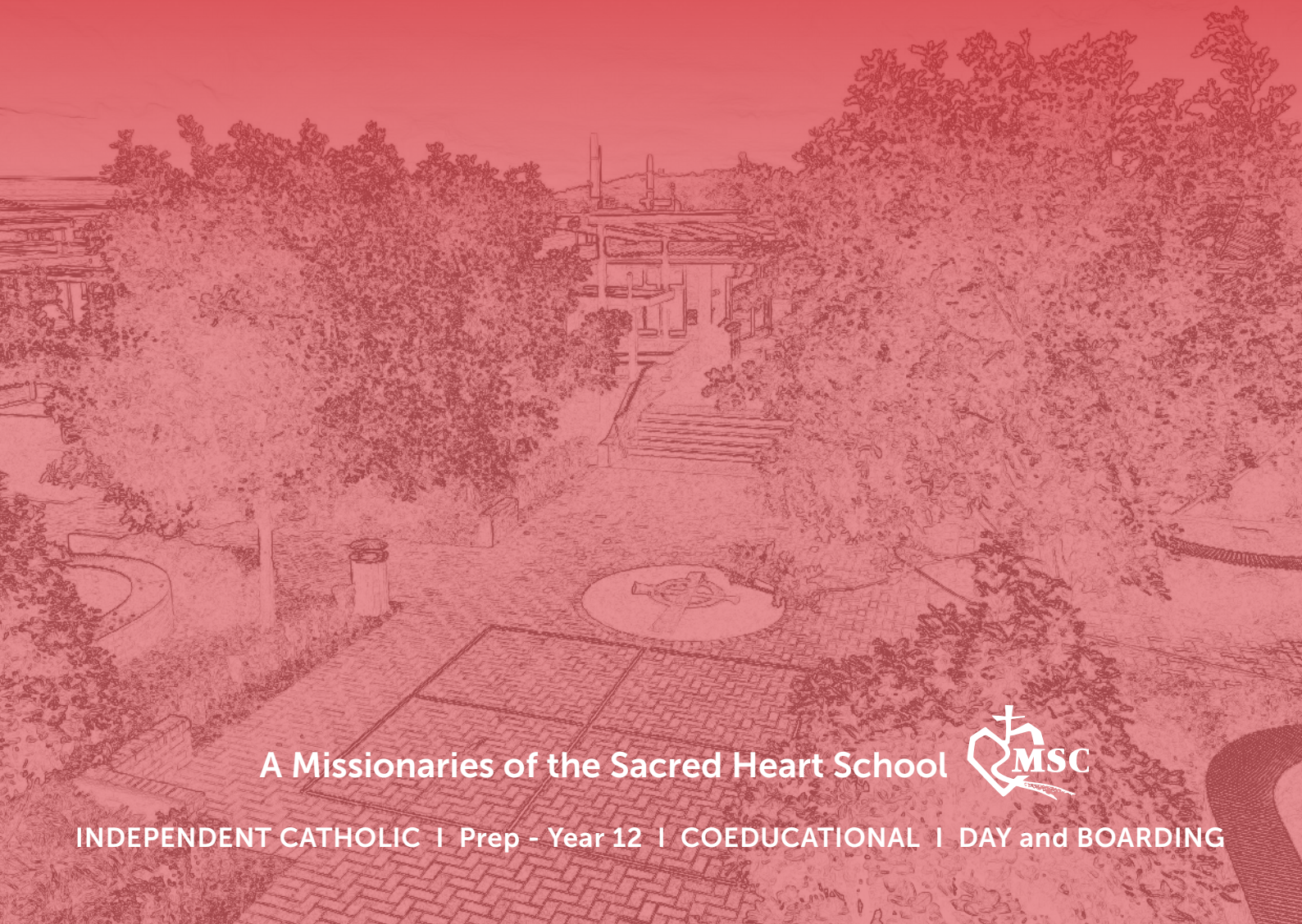
Downlands College

2027

Years 7-10

Curriculum Handbook



A Missionaries of the Sacred Heart School

INDEPENDENT CATHOLIC | Prep - Year 12 | COEDUCATIONAL | DAY and BOARDING

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.

A Missionaries of the Sacred Heart School

72 Ruthven St, PO Box 250, Toowoomba QLD, Australia
+61 7 4690 9500 www.downlands.qld.edu.au

ABN 96 071 878 478 | RTO 30039 | CRICOS Pro.No.00494F

Downlands College

TOOWOOMBA QUEENSLAND AUSTRALIA

Years 7 - 10

Curriculum Handbook 2027

Principal	Mr Stephen Koch
Deputy Principal	Mr Dan Fraser
Assistant Principal - Pastoral Care	Mr Domenico Cullen
Assistant Principal - Teaching and Learning	Ms Sue Weir
Assistant Principal - Junior School	Mrs Rebecca Brownhall
Assistant Principal - Mission	Ms Andrea Collins
Head of Boarding	Mr Ian Bulkin
Business Manager	Mr Michael Shine

Enquiries

The Principal
Downlands College
PO Box 250
TOOWOOMBA QLD 4350

Telephone: +61 7 4690 9500
Email: enrol@downlands.qld.edu.au
Website: www.downlands.qld.edu.au

Fortes in Fide - Strong in Faith

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.

Mr Stephen Koch, Principal

Terminology

ATAR - Australian Tertiary Admissions Rank (ATAR) is the mechanism by which students gain entry to tertiary education and is calculated based on a student's performance in Units 3 and 4 of each eligible subject (typically, Year 12).

LUI Number - The Learner Unique Identifier (LUI) is a 10-digit number assigned by the Queensland Curriculum and Assessment Authority (QCAA) when a student is registered for senior secondary studies, typically during Year 10 or in the 12 months before they turn 16. It serves as a unique reference for a student's learning account, recording enrolments, results, and credits for school-based or vocational education and training (VET) programs that contribute to the QCE.

RTO - Registered Training Organisation

SEP - Senior Education Profile

SET Plan - The Senior Education and Training (SET) Plan is the process by which a student commits to a plan for their senior phase of learning. In the SET Plan a student will indicate the level of education they wish to complete, particular fields or jobs of interest and their intended course of study.

QCAA - The Queensland Curriculum and Assessment Authority (QCAA) is a statutory body of the Queensland Government. The QCAA plays a critical role in the design and delivery of education in Queensland in collaboration with a range of stakeholders and partner agencies.

QCE - The Queensland Certificate of Education (QCE) recognises achievement in Years 11 and 12 and is awarded when specific requirements are met. The QCE is attained by meeting overall achievement requirements together with standards specific to literacy and numeracy.

QTAC - Queensland Tertiary Admissions Centre (QTAC) is responsible for ATAR calculations.

USI - A Unique Student Identifier (USI) is a personal education identifier for all nationally recognised study, including university and vocational education and training (VET).

VET - Vocational Education and Training

Please note: Some subjects may not be timetabled if there is insufficient demand.
Document correct at time of publication. July 2026

Years 7-10 Curriculum Handbook 2027 Document location: C:\Users\\Downlands College Toowoomba\DCadmin-Team - Documents 2025\InDesign\2025-26 Curriculum Handbooks

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Faculties and Curriculum Subjects

Curriculum Colour key utilised by Queensland Curriculum and Assessment Authority (QCAA)

Key Staff - Curriculum

Principal	Mr Stephen Koch	Principal@downlands.qld.edu.au
Assistant Principal - Teaching and Learning (AP-TL)	Ms Sue Weir	teachingandlearning@downlands.qld.edu.au
AP-TL Administration Assistant	Mrs Melissa Hampson	subjects@downlands.qld.edu.au
Team Leader - Secondary Studies	Ms Peita Canning	Peita.Canning@downlands.qld.edu.au

Curriculum Leaders

Faculty	Curriculum Leader	Contact
English	Ms Whitney McCarthy-Cole	mccartw@downlands.qld.edu.au
Humanities including Languages	Ms Jan Lowry	lowryj@downlands.qld.edu.au
Mathematics	Mr Piers Dudin	Piers.Dudin@downlands.qld.edu.au
Health and Physical Education	Mr George Andreas	Georgre.Andreas@downlands.qld.edu.au
Religious Education	Mr Michael Montafia	montafm@downlands.qld.edu.au
Science	Mrs Leanne Colthup	colthul@downlands.qld.edu.au
Technologies	Mrs Jade Kearney	kearnej@downlands.qld.edu.au
The Arts	Ms Kim Murray	murrayk@downlands.qld.edu.au
Vocational Education and Training	Ms Jennifer Stevenson	Jennifer.Stevenson@downlands.qld.edu.au
Learning Enhancement	Mrs Sharon Thanabal	thanabs@downlands.qld.edu.au
Careers and Learning Pathways	Mrs Katie Wright	LearningPathways@downlands.qld.edu.au

"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

Downlands College

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.

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.

Mr Stephen Koch, Principal

Years 7-10 Curriculum Program

The 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.

Aligned to state and national developments in curriculum, the Downlands Years 7-10 Curriculum Program is 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.

Purpose of this 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 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.

Students can have up to nine (9) different teachers consisting of classroom teacher, home group teacher and personal development teacher.

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, 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.

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

- Carefully read this Handbook.
- 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 Subject Selection Matrix to assist with this checking process.

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 pages.

- Seek help if unsure of what to do.
- Fill out online preference form.

