assessment

Year 7

Term	Topic	Assessment
1	Chemistry In this unit students use particle theory to describe the arrangement of particles in a substance, including the motion of and attraction between particles, and relate this to the properties of the substance. They use a particle model to describe differences between pure substances and mixtures and apply understanding of properties of substances to separate mixtures.	Student Experiment – Separating Mixtures
2	Biology In this unit students investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys. They use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations.	Exam - Ecology
3	Physics In this unit students investigate and represent balanced and unbalanced forces, including gravitational force, acting on objects, and relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it.	Student Experiment – Parachute Design
4	Earth Science In this unit students model cyclic changes in the relative positions of the Earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides.	Exam – Earth Science

Year 8

Term	Topic	Assessment
1	Physics In this unit students classify different types of energy as kinetic or potential and investigate energy transfer and transformations in simple systems.	Student Experiment – Bouncing Balls
2	Biology In this unit students recognise cells as the basic units of living things, compare plant and animal cells, and describe the functions of specialised cell structures and organelles. They analyse the relationship between structure and function of cells, tissues and organs in a plant and an animal organ system and explain how these systems enable survival of the individual.	Exam – Cells and Systems
3	Chemistry In this unit students classify matter as elements, compounds or mixtures and compare different representations of these, including 2-dimensional and 3-dimensional models, symbols for elements and formulas for molecules and compounds. They compare physical and chemical changes and identify indicators of energy change in chemical reactions.	Student Experiment – Chemical Reactions
4	Earth Science In this unit students investigate tectonic activity including the formation of geological features at divergent, convergent and transform plate boundaries and describe the scientific evidence for the theory of plate tectonics. They describe the key processes of the rock cycle, including the timescales over which they occur, and examine how the properties of sedimentary, igneous and metamorphic rocks reflect their formation and influence their use.	Exam – Earth Science

Other Considerations

- Course information and extension activities are available on OneNote

Humanities and Social Science – History/Geography

Subject Code: HSS

Contact Person: Danielle Algate – Head of Department – Humanities and Social Science
dalga1@eq.edu.au

Humanities is a one-year course in both Year 7 and Year 8 that includes a semester of History and a semester of Geography. Topics and skills are developed from the Australia Curriculum.

Topics and Assessment - History

Year 7		
In Year 7 History students will conduct investigations into the earliest human communities to the end of the ancient period, approximately 60 000BC (BCE) - 650AD (CE). Historical skills will be developed through key concepts, including: analysis, evidence, continuity and change, empathy and reliability. Students will use a variety of evidence and sources to solve mysteries of the past and make connections between ancient legacies and today's world.		
Term	Topic	Assessment
Term A	Unit 1: Investigating the Ancient Past Students will investigate how archaeologists and historians investigate the past, the nature of sources and how they are used to solve historical mysteries in the case of Mungo Man.	Response to Stimulus Test
Term B	Unit 2: The Ancient World Students will examine the physical features, development of civilisation, characteristics of society and daily life in Ancient Greece, Egypt, Rome and China. They will investigate the famous legacies of these civilisations and how they continue today.	Multi-modal presentation

Year 8		
The Year 8 History curriculum provides a study of the Polynesian expansion and the Medieval World, 500CE - 1900CE. This was a period when people moved and explored the world, settling to become major civilisations which eventually came into contact with each other. Students will be encouraged to think critically about the past and develop skills in historical research and writing.		
Term	Topic	Assessment
Term A	Unit 1: Polynesian Expansion Students will investigate Polynesian expansion, the technology used, culture and motives for adventure. Historical evidence will be analysed to decide which theory is correct.	Response to stimulus test
Term B	Unit 2: Life in the Middle Ages Students will examine life after the fall of Rome, the structure of society, crime and punishment and daily life. The influence of the church and the crusades as a cultural exchange will also be examined.	Multi-modal presentation

