



RUNCORN STATE HIGH SCHOOL
PRIDE | SUCCESS | EXCELLENCE



2022

JUNIOR

SUBJECT SELECTION GUIDE

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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. This is achieved primarily through the pedagogical framework of The Art and Science of Teaching by Robert Marzano.



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.

They also participate in the Bridge Award, a nationally recognised program that links directly into the Duke of Edinburgh scheme, aiming to achieve bronze level by the end of Year 10. A Year 7 camp enables students to complete the adventurous journey component of the program for Level 1, and a two day excursion in Year 8 to complete Level 2. During Special Programs classes in Year 7 and 8, students work to complete the other aspects of their scheme.

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, 2022. There are opportunities in academics, music 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/Technology
egarn5@eq.edu.au

Topics and Assessment

Year 7

Term	Topic	Assessment
1	Chemistry: Separating Mixtures + Water Use In this unit students will investigate mixtures, including solutions, pure substances and a range of separation techniques. Students consider the importance of water, the water cycle and the application of filtration systems in water treatment and the recycling processes.	Experimental Investigation: Separating a mixture
2	Biology: Classifying + Food Webs This unit involves students classifying organisms based on their physical characteristics. They apply scientific conventions to construct and use dichotomous keys to assist and describe classifications. Students explore feeding relationships between organisms in an environment using food chains and food webs and identify how human activity can impact food webs.	Exam / Test
3	Physics: Forces + Motion In this unit students will explore balanced and unbalanced forces and the effect these have on motion of an object. They explore the effects of gravity and consider the difference between mass and weight. Students investigate the impact of friction on a moving object and forces involved in simple machines.	Experimental Investigation: Parachute – Forces and Motion
4	Space Science: Earth in Space In this unit students learn about the interrelationships between the Sun, Earth and Moon system. They examine the relative positions of the Earth, moon and sun to explore predictable phenomena such as eclipses, tides, phases of the moon and seasons. Students examine the importance of solar energy as a renewable resource.	Exam / Test

Year 8

Term	Topic	Assessment
1	<p>Biology: Cells, Organs + reproduction:</p> <p>In this unit students will identify cells as the basic units of living things are recognised as having specialised structures. Microscopes, digital images and wet mount slides prepared to observe and identify plant and animal cells. The relationship between the structure and function of specialised cells is examined and organ systems that allow multicellular plants and animals to reproduce and survive.</p> <p>Students will identify and construct scientifically investigable questions and problems related to the relationship between cell structure and function.</p>	Exam/Test
2	<p>Chemistry: Particles matter + Chemistry of Common Substances:</p> <p>In this unit students will investigate the physical and chemical properties of materials and how this determines the use of materials. Students will identify signs of chemical change and use the particle model (elements, compounds and mixtures) to explain material properties and chemical changes. They will be introduced to the periodic table of elements, including symbolic representation of elements.</p> <p>Students plan and conduct investigations of the properties of materials identifying risk and applying safety guidelines. They use data to identify relationships, draw conclusions, evaluate the quality of data collected and suggest improvements to experimental methods.</p>	Experimental Investigation: Energy Conversions
3	<p>Physics: Energy Conversions:</p> <p>In this unit students will classify energy forms and examine how energy can be transformed into usable and unusable forms. They will consider how energy transformations can impact on the efficiency of a system. They will use models and representations to examine kinetic energy and its relationship with potential energy and heat energy.</p> <p>Students will examine Australia's use of renewable and non-renewable energy resources. They will examine the contributions of science and technology are making for a sustainable future.</p>	Exam / Test
4	<p>Earth Science: Rock Cycle, Minerals + Mining:</p> <p>In this unit students will explore different types of rocks and the minerals of which they are composed. They will compare the different processes and timescales involved in the formation and breakdown of igneous, sedimentary and metamorphic rocks as part of the rock cycle.</p> <p>Students will investigate the production and use of resources from rocks and minerals and consider the environmental impact of mining and using mineral resources.</p>	Research Investigation

