



YEARS 7-10

Curriculum Handbook

2026





Downlands College

TOOWOOMBA QUEENSLAND AUSTRALIA

Years 7-10

Curriculum Handbook 2026

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The Downlands Prayer









Lord, be with us in our studies that we may master the difficulties and be formed by wisdom and knowledge.
Be with us in our sport, that we may win without boasting, lose without begrudging.
Be with us in our leisure time, that our pleasures bring us no shame, but rest to our bodies, peace to our minds.
Be with us with our friends, that we may be ready to help whatever the cost, bring happiness wherever we go.
Be with us in the Chapel, that we pray and listen and worship and let you guide our lives.
Lord, make us strong in faith, courageous to follow your call, true to you, to Downlands, to ourselves.
Amen.

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At Downlands there is *a niche for every student*. Our goal is to have happy students who perform to their personal best in all situations and who take responsibility for their learning and relationships. We journey with each individual student academically and pastorally to provide the best possible school and post-school pathway.

Stephen Koch, Principal

General Information

Downlands College is a Catholic school owned and conducted by the Missionaries of the Sacred Heart. It first opened in 1931 as a boarding school for boys. Today, Downlands is a vibrant, co-educational day and boarding school for students in Prep to Year 12.

Downlands nurtures a strong religious spirit marked by the gospel values of faith and community. The College motto is **Fortes in Fide, Strong in Faith**. Our faith is based on a belief in, and a commitment to, a loving God, while community is that sense of identity which unites students, families and staff in Christ. We value truth, learning and respect for the individual as essential features of the education process. In the search for truth, Downlands encourages students to integrate faith with life. (Extract from: MSC Philosophy of Education)

"Christ is the foundation of the whole educational Enterprise in a Catholic school"
The Catholic School #34

"The community aspect of the Catholic school is necessary because of the nature of faith and not simply because of the nature of the person and the nature of the educational process which is common to every school."
The Catholic School #54

Our Mission

An MSC school holds teaching through relationships as a core value.

The heart is our code word and draws us to our Mission.

In the light of our philosophy, our mission as teachers in an MSC school is to draw our students into the pursuit of truth and excellence by fully embracing and engaging with the world in which we live. The College aims to:

- nurture a strong religious spirit by providing opportunities for students to grow in a real relationship with Christ, in an understanding of the tenets of the Catholic faith, and in commitment to service of others;
- form the hearts of students in Spirituality of the Heart so that they can live hopeful, meaningful and purposeful lives;

- help every student strive for the highest level of achievement in learning of which they are capable;
- nurture the powers of reasoning and critical thinking in students;
- create a climate of trust and freedom, openness and cooperation, which will foster the affective and moral growth of students;
- promote a spirit of reverence and respect for sacred things and for one another in a way that leads to gentle social relationships;
- create a family atmosphere conducive to a sense of peace and belonging;
- encourage a sense of personal integrity, responsibility, initiative and perseverance;
- foster a sense of care and compassion for one another, especially for the less advantaged, in both the College and the wider community;
- equip students for leadership in public and private life.

"... the Catholic school is particularly sensitive to the call from every part of the world for a more just society..."

The Catholic School #58

As teachers in an MSC school, we are committed to:

- being diligent and committed to the life-long development of our professional practice;
- maintaining currency and expertise in subject area, contemporary pedagogy and technological advances;
- recognising that good teaching is about the creation of a web of relationships that includes our own lives, the lives of our students and their families and the lives of our colleagues;
- recognising that when we create relational learning communities we contribute to the formation of the hearts of our students;
- offering hope to our students by drawing deeper meaning from the events of the world in which we live, thus incorporating faith with life. (Extract from: Principles of MSC Education, 2017)
- creating an environment where students can become reflective, heart-centred people with an understanding of God's love for them.

"Beloved, let us love one another, because love is from God. Whoever does not love does not know God, for God is love."

1 John 4:7-8

Curriculum Policy

Curriculum at Downlands College encompasses all the learning experiences that are planned, guided and supported by the school. The needs, talents, abilities, and interests of the individual student form the centre around which our curriculum is developed. The whole environment of the school, with its many varied experiences, as well as the valuable traditions of the past, contributes to the total growth of each student. At the same time, each student should contribute something to the development of the curriculum in its widest sense.

Downlands College curriculum policy reflects gospel values, particularly those stressed in the statement of the College's philosophy: faith, respect for the individual, truth and learning, and community.

"It (i.e. the Catholic school) is fundamentally a synthesis of culture and faith, and a synthesis of faith and life: the first is reached by integrating all the different aspects of human knowledge through subjects taught, in the light of the Gospel; the second in the growth of the virtues characteristic of the Christian."

The Catholic School #87

Care for the individual in the curriculum will be shown in many ways:

- by offering courses that will meet individual needs as closely as possible; this implies a wide variety of courses, different levels within these courses, flexibility of programming, challenging courses, special education programs and preparation for life in the post school years
- teaching methods and attitudes that promote mutual respect and warm relationships between teachers and students
- the study of options that promote respect for others, especially the less advantaged
- careful and realistic guidance to students in subject choice and learning pathways
- acknowledgement of achievement at whatever level in all activities
- provision of optional activities to meet the interests of as many students as possible
- staff development opportunities to meet the changing needs of teachers.
- Downlands College education policies and procedures adheres to the Alice Springs (Mparntwe) Education Declaration (2019).

In emphasising truth and learning, Downlands College aims to help students strive for the highest level of achievement in learning of which they are capable. While excellence can be seen as an absolute, there is a relative level at which individuals should be challenged to perform excellently with their respective talents. We encourage all students to attain this level. Serious study is stressed, as well as critical thinking and openness to religious values.

"It must never be forgotten that the purpose of instruction at school is education, that is, the development of the person from within, freeing him/her from that conditioning which would prevent him/her from becoming a fully integrated human being."

The Catholic School #28

Teaching programs for various subjects should include, where possible, the study of issues, texts and ideas which allow discussion of topics connected with the gospel values that are integral to College life. Thus, respect for the individual will be fostered through the understanding of issues connected with justice and peace and with the needs of all in the community. Faith and community will be enhanced by class activities which express those values. Downlands recognises that curriculum needs regular evaluation to ensure it is relevant to the changing situations and times in which members of the College community find themselves.

"Education is not given for the purpose of gaining power but as an aid towards a fuller understanding of, and communion with people, events and things. Knowledge is not to be considered as a means of material prosperity and success, but as a call to serve and to be responsible for others."

The Catholic School #56

Downlands has an *outstanding record* of academic success through expecting the best from its pupils. We also want them to enjoy their learning and to take responsibility for it.

Stephen Koch, Principal

The Years 7-10 Curriculum Program

Downlands College aims to provide all students with a quality curriculum which is brought to life in classrooms and beyond by contemporary approaches to learning and teaching.

Encouraging students to develop a love of learning, as well as promoting student success at learning are central to the Years 7-10 curriculum program. At Downlands College, the concept of success is recognised in broad terms and in such a way as to build the academic strengths of all students. In essence, our aim is to engage students in learning processes which will help them to strengthen their learning gifts, talents and abilities.

The Downlands College Years 7-10 curriculum program is aligned to state and national developments in curriculum and it is therefore both relevant and current to today's adolescent learner. Our 7-10 curriculum program reflects both a breadth and depth of learning and it prepares students well for study in Years 11 and 12 and beyond.

Planning a Curriculum Program

The following information is provided to help students and their families understand the way in which Downlands College organises a curriculum program in Years 7 – 10. The information is organised around a number of questions.

What is the purpose of the Years 7-10 Curriculum Handbook?

The Years 7-10 Curriculum Handbook outlines information which explains how Years 7-10 curriculum is organised and provides advice on how students and parents/carers can work in partnership with the school to plan a well-rounded and success-oriented curriculum experience for all students. Throughout these years of secondary schooling, the Years 7-10 curriculum program aims to:

- implement the Australian Curriculum;
- infuse teaching and learning with our MSC Pedagogy of the Heart;
- promote and acknowledge academic excellence;
- encourage all students to achieve to the very best of their ability;
- continuously improve assessment and reporting processes;
- embed Information Communication and Technologies (ICTs) in all learning areas;;
- regularly monitor and report on individual student academic progress;
- allow students to have some choice in the design of their specific curriculum program; and
- adequately prepare students for transition into the Senior years of schooling.

How is the Years 7-10 curriculum program structured across semesters?

The Years 7-10 Curriculum Program extends from the beginning of Year 7 until the end of Year 10. Each semester, students experience a selection of units of study across a number of learning areas.

What is the length of a unit of study in Years 7 - 10?

For each semester across Years 7 – 10, the typical student curriculum program involves the study of seven subjects. With the exception of Year 7 subjects in Technology, Agri Business and The Arts which are a rotation basis, all Years 7 – 10 subjects are one semester (two terms) in length.

Please note that adjustments to the typical student workload can be made for students with learning difficulties, for gifted and talented students, and for other circumstances particular to the needs of an individual student. Variations to a typical student workload should be discussed with the Assistant Principal – Teaching and Learning.

How are the units of study in Years 7 - 10 identified?

Units of study in Years 7 – 10 are identified with a three-letter coding system. While more detailed information about this is provided in Units of Study section of the Years 7-10 Curriculum Handbook, it is helpful to note that all units of study have a distinguishing first letter. See *How are the units of study in Years 7 - 10 organised?*

What choice of units of study do students have in Years 7 – 10?