For further explanation and/or assistance, please contact Ms Sue Weir, AP - Teaching and Learning **teachingandlearning@downlands.qld.edu.au** or Mrs Melissa Hampson, Assistant AP-TL **subjects@downlands.qld.edu.au**

Subject Selection Matrix

	Year 7				Year 8		Year 9		Year 10		Years 11 and 12
	Semester 1 and/or 2				Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Two years / Four (4) Units
1	Religious Education				Religious Education		Religious Education		Religious Education		1 x Religious Education
2	English				English		English		English		1 x English
3	Mathematics				Mathematics		Mathematics		Mathematics		1 x Mathematics
4	Science				Science		Science		Science	Health and Physical Education	Elective 1
5	History		Geography		History	Geography	History	Geography	Humanities	Elective 1	Elective 2
6	Health Physical Education		Language		Health Physical Education	Language	Health Physical Education	Elective 1	Elective 2	Elective 3	Elective 3
7	Music		Visual Art		Elective 1	Elective 2	Elective 2	Elective 3	Elective 4	Elective 5	Independent Study Line
	Dance		Drama								
	Food Technology		Design Industrial Technology								
	Agri Business		Digital Technology								

Change of Subject

Steps to follow before requesting a subject change

NB: Final decision will be made by Assistant Principal - Teaching and Learning

Years 8 - 10

Academic subject changes are dependent on subject availability, class size and line of the timetable. Students have a two-week period at the beginning of Term 1 and Term 3 (Years 8 -10).

1. Arrange a meeting with Ms Peita Canning, Team Leader - Secondary Studies
2. Complete Subject Change form
    a. Reason for subject change
    b. Subject student is wishing to leave and move to
    c. Signature of Curriculum Leader of both subjects
    d. Parent/carer signature
3. Form returned to office of Teaching and Learning
4. Communication of confirmation or rejection of change will be communicated to both students and parents/carers

Years 11 and 12

Academic subject changes are dependent on subject availability, class size and line of the timetable. Students have a two-week period at the beginning of Unit 1 and Unit 2 (Year 11) and if possible Unit 3 (Year 12).

1. Arrange a meeting with Mrs Katie Wright, Careers and Learning Pathways
2. Complete Subject Change form
    a. Reason for subject change
    b. Subject student is wishing to leave and move to
    c. Signature of Curriculum Leader of both subjects
    d. Parent/carer signature
3. Form returned to office of Teaching and Learning
4. Communication of confirmation or rejection of change will be communicated to both students and parents/carers

Like water, be gentle and strong.

Be gentle enough to follow the natural paths of the earth;
and be strong enough to rise up and reshape the world.

Brenda Peterson

Year 7

Core Subjects	Semester Subjects	Rotation Subjects	
Religious Education	Humanities (History)	Agri Business	Dance
English	Humanities (Geography)	Design and Industrial Technology	Digital Technology
Mathematics	Health Physical Education	Drama	Food Technology
Science	Languages (French or Japanese)	Music	Visual Arts

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 Essential English (Literacy).

Notes:

1. Within the area of Year 7 English, General English and Essential English (Literacy) classes run across both semesters. Placement in an English class is based on student progress, family preference and teacher recommendation.
2. Mathematics may be differentiated into Mathematics and Numeracy, the selection 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.
4. All Year 7 students are expected to study Languages. **The Language chosen will be studied in Years 7 and 8.** If there are difficulties associated with this, the matter can be raised with the Assistant Principal – Teaching and Learning.
5. Students complete a rotation of The Arts, Technology and Business subjects.

Year 8

Core Subjects (Compulsory)	Semester Subjects (Core)	Elective Subjects (2 Electives = 1 per semester)
Religious Education	Humanities (History)	Agricultural Science
English	Humanities (Geography)	Business
Mathematics	Health Physical Education	Dance
Science	Languages (French or Japanese)	Design and Industrial Technology
		Digital Technology
		Drama
		Food Technology
		Music
		Visual Arts

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 Essential English (Literacy).

Notes:

1. Within the area of Year 8 English, General English and Essential English (Literacy) 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 Mathematics and Numeracy, 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.
4. All Year 8 students are expected to study Languages. **The Language chosen in Year 7 will also be studied in Year 8.** If there are difficulties associated with this, the matter can be raised with the Assistant Principal – Teaching and Learning.
5. Digital Technology is offered as a separate area of study. At the same time as Information and Computer Technologies is embedded in other learning areas.
6. A semester of Health and Physical Education is mandatory in Year 8.
7. Units of study are offered subject to student interest/demand and available teacher expertise.

Year 9

Core Subjects (Compulsory)	Semester Subjects (Core)	Elective Subjects (3 Electives = 1 / 2 per semester)	
Religious Education	Humanities (History)	Agricultural Science	Business
English - Literature - General English - Essential English (Literacy)	Humanities (Geography)	Dance	Design
		Digital Technology	Drama
Mathematics - Extension Mathematics - General Mathematics - Numeracy	Health Physical Education	Food Technology	French
		HPE (elective)	Japanese
Science		Media Studies	Metalwork
		Music	Visual Art
			Woodwork

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 Essential English (Literacy).

Notes:

1. For Year 9, English is differentiated into Literature, General English and Essential English (Literacy) classes run across both semesters. Placement in an English class is based on student preference, family preference and teacher recommendation.
2. Mathematics is differentiated into Extension Mathematics, General Mathematics and Numeracy, the choice of which is based on student preference, 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.
4. Digital Technology 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 is a mandatory unit of study in Year 9. An elective unit 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

Core Subjects (Compulsory)	Semester Subjects (Core)	Elective Subjects (5 Electives)	
Religious Education	Science	Accounting	Agricultural Science
English - Literature - General English - Essential English (Literacy)	Health Physical Education	Biology	Business
		Chemistry	Dance
Mathematics - Extension Mathematics - General Mathematics - Numeracy	Humanities Students must choose one: - Geography - Modern History - Civics	Design	Digital Technology
		Drama	Engineering
		Food Technology	Geography
		Health and PE	Health and Recreation
		Japanese *	Legal Studies
		Media Studies	Metalwork
		Modern History	Music
		Physics	Rural Science
		Visual Arts	Woodwork

* If choosing a Language, this subject will need to be studied in BOTH semesters.

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 English in Years 11 and 12 should complete General English or Literature in Year 10. Essential English (Literacy) is adequate preparation for Years 11 and 12 Essential English.
4. 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.
5. Year 10 Science extension units in Agricultural Science, Biology, Chemistry, Physics and Rural Science are one semester long and offered in Semester Two Year 10 after students have completed core Science 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: Modern History, Geography or Civics.
8. Digital Technology 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 Terms 2 and 3.

See page 14 for # 11

Year 10 Notes *continued*

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, 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 2027 is approximately $1738.80 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.

Years 11 and 12

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of Senior studies. This profile may include:

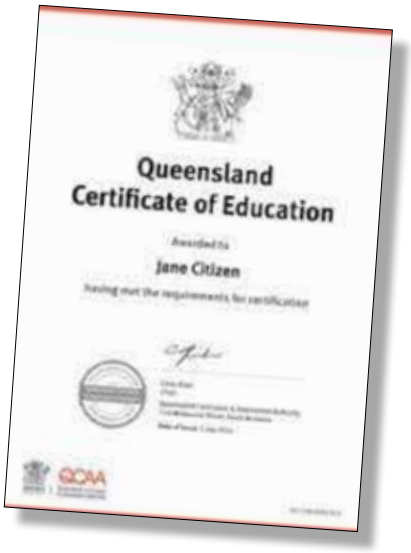
- Statement of Results
- Queensland Certificate of Education (QCE)
- Australian Tertiary Admission Rank (ATAR)

To qualify for a QCE students must obtain a minimum of 20 credit points: including at least one (1) literacy and one (1) numeracy credit; 12 credits from 'core' courses of study; and successfully complete the QCAA Academic Integrity course. Notionally, students accrue one (1) credit point for each unit of study they satisfactorily complete in each subject. Subjects consist of four (4) units. Units 1 and 2 are formative and Units 3 and 4 are summative.

The standard academic load for senior students is six (6) subjects (providing an opportunity to achieve 24 QCE credit points). Some VET qualifications offer the opportunity for additional credits.

Students are offered General subjects (G), Applied subjects (A) and Vocational packages (V).

Senior students at Downlands study Religious Education (Study of Religion (G) OR Religion and Ethics (A)), an English subject, a Mathematics subject, and three additional elective subjects, for the full two-year course.



To qualify for an ATAR, students must satisfactorily complete Units 3 and 4 in at least four General subjects and one (1) additional subject that may be a General subject, an Applied subject or a Certificate III or higher qualification. Additionally, students must obtain satisfactory completion of Units 3 and 4 in an approved English subject.

The School offers an extensive selection of General subjects for students to choose from along with a range of Applied and VET subjects.

Students may also elect to enrol in a qualification with an external Registered Training Organisation (RTO), and complete their study independently. Such study can also contribute to a student's QCE and ATAR. This is appropriate for students who are highly motivated and able to work independently.

Please refer to the **2027 Years 11 and 12 Curriculum Handbook** for information about subjects and pathways available to Downlands students.

SOME POINTS TO NOTE

Distance Education could be available for students wanting to pursue a subject 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 a course through School of Distance Education is covered by the family and for 2027 is approximately $1738.80 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.