Topics and Assessment – Geography

Year 7		
Year 7 Geography focuses on environmental and human geography, through the study of water and liveability. Students will develop geographical skills such as: analysing, interpreting, using spatial technologies and problem solving. Student will participate in fieldwork on excursions at a local level.		
Term	Topic	Assessment
Term A	Unit 1: Water and the World Students will focus on how water is a valuable resource, including its many uses, processes, hazards and scarcity. They also explore the ways water connects and changes places and people.	Portfolio of work
Term B	Unit 2: Place and Liveability Students will investigate the factors that influence liveability of a place. Students examine what makes a place liveable, how they are planned and managed by people.	Combination Exam

Year 8		
Year 8 Geography curriculum focuses on the physical processes that create different landscapes and landforms. Students will investigate geographical hazards and develop strategies to manage natural disasters. In the 'Changing Nations' unit, students will explore the movement of people and the impacts of shifting populations. Students will think geographically by understanding and using the concepts of place, space, environment, interconnection, sustainability, scale and change when investigating the world.		
Term	Topic	Assessment
Term A	Unit 1: Landforms and Landscapes Students will explore geomorphology through a study of landscapes and their landforms. This unit examines the hazards associated with landscapes, and the management of these hazards.	Investigation Report
Term B	Unit 2: Changing Nations Students will investigate human geography, demographics and shifts in population. The unit explores the reasons for migration, the process of urbanisation and how it changes the economy, environment and society.	Combination Exam

Other Considerations

- Students will have the opportunity to participate in field work and excursions. This may include a small fee.

Students will have the opportunity to enter into the QHTA history writing and Australian Geography competitions.

Humanities and Social Science - Business Enterprises (Year 8)

Subject Code: ECB

Contact Person: Danielle Algate – Head of Department – Humanities and Social Science
dalga1@eq.edu.au

Topics and Assessment

Year 8 Business Enterprises is an elective subject that runs over one semester (two terms). Topics and skills are developed from the Australia Curriculum.

Year 8 Business Enterprises gives students the opportunity to learn what it takes to create a successful business and how to be the next young entrepreneur! The course will develop understanding of economics and business concepts, by exploring what it means to be a consumer, a worker and a producer in the market. Skills such as interpreting data and information, identifying trends, communicating effectively and problem solving will be enhanced.

Term	Topic	Assessment
Term A	Unit 1: Young Entrepreneurs This unit will focus on how to make money from business ideas. Students will create their own innovative product or service that would appeal to the public. They will form a Business Plan for their 'company' and advertise in an expo for innovation.	Business Plan and Multi-modal presentation
Term B	Unit 2: Business success in the Australian market Students will examine basic economics and business concepts by exploring what it means participate in the market. Students will explore the characteristics of successful businesses and consider what it takes to be a leading entrepreneur.	Assignment: Informational Brochure

Other Considerations

- Students will have the opportunity to enter into the Verge Young Entrepreneurs.

Health and Physical Education

Subject Code: HPE

Contact Person: Nikki Nicola – Head of Department – HPE and Sport
nxnic2@eq.edu.au

Topics and Assessment

Year	Topic
7	<p>Students will be working on Wellbeing, Relationships and Nutrition topics for their classroom activities. Students will cover topics including respectful relationships, conflict resolution, peer pressure, nutrients, healthy eating guidelines and meal planning.</p> <p>In HPE students will learn a variety of physical skills in, about and through different physical activities. Students will work through physical activities including Track and Field and a variety of minor games, invasion games and net and wall games.</p>
8	<p>Students will be working on Mental Health and Wellbeing and Personal Safety for their classroom activities. Students will cover activities including self-esteem, resilience, safety issues for teenagers and decision making processes.</p> <p>In HPE students will learn a variety of physical skills in, about and through different physical activities. Students will work through physical activities including fundamental movement skills and an introduction to the sport excellence academies unit.</p>