The amount of student choice increases over time, with the greatest amount of choice being offered in Year 10. A student's curriculum program across Years 7 – 10 is presented in summary format on the following three pages.

How are the units of study in Years 7 – 10 organised?

The Years 7-10 Curriculum program is based on the Australian Curriculum and the Queensland Essential Learnings. It involves units of study organised into Downlands College learning areas.

The eleven Downlands College learning areas in Years 7 – 10 are as follows:

• Religious Education	Letter 'R' - REA
• Agricultural Science	Letter 'X' - XAI
• Business and Economics	Letter 'B' - BEA
• English	Letter 'E' - EGA
• Health and Physical Education	Letter 'H' - HPA
• Humanities	
History	Letter 'HI' - HIA
Geography	Letter 'G' - GEA
Social Science	Letter 'S' - SSA
• Languages	Letter 'L' - LJA
• Mathematics	Letter 'M' - MEB
• Science	Letter 'X' - XCA
• Technology	Letter 'T' - TFH
• The Arts	Letter 'A' - ADA

Details of the specific units of study are set out in Units of Study section of the Years 7-10 Curriculum Handbook.

Year 7 Curriculum Program

Semester One

All students will study:	Religious Education, English, Mathematics and Science
Students will study either:	History OR Geography OR Social Science
Students will study either:	Health and Physical Education OR Languages - French or Japanese
Students will commence a rotation of:	The Arts - Dance, Drama, Music or Visual Art and Technology - Industrial and Design Technology, Food Technology, Digital Technology, Agri Business

Semester Two

All students will study:	Religious Education, English, Mathematics and Science
Students will study either:	History OR Geography OR Social Science
Students will study either:	Health and Physical Education OR Languages - French or Japanese
Students will complete a rotation of:	The Arts - Dance, Music or Visual Art and Technology - Industrial and Design Technology, Food Technology, Digital Technology, Agri Business

Notes:

1. All Year 7 students are expected to study Languages. If there are difficulties associated with this, the matter can be raised with the Assistant Principal – Teaching and Learning.
2. Mathematics may be differentiated into Numeracy or Mathematics, the selection of which is based on student progress, family preference and teacher recommendation.
3. Within the area of Year 7 English, English Literacy and General English classes run across both semesters. Placement in an English class is based on student progress, family preference and teacher recommendation.
4. Students will complete History and Geography in different semesters. If History is completed in Semester One, Geography will be completed in Semester Two and vice versa. The study of Social Science is offered as an alternative Humanities pathway for students with learning needs and low literacy. Students who enrol in Social Science would also be enrolled in English Literacy.
5. Students complete a rotation of The Arts and Technology and Business subjects.

Year 8 Curriculum Program

Semesters One and Two

Learning Areas

Religious Education.....	Two units
English.....	Two units
Mathematics.....	Two units
Science.....	Two units
History.....	One unit
Geography.....	One unit
Social Science.....	Two units
Languages.....	One unit
Health and Physical Education.....	One unit
Technology.....	Units available
The Arts.....	Units available
Agricultural Science.....	Unit available
Business and Economics.....	Unit available

Notes:

1. Within the area of Year 8 English, English Literacy and General English classes run across both semesters. Placement in an English class is based on student progress, family preference and teacher recommendation.
2. Mathematics is differentiated into Numeracy and Mathematics, the choice of which is based on student progress, family preference and teacher recommendation.
3. Students will complete History and Geography in different semesters. If History is completed in Semester One, Geography will be completed in Semester Two and vice versa. The study of Social Science is offered as an alternative Humanities pathway for students with learning needs and low literacy. Students who enrol in Social Science would also be enrolled in English Literacy.
4. Digital Technology (Computing) is offered as a separate area of study. At the same time as Information and Computer Technologies is embedded in other learning areas.
5. A semester of Health and Physical Education (HPA) is mandatory in Year 8.
6. All Year 8 students are expected to study Languages. If there are difficulties associated with this, the matter can be raised with the Assistant Principal – Teaching and Learning.
7. Units of study are offered subject to student interest/demand and available teacher expertise.

Year 9 Curriculum Program

Semesters One and Two

Learning Areas

Religious Education.....	Two units
English.....	Two units
Mathematics.....	Two units
Science.....	Two units
History.....	One unit
Geography.....	One unit
Social Science.....	Two units
Languages.....	Units available
Technology.....	Units available
The Arts.....	Units available
Health and Physical Education.....	One unit (HPB) (additional unit available)
Agricultural Science.....	Unit available
Business and Economics.....	Unit available

Notes:

1. For Year 9, English is differentiated into Essential, General and Literature English classes run across both semesters. Placement in an English class is based on student progress, family preference and teacher recommendation.
2. Mathematics is differentiated into, Numeracy, General and Extension Mathematics, the choice of which is based on student progress, family preference and teacher recommendation.
3. Students will complete History and Geography in different semesters. If History is completed in Semester One, Geography will be completed in Semester Two and vice versa. The study of Social Science is offered as an alternative Humanities pathway for students with learning needs and low literacy. Students who enrol in Social Science would also be enrolled in English Literacy.
4. Digital Technology (Computing) is offered as a separate area of study. At the same time as Information and Computer Technologies is embedded in other learning areas.
5. A semester of Health and Physical Education (HPB) is a mandatory unit of study in Year 9. An additional unit, HPC, may be available, provided students have met the requirements in other learning areas and there is available teacher expertise.
6. Units of study are offered subject to student interest/demand and available teacher expertise.

Year 10 Curriculum Program

Semesters One And Two Learning Areas

Religious Education.....	Two units
English.....	Two units
Mathematics.....	Two units
Science	One unit (XCE) + further units available
Ancient History or Modern History or Geography.....	One Unit
Languages.....	Units available
Technology.....	Units available
The Arts.....	Units available
Health and Physical Education	One unit (HPD) (additional units available)
Agricultural Science	Units available
Business Studies.....	Units available

Notes:

1. Study in Year 10 involves preparing for academic success in Years 11 and 12.
2. Teacher recommendations support the placement of students in specific Mathematics and English classes.
3. Students intending to study Mathematical Methods and Specialist Mathematics in Years 11 and 12, MUST complete Extension Mathematics units in Year 10. General Mathematics is suitable for students intending to study General Mathematics, Numeracy is suitable for Essential Mathematics in Years 11 and 12.
4. Students intending to study English in Years 11 and 12 should complete General English or Literature in Year 10. Essential English is adequate preparation for Years 11 and 12 Essential English.
5. Year 10 Science extension units in Physics, Chemistry, Biology, Agricultural and Rural Science are one semester long and offered in Semester Two Year 10 after students have completed XCE in Semester One.
6. Students aspiring to join the Australian Defence Forces are advised to undertake, a full year of Year 10 Science.
7. All students must study at least one semester of Humanities in Year 10. Students select their semester of study in Humanities in either Semester One or Two from the following Humanities subjects: Ancient History, Modern History and Geography.
8. Digital Technology (Computing) is offered as a separate area of study. At the same time as Information and Computer Technologies is embedded in other learning areas.
9. Units of study are offered subject to student interest/demand and available teacher expertise.
10. Careers class: students undertake a Careers and Learning Pathways class. This is incorporated into the students' timetable during the year.
11. *Languages (French and Japanese) are offered for study in Semesters One and Two. If students wish to choose a language for study in Years 11 and 12 but there are insufficient numbers for a Year 10 class to run in either Semester One and/or Two, students will be offered the opportunity to continue their study of language by Distance Education. The cost of this course through School of Distance Education is covered by the family and for 2025 is approximately \$1709.79 for a full year. This cost is affected by CPI and can therefore increase. Please note any textbooks associated with these subjects are an additional cost to the course.

What do students and parents/carers need to do to help design an individual Years 7-10 curriculum program?

- Read the Years 7-10 Curriculum Handbook carefully.
- Attend the subject/unit selection information session offered by the College.
- Discuss possible units of study noting the minimum requirements which must be met.
- Review your selections using the Summary Table below to assist with this checking process.
- Seek help if unsure of what to do.
- Fill out online preference form.

Please contact Sue Weir, Assistant Principal - Teaching and Learning for further explanation and/or assistance, if required, on (07) 4690 9500 or email, teachingandlearning@downlands.qld.edu.au

OR contact Melissa Hampson, Administration Assistant - Teaching and Learning on (07) 4690 9500 or email, teachingandlearning@downlands.qld.edu.au

Years 7-10 Minimum Subject Requirements

	Year 7	Year 8		Year 9		Year 10	
Learning Area	Sem 1 and/or 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
RE	✓	✓	✓	✓	✓	✓	✓
English	✓	✓	✓	✓	✓	✓	✓
Maths	✓	✓	✓	✓	✓	✓	✓
Science	✓	✓	✓	✓	✓	✓	Further units available
History	One unit in Semester 1 or 2	One unit in Semester 1 or 2		One unit in Semester 1 or 2		One unit in Semester 1 or 2	
Geography	One unit in Semester 1 or 2	One unit in Semester 1 or 2		One unit in Semester 1 or 2			
Social Science*	✓	Full year		Full year		-	
HPE	One unit in Semester 1 or 2	One unit in Semester 1 or 2		One unit in Semester 1 or 2 Further units available		One unit in Semester 1 or 2 Further units available	
Languages	One unit in Semester 1 or 2	One unit in Semester 1 or 2		Units available		Units available	
Technology	Rotation	Units available		Units available		Units available	
The Arts	Rotation	Units available		Units available		Units available	
Business and Economics	Rotation	Units available		Units available		Units available	
Agriculture		Units available		Units available		Units available	

* The study of Social Science is offered as an alternative Humanities pathway for students with learning needs and low literacy in Years 7, 8 and 9.