Senior Subject Choices

(G) General Subject
(A) Applied Subject
(V) Vocational Subject

Core	Subject Choice (General (G) / Applied (A))	Electives (3 Electives)		
		GENERAL (G)	APPLIED (A)	VET
Religious Education (Subject 1)	Study of Religion (G) + Religion and Ethics (A)	Accounting +	Early Childhood Studies	Agriculture, Horticulture and Conservation and Land Certificate II in Rural Operations AHC21216
		Agricultural Science * +		
English (Subject 2)	English (G) + Literature (G) + Essential English (A)	Biology * +	Industrial Technology Skills +	
		Business +		
Mathematics (Subject 3)	General Mathematics (G) * Mathematical Methods (G) * Essential Mathematics (A)	Chemistry * +	Sport and Recreation	Business Services Training Package Certificate III in Business BSB30120 (Binnacle RTO 31319)
		Dance		
		Design +	Visual Arts in Practice	
		Digital Solutions +		Construction, Plumbing and Services Training Package Certificate II in Construction Pathways CPC20220 +
		Drama		
		Engineering * +		
		Film, Television and New Media +		
		Food and Nutrition * +		Metal and Engineering Training Package Certificate II in Engineering Pathways MEM20422 +
		Geography +		
		Health		
		Japanese +		
		Legal Studies +		Sport, Fitness and Recreation Training Package Certificate III in Fitness SIS30321 (Binnacle RTO 31319)
		Modern History +		
		Music		
		Music Extension*		
		Physical Education +		Tourism, Travel and Hospitality Training Package Certificate II in Cookery SIT20421
		Physics * +		
		Specialist Mathematics (G) * - must also study Mathematical Methods (G) *		
		Visual Art +		

- NOTE A: Subject options with an asterisk (*) carry **prerequisite** conditions which must be met.
- NOTE B: Subject options with a *plus* (+) carry **recommendations** which are strongly advised.

See Page 18 - Subject Prerequisites * and Recommendations + for Senior Study Selections

- NOTE C: Some subjects may not be timetabled if there is insufficient demand.

Regarding VET

(Vocational Education and Training)

- VET subjects/courses contribute credits towards the Queensland Certificate of Education (QCE).
- Certificate III or higher qualification can contribute to an ATAR.
- A student can complete several VET subjects/courses across different industry areas.

Curriculum Map Years 7 - 12

Curriculum Areas and Subjects

Year Level >	Year 7	Year 8	Year 9
Religious Education	Religious Education (C)		
English	English (C)		Literature (C)
			General (C)
	Literacy (C) - assigned by College		
Mathematics	Mathematics (C)		Extension (C)
			General (C)
	Numeracy (C) - assigned by College		
Science	Science (C)		
		Agricultural Science (E)	
Humanities			
	Agri Business (C)	Business (E)	
	Geography (C)		
	History (C)		
	Social Science (C)		
Languages	French (C)		French (E)
	Japanese (C)		Japanese (E)
Health and Physical Education (HPE)	Health and Physical Education (C)		Health and Physical
			Health and Physical Extension (E)
Technologies			Design (E)
	Digital Technology (C)	Digital Technology (E)	
	Food Technology (C)	Food Technology (E)	
	Design Industrial Technology (C)	Design Industrial Technology (E)	Woodwork (E)
			Metalwork (E)
The Arts	Dance (C)	Dance (E)	
	Drama (C)	Drama (E)	
			Media Studies (E)
	Music (C)	Music (E)	
	Visual Art (C)	Visual Art (E)	

KEY: (C) Core Subject (E) Elective Subject (A) Applied Subject (G) General Subject (V) Vocational Subject

NOTE C: Some subjects may not be timetabled if there is insufficient demand.

	Year 10		Year 11	Year 12
			Study of Religion (G) +	
			Religion and Ethics (A)	
			Literature (G) +	
			English (G) +	
			Essential English (A)	
			Specialist Mathematics (G) *- must study Mathematical Methods (G)	
			Mathematical Methods (G) *	
			General Mathematics (G) *	
			Essential Mathematics (A)	
		Biology (E)	Biology (G) * +	
		Chemistry (E)	Chemistry (G) * +	
		Physics (E)	Physics (G) * +	
		Agricultural Science (E)	Agricultural Science (G) * +	
		Rural Science (E)	Certificate II Rural Operations AHC21216 (V)	
	Accounting (E)		Accounting (G) +	
	Business (E)		Business (G) +	
			Certificate III Business BSB30120 (Binnacle RTO 31319) (V)	
	Legal Studies (E)		Legal Studies (G) +	
	Geography (C)		Geography (G) +	
	Modern History (C)		Modern History (G) +	
	Civics (C)			
	French (E) through Distance Education		French (G) + through Distance Education	
			Japanese (G) +	
Education (C)			Early Childhood Studies (A)	
			Health (G)	
Education	Health and Physical Education (E)		Physical Education (G) +	
			Sport and Recreation (A)	
	Health and Recreation (E)		Certificate III Fitness SIS30321 (Binnacle RTO 31319) (V)	
			Design (G) +	
			Digital Solutions (G) +	
	Engineering (E)		Engineering (G) * +	
			Food and Nutrition (G) * +	
			Certificate II Cookery SIT20421 (V)	
			Industrial Technology Skills (A) +	
			Certificate II Construction Pathways CPC20220 (V) +	
			Certificate II Engineering Pathways MEM20422 (V) +	
			Dance (G)	
			Drama (G)	
	Media Studies (E)		Film, Television and New Media (G) +	
			Music (G)	
			Music Extension (G) * - need to study Music (G) Units 3 and 4 Year 12 only	
			Visual Art (G) +	
			Visual Arts in Practice (A)	

NOTE A: Subject options with an asterisk (*) carry prerequisite conditions which must be met.
NOTE B: Subject options with a plus (+) carry recommendations which are strongly advised.

Subject Prerequisites and Recommendations for Senior Study Selections

Senior Subject (G) - General (A) - Applied (V) - Vocational	* denotes Prerequisite - assume C or higher	+ denotes Recommendation - assume C unless stated otherwise
Study of Religion (G) +		B in Yr 10 General English
Religion and Ethics (A)		
Literature (G) +		B in Yr 10 General English
English (G) +		Yr 10 English **or** Yr 10 Literature
Essential English (A)		
Specialist Mathematics (G) *	Yr 10 Extension Mathematics Mathematical Methods	
Mathematical Methods (G) *	Yr 10 Extension Mathematics	
General Mathematics (G) *	Yr 10 General Mathematics	
Essential Mathematics (A)		
Agricultural Science (G) * +		Yr 10 Agricultural Science S2
Biology (G) * +	Yr 10 General English Yr 10 General Mathematics Yr 10 Science XEC	Yr 10 Biology S2
Chemistry (G) * +		Yr 10 Chemistry S2
Physics (G) * +		Yr 10 Physics S2
Accounting (G) +		Yr 10 Accounting
Business (G) +		Yr 10 Business
Legal Studies (G) +		Yr 10 Legal Studies
Geography (G) +		Yr 10 Geography
Modern History (G) +		Yr 10 Modern History **or** Yr 10 Ancient History
Japanese (G) +		Yr 10 Japanese
Early Childhood Studies (A)		
Health (G)		
Physical Education (G) +		Yr 10 HPE Elective S2
Sport and Recreation (A)		
Design (G) +		Yr 10 Design
Digital Solutions (G) +		Yr 10 Digital Technologies
Engineering (G) * +	Yr 10 General English Yr 10 General Mathematics	Yr 10 Engineering
Food and Nutrition (G) * +	Yr 10 General English	Yr 10 Food Technologies
Industrial Technology Skills (A) +		Some CAD (Computer Aided Design) / *Inventor* in Yrs 9 **or** 10 Wood Technology
Information & Communication Technology (A)		
Dance (G)		
Drama (G)		
Film, Television and New Media (G) +		Yrs 9 **or** 10 Media Studies
Music (G)		
Music Extension (G) * Year 12 only	Music (G)	
Visual Art (G) +		Yr 10 Visual Art S1 **or** S2
Visual Arts in Practice (A)		
Certificate II Rural Operations AHC21216 (V)		
Certificate III Business BSB30120 (Binnacle RTO 31319) (V)		
Certificate II Construction Pathways CPC20220 (V) +		Yrs 9 **or** 10 Wood Technology
Certificate II Engineering Pathways MEM20422 (V) +		Yrs 9 **or** 10 Metal Technology
Certificate II Cookery SIT20421 (V)		
Certificate III Fitness SIS30321 (V) SIS30321 (Binnacle RTO 31319) (V)		

Yr/s - Year/Years S - Semester

NB: Some subjects may not be timetabled if there is insufficient demand.

Subject Selection Information

Each Subject page provides the following:

- An overview of each course in Year 7 to 10
- An outline of each unit of work and the assessment type.

Students and families should consider the following when deciding on elective units of work in Years 8 to 10:

- determine a plan for the elective units - refer to the **Subject Selection Matrix** (Page 8 of the Handbook) and the **Curriculum Map Years 7 – 12**;
- consider subjects which you may wish to study in Years 11 and 12 that have a **Prerequisite *** – refer to the **Subject Prerequisites and Recommendations for Senior Study Selections** - *page opposite*;
- consider subjects which you may wish to study in Year 11 and 12 that have **Recommendations +** which are strongly advised – refer to the **Subject Prerequisites and Recommendations for Senior Study Selections** - *page opposite*;
- the student's learning strengths and abilities
- the student's interest in particular subject areas
- the need to keep future post-school options open

Students should aim to grow as learners – 'liking' a subject is not the only consideration when selecting preferences.

Help is available

Mrs Katie Wright, Careers and Learning Pathways
e: learningpathways@downlands.qld.edu.au

Ms Peita Canning, Team Leader - Secondary Studies
e: Peita.Canning@downlands.qld.edu.au

Ms Sue Weir, Assistant Principal - Teaching and Learning
e: teachingandlearning@downlands.qld.edu.au

In our MSC schools, no one is a stranger, no one is a foreigner, we are all one in the Heart of Christ.