Materials Required

- Runcorn SHS Sport Uniform
- Runcorn SHS Hat

Touch Football Excellence

Subject Code: TFE

Contact Person: Nikki Nicola – Head of Department – HPE and Sport
nxnic2@eq.edu.au

Topics and Assessment

Year	Topic
7	<p>Students will be working on Wellbeing, Relationships and Nutrition topics for their classroom activities. Students will cover topics including respectful relationships, conflict resolution, peer pressure, nutrients, healthy eating guidelines and meal planning.</p> <p>In TFE students will learn a variety of physical skills in, about and through different Touch Football focussed activities.</p>
8	<p>Students will be working on Mental Health and Wellbeing and Personal Safety for their classroom activities. Students will cover activities including self-esteem, resilience, safety issues for teenagers and decision making processes.</p> <p>In TFE students will learn a variety of physical skills in, about and through different Touch Football focussed activities.</p>

Japanese

Subject Code: JAP

Contact Person: Damien Airey – Head of Department English/Languages
dmair0@eq.edu.au

Topics and Assessment

Year	Topic
Year 7	<p>Students will build their competence in the four macro-skills of listening, speaking, reading and writing. Students will cover the topics of: Myself, Family and Pets, Anime and Manga and Daily Routines.</p> <p>The focus will be on communicating effectively and understanding Japanese culture and customs. Students will have the opportunity to participate in various incursions, excursions and visits by Japanese school students.</p>
Year 8	<p>Students will continue to build their competence in the four macroskills of listening, speaking, reading and writing. Students will cover the topics of: Food, Sports and Hobbies, School Life and Travel.</p> <p>The focus will be on communicating effectively and understanding Japanese culture and customs. The Japanese alphabets of hiragana and katakana will be introduced. Students will have the opportunity to participate in various incursions, excursions and visits by Japanese school students.</p>

AUSLAN

Subject Code: ALN

Contact Person: Dan Jones – Head of Special Education – djone388@eq.edu.au

Topics and Assessment

Year	Topic
Year 7	Students use Auslan to share simple information, experiences, interests, thoughts and feelings about their personal and immediate worlds. The course covers fingerspelling, and a range of signs for basic interactions. Students use receptive skills to understand familiar vocabulary and ideas. They use expressive skills to sign conversations, Auslan poetry and simple visual pictures. Students learn culturally appropriate ways of communicating with the Deaf. The Australian history of Auslan is explored and students learn about the importance of Auslan to the Deaf community. Students will gain the confidence to interact using Auslan.
Year 8	Students continue to use Auslan to share information, experiences, interests, thoughts and feelings about their personal and immediate worlds. The course reviews the basics of Auslan including fingerspelling, elements of sign, and a range of signs for procedures and story-telling. Students learn about the grammar and structures of Auslan and become more flexible in ways they produce Auslan. Students learn about Deaf culture, including the use of technologies. A summary of the history of sign languages through time is included. Students will gain the confidence to interact using Auslan.

Drama

Subject Code: DRA

Contact Person: Danielle Larkin – Head of Department – The Arts
dlark15@eq.edu.au

Topics and Assessment

Year	Topic
7	<p>Students are introduced to the study of theatre and performance through the inquiry questions <i>What is Drama?</i> Students will develop their performance skills through Improvisation and Theatre Sports.</p> <p>Students will also engage with preparing scripted drama for performance and responding to performance through the analysis of modern plays. Throughout the unit, students will learn about the Elements of Drama and how to analyse, interpret and create meaningful performance for an audience.</p>
8	<p>Students will explore the idea of storytelling through the style of Collage Drama. Students work in groups to select a theme and then devise a performance with a clear message around their topic.</p> <p>Students will also analyse the performance skills of others and how they create meaning for an audience. They will respond to a range of filmed performances and develop the ability to analyse and evaluate the dramatic languages within these.</p> <p>Students will work in small groups to prepare, rehearse and present a short performance from a modern play, to an audience of their peers. They will work on developing their ability to manipulate performance skills to create believable characters.</p>

Other Considerations

- Drama fosters self-discipline, confidence and team work and develops skills in interpreting, researching, negotiating, problem solving and decision making.