Religious Education

The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.

Year 7 Religion (REI/J)

In Year 7 students begin their faith formation at secondary school. Initially, they are immersed in 'What it means to be a Downlander,' Jules Chevalier charism and the foundations of the Missionaries of the Sacred Heart (MSC) and the beginnings of Christianity (c. 6BCE-c. 650CE). From these foundations, students then investigate other monotheistic religions, participating in prayer experiences and ritual practices.

Students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE - c. 650CE), communities of religious men and women and Australian Catholic Church communities. They explore cultural and historical influences on these communities and change and continuity over time. They learn about the common beginnings of faith shared by the monotheistic religions (Christianity, Judaism and Islam) through the stories of patriarchs, Moses and the prophets. They explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with human persons. In particular, they develop their understanding of the Apostles Creed, Nicene Creed and the Decalogue.

Students explore contextual information about sacred texts, using a range of Biblical tools, to gain a deeper awareness of these texts and how they influence communities of believers. They examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally.

Students examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts. They develop their understanding of prayer in the Christian tradition through an exploration of Lectio Divina and Ignatian Meditation. They investigate the relationship between the Sacraments of the Church, the life and ministry of Jesus, and the faith journey and life experiences of believers.

Term 1: What Does it Mean to be a Downlander?

Term 2: Where it All Began

Term 3: The Power of Words

Term 4: Prayer and Sacramentality

Year 8 Religion (REA/B)

In Year 8, students engage with a variety of images and words that express the mystery of the Trinity, the fundamental Christian belief that God is relational in nature. They are introduced to the theme of covenant, as unique relationship between God and God's people, through an exploration of the actions and messages of some Old Testament prophets. They explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world. They learn about the preaching, achievements and challenges of the earliest followers of Jesus, as described in The Acts of the Apostles. They are introduced to the significant challenges and changes in the Church from c.650 CE - c.1750 CE and the influence of significant people, groups and ideas at that time. They develop their understanding of the many ways in which the Church is present and active in the world today, including participation in liturgy and other personal and communal prayer experiences; informed response to emerging moral questions; practice of cardinal virtues, and witness to the ecumenical spirit through praying and working for Christian unity.

Students continue to develop their understanding of prayer in the Christian tradition through an exploration of The Liturgy of the Hours; meditative prayer, including praying with scripture; and meditative prayer practices, including centred breathing and attending to posture. They learn about the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers.

Term 1: Challenge and Change

Term 2: Movers and Shakers

Term 3: Mission Matters

Term 4: Unity and Diversity

Year 9 Religion (REC/D)

In Year 9, students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE - 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and almsgiving), Scripture, celebration of the Sacraments of Healing (Penance and Anointing of the Sick), and personal and communal prayer experiences. They are introduced to two forms of Biblical criticism, namely form criticism and narrative criticism, and develop the ability to apply these to help their understanding, interpretation and use of a range of Biblical texts. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing, Christian Meditation and meditative prayer practices, including praying with labyrinths.

Students learn about the divergent understandings of God (Allah, God, G*d) in the monotheistic religions (Islam, Christianity, Judaism). They develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

Term 1: Let There Be Light

Term 2: Restoring the Balance Why Should I Care?

Term 3: Mary and Women of the Church

Term 4: Finding Jesus

Year 10 Religion (REE/F)

In Year 10, students learn about various ways in which humans have understanding of the mystery of God or the 'Other', which is ultimately beyond human language, concepts and stories. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism) as reflected in their core beliefs and practices; the different representations of God in Old Testament and New Testament texts by various human authors in different historical, social and cultural contexts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to contemplation (the simple awareness of the presence of God).

Students explore how the Church has responded to the range of unprecedented threats to both human ecology and environmental ecology facing Australian and the Modern World (c. 1918 to the present) from science, technology, materialism, consumerism and political ideologies. They develop critical understanding of the various sources that guide the Church's action in the world today, including the teaching of Jesus and the early Church, the principles of Catholic social teaching and the reasoned judgements of conscience, carefully formed and examined. They examine the Eucharist as the primary and indispensable source of nourishment for the spiritual life of believers, who carry on Jesus' mission in the world. They continue to develop their understanding of prayer in the Christian tradition through an exploration of Centering Prayer; prayers for justice, peace and the environment, including the Prayer of St Francis, the Magnificat and the Canticle of Creation; and meditative prayer practices, including praying with the help of nature.

Term 1: Morality, Decision Making and Justice

Term 2: Wisdom

Term 3: The Signs of the Times

Term 4: Mystery of God

English is a course of study for all students in Years 7-10. While all learning areas promote the development of students' language, English has a particular responsibility for the development of students' use and knowledge of English. The English curriculum is guided by Australian Curriculum requirements and is built around the three interrelated concept strands:

- Language
- Literature
- Literacy

Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. In Years 7-10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, create, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is the aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, novels, poetry and dramatic performances. As students move from Year 7 to Year 10, they consider themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students will develop critical understanding of the contemporary media, and the differences between media contexts.

Students will create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

By the completion of Year 10, students have been explicitly taught the content, skills and cognitive processes used in all streams of English study in Years 11 and 12. They are expected to demonstrate increased autonomy in the development of texts, as well as greater sophistication of vocabulary choices, sentences structure and cohesion of ideas.

Program overview:

Year 7:

The Year 7 program entitled *My Voice*, provides students with foundational literacy skills necessary for success in the secondary school environment. Students explore their own place in the world by reading, writing, listening to and viewing expository, persuasive, reflective and imaginative text from Australian and world authors, which explore the perspectives and opinions of young Australians. Students are supported in their development of fundamental language and literacy skills by the Wordflyers online learning platform.

Year 8:

At Downlands College, the Year 8 English program is called *My World*, and challenges students to engage with and reflect on leadership and compassion in society, expressions of beauty and uniqueness of voice. This course of study explores both destructive and inspirational voices in society, as well as developing evaluative skills to compare fictional worlds with students' lived reality.

Students demonstrate skills in persuasive writing, text analysis, novel study, and creative writing (narratives and poetry). Students also access the Wordflyers on-line learning modules.

Year 9 General English and Year 9 Essential English:

At Downlands College, the Year 9 General English program is called *The Voice of the Future*, and challenges students to recognise the role language plays in developing the opinions of young people, and in advocating for change. Students engage explicitly with authors from diverse backgrounds, including First Nations, contemporary world and canonical writers. Students are challenged to deepen their control of structural and textual elements to demonstrate their deeper understanding of the choices made by authors to position readers.

Year 9 Literature:

Students engage in a year-long body of study entitled *Voices from the Fringe*. This course of study introduces students to the skills of literary analysis, by exploring texts with non-conventional characters, or texts where characters are marginalised. Students will develop the skills of comparative analysis and will practise the skills of reading for interpretation. Students can expect to study four set texts each year (two per semester), and encounter a range of more challenging assessment conditions, such as greater response length and unseen essay questions in exam conditions.

Year 10 Essential English:

Students engaged in a year-long body of study focused on the theme of *Change*. This course of study explores issues in society, such as racism, sexism and discrimination; issues encountered by young Australians in educational, vocational and social settings. Students compare fictional worlds with our own, with the intention of shaping their own communities. In Semester Two, students complete the QCAA approved Short Course in Literacy, which assists students to meet their QCE Literacy requirements at the completion of Year 12. The QCAA SCL includes four assessment tasks (two written; two spoken) as specifically prepares students for the language usage associated with the workplace and community.

Students in Year 10 Essential English may only choose Essential English in Years 11 and 12.

Year 10 General English:

The Year 10 program is called *Great Change, Great Responsibility*, and challenges students to engage with texts across eras, audiences and styles. As students prepare for their senior pathways, they consider ways language can be used, and make choices about how they wish to engage

with language in their own lives. Students compare fictional worlds with our own, with the intention of shaping their own communities. Students demonstrate skills in persuasive writing, narratives and novel study, and conduct an in-depth exploration of one Shakespearean play. This course of study prepares students for the types of assessment encountered in Senior English.

Year 10 Literature:

Year 10 Literature is a year-long course called Investigation and Interpretation, introducing the skills of literary interpretation, which ideally prepares students to undertake Literature in Years 11 and 12. In Semester One, students engage with the study of a Shakespearean tragedy, questioning the continued relevance of Shakespeare and the validity of his representation of the human condition. In second semester, students actively evaluate the impact of interpretative choices by examining the Adventures of Sherlock Holmes, and the many adaptations that have been produced. Students develop a keen understanding of how writers' choices impact meaning and learn to critically assess the impact of editing and adaptation to the author's original message. Students are challenged to take creative risks and recognise the many ways that audiences can be impacted by a writer's choice. There is an expectation that students can work independently on assessment preparation, using class time to develop their understanding of the theoretical frameworks of literary interpretation and imaginative development.

Pathways

The English curriculum is organised in semester units and follows a spiral structure. This allows a revisiting of contexts and genres along with a sequence of increasingly complex language studies.

Students study two semesters of English in each year level from Years 7 to 10. English is a year-long course, utilising a central theme around which a range of text types and modes are utilised. These are:

Year Level	Course Title
Year 7	My Voice- An Introduction to Secondary English
Year 8	My World - Fiction, non-fiction and Film

Year 9	General/Essential - The Voice of the future - expression with intent Literature - Voices from the Fringe - expression with empathy and wisdom
Year 10	General/ Essential - Great Change, Great Responsibility - English to change the world Literature - Investigation and Interpretation - delving deeply into textual analysis Essential English - students will complete the QCAA approved Short Course in Literacy in Semester 2. This course contributes 1 QCE credit point to the students QCE Learning account.