Jules Chevalier: Le Sacré Coeur

Planning and Pathways

Senior Education and Training (SET) Plan in preparation for your child's journey to achieving a QCE and post-school pathway.

The SET Plan

The Senior Education and Training (SET) Plan is the process by which a student commits to a plan for their senior phase of learning. In the SET Plan a student will indicate the level of education they wish to complete, particular fields or jobs of interest and their intended course of study. A student's aspirations need to be matched to their demonstrated ability for the best chances of success.

During the senior years there are three broad pathways that students follow:

- ATAR (University) Pathway involving further study at University; OR
- Non-ATAR Pathway leading to TAFE/private education providers, a full-time traineeship, apprenticeship or other employment.
- Blended Pathway

The SET Plan Process

In preparation for their senior studies, Year 10 students learn about employment, education and training pathways available to them in senior school. To prepare students for their senior studies, students and their parents/carers engage in a compulsory Senior Education and Training (SET) Plan process:

1. During the June/July holidays, students and parents/carers are asked complete a **draft SET Plan Action Plan**. The plan can be found in the **Year 10 Exploring Pathways Journal**.
2. During Term 3, students and their parents/carers meet with a member of staff specifically trained to help navigate through the Senior Education and Training (SET) Plan process.
3. Throughout Semester Two, the student's academic achievement will be monitored and a further interview arranged should a student's progress not align with career goals identified at SET Plan.

Career Pathways

There are many different pathways that can lead to rewarding careers. Research indicates that people transition between career pathways and are not locked into one occupation or education level for the rest of their lives. It is possible to move from work to study, TAFE to university, and from an apprenticeship into a long-term professional role. In the SET Plan process we start by asking students to consider where their aspirations are, once they leave school.

Career exploration can take several forms. It could be achieved by:

- Year 10 Careers class in Terms 2 and 3
- Booking an appointment with **Mrs Katie Wright,** Careers and Learning Pathways
  e: **LearningPathways@downlands.qld.edu.au**
  t: +61 7 **4690 9500**
- Undertaking voluntary Work Experience.
- Talking to teachers, family and friends about careers.
- Participate in Experience Days.
- Visiting Career and University Expos.
- Accessing Career Education resources available on My Downlands.
- Accessing Queensland Tertiary Admissions Centre (QTAC) website or online guidebook.
- Volunteering.

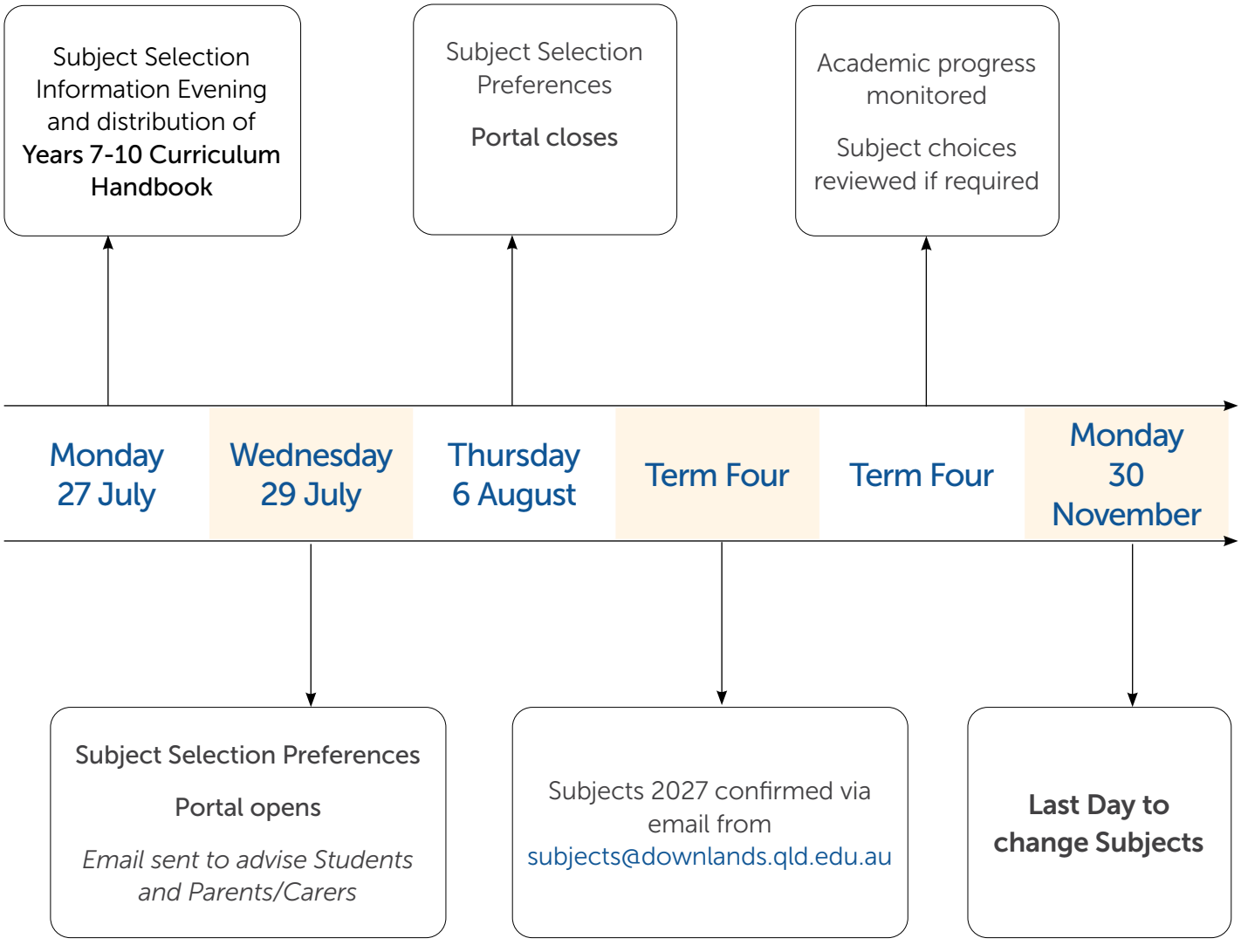
Linking Pathway to Subject Choice

Students considering a university pathway are recommended to choose five (5) or six (6) General subjects so that their best five subjects will be used in calculating their ATAR. Students may however, select at most two Applied subjects or one Certificate III or higher qualification, and remain eligible for an ATAR.

Students pursuing university will need to consider course specific requirements. Students are strongly encouraged to research courses and know prerequisite subjects. Refer to university websites.

Timeline of Subject Selection

in preparation for 2027



Religious Education (RE)

Year 7

Religious Education (C)

Unit 1: Becoming a part of the Downlands Story
Unit 2: Beginnings and Foundations: Where it all began
Unit 3: The Power of Words
Unit 4: Prayer and Sacramentality

Year 8

Religious Education (C)

Unit 1: History of Christianity
Unit 2: Movers and Shakers
Unit 3: Unity and Diversity
Unit 4: Mission Matters

Year 9

Religious Education (C)

Unit 1: Let there be Light
Unit 2: Restoring Balance
Unit 3: Mary
Unit 4: Spirituality

Year 10

Religious Education (C)

Unit 1: Morality and Ethics
Unit 2: Wisdom
Unit 3: Laudato Si
Unit 4: Mater et Magistra

Years 11 and 12

Study of Religion (G)

Unit 1: Religion, meaning and purpose
Unit 2: Religion and ritual
Unit 3: Religious ethics
Unit 4: Religion - rights and relationships

Religion Ethics (A)

Unit 1: Sacred Stories
Unit 2: Social Justice
Unit 3: World Religions and Spiritualities
Unit 4: Meaning, Purpose and Expression

(C) - Core Subject (E) - Elective Subject (G) - General Subject (A) - Applied Subject

Please refer to Years 11-12 Curriculum Handbook for details on Senior Subjects

The Religion Curriculum Years 7-12 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 (C)

At Downlands College, Year 7 students embark on the beginning of their faith formation at secondary school.

Initially, they are immersed in '*What it means to be a Downlander,*' Jules Chevalier's charism and the foundations of the Missionaries of the Sacred Heart (MSC) and the beginnings of Christianity (c. 6BCE-c. 650CE).

Unit 1: Becoming a Part of the Downlands Story

In Unit 1, students will investigate the history, traditions and ethos of Downlands College. They will identify and explore what the culture was like in the early days of Downlands and its continued influence on current students. They will discuss what it means to be a Downlander today and how we do things the "*Downlander Way*". The Unit examines how we can be a part of the Downlands community and God's people. We investigate how Jules Chevalier and the MSCs have had an important role in shaping the spirituality of Downlands College and examine the sacredness of his writings.

- Assessment: Photo Journal

Unit 2: Beginnings and Foundations: Where it all began

A promise led to the key figures in the Old Testament worshipping, believing in and following One God. It was through these people that Judaism, Christianity and Islam developed. These are known as Abrahamic faiths, and all began with the Patriarchs Abraham, Isaac and Jacob. They are also known as Monotheistic faiths because of their belief in One God.

- Assessment: Examination

Unit 3: The Power of Words

Students will explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with people. In particular, developing an understanding of the Apostles Creed, Nicene Creed and the Decalogue. Students will explore contextual information about sacred texts and how they influence communities of believers. Students will examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts. They will further develop an understanding of prayer in both the Catholic and MSC tradition, language and symbols, through an exploration of Lectio Divina and Ignatian Meditation and participation in rituals at Downlands.