Other Considerations

- Course information and extension activities are available on OneNote

Humanities and Social Science – History/Geography

Subject Code: HUM

Contact Person: Kate Andrew – Head of Department – Humanities and Social Science
kandr49@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		
<p>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.</p>		
Term	Topic	Assessment
Term A	<p>Unit 1: Investigating the Ancient Past</p> <p>Students will investigate how archaeologists and historians investigate the past, the nature of sources and how they are used to solve historical mysteries.</p>	Response to Stimulus Test
Term B	<p>Unit 2: The Ancient World</p> <p>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.</p>	Multi-modal presentation

Year 8		
<p>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.</p>		
Term	Topic	Assessment
Term A	<p>Unit 1: Polynesian Expansion</p> <p>Students will investigate Polynesian expansion, the technology used, culture and motives for adventure. Historical evidence will be analysed to decide which theory is correct.</p>	Response to stimulus test
Term B	<p>Unit 2: Life in the Middle Ages</p> <p>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.</p>	Multi-modal presentation

Topics and Assessment - Geography

Year 7		
<p>Year 7 Geography focuses on environmental and human geography, through the study of water and liveability. Students will look at how water is an important resource, which needs to be managed carefully for sustainability, as well as what makes a place liveable and how we can learn from other places to plan effectively. 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.</p>		
Term	Topic	Assessment
Term A	<p>Unit 1: Water and the World</p> <p>Students will investigate how archaeologists and historians investigate the past, the nature of sources and how they are used to solve historical mysteries.</p>	Portfolio of work
Term B	<p>Unit 2: Place and Liveability</p> <p>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.</p>	Inquiry Task

Year 8		
<p>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. This will lead into the study of human geography, during the 'Changing Nations' unit, where the movement of people and the impacts of shifting populations will be covered. Students will think geographically by understanding and using the concepts of place, space, environment, interconnection, sustainability, scale and change when investigating the world.</p>		
Term	Topic	Assessment
Term A	<p>Unit 1: Landforms and Landscapes</p> <p>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.</p>	Inquiry Task
Term B	<p>Unit 2: Changing Nations</p> <p>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.</p>	Short Response Test

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: HUM

Contact Person: Kate Andrew – Head of Department – HASS
kandr49@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: Individual and business success in the 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.	Short response to stimulus test
Term B	Unit 2: 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 their peers. They will form a Business Plan for their 'company' and advertise in an expo for innovation.	Multi-modal presentation

Other Considerations

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

Health and Physical Education

Subject Code: HPE

Contact Person: Ben Brown – Head of Department – HPE and Sport
bbrow131@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

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>

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 games and practical workshops students will learn about the Elements of Drama and how to analyse, interpret and create meaningful performance for an audience.</p> <p>In Drama students are able to explore intellectual, social, physical, emotional and moral domains through learning which involves thought, feeling and action.</p>
8	<p>Students develop their understanding of theatre and performance through the stylistic lens of Magic Realism. Through games and practical workshops students will deepen their understanding of the elements of Drama and how to analyse, interpret and create meaningful performance for an audience. Students will make and respond to dramatic works individually and collaboratively.</p> <p>In Drama students are able to explore intellectual, social, physical, emotional and moral domains through learning which involves thought, feeling and action.</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 are introduced to the key concepts in Film and Media Studies. Working in our specialist media lab, Film students analyse, devise, design and produce a range of still and moving image media.</p> <p>Students develop skills of design as they work within Adobe Premiere Pro to produce media works.</p>
8	<p>Students develop their understanding of the key concepts in Film and Media Studies through the lens of animation.</p> <p>Working in our specialist media lab, Film students analyse, devise, design and produce animated media artworks. Students develop skills of design as they work within Adobe Premiere Pro to produce media works.</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:

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, composition and analysis.</p> <p>Music students work both individually and collaboratively with traditional instrumentation (guitar, keyboard, percussion, etc) and 21st Century music technology (Garage Band, Sibelius, ProTools) to resolve music ideas for specific audiences.</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, ProTools) to resolve music ideas for specific audiences.</p>

Other Considerations

- The study of music encourages students to develop self-discipline, creative and critical thinking, interpersonal skills and improved confidence.