Film and Television

Subject Code: FTS

Contact Person: Danielle Larkin – Head of Department – The Arts
dlark15@eq.edu.au

Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other subjects.

Year	Topic
7	<p>Students will be introduced to the language of Film and Television. They will gain knowledge and understanding of camera language and genre conventions and will develop the skills to use this language to design and create both still and moving image media products.</p> <p>Working in our specialist video editing lab, students will use camera production equipment and Adobe Premiere Pro software to produce entertaining media works. Students will also gain skills in analysing and evaluating modern media texts and how they communicate meaning to an audience.</p>
8	<p>Students will explore how filmmakers utilise film techniques to position and persuade audiences. Students will have the opportunity to design, analyse and produce media products for a targeted audience. Through treatment writing skills, students will construct a proposal for an advertisement and apply their designs to an 'on location' shoot.</p> <p>Using camera production equipment and Adobe Premiere Pro software students will extend their knowledge of video editing techniques to create a production that meets the needs of the intended target audience. Building on these skills, students will use their understanding of advertising conventions, to analyse an existing video production. Students will present their findings in a YouTube video format.</p>

Materials Required

- 16 GB USB or external hard drive

Other Considerations

- Not only does the study of Film teach students practical and technical skills in the screen arts, such as operating a camera or film editing, but students also learn a wide range of transferable skills such as team work, communication, time management, creative problem solving and critical thinking.

Music

Subject Code: MUS

Contact Person: Danielle Larkin – Head of Department – The Arts
dlark15@eq.edu.au

Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other Arts subjects.

Year	Topic
7	<p>Students are introduced to the Elements of Music through a range of activities involving music theory and practical workshops, students develop skills in music performance on a variety of instruments.</p> <p>Music students work both individually and collaboratively with traditional instrumentation (guitar, keyboard, percussion, etc) and 21st Century music technology (Garage Band, Sibelius, Musescore) to resolve music ideas for specific audiences. Students will manipulate the elements of music to compose music. As well as rehearse and perform songs and instrumental pieces in unison in parts.</p>
8	<p>Students develop their understanding of the Elements of Music and how these are applied when creating and performing music. Through practical workshops students learn, develop and refine the skills of a musician and producer.</p> <p>Music students work both individually and collaboratively with traditional instrumentation (guitar, keyboard, percussion, etc) and 21st Century music technology (Garage Band, Sibelius, Musescore) to resolve music ideas for specific audiences.</p> <p>Students will manipulate the elements of music and stylistic conventions to compose music. As well as rehearse and perform songs and instrumental pieces in unison in parts.</p>

Materials Required –

- 1 x Music exercise book 96 page 8mm ruled with 12mm Staves
- 1 x A4 Display Folder (20 sleeves/pockets)
- Pencil – 2B, eraser, ruler, glue, highlighters

Other Considerations

- The study of music encourages students to develop self-discipline, creative and critical thinking, interpersonal skills and improved confidence.
- This is a performance subject – all students will be expected to perform for an audience.

Visual Arts

Subject Code: ART

Contact Person: Danielle Larkin – Head of Department – The Arts
dlark15@eq.edu.au

Topics and Assessment

Year	Topic
7	<p>Students will develop a Folio of Work focusing on the Elements and Principles of Art. They will explore, identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making.</p> <p>Students plan their art making in response to an exploration of techniques and skills used in both their own work and in the work of others. Students research visual artists in contemporary, modern and traditional arts practices. Through practical experimental activities and grounded in inquiry learning, students will draw inspiration from the world around them to create a range of artworks.</p>
8	<p>Students will explore Art History and how it inspires postmodern artistic practise. Students will explore and create a folio of work on Popular Culture examining graffiti, clothing design, and a series of pop art portraits. The history of Modern and Post Modern styles will be investigated in order to answer the enquiry question: How do artists evolve their ideas from Art History?</p> <p>Through a research task, students will explore various styles of art. They will create a sculpture which will provide the stimulus for a series of 2D artworks informed by their research assignment. Students will exhibit their work with an artist statement to showcase their skills.</p>