- Assessment: Presentation

Unit 4: Prayer and Sacramentality

This unit will focus on: demonstrating an understanding of Jesus' teaching on prayer describing ways in which the faith of believers is expressed and professed in different communities including the MSCs, past and present, explaining the relationship between the Sacraments of the Church, the life and ministry of Jesus and the faith journey and life experiences of believers, demonstrating an awareness of the connection and distinction between reflection and prayer, participating with respect in a variety of prayer experiences during class and in the Downlands school community.

- Assessment: Written Response

Year 8 Religion (C)

Year 8 students will further explore significant challenges and changes needed to make the mission of the Church a reality in their lives. As people who follow the MSC tradition, students are called to be global citizens who can make a difference in the world and do something with your one precious life. In order to do this, we must seek unity in a diverse world.

Unit 1: History of Christianity

Students will investigate significant church history, events, groups and individuals from the Middle Ages beginning with the conversion of Constantine in 312CE and ending with the fall of Constantinople in 1453CE. The devastation resulting from the Crusades and the Black Death will also be examined before moving into the Reformation.

- Assessment: Examination

Unit 2: Movers and Shakers

In this unit, students will be introduced to the significant challenges and changes in the Church from c.650CE-c.1750CE and the influence of significant people, groups and ideas at that time. In a time of great challenge and change, the Church had to respond to many internal and external threats to its physical existence, cultural influence, political control, social structure, roles and relationships and economic power.

- Assessment: *Night of Movers and Shakers* Research Assignment and Presentation

Unit 3: Unity and Diversity

This unit will look at the sacraments of initiation – Baptism, Confirmation and the Eucharist as a way of belonging to the Catholic Church. Students will continue to explore important aspects of building unity and appreciating diversity in the Year group. This unit will also enable students to reflect on the importance of ecumenical dialogue for Christian unity. Values such as openness, forgiveness, compassion and collaboration are important for fostering unity in a diverse world.

- Assessment: Assignment

Unit 4: Mission Matters

In this unit, students will look at Jesus' vision expressed in messages of hope, faith and love and his teachings and actions that have provoked and challenged his followers within and beyond his time. Christians today are constantly challenged to live out the mission of Jesus in the light of an ever-changing world. Students will look at the qualities of leaders today (past and present) e.g. Barack Obama, Mother Teresa, Pope Francis and Aung San Suu Kyi and how they challenge their followers and seek a way forward for humankind. Students will be introduced the Catholic Social Teachings and look at how these are applicable in today's world through a look at various organisations that make Jesus' mission matter. An examination of '*Pay it Forward*' is essential in fostering Jesus' call to make mission matter today.

- Assessment: Multi-modal Assignment

Year 9 Religion (C)

In Year 9, students will 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.1750CE onwards). They will consider the sources of inspiration, strength and guidance for believers today, including Catholic Social Teaching, forms of penance, celebration of the Sacraments of Healing (Reconciliation and Anointing the Sick) and various forms of prayer.

Unit 1: Let there be Light

In this unit, students will be introduced to images of good and evil in the world. Students will be encouraged to achieve their full potential by following their heart (Downlands Spirituality) and striving to be an active participant in society. When we abuse our free will, it can have consequences on others. A choice for good in our world is directed towards love – of ourselves and others.

"Where love prevails, peace prevails" John Paul II 2005.

Students will examine different types of injustice in the world and suggest ways of responding to these social and moral sins through mutual coexistence. They will also examine forms of penance and suffering in our daily lives and investigate the significance of reconciliation.

- Assessment: Mask Task

Unit 2: Restoring Balance

In this unit, students will look more closely at the Catholic Social Teaching principles and their importance to individuals and society. Students will investigate why it is important to care for people and the environment in order to restore the balance in an unequal world. We have rights and responsibilities to future generations and these will be discussed in this unit. Students will have the chance to explore different forms of prayer and meditation including the use of labyrinths in this unit. There is an emphasis on: See, Think and Judge, Act and Do and students will be asked to apply these concepts in the Downlands College setting and beyond.

- Assessment: Comparative Essay

In Semester Two, Year 9 students will develop an understanding of *education of the heart*. They will be asked to continue their journey as a Downlander by exploring their individual identity in relation to other Catholic spiritualities and Charisms. They will be encouraged to develop a listening, nurturing and compassionate heart through empathy training. Further, in Unit 3, students will explore the significance of Mary in the life of the Church and as a role model in today's society.

Unit 3: Mary

In this unit, students will look at Mary's place in the Christian story. She was a woman who was willing to accept challenge in living her faith. She experienced poverty, hardship, grief, taxation, persecution and love. She was required to flee her place of birth in order to protect her family – like the modern-day refugees. Mary as the first disciple, is a role model for us in our relationship with God, through the heart of Jesus and in our relationships with others. Students will reflect on the many visual images of Mary as seen throughout cultural history. They will listen and experience music and prayers that are a part of the devotion to Mary, Our Lady of the Sacred Heart.

- Assessment: Folio of Exercises

Unit 4: Spirituality

Students will be introduced to different charisms and spiritualities from other Catholic traditions. Students will immerse in different traditions and deepen their understanding of heart-centred Spirituality. The Catholic Church has recognised, almost from the beginning, that living the faith is not a "one size fits all" proposition. As the faith matured, even more varied spiritual approaches began to emerge under the inspiration of saints such as Dominic and Francis, extending even to modern times with Josemaria Escriva and others. However, the spiritual traditions are important to lay Catholics as well, sometimes formally as a member of a secular order, but also informally as the charisms, styles of prayer and inspiration of the founders of the spiritual ways influence daily life. Alternatively, the role of Mystics within the Church has grown in interest over recent years as people endeavour to deepen their understanding of faith. To choose a spiritual way within the Church is to enhance the religious experience, not oppose it. It is a way to grow and mature in faith while still being an active participant in the corporate life of the Church.

- Assessment: Oral Presentation

Year 10 Religion (C)

At Downlands, 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. We learn about how to place ourselves in an ever-changing world where our Morals and Ethics will be challenged and shaped. In a pluralistic world who do we listen to. Where do we get our wisdom and understanding from? These are the Challenges to People of the Heart in the 21st century.

Unit 1: Morality and Ethics

In this unit, students will investigate how we understand the world around us and how we apply morals and values in our everyday life We learn about how to place ourselves in an ever-changing world where our Morals and Ethics will be challenged and shaped.

- Assessment: Examination

Unit 2: Wisdom

In this unit, students will investigate how we understand the world around us learn to decipher wisdom in its many forms and from many religious traditions. 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).

- Assessment: Wisdom Book Activity

Unit 3: Laudato Si

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. Students 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

- Assessment: Research Report

Unit 4: Mater et Magistra

In this unit, students will 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. Students 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.

- Assessment: Multi-modal Oral Presentation

English

Year 7

General English (C)

Unit 1: What can I do?
Unit 2: What is my story?
Unit 3: What do I think?
Unit 4: How do I feel?

Literacy (Assigned)

Year 8

General English (C)

Unit 1: The world through the lens
Unit 2: The world I see
Unit 3: The world I want
Unit 4: The Australia I want

Literacy (Assigned)

Year 9

English Literature (C)

Unit 1: Margins in the Media
Unit 2: Unconventional Characters
Unit 3: Beauty on the Margins
Unit 4: Comparing Experience

English (C)

Unit 1: Whose Truth?
Unit 2: Verse and Diversity
Unit 3: Youth on the Page
Unit 4: Platforms for Change

Essential English - Literacy (Assigned)

Unit 1: Who's telling the truth in the media?
Unit 2: Elements of a Short Story
Unit 3: Youth on the Page
Unit 4: Platforms for Change

Year 10

English Literature (C)

Unit 1: The Bard in Society
Unit 2: Investigating Sherlock

English (C)

Unit 1: Imagine a World
Unit 2: Freedom Writers
Unit 3: The Bard in the 21st century
Unit 4: The Human Condition

Essential English - Literacy (Assigned)

Unit 1: Imagine a World
Unit 2: Freedom Writers

Semester Two
Terms 3 and 4
QCAA approved Short course in Literacy

Years 11 and 12

Literature (G)

Unit 1: Introduction to Literary Studies
Unit 2: Texts and Culture
Unit 3: Literature and Identity
Unit 4: Explorations

English (G)

Unit 1: Perspectives and Texts
Unit 2: Texts and Culture
Unit 3: Textual Connection
Unit 4: Close study of literary texts

Essential English (A)

Unit 1: Language that Works
Unit 2: Texts and Human Experiences
Unit 3: Language that Influences
Unit 4: Representations and Popular Culture Texts

(C) - Core Subject (E) - Elective Subject (G) - General Subject (A) - Applied Subject

English is a course of study for all students in Years 7-12. 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.

Year 7 English (C)

In Year 7, students interact with others for a variety of purposes. Students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret, create and perform a range of spoken, written and multi-modal texts. Texts may include various types of media, online and digital texts, novels, non-fiction, film, poetry and dramatic performances. The features of these texts may be used by students as models for creating their own work.

Unit 1: What can I do?

In this unit, students will examine the choices made by authors to persuade in written and spoken texts intended for a variety of audiences. Students engage and experiment with text structures and language features, including persuasive devices, and investigate the impact these have on audiences.

- Assessment: Extended Persuasive Response - Spoken

Unit 2: What is my story?