To meet the needs of individual students, the units are offered at levels (General and Literacy) within Years 7 and 8. Literacy classes follow the national curriculum aligned program, but with additional scaffolding, and modified conditions, to allow for mastery and demonstration of learning. In Years 7 and 8, students who require extension are also accommodated. Placement into specific English classes (General and Literacy), is mostly decided by student and family request; however, teacher recommendation and levels of achievement also influence placement into English classes. Downlands College also offers Literature in Years 9 and 10. This course has a higher expectation of academic rigour, and is strongly encouraged for Senior Literature, one of the new QCAA Senior Syllabuses. Students may elect to study Literature, regardless of their previous results, but must be aware of course expectations. Students are encouraged to consult with their classroom teacher before selecting Literature.

Considerations for Years 11 and 12

Downlands College offers three senior English pathways: Essential English, English, and Literature. All three courses contribute to the student's ATAR, but require different levels of complexity and rigour. Neither Essential English, nor English have junior pre-requisites, but students studying Literature are strongly encouraged to undertake junior Literature in preparation.

Year 7	ENI (General English)		ELI (Literacy English)	
Year 8	EGA (General English)		ELA (Literacy English)	
Year 9	EAB (Literature)	EGB (General English)	ELB (Essential English)	
Year 10	EAC (Literature)	EGC (General English)	ELC (Essential English)	
Years 11 and 12	Literature	English	Essential English	

Mathematics

Learning mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics has its own value and beauty and the Australian Curriculum: Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. The Australian Curriculum: Mathematics ensures that the links between the various components of mathematics, as well as the relationship between mathematics and other disciplines, are made clear.

Students with low Literacy and Numeracy Skills may study

Numeracy, a decision will be made by the College based on student progress, family preference and teacher recommendation.

Students intending to complete Years 11 and 12 Mathematical Methods and Specialist Mathematics should choose the Extension Mathematics pathway from Years 9 and 10.

There are six content strands in Mathematics:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

The proficiency strands Understanding, Fluency, Problem-solving and Reasoning, are an integral part of Mathematics content across the six content strands.

Students study two semesters of Mathematics in each year level from Years 7 to 10.

In Semester 2, Year 10 Numeracy students complete the QCAA approved Short course in Numeracy, which assists students to meet their QCE Numeracy requirements at the completion of Year 12. Students in Year 10 Numeracy may only choose Essential Mathematics in Years 11 and 12.

Year 7		MGA (Mathematics)		MNA (Mathematics Numeracy)
Year 8 Semester 1 and 2		MGB (Mathematics)		MNB (Mathematics Numeracy)
Year 9 Semester 1 and 2		MEC (Extension Mathematics)	MGC (General Mathematics)	MNC (Mathematics Numeracy)
Year 10	Semester 1	MED (Extension Mathematics)	MGD (General Mathematics)	MND (Mathematics Numeracy)
	Semester 2			MNS (Mathematics Short Course in Numeracy)
Year 11 and 12		Mathematical Methods Specialist Mathematics	General Mathematics	Essential Mathematics

Science

Science is a dynamic, collaborative and creative human endeavour arising from curiosity and interest in making sense of the world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. The Science syllabus provides an empirical way of answering interesting questions about the biological, chemical, physical and technological world. It provides opportunities for students to develop understandings about science and its processes, the scope of its contributions to our culture and society, and its applications in our daily lives. The Science curriculum addresses the diverse needs of students by providing them with scientific knowledge, understandings and skills to make informed and responsible personal, social, technological and environmental decisions that impact at the local, national and global levels, and to participate, if they so wish, in science-rich careers.

The Science syllabus is organised around three interrelated strands: Science Understanding; Science as a Human Endeavour; and Science Inquiry Skills. Each strand is of equal importance. Students study science concepts associated with each of the major science discipline groupings: Biological Sciences, Chemical Sciences, Earth and Space Sciences and Physical Sciences in the Core Science Units i.e. XCI, XCJ, XCA, XCB, XCC, XCD and XCE.

The four Extension Units XEB (Biological Science), XEC (Chemistry), XEP (Physics) and XEA (Agricultural Science) offered in Year 10, give students a chance to extend the skills and content developed in the seven Core Units. These units are specialised and are designed to prepare students for study in Senior Science subjects. Students who wish to study Science subject in the Senior school are advised to undertake the relevant extension unit(s) e.g. a student wishing to study Biological Science and Chemistry in Years 11 and 12 should satisfactorily complete XEB and XEC. Year 10 Extension Units may be studied after completion of the seven Core Units. Students may choose to study one or more Extension Units.

Assessment in each unit will occur through a selection of the following methods: practicals, scientific reports, assignments, written tests, research tasks, scientific articles and field reports.

Year 7 2 Semesters	XCI - Science Skills, Chemical Sciences and Biological Sciences XCJ - Physical Sciences and Earth and Space Sciences			
Year 8 2 Semesters	XCA - Earth and Space Sciences and Physical Sciences XCB - Biological Sciences and Chemical Sciences			
Year 9 2 Semesters	XCC - Biological Sciences and Chemical Sciences XCD - Physical Sciences and Earth and Space Sciences			
Year 10 Semester 1	XCE - Biological Sciences, Chemical Sciences and Physical Sciences.			
Year 10 Semester 2 Extension Units (pre-Senior) for students wishing to study Science in Years 11 and 12.	XEA – Agricultural Science For students wishing to study Agricultural Science	XEB – Biology For students wishing to study Biology	XEC – Chemistry For students wishing to study Chemistry	XEP – Physics For students wishing to study Physics

Health and Physical Education

Throughout Years 7 – 10, the Australian Curriculum: Health and Physical Education fosters resilience, empathy and active engagement to advocate for and enhance students and others' wellbeing. Students will develop critical inquiry skills to engage with emerging knowledge about health, safety, wellbeing and physical activity. Through movement

and physical activity students will demonstrate movement skills and participation in physical activity with confidence, competence and creativity. By acquiring an understanding of how the body moves and positive attitudes to participation in physical activity students will develop a sense of self, as well as the capability to build and grow respectful relationships.

Year 7 Semester 1 or Semester 2	HPI - Give it a Go <p>Within personal, social and community health students will investigate the themes of identities, puberty, transition and change as well as assertive communication, consent and association with risky behaviour.</p> <p>Through engagement in movement and physical activity, students will also explore the basic movement skills and strategies unique to Synchronised Swimming and Sports Aerobics. They will also explore the Fabulous 5 fitness components across various physical activity contexts.</p> <p>Focus Areas: Relationships and sexuality, safety, alcohol and other drugs, Rhythmic and Expressive activities, Lifelong physical activities.</p>
Year 8 Semester 1 or Semester 2	HPA - Movement For Life <p>Within personal, social and community health students will analyse how stereotypes, respect, empathy and valuing diversity influence relationships, particularly in team sport contexts. Students will also enhance personal and social capabilities through interactions with the Dimensions of Health.</p> <p>Through engagement in movement and physical activity, students will apply movement skills and strategies related to invasion or striking and fielding games in a combination of indoor, outdoor and/or aquatic environments. They will also propose and lead their peers through a game which is designed to achieve personal health, fitness and wellbeing outcomes.</p> <p>Focus Areas: Health benefits of physical activity, Safety, Food and nutrition, Mental Health and Wellbeing, Games and Sports, Challenge and adventure activities.</p>
Year 9 Semester 1 or Semester 2	HPB - A Balancing Act <p>Within personal, social and community health students will explore the characteristics of a respectful relationships through the lens of gender equality, power, coercion and consent. Students will also explore themes related to mental health and wellbeing through the application of the PERMA+ framework.</p> <p>Through engagement in movement and physical activity, students will adapt and transfer movement strategies from Marngrook and Gaelic Football to unfamiliar movement situations. Students will also explore a range of circus skills that require coordination, balance, and flexibility. Collaboratively with peers, they will create and perform a routine that combines these learned skills, to an audience.</p> <p>Focus Areas: Alcohol and other drugs, Relationships and sexuality, Safety, Games and Sports, Rhythmic and Expressive activities.</p>
Year 9 Elective Semester 2	HPC - Optimising Performance <p>The Year 9 elective subject introduces students to themes and topics within our HPE senior subject offerings. Though an array of integrated movement experiences in Touch Football, students will explore sports nutrition and dietetics and the influence it has on performance and recovery. Students will also investigate functional anatomy and biomechanics with emphasis on how body systems interact to produce movement. They will engage in integrated learning experiences to apply functional anatomy & biomechanical strategies and concepts to improve performance in several movement contexts and physical activities. Within this subject students will also be exposed to assessment techniques similar to senior Health, Physical Education and Sport and Recreation including a project and examination.</p>

Year 10 Semester 1 or Semester 2	HPD - The Choice Is Yours <p>Within personal, social and community health students will investigate lifestyle choices within adolescence and explore harm minimisation strategies reduce risk. Students will also engage with the sport and health related fitness components essential to lifelong health and wellbeing. Through engagement in movement and physical activity, students will explore the movement skills and strategies appropriate to a variety of net and court games. Students will also propose and evaluate community – based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others.</p> <p>Focus Areas: Alcohol and other drugs, Safety, Health benefits of physical activity, Games and Sports, Lifelong physical activities</p>
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Suggested Pathway for Senior Studies

Year 10 Electives Semester 1 or Semester 2	<p style="text-align: center;">HPE Preparation for Senior Physical Education and Health</p> <p>The Year 10 HPE subject prepares students for the general subjects Health and Physical Education, suggested for students are considering an ATAR pathway. Over the semester, students will engage in a variety of integrated learning experiences to strengthen their understanding of energy systems and training, and access and equity in sport and physical activity. Students will be exposed to two of the assessment techniques unique to the General subjects, a project folio and a report.</p>	<p style="text-align: center;">HRE Preparation for Sport & Recreation</p> <p>The Year 10 HRE subject prepares students for the applied subject, Sport and Recreation as well as the certificate pathway. Over the semester, students will be exposed to curriculum content related to coaching and performance as well as fitness and recreational activities. Students will engage with the assessment techniques unique to Sport and Recreation including a project and performance.</p>
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Minimum Requirements:

Students must complete HPI Year 7, HPA Year 8, HPB Year 9 and HPD Year 10. Year 9 students are able to choose HPC as an Elective in Semester Two. Students in Year 10 have Elective choices of HPE or HRE in Semester One or Semester Two.