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 are introduced to the elements and principles of design as the tools artists use to create.</p> <p>Through practical experimental activities and grounded in inquiry learning, students will draw inspiration from the world around them to create a range of artworks culminating in an exhibition in Runcorn SHS's Wild@Art Gallery.</p>
8	<p>Students develop their understanding of theatre and performance through the stylistic lens of Magic Realism. Through games and practical workshops students will deepen their understanding of the elements of Drama and how to analyse, interpret and create meaningful performance for an audience. Students will make and respond to dramatic works individually and collaboratively.</p> <p>In Drama students are able to explore intellectual, social, physical, emotional and moral domains through learning which involves thought, feeling and action.</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: Contact Person: Martin Bowness – Head of Department – eLearning
mibow0@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 Students will be exploring the online world through an investigation into Cyber Safety, website design and creation through HTML programming language. During the first unit you will learn about the realities of being online, then you will go on to create your very own website, with nothing but simple code!
7 Term B	Programming in a gaming environment The second unit in the course is an introduction to programming in a gaming environment, where you will use Scratch software to plan, develop and create your very own interactive “Choose Your Adventure” story.
8 Term A	Computers and Networks Students will be developing the understanding of how computers and networks are created and how they work to allow for a connected world, and developing programming skills to allow them to interact with the digital world even further. During the first unit you will learn about what it takes to create a classroom network, how it all fits together and the effort it takes to create it. This will give an understanding of what goes on ‘behind the scenes’ in the world of IT.
8 Term B	Programming The second unit in the course allows for skills to be gained in programming, where students will create a game for a particular target audience, investigating popular gaming elements and finding out what makes gaming so addictive!

Materials Required

- 16GB USB

Materials and Technologies Specialisations

Subject Code: TMT

Contact Person: Elizabeth Garnier – Head of Department – Science/Technology
egarn5@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	In ITD, you will be introduced to basic workshop skills and design process. This includes: Introduction to timber – Skills exercise timber pencil-case Introduction to metal – skills exercise sheet metal tray	Project – Students will design and manufacture a desktop planter from limitations: Manufacturing industry production processes and product quality including sustainability, the expected quality standards in terms of fit, finish and longevity.
Term B	Design and make a desktop planner <ul style="list-style-type: none">• Understand design process• Design a Desktop planter for a succulent from the limitations provided Topics Covered: <ul style="list-style-type: none">• Sketch technical drawings• Production plans• Evaluate the final design• Construct the desktop planter Skill exercises using different materials	

Materials Required

- A4 Display Book (20 pg)

Other Considerations

Practical consent form must be signed to be able to work in the workshop

Design and Technology

Subject Code: DAT

Contact Person: Elizabeth Garnier – Head of Department – Science/Technology
egarn5@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	DAT introduces students to 3D printing, with a focus on design, production and evaluation. This term, students will learn the basics of 3D Computer Aided Drawing using the program “tinkercad”. They will explore the features of the program, and the principles of design. They will create a portfolio of 3D designs, of which some will be 3D printed and evaluated.	Collection of work – 3D design (tinkercad)
Term B	This term, students will expand on their 3D drawing skills and their knowledge of design process to create and evaluate a 3D printed video game controller. They will work in groups to perform market research and testing to design and construct a suitable product, then evaluate that product through further research and testing in order to provide suggestions for improvement.	Project – Video Game Controller

Materials Required

- A4 Display Book (20 pg)

Other Considerations

- Students will require computer access to study this subject. This will be catered for at school, but students would benefit from home access in order to complete tasks.

Food Specialisations

Subject Code: TFD

Contact Person: Elizabeth Garnier – Head of Department – Science/Technology
egarn5@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 2022)

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](#)
- [Music Excellence](#)

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

Scholarships (Year 7 2022)

Runcorn State High School in conjunction with the Parents & Citizen's Association is offering scholarships to Year 7 students enrolling for 2022. 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

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