In this unit, students will examine how language and next structures are used to inform, entertain, and position audiences in imagined settings/contexts, in written texts intended for a variety of audiences. Students engage and experiment with text structures and language features, including figurative language evaluating their impact on audiences.

- Assessment: Extended Imaginative Response - Written

Unit 3: What do I think?

In this unit, students analyse the choices made by authors to position readers in fictional texts. Over the course of the unit, students demonstrate an understanding of the constructedness of narrative texts, and the effect of language choices in creating complex, challenging and believable characters, and developing themes.

- Assessment: Extended Analytical Response - Written

Unit 4: How do I feel?

In this unit, students listen to and read a variety of poems from First Nations and world authors, and songs that put forward different perspectives on a variety of issues. Students explore and experiment with a range of text structures and language choices and evaluate the impact of the poet's choices on conveying meaning and engaging audiences.

- Assessment: Reflective Written Response

Year 8 English (C)

In Year 8, students communicate with others for a variety of purposes. Students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multi-modal texts. Texts may include various types of media texts including online and digital texts, novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts are influenced by context, purpose and audience. They understand how the features of texts may be used as models for creating their own work.

Unit 1: The World through the lens

Students investigate films as texts, focusing on the depiction of characters and themes, and how personal identity and representations of individuals are created. Students engage with text structures and analyse how audiences are positioned by the combination of devices in film.

- Assessment: Extended Written Response - Persuasive (Film Review)

Unit 2: The World I see

Students investigate the use of narrative structure, and author's choices in the analysis of a set text. The text explores ideas shaped by Australian values, attitudes and beliefs, and students reflect on the presence of these concepts both in fiction and real-life settings.

- Assessment: Extended Written Response - Analytical

Unit 3: The World I want

In this unit, students explore a range of imaginative texts and investigate the ways in which author's choices challenge and position readers. The unit includes poetry and short fiction texts by First Nations and World authors, and students begin to engage with the ways cultural influences impact writers.

- Assessment: Imaginative Folio

Unit 4: The Australia I want

Students investigate a number of examples of the biographical reporting in the media, and how personal identity and representations of individuals are created. They will watch several episodes of Australian Story, examining the way in which representations are constructed, before comparing the representation with the products of their own research.

- Assessment: Extended Spoken Response - Persuasive

Year 9 Literature (C)

In Year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts. Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multi-modal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

Unit 1: Margins in the Media - Persuasive Study

Students will explore a range of media texts, and examine the representations of youth contain therein. In particular students will examine the use of stereotypes and the marginalisation of personal identity.

- Assessment: Extended Spoken/Multi-modal Response - Persuasive

Unit 2: Unconventional Characters - Novel Study

Students investigate a range of narrative structures, and how representations of individuals are created. Students also investigate any historical or societal aspects of the chosen novel. The focus of the unit is an understanding of cultural assumptions, values, attitudes and beliefs which contribute to the marginalisation of individuals in society, and by extension, characters in texts.

- Assessment: Assessment: Extended Written Response - Analytical

Unit 3: Beauty on the Margins - Imaginative Study

Students investigate a range of poetry structures, and the ways representations of individuals and meanings are created. They examine the ways in which the experiences of marginalised poets and authors shape the expression of the human conditions.

- Assessment: Extended Written Response - Imaginative

Unit 4: Comparing Experience

In this unit, students compare and contrast the presentation of human experience across two text styles, to examine the ways in which the authors' choices position audiences to build empathy and understand difference.

- Assessment: Extended Written Response - Analytical

Year 9 English (C)

In Year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts. Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multi-modal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

Unit 1: Whose Truth?

Students engage in documentary study, exploring the techniques used by film-makers to position audiences and create perspectives. Students conduct independent research to validate information and present their own perspectives.

- Assessment: Extended Spoken/Multi-modal Response - Persuasive

Unit 2: Verse and Diversity

Students engage in the exploration of poetry from a range authors, including First Nations, Asian and World authors, whose perspectives have been, or are marginalised. Students consider the impact of cultural diversity, experience and social change on constructing these unique voices.

- Assessment: Extended Written Response - Imaginative

Unit 3: Youth on the Page

Students engage in novel study, analysing the representations of values, attitudes and beliefs, and identifying the ways in which authors make meaning through their use of writer's tools. Students consider the ways authors craft stories to represent broad concepts like power, authority, family, community and growth.

- Assessment: Extended Written Response - Analytical

Unit 4: Platforms for Change

Students engage in research and exploration of an issue facing the local community, and young people in particular. Students conduct research and develop an event to raise awareness of the issue.

- Assessment: Folio of Tasks - Persuasive

Year 9 Literacy (Assigned)

In Year 9, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts. Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multi-modal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students are beginning to develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

Unit 1: Who's telling the truth in the media?

Students engage in documentary study, exploring the techniques used by film-makers to position audiences and create perspectives. Students conduct independent research to validate information and present their own perspectives.

- Assessment: Extended Spoken Response - Persuasive

Unit 2: Elements of a Short Story

Students are to write a short story in response to their choice from a selection of images which will form the basis of their setting.

- Assessment: Extended Written Response - Imaginative

Unit 3: Youth on the Page

Students engage in novel study, analysing the representations of values, attitudes and beliefs, and identifying the ways in which authors make meaning through their use of writer's tools. Students consider the ways authors craft stories to represent broad concepts like power, authority, family, community and growth.

- Assessment: Extended Written Response - Analytical

Unit 4: Platforms for Change

Students engage in research and exploration of an issue facing the local community, and young people in particular. Students conduct research and develop an event to raise awareness of the issue.

- Assessment: Folio of Tasks - Persuasive

Year 10 Literature (C)

In Year 10, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts. Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multi-modal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

Unit 1: The Bard in Society

Students explore and analyse a Shakespearean text, with specific focus on: characterisation; theme; social, political and religious context; and gender roles. Students are expected to employ Close Reading skills to demonstrate Shakespeare's purpose, tone and use of language in the play studied.

- Assessment:
  - Extended Spoken Response - Persuasive
  - Extended Written Response - Analytical

Unit 2: Investigating Sherlock

In this unit of study, students will continue to examine how context, values, attitudes and beliefs shape texts. In studying the context of Arthur Conan Doyle and the genesis of Detective Fiction, students explore the influence of the industrial revolution and scientific discovery, and the role of the private investigator and his relationship with a police force in its formative years.

- Assessment:
  - Extended Written Response - Imaginative
  - Extended Written Response- Analytical

Year 10 English (C)

In Year 10, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts. Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multi-modal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

Unit 1: Imagine a World

Students begin the year with an exploration of broad ideas, experimenting with text structures, voice and textual features to make meaning. Students engage with a range of story-telling forms (oral, visual and textual) and students examine the ways images, music, and poems present common ideas in different ways.

- Assessment: Extended Written Response - Imaginative

Unit 2: Freedom Writers

Students engage in a novel study, examining the ways writers capture social change (as well as racism, violence and bias) in their works. Students analyse the representations of change, conducting independent research as needed to develop their understanding of the cultural context of the novel.

- Assessment: Extended Written Response - Analytical

Unit 3: The Bard in the 21st century

In a unit that prepares students for FA1 Assessment in Year 11, students consider the relevance of Shakespeare in the 21st century. Through research and close study of media texts as stimulus, students offer an opinion regarding the future of Shakespearean study.

- Assessment: Extended Written Response - Persuasive

Unit 4: The Human Condition

In a unit that prepares students for FA2 Assessment in Year 11, students undertake close study of a Shakespearean text, examining the representation of the human condition. Students offer an analysis of Shakespeare's use of writer's tools to position audiences.

- Assessment: Extended Spoken Response - Persuasive

Year 10 Literacy (Assigned)

In Year 10, students interact with others and experience learning in familiar and unfamiliar contexts, including local or global community and vocational contexts. Students engage with a variety of texts for enjoyment. They analyse, interpret, evaluate, discuss, create and perform a wide range of texts. Texts may include various types of media texts including film, digital and online texts, novels, non-fiction, poetry, dramatic performances and multi-modal texts. Themes and issues may involve levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of how texts, language, and visual and audio features are influenced by context.

Unit 1: Imagine a World

Students begin the year with an exploration of broad ideas, experimenting with text structures, voice and textual features to make meaning. Students engage with a range of story-telling forms (oral, visual and textual) and students examine the ways images, music, and poems present common ideas in different ways.

- Assessment: Extended Written Response - Persuasive

Unit 2: Freedom Writers

Students engage in a novel study, examining the ways writers capture social change (as well as racism, violence and bias) in their works. Students analyse the representations of change, conducting independent research as needed to develop their understanding of the cultural context of the novel.

Assessment: Extended Written Response - Analytical

Year 10 Literacy (Assigned) Short Course in Literacy

In Semester 2, Year 10 Literacy students complete the QCAA approved Short course in Literacy, which assists students to meet their QCE Literacy requirements at the completion of Year 12.

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

Mathematics (Maths)

Learning mathematics creates opportunities for and enriches the lives of all Australians. 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 specialities 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 12.

Year 10 Numeracy Mathematics

Short Course in Numeracy

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 are assessed via two oral presentations based on practical maths they can expect in everyday life.