Humanities

Geography

The study of Geography in Years 7-10 follows the National Curriculum. Geography units are designed to stimulate students' enjoyment of and interest in the interaction of the physical and human environments.

Structure of the Geography Course

Years 7-10 Geography provide stand alone courses at Downlands within the Humanities Department. It is compulsory for all students to study GEI in Year 7, GEA in Year 8 and GEB in Year 9. In Year 10 students must complete at least one semester of Humanities. Geography (GEC) may be selected as a course of study for this semester.

There are two key dimensions that form the basis of all content:

- The spatial dimension: where things are and why they are there.
- The ecological dimension: how humans interact with environments.

The tools used in Geography:

- Maps – paper and electronic
- Field work
- Graphs and statistics
- Photographs
- Research – online and library database
- Report writing

Year 7 Semester 1 or Semester 2	GEI: <ul style="list-style-type: none"> • Water in the World • Place and Livability
Year 8 Semester 1 or Semester 2	GEA: <ul style="list-style-type: none"> • Landforms and Landscapes • Changing Nations
Year 9 Semester 1 or Semester 2	GEB: <ul style="list-style-type: none"> • Biomes and Food Security • Geographies of Interconnection
Year 10 Semester 1 or Semester 2	GEC: <ul style="list-style-type: none"> • Geographies of Human Wellbeing • Environmental Change and Management

History

The study of History in Years 7-10 follows the Australian National Curriculum. The content provides opportunities to develop historical understanding through key concepts including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

The course of study allows students the opportunity to explore world history, with a special focus on Australian History in Years 8 and 9, within a chronological framework.

Following on from a study of how historians work and the Ancient World in Year 7 (HII), students in Year 8 (HIA) focus on the making of the Modern World. In Year 9 (HIB) students investigate the Modern World with a focus on the 20th Century in Australia and its influence of events on the Australia we live in today.

In Year 10 students must complete at least one semester of Humanities and, if choosing the study of History for this semester of study, have a choice to study either Ancient History (HIC) or Modern History (HID).

Year 7 Semester 1 or Semester 2	HII: Investigating the Ancient Past <ul style="list-style-type: none"> • Deep Time History of Australia • Ancient Egypt
Year 8 Semester 1 or Semester 2	HIA: The Making of the Modern World <ul style="list-style-type: none"> • Empires and Expansion - The Vikings • Making and Transforming the Australian Nation (1750-1914)
Year 9 Semester 1 or Semester 2	HIB: Australia and the Modern World <ul style="list-style-type: none"> • Word War I, World War II and the Interwar period. • Post World War II: Rights and Freedoms



Year 10 Semester 1 or Semester 2	HIC: Ancient History <ul style="list-style-type: none"> • The Ancient World Revealed Through Archeology • Ancient Egypt 	HID: Modern History <ul style="list-style-type: none"> • Creating the Modern World - Depth Study French and American Revolutions • Revolutionary Change and Human Rights - Depth Study Chairman Mao and the Chinese Revolution
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Social Science

To meet the needs for individual students, the study of Social Science is offered as an alternative pathway in the Humanities for students with learning needs and low literacy.

Students who complete the Social Science (SSI/SSA/SSB) course will cover subject matter, concepts and skills required by the Australian Curriculum in History and Geography and Civics; however, the course is designed so that language is accessible and the course is paced according to student needs. Placement into the Social Science classes will be determined by student academic performance, teacher recommendation and in consultation with parents.

Placement will be evaluated at the beginning of each year.

There will be opportunity for students to move to or from History and Geography at the end of each semester if this better suits the student's academic needs.

Year 7 Semester 1 and Semester 2	SSI <ul style="list-style-type: none"> History and Geography - The Basics <ul style="list-style-type: none"> Using evidence to investigate the Ancient Past Mapping Water in the World Investigating the Ancient Past - Ancient Greece Place and Liveability
Year 8 Semester 1 and Semester 2	SSA <ul style="list-style-type: none"> The World: Continents and Oceans <ul style="list-style-type: none"> Plate tectonics and landforms The Pacific Region <ul style="list-style-type: none"> Polynesian Exploration of the Pacific Natural Hazards and Natural Disasters Medieval Europe Active Citizenship
Year 9 Semester 1 and Semester 2	SSB <ul style="list-style-type: none"> A different world – impacts of the Agricultural and Industrial Revolutions World War I Law and Order Sustainability

Languages

French

French is a major world language, spoken as the first language in more than two dozen countries on five continents and as an official language in 33 countries. French is a language of diplomacy, used by many international organisations, and is the dominant working language at the European Court of Justice. French culture has contributed to the shaping of global movements and traditions associated with domains such as the arts, cinema, philosophy and cultural theory, as well as fashion, design, food and wine. Current links between Australia and the French-speaking world are strong, characterised by bilateral relationships in trade and investment, educational exchanges, research and development in science and technology, humanitarian and environmental initiatives, and communications, strategic and defence priorities. The Pacific region is a particularly important focus of bilateral engagement.

France is a leading destination for Australian travellers, and a partner in work-exchange opportunities in hospitality, tourism and international relations. Large numbers of young Australians visit France and other French-speaking countries each year on student or working visas.

Japanese

For Australia, the countries of the Asian region are our closest neighbours and major trading partners. They represent the cultural heritage of a growing number of Australians, and their rich cultures provide opportunities for our social, creative and intellectual development. Japanese is a valuable language for Australians to learn because:

- of Australia's location within the Asia-Pacific region and the opportunity to develop language skills which will enhance career prospects.
- as Queensland students increasingly take the opportunity to travel to Japan, knowledge of Japanese is an advantage in enriching the travel experience and in providing a valuable educational experience.
- Australia has become a popular holiday destination for Japanese tourists and is also attracting a large number of Japanese students wishing to study here.
- learning Japanese opens a whole new way of reading and writing and brings students into contact with ancient traditions reflected in the unique use of a variety of character-based scripts.
- being able to speak Japanese offers an opportunity for students to learn about and appreciate the uniqueness of Japanese culture while learning about the similarities of modern Australian and Japanese societies.

French

Japanese

Year 7 Semester 1 or Semester 2	LFI - Foundation Unit Unit 1: L C'est moi! (It's Me!) Unit 2: Moi et ma famille (Me and my family)	LJI - Foundation Unit* Unit 1: My family and me Unit 2: Lifestyles *Includes study of Hiragana alphabet
Year 8 Semester 1 or Semester 2	LFA Unit 1: Ils sont comment? (What are they like? Describing people) Unit 2: Les sports et les loisirs (Sports and Hobbies)	LJA* Unit 1: It's time Unit 2: Food and Shopping *Continues with use of hiragana and introduces katakana script
Year 9 Semester 1 or Semester 2	LFB Unit 1: On a faim! (We're hungry - food) Unit 2: En vacances (On holiday)	LJB* Unit 1: Leisure activities and Theme Parks Unit 2: School trips and Travel, Time and Transport *Introduces Kanji
Year 10 Semester 1 and Semester 2	LFC* Unit 1: Ma Journee (My day) Unit 2: Sorties en ville (Going out in the city) *Preparing students for Senior French	LJC* Unit 1: Homestays in Australia Unit 2: Part-time work*Preparing students for Senior Japanese

- An additional unit may be offered if there is sufficient student interest.
- Students preparing for Senior Studies would study their chosen language in both Semester One and Semester Two. Distance Education courses in French and Japanese will be available in Year 10 students wanting to continue their study of languages if there are insufficient numbers for the subject to be offered at Downlands. Students will need to meet the requirements of the School of Distance Education to enrol in Distance Education courses. The cost of this course through School of Distance Education is covered by the family and for 2025 is approximately \$1709.79 for a full year. This cost is affected by CPI and can therefore increase. Please note any textbooks associated with these subjects are an additional cost to the course.