Materials Required

- Graphite pencils
- Eraser – Large
- Coloured pencils
- Visual Diary

Other Considerations

- Studying Visual Art helps students to develop skills in observation, creativity, critical thinking, self-expression, perseverance and discipline.

Digital Technologies

Subject Code: DIG

Contact Person: Nalin Naidoo - Head of Department – Technology
nnaid11@eq.edu.au

Topics and Assessment

This subject runs over a semester (2 Terms for year) and alternates with other subjects.

Year	Topic
7 Term A	The online world – Cyber Safety Students will be exploring the online world through an investigation into Cyber Safety. During the first unit you will learn about the realities of being online, then you will create an interactive presentation to promote being a good Digital Citizen.
7 Term B	eSports The second unit in the course introduces students to the world of eSports using Nintendo Switch. Students will learn the setup and complete running of some of the more popular games. Assessment will involve data collection, data analysis using formulae and graph generation using Microsoft Excel
8 Term A	Environment - Minecraft Students will plan, develop and code an interactive world using Minecraft looking at different types of farming and sustainability from an indigenous perspective. Students will develop their programming skills to allow them to interact with the digital world even further by coding and creating their world using Minecraft coding
8 Term B	Programming in a gaming environment – Sphero Robots The second unit in the course is an introduction to programming using Java Script and Sphero's. Students will plan, develop and create an interactive solution to a given problem.

Design and Technology

Subject Code: DAT

Contact Person: Nalin Naidoo - Head of Department – Technology
nnaid11@eq.edu.au

Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other subjects over Years 7 and 8.

Term	Topic	Assessment
Year 7	DAT introduces students to Design Processes, with a focus on design, production and evaluation. Students will learn the basics of 2D and 3D sketching. They will design and sketch a device stand and make a Lo-Fi prototype.	Project – Device Stand - Design Folio with lo-fi model
	Students will expand on their Design and making skills to design, create and evaluate a product to protect an item of value.	Project – Protective Solution - Design Folio with working prototype
Year 8	Students continue to explore Design Processes, with a focus on design, production and evaluation. Students will learn the basics of 3D Computer Aided Drawing using the program AutoDesk Inventor.	Project – Earphone Holder - Design Folio with CAD model – ext 3D print
	Students will expand on their 3D drawing and modelling skills and their knowledge of design process to design and create a 3D printed product, then evaluate that product through testing in order to provide suggestions for improvement.	Project – Game Controller Handle - Design Folio with working prototype

Materials Required

- Pencil
- Eraser

Other Considerations

- This program includes both physical and digital design work, as well as workshop time. Students must be prepared to use various tools and materials to create prototypes.
- Recommended pathway for students interested in design, drafting, construction and manufacturing trades.

Materials and Technology

Subject Code: TMT

Contact Person: Nalin Naidoo - Head of Department – Technology
nnaid11@eq.edu.au

Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other subjects over Years 7 and 8.

Term	Topic	Assessment
Year 7	TMT introduces students to various manufacturing processes in wood, metal and plastic. They will learn the safe uses of various hand tools and basic equipment.	Students will create 2-3 products using Acrylic, Timber and Metal. For each product they will complete a Production Folio documenting the processes and procedures and evaluate the final product against given criteria.
Year 8	TMT introduces students to various manufacturing processes in wood, metal and plastic. They will learn the safe uses of various hand tools and basic equipment.	Students will create 2-3 products using Acrylic, Timber and Metal. Production Folio documenting the processes and procedures and evaluate the final product against given criteria.