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

Please refer to Years 11-12 Curriculum Handbook for details on Senior Subjects

Year 7

Mathematics (C)

Unit 1: Term 1
Unit 2: Term 2
Unit 3: Term 3
Unit 4: Term 4

Mathematics Numeracy (Assigned)

Unit 1: Term 1
Unit 2: Term 2
Unit 3: Term 3
Unit 4: Term 4

Year 8

Mathematics (C)

Unit 1: Term 1
Unit 2: Term 2
Unit 3: Term 3
Unit 4: Term 4

Mathematics Numeracy (Assigned)

Unit 1: Term 1
Unit 2: Term 2
Unit 3: Term 3
Unit 4: Term 4

Year 9

Mathematics Extension (E)

- *Pathway to Mathematical Methods and Specialist Mathematics*

Unit 1: Term 1
Unit 2: Term 2
Unit 3: Term 3
Unit 4: Term 4

Mathematics General (C)

Unit 1: Term 1
Unit 2: Term 2
Unit 3: Term 3
Unit 4: Term 4

Mathematics Numeracy (Assigned)

Unit 1: Term 1
Unit 2: Term 2
Unit 3: Term 3
Unit 4: Term 4

Year 10

Mathematics Extension (E)

- *Pathway to Mathematical Methods and Specialist Mathematics*

Unit 1: Term 1
Unit 2: Term 2
Unit 3: Term 3
Unit 4: Term 4

Mathematics General (C)

Unit 1: Term 1
Unit 2: Term 2
Unit 3: Term 3
Unit 4: Term 4

Mathematics Numeracy (Assigned)

Unit 1: Term 1
Unit 2: Term 2

Semester Two
Terms 3 and 4
QCAA approved
Short course in Numeracy

Years 11 and 12

Specialist Mathematics (G) Elective

- *studied in addition to and at the same time as Mathematical Methods*

Unit 1: Combinatorics, Proof, Vectors and Matrices
Unit 2: Complex Numbers, further Proof, Trigonometry, Functions and Transformations
Unit 3: Further Complex Numbers, Proof, Vectors and Matrices
Unit 4: Further Calculus and Statistical Inference

Mathematical Methods (G)

Unit 1: Surds, Algebra, Functions and Probability
Unit 2: Calculus and further Functions
Unit 3: Further Calculus and Introduction to Statistics
Unit 4: Further Calculus, Trigonometry and Statistics

General Mathematics (G)

Unit 1: Money, Measurement, Algebra and Linear Equations
Unit 2: Applications of Linear Equations and Trigonometry, Matrices and Univariate Data Analysis
Unit 3: Bivariate Data and Time Series Analysis, Sequences and Earth Geometry
Unit 4: Investing and Networking

Essential Mathematics (A)

Unit 1: Number, Data and Money
Unit 2: Data and Travel
Unit 3: Measurement, Scales and Data
Unit 4: Graphs, Data and Loans

(C) - Core Subject (E) - Elective Subject (G) - General Subject (A) - Applied Subject

Year 7 Mathematics

In Year 7, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Unit 1: Term 1

During this unit students consolidate their integer and fraction operation skills and develop their understanding of number properties and patterns.

- Assessment: Examination

Unit 2: Term 2

During this unit students work with fraction operations and discover connections between fractions and percentages. Students explore operations involving decimals and consolidate their understanding of basic rules of algebra.

- Assessment: Examination

Unit 3: Term 3

During this unit students perform integer operations involving negative numbers. Students also explore the angle laws in relation to parallel lines and triangles. Students learn to represent shapes and transformations on the cartesian plane and collect and classify data in a variety of representations.

- Assessment: Examination

Unit 4: Term 4

During this unit students explore probability and its application to real life. Students also return to algebra to learn how to manipulate and rearrange expressions and learn how to solve equations and substitute values into formulae. Students complete the unit with a return to shape and space as they explore concepts of area of various quadrilaterals.

- Assessment:
  - Examination
  - Problem-solving and Modelling Task

Year 7 Numeracy

In Year 7, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Unit 1: Term 1

In Term 1, students consolidate their integer operation skills, explore angle facts, and develop their understanding of number properties and patterns.

- Assessment: Examination

Unit 2: Term 2

In Term 2, students explore fraction operations and angle facts in relation to triangles and quadrilaterals. They also explore the basic concepts of algebra.

- Assessment: Examination

Unit 3: Term 3

During Term 3 students study decimals and their connection to fractions and percentages. Students also perform operations with negative numbers. They classify data and represent data in different contexts.

- Assessment: Examination

Unit 4: Term 4

During Term 4 students return to algebra and start to solve basic equations. Students also expand their understanding of area in relation to triangles and simple quadrilaterals.

- Assessment:
  - Examination
  - Problem-solving and Modelling Task

Year 8 Mathematics

In Year 8, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Unit 1: Term 1

During this unit students consolidate their integer and fraction operation skills and develop their understanding of percentage change and its application to financial maths.

- Assessment:
  - Examination
  - Problem-solving and Modelling Task

Unit 2: Term 2

During this unit students explore angle facts between parallel lines and basic polygons. Students study the area of quadrilaterals and volume of basic prisms. Students are introduced to Pythagoras' Theorem and expand their powers of algebraic manipulation.

- Assessment: Examination

Unit 3: Term 3

During this unit students further develop their confidence to solve equations, including fractions, and use ratios to solve problems. Students explore different ways of presenting data and expressing measures of centre. Students experiment with probability and grow their understanding of tree diagrams.

- Assessment: Examination

Unit 4: Term 4

During this unit students learn to plot linear graphs on the cartesian plane using a variety of methods and apply this to transforming shapes.

- Assessment: Examination

Year 8 Numeracy

In Year 8, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Unit 1: Term 1

During this unit students consolidate their integer, fraction and decimal operation skills.

- Assessment:
  - Examination
  - Problem-solving and Modelling Task

Unit 2: Term 2

During this unit students explore areas of quadrilaterals and circles and extend themselves to finding volumes of prisms. Students attempt more complicated algebra skills, building on previous knowledge.

- Assessment: Examination

Unit 3: Term 3

During this unit students learn to apply ratio concepts to scale drawings and solve equations using the balancing method. Students explore different ways of representing data including Venn diagrams and two-way tables.

- Assessment: Examination

Unit 4: Term 4

During this unit students start to plot linear graphs on the cartesian plane, and apply this to transforming shapes.

- Assessment: Examination

Year 9 Extension Mathematics

In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Unit 1: Term 1

During this unit, students learn to apply percentage operation skills to financial situations, explore trigonometric ratios and calculate the volume of 3D shapes.

- Assessment:
  - Examination
  - Problem-solving and Modelling Task

Unit 2: Term 2

During this unit students explore linear relationships on the cartesian plane by plotting graphs and measuring gradients. Students expand the confidence in algebra through studying the index and distributive laws, allowing them to expand and factorising expressions.

- Assessment: Examination

Unit 3: Term 3

During this unit students continue their algebraic journey through the expansion and factorisation of quadratic expressions. Students explore probability using tree diagrams. Students calculate different measures of centre and spread of data.

- Assessment: Examination

Unit 4: Term 4

During this unit students learn to enlarge shapes using scale factors and study similarity. Students learn to plot quadratic curves and look at the translation of quadratic graphs.

- Assessment:
  - Examination
  - Problem-solving and Modelling Task

Year 9 General Mathematics

In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Unit 1: Term 1

During this unit students learn to apply percentage operation skills to financial maths situations, explore linear graphs and calculate areas of composite shapes.

- Assessment: Examination

Unit 2: Term 2

During this unit students study Pythagoras' Theorem and trigonometry and their applications to real world problems. Students expand their knowledge of algebraic index laws.

- Assessment:
  - Examination
  - Problem-solving and Modelling Task

Unit 3: Term 3

During this unit students explore aspects of probability including tree diagrams and two-way tables. Students also expand their understanding of measures of centre and spread of data.

- Assessment: Examination

Unit 4: Term 4

During this unit students explore geometric laws governing parallel lines and angles in quadrilaterals. Students study enlargement and similarity.

- Assessment:
  - Examination
  - Problem-solving and Modelling Task

Year 9 Numeracy Mathematics

In Year 9, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Unit 1: Term 1

During this unit students develop their understanding of fractions, ratios and percentages and apply these concepts to financial maths situations. Students also apply Pythagoras' Theorem and trigonometry to solving everyday problems.

- Assessment: Examination

Unit 2: Term 2

During this unit students expand their understanding of algebra and solve simple equations. Students study straight line graphs and calculate gradients.

- Assessment:
  - Examination
  - Problem-solving and Modelling Task

Unit 3: Term 3

During this unit students study the areas of circles and volumes of cylinders. Students also expand their understanding of algebra through the use of index laws. Students learn the angle laws relating to parallel lines and how to enlarge shapes.

- Assessment: Examination

Unit 4: Term 4

During this unit students study probability using tree diagrams and Venn diagrams. Students study different ways to present and summarise data.

- Assessment:
  - Examination
  - Problem-solving and Modelling Task

Year 10 Extension Mathematics

In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Unit 1: Term 1

During this unit students solve simultaneous equations, manipulate algebraic fractions and explore exponential and logarithmic laws.

- Assessment:
  - Examination
  - Problem-solving and Modelling Task

Unit 2: Term 2

During this unit students explore the concepts of surds and rationalising denominators. Students revisit Pythagoras' Theorem in the context of 3D applications. Students study the surface area and volume of popular 3D shapes and prisms. Students expand and factorise a variety of quadratic expressions and move on to solving quadratic expressions.

- Assessment: Examination

Unit 3: Term 3

During this unit students explore the transformation and sketching of parabolas and their application to real world scenarios. Students revisit trigonometry and apply its principles to 3D problems.

- Assessment:
  - Examination
  - Problem-solving and Modelling Task

Unit 4: Term 4

During this unit students return to the concepts of conditional probability and two-way tables. Students use summary statistics to describe and compare the centre and spread of data sets. Students learn to plot bivariate data in scatter plots.