The Arts

Dance | Drama | Media | Music | Visual Art

Dance

Dance

<p>Year 7 Rotation</p>	<p>ADI- Popular Dance</p> <p>In this introductory Dance unit, students explore the four elements of dance through a combination of responding, choreography, and performance tasks. With a focus on popular dance, students explore genres of Hip-Hop and relate their understanding to dance style fads of the past and present. This unit will challenge each student to continue building key 21st century skills, with a focus on collaboration, communication, and critical and creative thinking.</p>
<p>Year 8 Offered Semester 1 or Semester 2</p>	<p>ADL - Creative Decisions: Forming My Vision</p> <p>This unit explores the creative decisions dancers make as performers, choreographers, and collaborators. Students will explore how these decisions have changed the dance world over time through analysis of the influential choreographers and their impact in the timeline of dance history. Students will apply their understanding of significant style-specific techniques in the performance of contrasting styles of dance that extends their capabilities and differentiates for each students' creative preferences. Central to this unit is choice and student agency to support them forming and strengthening their dancing identities.</p> <p>As decision making, generating, and applying new ideas and adaptability are essential components of this unit, students will practice and apply key 21st century skills through engaging in critical and creative thinking, and developing their personal and social skills.</p>
<p>Year 9 Offered Semester 1</p>	<p>ADM - Dancing with Intention</p> <p>In this unit, students explore the interpretive capabilities and qualities required to effectively develop and express choreographic intent. The unit will focus on extending each student's technical, reflective, and expressive skills and work towards increasing their confidence, clarity of movement and projection.</p> <p>Students will assess the impact of expressing through the body, and emotive projection in various forms of fusion dance, applying their understanding to performing and making with characterisation. They will evaluate how the combination of styles, impacts the dance world and wider society in creating culturally informed citizens through analysis and appreciation of movement in conjunction with intent.</p> <p>This unit will support each student in developing the essential 21st century skills of critical and creative thinking, social and personal skills, collaborative practice, and effective communication as they reason, reflect, refine, and innovate.</p>
<p>Year 10 Offered Semester 1 or Semester 2</p>	<p>ADN - Defining Your Artistry</p> <p>This unit expands each student's understanding of performing spaces and choreography, through replicating the practices of 21st century companies and choreographers. Students will challenge the conventional norms of dance through experimenting with new movement possibilities, abandoning typical choreographic processes and performing in challenging spaces beyond the studio.</p> <p>This unit places the student at the centre as they consider themselves as developing artists and participate in the role of a collaborative artist as they practice in the combined creative act of making and responding. They investigate the choreographic processes of influential choreographers through research, analysis, and critical reflective thinking whilst considering their creative DNA, lineage, and movement identity. This unit focuses on creating works of substance, abstractness, and multiplicity, not just working towards aesthetics.</p> <p>As students engage with the creative practices of the 21st century they evolve their skills of critical and creative thinking, authentic use of technology and collaboration.</p>

Drama

Year 7 Rotation	DRA In this unit, students will be introduced to the Elements of Drama, Skills of Performance, and basic stagecraft. Students will work in small groups and explore scripted text, Beware the Bunyip. Students will rehearse and perform to build confidence in performing to live audiences.
Year 8 Offered Semester 1 or Semester 2	ADA In this unit, students will be introduced to the Elements of Drama, Skills of Performance, and basic stagecraft. Students will work in small groups and explore Theatresports and Improvisation to develop skills of performance. They will experiment with creating characters and elements of design for assessment. Students will experience the joy of performance through presenting a class play in the style of Melodrama and respond to other works of live theatre.
Year 9 Offered Semester 1 or Semester 2	ADB In this unit, students will be introduced the styles of Realism and Magical Realism. Students will attend a live theatre performance to develop analysis and responding skills and justify their opinions using subject specific language. Students will perform a text in the style of the genres mentioned and present to a live audience. Stage design and skills of direction will be explored in their Forming Task in which they will create a stage design, recorded as a storyboard, using lighting, projection, blocking, set props and costumes.
Year 10 Offered Semester 1	ADC In this unit, students will explore Children's Theatre and adapting existing works, particularly looking at creating performances to engage children. This is a production unit that will see students develop a whole class performance that will be publicly performed to local Primary School students. Students will attend a professional theatre workshop or performance, to develop skills in analysis and critique. Students will also adapt existing children's stories and generate a script based on them.
Year 10 Offered Semester 2	ADD In this unit, students will study Gothic Theatre. Students will rehearse and perform a class production of the Australian Gothic play, <i>Ruby Moon</i> . Students will also learn to devise their own directional vision for a Gothic play, applying their knowledge of the Elements of Drama and connections to dramatic meaning.

Media

Year 9 Offered Semester 1 or Semester 2	AMW <p>In this unit, students will be introduced to Representations, Audiences and Technologies in this introductory Media unit. They will explore the forms of Advertising and Short Form Media content in a range of genres and target audiences. They will analyse and respond to how we as Australians have represented our cultural diversity, through local and international advertisement campaigns. They will experiment with transitions, effects, animation and genres found effective media content. They will then design and create a one-minute video suitable for an online media platform.</p>
Year 10 Offered Semester 1 or Semester 2	AMX <p>This unit will introduce students to the basic principles of media theory and production. Students will then focus on special effects techniques leading towards making a short film from pre-production through to filming and editing. The film will be based on the idea of superpowers, utilising their newfound special effects skills. Students will also analyse a recent film that has utilised advanced forms of these techniques.</p> <p>The unit will challenge students to be critical and analytical thinkers, employ effective oral and written communication skills across diverse audiences, collaborate and build team skills, authentically using a wide range of technology and being safe, positive and responsible online.</p>

Music

Year 7 Rotation	AMI <p>This unit is an introductory unit for all Year 7 students that focuses on creating and presenting music in innovative ways. This unit explores skills, repertoire and knowledge drawn from musical styles relevant and popular with the students. Students will experiment with loop technology and using their laptop to make their own recordings. They will then explore postproduction sound techniques adding effects to their work. Differentiated learning is at the heart of this unit, acknowledging the diverse musical backgrounds and abilities of our students. This unit supports students who are new to Music to succeed and provides challenging and extension learning opportunities for gifted and talented students.</p>
Year 8 Offered Semester 1 or Semester 2	AMA <p>In this unit – called “Musical Foundations” – students are introduced to musical styles and genres of the 20th and 21st Centuries. In Term 1, students will explore the world of film music and discover how composers create time and place, mood and atmosphere, reflect/create identity, and support the on-screen action. They will then apply this knowledge to create their own original film music.</p> <p>In Term 2, students are introduced to Contemporary Commercial Music instruments including guitar, bass guitar, keyboard, and drums in solo and ensemble settings. They will learn basic performance practices and techniques as well as relevant reading and technology skills.</p> <p>Through this set of real-world learning experiences, students will develop key 21st century skills including collaboration and teamwork, creative and critical thinking, effective communication, personal and social skills, and how to be productive users of technology.</p>

Music cont.

<p>Year 9 Offered Semester 1 or Semester 2</p>	<p>AMB</p> <p>In this unit – called “Contemporary Cantastoria” – students are introduced to modern musical storytelling in the 20th and 21st Centuries. In Term 1, students will investigate the world of music theatre, exploring noted composers and famous shows. Through analysis, students will discover how these composers create musical identities and support/create musical narratives. Students will also develop relevant performance skills and apply these to their own performances.</p> <p>In Term 2, students will explore video game music and how composers manipulate the musical elements to create time and place, mood and atmosphere, reflect/create identity, and support the on-screen action. They will then apply this knowledge to create their own original music and themes for a game of their own design.</p> <p>Students will develop and demonstrate key 21st century skills in this unit, including critical and creative thinking, effective communication to a diverse audience, personal and social skills, and authentically using technology.</p>
<p>Year 10 Offered Semester 1</p>	<p>AMC</p> <p>In this unit students will “expand their playlist” by exploring two of the most popular musical genres of the mid twentieth century. In term 1, students will explore the history and various genres of jazz music, including Ragtime, Dixieland, Blues, American Popular Song, and Bebop. They will explore the musical ingredients of each style before applying this knowledge to their own original jazz compositions.</p> <p>In term 2, students explore a variety of music and songwriters through celebrated concept albums. They will analyse legendary albums by The Beatles, Pink Floyd, Eagles, and Daft Punk before evaluating the successfulness of the album’s narrative. Students will also develop relevant performance skills and apply these to their own performances.</p> <p>As students engage with the creative practises of the 21st century, they will evolve their skills of critical and creative thinking, authentic use of technology, collaboration, and personal and social skills.</p>
<p>Year 10 Offered Semester 2</p>	<p>AMD</p> <p>In this unit – called “A World of Musical Identities” – students will explore different musical styles, genres and cultures using the 1977 NASA Voyager “Golden Record” as a leaping point. They will analyse concert music from the Baroque, Classical, Romantic and Twentieth Century, as well as folk music, jazz music, and contemporary commercial music. Students will then explore the history of music in Australia; from Dreamtime to Percy Grainger to ACDC and beyond. They will apply the resulting musical knowledge and skills to their own original creative work in composition and performances.</p> <p>Students will be challenged to think critically, be innovative and creative, effectively use communication skills, and be productive users of technology.</p>