Materials Required

- Pencil
- Eraser
- Full leather upper shoes are mandatory.

Other Considerations

- This program builds practical workshop skills. Students must be prepared to use various tools and materials to create products. A parent consent form will have to be signed before students can enter the workshops.
- Students will complete safety modules before starting practical work and will wear safety glasses at all times.
- Recommended pathway for students interested in furnishing, engineering, construction and manufacturing trades.

Food Specialisations

Subject Code: TFD

Contact Person: Nalin Naidoo - Head of Department – Technology
nnaid11@eq.edu.au

Topics and Assessment

This subject runs over a semester (2 Terms) and alternates with other subjects over Years 7 and 8.

Term	Topic	Assessment
Term A	<p>This term you will be learning basic cooking skills that will give you the foundation to creating many dishes. It is important to have solid foundation cooking skills to ensure you can transfer these skills to making any cuisine you desire.</p> <p>The unit will focus on:</p> <ul style="list-style-type: none">• Kitchen Safety: working safely in the kitchen when using equipment and when cooking• Hygiene in the Kitchen: understanding the importance of food safety when handling food to prevent food borne illness• Measurements: weight scales, liquid and solid ingredients• Baking: kneading, wet to dry, folding and creaming• Temperature control: oven and stove top <p>Knife skills: spider grip, chopping, slicing, dicing, mincing etc.</p>	Assessment Task - PowerPoint
Term B	<p>This term you investigate how fast-food consumption; frequent snacking; and skipping meals commonly describe adolescent eating behaviours. Food choices are an investment to future health and well-being. Investigating, designing and producing food products will improve the overall quality of adolescent diets. This unit aims to give you the basic skills to prepare nutritious and appetizing food safely and hygienically.</p>	Assessment Task - Design Process with Practical Task

Materials Required

- Container for carrying practical cookery (2-4 Litre sized container that has a sealable lid)

Other Considerations

- Practical consent form must be signed to be able to work in the kitchen.

Horizons Program Excellence Academies (Year 7 and 8 2025)

Runcorn State High School's Horizons Program is designed to support and foster the development of high achieving students shaping them to be leaders of tomorrow. Through innovative and engaging curriculum design, the Horizons Program aims to extend and support students to develop skills and qualifications needed for success beyond the classroom

Participation in the Horizon's Program is via application and then a trial, exam or audition depending on the program. Students can participate in multiple excellence academies.

The Horizons Program has been established based on key principles which underpin each of the excellence academies within the program:

1. Leadership

- a) Within the school and wider community
- b) Mentoring of peers and younger students
- c) Inquiry based learning allowing for the development of autonomous learners

2. Global citizenship

- a) Community awareness and leadership
- b) Active participation in community events
- c) Maintaining an attitude of service

3. Resilience

- a) Independent learners
- b) Problem solving
- c) Performing under pressure in unfamiliar situations

4. Extension

- a) Inquiry based learning
- b) Connections to industry
- c) Skills for success beyond school

5. Pathways

- a) Qualifications
- b) Networking opportunities
- c) Exposure to professional industry representatives

The Horizons Program Excellence Academies are:

- [Academic Excellence](#)
- [Touch Football Excellence](#)
- [Basketball Excellence](#)
- [Baseball Excellence](#)
- [Drama and Media Arts](#)

Please visit our website (curriculum tab/Excellence Programs) for more information.

Scholarships (Year 7 2025)

Runcorn State High School in conjunction with the Parents & Citizen's Association is offering scholarships to Year 7 students enrolling for 2025. These scholarships reward outstanding students who have succeeded academically, are good role models to their peers and are active participants in community, sporting and creative industry activities. Year 6 students have the opportunity to apply for the following scholarships:

- Sports scholarship
- Academic scholarship
- Creative Industries scholarship
- Leadership and community scholarship

Application [forms](#) are available on the school [website](#) under the Enrolments tab.