Visual Art

Year 7 Rotation	<p>AVI</p> <p>In this unit, students explore the theme “My Place”. They will consider their favourite places in the world and view that place from an aerial perspective. Through the discovery of different ways to manipulate the element of design the students will complete a canvas painting of this place in a creative and symbolic way. They will experiment with paint application techniques in both traditional and contemporary ways to express their individual creative ideas to an audience. This unit encourages adaptability and flexibility in thinking and expression and it explores and develops self-awareness. Students will continue to develop their critical thinking skills and use these to interpret the world around them.</p>
Year 8 Offered Semester 1 or Semester 2	<p>AVA</p> <p>Media is the artists tool to express unique ideas. Our Year 8 artists will explore the mediums of Clay, Lino printing and Painting to demonstrate their own unique responses to the theme of Self, but not as we know it. Students will research how artists work and how to apply the elements and principles of design to communicate ideas and meanings.</p> <p>In this unit, students are given the opportunity show their innovative and creative ideas to problem solve and make informed decisions. They will reflect and evaluate their work considering the works role with the audience. Students will communicate in both visual and written forms including digital platforms. This unit encourages adaptability and flexibility in thinking, and expression, and it explores and develops self-awareness. Students will continue to develop their critical thinking skills and use these to interpret the world around them.</p>
Year 9 Offered Semester 1	<p>AVB</p> <p>This unit informs students about Modernist and Postmodernist traditions so that they can adapt, manipulate, deconstruct, and reinvent techniques, styles and processes to develop their own personal aesthetic. Students will be challenged to think innovatively, creatively and to communicate in both visual and written forms, including the use of digital platforms. Creative design and problem-solving are developed as students explore two dimensional and three dimensions works to innovatively express their individual ideas.</p> <p>Students will reflect and evaluate their work considering the works role with the audience. They will employ critical thinking skills to respond to the work of other artists and interpret the world around them. This will challenge students to display adaptability and flexibility in thinking, and expression as they explore and develop self-awareness.</p>
Year 9 Offered Semester 2	<p>AVC</p> <p>This unit empowers students to explore figurative art, sculpture and creating the illusion of depth on a two-dimensional surface using perspective. Students will discover new personal interiors and exteriors and the inner workings of surrealism. The unit challenges students to think outside the norms of reality and discover new ways to create and imagine the unknown and bring it to the audience as the known. Much fun is had in discovering new and inventive ways to express and communicate their unique ideas using visual language in both two- and three-dimensional art making.</p> <p>Students will develop innovative, unique, and creative ideas to problem solve and make informed decisions. They will reflect and evaluate their work, considering the works role with the audience. Students will communicate both visually and written forms including digital platforms. This unit encourages adaptability and flexibility in thinking, and expression, and it explores and develops self-awareness. Students will continue to develop their critical thinking skills and use these to interpret the world around them.</p>
Year 10 Offered Semester 1	<p>AVD</p> <p>With an emphasis on creating commercial artwork, this unit focuses on the design progression, from initial idea through to a range of possible solutions to suit a variety of media applications. Students will discover the many options of Photoshop, screen printing, surface design and commercial ways to bring their artworks to market. This unit examines the inquiry learning model to ready students to work independently as practicing young artists and to assist in transitioning into Senior Visual Art studies.</p> <p>In this unit, students are given the opportunity to show their innovative and creative ideas to problem solve and make informed decisions. They will reflect and evaluate their work considering the works role with the audience. Students will communicate in both visual and written forms including digital platforms. This unit encourages adaptability and flexibility in thinking, and expression, and it explores and develops self-awareness. Students will continue to develop their critical thinking skills and use these to interpret the world around them.</p>

Year 10

Offered Semester 2

AVE

This unit consolidates the wide, experimental skills base explored by each student in previous units, to take either into their Senior Visual Art studies or their personal practice. With a focus on deriving ideas from a given stimulus, students will explore a range of approaches for idea generation including mark making, skins and layering. Once a folio of exploratory techniques (including print making, artist books and mixed media) are discovered, students will then apply these to single resolved work. The unit introduces the inquiry learning model and readies students to work independently as practicing young artists.

In this unit, students are given the opportunity to show their innovative and creative ideas to problem solve and make informed decisions. They will reflect and evaluate their work considering the works role with the audience. Students will communicate in both visual and written forms including digital platforms. This unit encourages adaptability and flexibility in thinking, and expression, and it explores and develops self-awareness. Students will continue to develop their critical thinking skills and use these to interpret the world around them.

Agricultural Science

Agricultural Science enables students to use agricultural practices to design, plan, implement and evaluate activities to develop an understanding of the day to day procedures involved with agriculture enterprises.

This subject will also allow students to practice their theories in Agriculture, apply a "hands on" approach at the College Rural Centre and to further develop their understanding of agricultural practices.

Students may select all five units or enter the subject at any semester. Please note that limits on class size and a need to give a broad range of students access to Agricultural Science in Years 9 and 10 may mean that, while a student may have selected to do all five units, this may not be possible. Year 9 and 10 units will be offered on a two year rotation.

Each semester covers a compulsory farm safety component and study of a variety of animal and plant enterprises.

Agricultural Education can assist students to develop an understanding of basic Agricultural concepts if they wish to study Senior Agricultural Science. Semester 2 XEA (Agricultural Science) is designed to give students a chance to extend the skills and content developed in the preceding Agricultural Science units studied in years 8 – 10. This is a specialised unit that is designed to prepare students for Senior Agricultural Science. A student wishing to study Agricultural Science in Years 11 and 12 should satisfactorily complete XEA. Alternatively, students interested in undertaking vocational based learning may prefer to enrol in XAD in Semester 2 of Year 10.

Year 8 Semester 1 or 2	XAI - Agricultural Science	
	<ul style="list-style-type: none"> Farm Safety Vegetable production Agriculture around Australia Fruit trees and Honey Bees 	
Year 9 Semester 1	XAA - Agricultural Science	
	2025 <ul style="list-style-type: none"> Farm Safety Cotton Poultry Production 	2026 <ul style="list-style-type: none"> Farm Safety Prime Lamb Production Grain
Semester 2	XAB - Agricultural Science	
	2025 <ul style="list-style-type: none"> Farm Safety Beef Production Aquaculture 	2026 <ul style="list-style-type: none"> Farm Safety Dairy Production Hydroponics and Protected Agriculture
Year 10 Semester 1	XAC - Agricultural Science	
	2025 <ul style="list-style-type: none"> Farm Safety Cotton Poultry Production 	2026 <ul style="list-style-type: none"> Farm Safety Prime Lamb Production Grain
Semester 2	XEA - Agricultural Science	
	2025 <ul style="list-style-type: none"> Farm Safety Beef Production Aquaculture 	2026 <ul style="list-style-type: none"> Farm Safety Dairy Production Hydroponics and Protected Agriculture
	XAD - Rural Science	
	2025 <ul style="list-style-type: none"> Farm Safety Animal Production Plant Production 	2026 <ul style="list-style-type: none"> Farm Safety Animal Production Plant Production

Business and Economics

Business and Economics subjects cover a broad range of both theoretical concepts and practical applications.

Students will explore the roles that individuals, governments and businesses play in shaping the way our society operates. Subjects have been designed to provide students with contemporary understandings of issues that exist in our fast-paced modern lives.

Students are challenged to think critically about a range of business issues and their broader social implications.

Notes:

- Year 8 – 10 Business and Economics subjects run for one semester each.
- Year 10 Business subjects are a valuable Senior Subject preparation course.

Year 7 Rotation	BEI - Business Year 7 Business This is an introductory course, students undertake two lessons in each 6-day cycle for one Term. Year 7 Business provides students with an opportunity to develop knowledge, understanding and skills of business, using "Agribusiness" as a focus. They learn about markets and the relationship between consumers and producers in Agribusiness; identify how entrepreneurial characteristics contribute to the success of a business; and, describe how decisions are made in the allocation of limited resources in the agribusiness sector of the economy by analysing potential costs and benefits. They describe the reasons individuals choose to work in agribusiness, how they may derive an income and the types of work that exist.
Year 8 Semester 1 or Semester 2	BEA - From Wise Consumer to Entrepreneur This subject aims to introduce the concept of small business and the way that entrepreneurs innovate and create. Students will explore both sides of the business relationship. Firstly, students will study what it takes to become a 'Wise Consumer'. This unit examines the way businesses market and promote their goods and services and the potential financial and security risks that consumers face. Secondly, building on from the previous unit, students will develop ideas to encourage the community to 'BuySmart' through the use of the Office of Fair Trading 'BuySmart' program.
Year 9 Semester 1 or Semester 2	BEB - The Changing Australian Economy During Year 9, students undertake two units of work across one semester. In the first unit, "Financial Management", students focus on consumer and financial risks and rewards. They examine the influence of Australia's government and financial sector on the economic decision-making of individuals and how it contributes to a prosperous economy and responds to challenges impacting on peoples' lives and choices. Students explain how individuals and businesses manage consumer and financial risks and rewards. They also consider the impact of government influences on the financial sector as well as participants in the workplace. Unit 2 considers the topic, "Australia in the Global Economy", including trade with the countries of Asia. Students investigate a range of focus questions including: Why does Australia trade with other nations? How do participants in the global economy interact? What is the role of the government in the Australian economy? How does creating and maintaining a competitive advantage benefit businesses?

Year 10 Semester 1 or Semester 2	BEC - Accounting: A Language of Business <p>This subject provides students with the foundational bookkeeping skills required to understand and record accounting information for small businesses. Most learning is of a practical nature with students recording and processing accounting records and statements in an authentic real-world manner. This subject is designed to link through to the senior Accounting subject.</p>
Year 10 Semester 1 or Semester 2	BEF – Business Enterprise and Innovation <p>This subject aims to equip students with a knowledge and understanding of business fundamentals and the roles of business in the Australian marketplace. Students will develop an awareness of possible futures as business leaders, managers and entrepreneurs. The concept of enterprise will be examined broadly and include examples of social enterprise. Business innovation case studies will connect students with local, regional, state-wide and national business developments. Students will develop foundation skills related to the creation of business ideas and planning for business success.</p>
Year 10 Semester 1 or Semester 2	BED - The Australian Legal System <p>This is an introductory course to the subject of Legal Studies. Across the course of one semester, students cover two units of work. Unit 1, "Legal Foundations", introduces students to basis of the Australian Legal system. It covers: the origins of law; the rule of law; the Australian Constitution and our parliamentary system; how laws are made; separation of powers; common and statutory law; the Queensland court system; and, citizenship.</p> <p>Unit 2, "Human Rights", considers the sources of human rights law including the Human Rights Act 2019 (Qld), Universal Declaration of Human Rights (1948), etc.; our rights and responsibilities; and, responsibilities of citizenship. Students will also undertake an in-depth case study on a contemporary human rights issue from the world stage.</p>

Food Technology

Students undertaking Food Technology courses will have the opportunity to gain practical cookery and food production skills and apply theoretical knowledge to practical tasks.

Students will analyse how the characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.

Students design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors.

Students will use creativity, innovation and enterprise skills with increasing independence and collaboration. They will

learn to transfer theoretical knowledge to practical activities across a range of projects.

Students develop plans to manage design tasks, including safe and responsible use of materials and equipment, and apply management plans to successfully complete design tasks.

Year 10 units of study offer preparation for and information relevant to the Senior Syllabus subjects: Food and Nutrition and Certificate II in Cookery.

Year 7 Rotation	TFI - Food Matters This is an introductory food technology and nutrition unit which focuses on building food knowledge, understanding and skills. Students will learn the importance of and practice personal hygiene and safety in the kitchen. There is a focus on the selection of foods and cookery methods for healthy eating habits. This will apply in both a theoretical and practical setting in the creation of food solutions.
Year 8 Semester 1 or Semester 2	TFH - Eat well, Live well Students will further their knowledge and understanding of the relationship between food technology and the meeting of nutritional needs to support growth and development. The concept of everyday healthy eating will be explored and enhanced by students' increasing ability to select and/or prepare healthy food options for themselves and others. Food production skills will be extended with the Design Process used to frame food problems and determine suitable food solutions.
Year 9 Semester 1 or Semester 2	THA - Global Fare and Café Culture Students will explore food technology and nutritional well-being by developing knowledge, understanding and food production skills framed by a contemporary approach to the two major topics of Global Fare and Café Culture. A history of food will be introduced, inclusive of the study of some indigenous and multi-cultural influences on past and emerging food trends in Australia. Café Culture will focus on the hospitality industry along with opportunities for students to learn about and produce café inspired cuisine.
Year 10 Semester 1	THB - Food for Special Occasions and Nutritional Dietary Needs Students will develop knowledge, understanding and skills reflective of the changing nature of the food industry in Australia and elsewhere. The many factors which impact food availability, food security, food selection and food production will be explored. Food challenges will invite students to consider the incorporation of sustainable food practices into both everyday home food preparation as well as in food industry settings. Students will prepare a variety of meals which illustrate current food trends, and the meeting of the food and nutritional needs of specific food consumer markets.
Year 10 Semester 2	THC - Back of House and the Meeting of Specific Nutritional Needs Students will develop knowledge, understanding and skills to extend their awareness of food and dietary factors important to the meeting of nutritional needs in hospitality and food catering settings. A recap of the function and sources of food nutrients will draw on the advice contained in the Dietary Guidelines for Australians and the Australian Guide to Health Eating. Food labelling, food rating systems, menu design, recipe modification and portion control will be explored. Students will have opportunity to develop food solutions which illustrate the need for hospitality and food catering enterprises to respond to and support specific nutritional needs.

Digital Technology

Subjects within the Digital Technology area aim to prepare students for the rapidly changing world they will both work and live in. Students are encouraged to develop problem solving skills and to express creativity through the practical application of skills that they learn. Students are encouraged to think critically about areas of innovation, the disruptive social changes occurring because technology and the application of emerging technologies within society.

Notes:

- Year 8 – 10 Digital Technology subjects run for one semester each.
- Year 10 Digital Technology is a valuable preparation course for the senior Digital Solutions and Information and Communication Technology subjects.

Year 7 Rotation	TCI - A Dip into Digital Technology <p>Students will explore the role of hardware, online communication, and collaborative project management in the world of digital solutions. In this taster course, the aim is to improve the digital literacy of students while developing key foundational knowledge that will support their future studies. Students will complete a guided investigation task where they will select and use a range of digital tools efficiently and responsibly to create, locate and share content while they plan, collaborate on and manage their project.</p>
Year 8 Semester 1 or Semester 2	TCA - Developing and Designing for a Digital World <p>The data revolution is upon us and everyone needs to understand the role we play in the knowledge economy of today. Throughout this semester-long course, students will explore how data is understood, stored and processed by computers in digital systems and solutions. The Micro:Bit technology gives a practical pathway for students to engage with these concepts. Building from this, students will examine the role that data plays in the decision-making processes of everyone from individuals to large corporations. The final project in this course sees students use the JavaScript general-purpose programming language to design and develop a digital solution taking into account user needs, privacy and security.</p>
Year 9 Semester 1 or 2	TCB - Unleash Your Inner Tech Inventor <p>In this semester long course equips you with the foundational knowledge to become a tech leader. You will explore the fascinating world of data compression and delve into the Australian Privacy Principles to understand how they impact the design on responsible technology. You will put your newfound knowledge to the test by designing your own user-friendly digital solution to a real-world problem using a general purpose programming language. But wait, there's more! Imagine soaring through the sky with your own coded drone! This course also provides a glimpse into exploring how drones are already transforming our world. This course is your launchpad for a future filled with creative tech solutions!</p>
Year 10 Semester 1 or 2	TCC - Level Up Your Skills & Become a Tech Problem-Solver <p>This semester long course takes your digital design skills to the next level. Explore the ever-expanding "Internet of Things" (IoT) in more depth and grapple with the security challenges of a connected world. Delve into the fascinating realm of data transmission and unlock the power of coding languages like Python and SQL. Use these powerful tools to create data-driven solutions that tackle real-world problems! This course is your chance to become a coding whiz and a tech problem-solver with a knack for creative solutions.</p>

Industrial and Design Technology

Year 7	TII – Industrial and Design Technology Introductory Unit			
Year 8 Semester 1 or Semester 2	TFU – Industrial and Design Technology Foundation Unit			
Year 9 Semester 1	TMA - Metal Technology	TWA - Wood Technology	TGA - Engineering/Design	
Semester 2	TMB - Metal Technology	TWB - Wood Technology	TGB - Engineering/Design	
Year 10 Semester 1	TMC - Metal Technology	TWC - Wood Technology	TGC - Engineering/Design	
Semester 2	TMD - Metal Technology	TWD - Wood Technology	TGD - Design	TEA - Engineering
	↓	↓	↓	↓
Year 11 and Year 12	MEM20413 Certificate II in Engineering Pathways	CPC20220 Certificate II in Construction Pathways	Industrial Technology Studies (Applied)	Engineering (General)

Year 7 Industrial and Design Technology - Introductory Unit

Students will be introduced to safe workshop practices using a range of hand tools, power tools and fixed machinery to construct a product using a variety of materials. Annotated design sketching will be incorporated into the design and development of the product.

Year 8 Industrial and Design Technology - Foundation Unit

Students learn skills within the wood and metal workshops by applying a targeted design process to a product, based on a real-world design problem, design brief and nominated constraints. They will research, design, and document a solution for features to be applied to their practical project. The mini design folio will document their design process and include research, design sketches and drawings. They will then be required to construct and apply their final design to their practical project before completion.

Years 9 and 10 Engineering/Design

In Year 9, students experience design and engineering topics combined in the two units offered in both semesters of Year 9. Exploring the topics of product design, prototype development and application of science and technology. Students will also become familiar with and explore careers associated with Design and Engineering.

In Year 10, students are then able to select specifically between Design and Engineering units offered in both semesters. These subject areas offer further development in the computer aided design (CAD) programs, sketching, product design and skills required for senior pathways in design and engineering, becoming more complex as students' progress through the units offered. This course prepares students who are considering the General Engineering and General Design Courses offered in Year 11 and 12 and gives foundational knowledge to those wishing to undertake university studies in these areas.

Years 9 and 10 Metal Technology

Students taking this course in Metal Technology can explore various metals, their characteristics, processing, and modern-day applications, to reach preferred outcomes. Students' progress through four units of work over a four-semester period, the course content becoming more complex for each unit. Through this course, students analyse and make judgements on how characteristics and properties of materials, systems, components, tools and equipment can be combined to create products. Students select and use suitable technologies, skills and processes, apply safety procedures to safely make products, and use success criteria to evaluate products. Students develop project plans and complete folios taking into consideration time, cost, risk, processes, and production of a product. Completion of this Metal Technology course prepares students for the senior subject VET Engineering Pathways and forms a good practical foundation for students wishing to complete a trade or study in this area.

Years 9 and 10 Wood Technology

Students explore many new and different concepts and challenges while developing skills in the wood workshop. Students learn new skills and techniques involved in the construction of the project. The unit will comprise of four main areas using the design process; design, consideration of the materials used for construction considering sustainability and environmental impacts, construction, and evaluation. Throughout this course, students will learn to use tools, machines, safety equipment, and identify the potential safety hazards associated with them. Finally, the testing of the product will allow the students to compare and analyse the different designs for success and needed improvements. This course prepares students who are considering Furnishing Skills and VET Construction Pathways and forms a good practical foundation for students wishing to complete a trade or study in this area.



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