- Assessment: Examination

Year 10 General Mathematics

In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Unit 1: Term 1

During this unit, students calculate the volume of composite 3D objects and develop their algebraic manipulation skills.

- Assessment:
  - Examination
  - Problem-solving and Modelling Task

Unit 2: Term 2

During this unit, students develop further understanding of Pythagoras' Theorem and trigonometry and their applications in the real world. Students explore the use of quartiles to form measures of spread of data and plot bivariate data sets.

- Assessment: Examination

Unit 3: Term 3

During this unit, students apply their understanding of percentages to financial mathematics and interest calculations. Student also return to the world of straight line graphs and consolidate their understanding of the concepts of gradient and intercepts.

- Assessment:
  - Examination
  - Problem-solving and Modelling Task

Unit 4: Term 4

During this unit, students study tree diagrams and two-way tables and their application to probability. Students also apply the algebraic skills to solving simultaneous equations.

- Assessment: Examination

Year 10 Numeracy Mathematics

In Year 10, learning in Mathematics builds on each student's prior learning and experiences. Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Proficiency in mathematics enables students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently.

Unit 1: Term 1

During this unit students explore different ways data is presented and interpreted.

- Assessment:
  - Examination
  - Problem-solving and Modelling Task

Unit 2: Term 2

During this unit students develop their understanding of time, distance and speed.

- Assessment: Examination

Year 10 Numeracy Mathematics Short Course in Numeracy

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 are assessed via two oral presentations based on practical maths they can expect in everyday life.

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

Design and Technologies

Year 7

Digital Technology (C)
Unit 1: Bits, Bytes and Big Ideas: From Binary to Data Stories

Food Technology (C)
Unit 1: Food Matters

Industrial Technology (C)
Unit 1: Introduction to Industry Design

Year 8

Digital Technology (E)
Unit 1: Inside the Machine: How Tech Talks
Unit 2: Code, Create, Innovate: Building Digital Solutions

Food Technology (E)
Unit 1: Eat well, Live well

Industrial Technology (E)
Unit 1: Foundation for Technology Industries

Year 9

Design (E)
Unit 1: Introduction to Design Engineering

Digital Technology (E)
Unit 1: Data Detectives: Discovering Patterns and Insights
Unit 2: Smart Systems in Action: A Multimodal Showcase

Food Technology (E)
Unit 1: Foods of Australia and the World

Metalwork (E)
Unit 1: Metal Fabrication Fundamentals

Woodwork (E)
Unit 1: Woodwork Foundations

(C) - Core Subject (E) - Elective Subject (G) - General Subject (A) - Applied Subject

Design and Technologies

Year 10

Design (E)
Unit 1: Design solutions - site specific

Digital Technology (E)
Unit 1: Data Detectives: Discovering Patterns and Insights
Unit 2: Smart Systems in Action: A Multimodal Showcase

Engineering (E)
Unit 1: Civil Engineering Fundamentals

Food Technology THB (E)
Unit 1: Food Trends, Fair Food and Sustainability

Food Technology THC (E)
Unit 1: Back of House and the Meeting of Specific Nutritional Needs

Metalwork - TMB (E)
Unit 1: Metal Design and Fabrication

Metalwork - TMC (E)
Unit 1: Metalwork Skills in Practice

Woodwork - TWB (E)
Unit 1: Furniture Design and Production

Woodwork - TWC (E)
Unit 1: Cabinet Design Solutions

Years 11 and 12

Design (G)
Unit 1: Stakeholder-centred design
Unit 2: Commercial design influences
Unit 3: Human-centred design
Unit 4: Sustainable design influences

Digital Solutions (G)
Unit 1: Creating with code
Unit 2: Application and data solutions
Unit 3: Digital innovation
Unit 4: Digital impacts

Engineering (G)
Unit 1: Engineering fundamentals
Unit 2: Emerging technologies
Unit 3: Civil structures
Unit 4: Machines and mechanisms

Food and Nutrition (G)
Unit 1: Food science of vitamins, minerals and protein
Unit 2: Food drivers and emerging trends
Unit 3: Food science of carbohydrate and fat
Unit 4: Food solution development for nutrition consumer markets

Industrial Technology Skills (A)
Unit 1: Computer-aided drafting - modelling
Unit 2: Cabinet Making
Unit 3: Graphics for the Furnishing Industry
Unit 4: Interior Furnishing

(C) - Core Subject (E) - Elective Subject (G) - General Subject (A) - Applied Subject

Please refer to Years 11-12 Curriculum Handbook for details on Senior Subjects

Year 7 Digital Technology (C)

By the end of Year 8 students should have had the opportunity to apply computational thinking by defining and decomposing real-world problems, creating user experiences, designing and modifying algorithms, and implementing them in a general-purpose programming language. This involves students practising problem decomposition, using approaches such as divide and conquer to more clearly understand a problem by describing its component parts. Students represent and communicate their algorithmic solutions using flowcharts and pseudocode.

Unit 1: Bits, Bytes and Big Ideas: From Binary to Data Stories

In this unit, students will uncover the hidden language of computers and learn how tiny bits create our digital world. Starting with the binary system, students will crack codes, convert numbers, and explore how text, images, and sound are stored as 1s and 0s.

- Assessment: Decode Design – The Digital Story Challenge

Year 7 Food Technology (C)

Students should have opportunities to design and produce products, services and environments. There are rich connections to other learning areas and subjects, for example Science, Geography and Health and Physical Education. Students investigate and select from a range of technologies – tools, equipment, processes, materials, systems and components. They consider how the characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering ethical, economic, environmental and social sustainability factors.

Unit 1: Food Matters

In this unit, students are introduced to Food Technology with a focus on the basics of cooking. Students learn about personal hygiene, food safety, and safe work practices in the kitchen and other food production environments.

- Assessment: Designing for Healthy Eating

Year 7 Industrial Technology (C)

Students investigate and select from a range of technologies – tools, equipment, processes, materials, systems and components. They consider how the characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering ethical, economic, environmental and social sustainability factors. Students use innovation and enterprise skills with increasing independence and collaboration.

Unit 1: Introduction to Industry Design

Over a rotation, students will be introduced to safe workshop practices using a range of hand tools, power tools and fixed machinery to construct projects using a variety of materials. For Workplace, Health and Safety reasons students will be required to adhere to specific Personal Protection Equipment (PPE) requirements.

- Assessment: Design a Puzzle

Year 8 Digital Technology (E)

By the end of Year 8 students should have had the opportunity to apply computational thinking by defining and decomposing real-world problems, creating user experiences, designing and modifying algorithms, and implementing them in a general-purpose programming language. This involves students practising problem decomposition, using approaches such as divide and conquer to more clearly understand a problem by describing its component parts.

Unit 1: Inside the Machine: How Tech Talks

In this unit, students will learn how digital systems work from the inside out. They will explore how hardware and software interact to manage and control devices, and investigate how data moves across networks and is kept secure.

- Assessment: Knowledge Application Exam

Unit 2: Code, Create, Innovate: Building Digital Solutions

In this unit, students will design, develop, and evaluate digital solutions using a structured problem-solving process. They will learn to define user needs, plan and manage projects, and apply algorithms and programming to create functional solutions.

- Assessment: Digital Solution Investigation

Year 8 Food Technology (E)

Students should have opportunities to design and produce products, services and environments. There are rich connections to other learning areas and subjects, for example Science, Geography and Health and Physical Education. Students investigate and select from a range of technologies – tools, equipment, processes, materials, systems and components. They consider how the characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering ethical, economic, environmental and social sustainability factors.

Unit 1: 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.

- Assessment: Design Folio and Practical
  - Healthy Breakfast
  - Food Waste

Year 8 Industrial Technology (E)

Students investigate and select from a range of technologies – tools, equipment, processes, materials, systems and components. They consider how the characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering ethical, economic, environmental and social sustainability factors. Students use innovation and enterprise skills with increasing independence and collaboration.

Unit 1: Foundation for Technology Industries

Over a semester this elective unit provides students an opportunity to work with fabric, wood and metal to produce projects by interpreting project plans. For Workplace, Health and Safety reasons students will be required to adhere to all workplace health and safety standards.

- Assessment:
  - Practical Demonstration - Joinery
  - Project - BBQ Caddy
  - Folio - Design

Year 9 Design (E)

Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities of relevance to individuals and local, regional or global communities. They work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study.

Unit 1: Introduction to Design Engineering

In this unit, students will learn to describe the term design and the concept of design thinking. Students will be able to list the typical stages in the design process and report the requisite skills of designing; design thinking, visualisation, annotations, refinement, presentation, and appraisal.

- Assessment:
  - Folio - Design a Solution
  - Design Practical Presentation

Year 9 Digital Technology (E)

By the end of Year 9, students should have had the opportunity to apply computational thinking by defining and decomposing real-world problems, creating user experiences, designing and modifying algorithms, and implementing them, including in an object-oriented programming language. Students use techniques, including interviewing stakeholders to develop user stories, to increase the precision of their problem definitions and solution specifications.

Unit 1: Data Detectives: Discovering Patterns and Insights

In this unit, students develop foundational data science skills by collecting, cleaning, and analysing data to uncover patterns and trends. They learn to use spreadsheets and coding tools to manipulate data sets, apply statistical reasoning, and create visualisations that communicate insights effectively.

- Assessment: Investigating Patterns That Matter

Unit 2: Smart Systems in Action: A Multimodal Showcase

This unit focuses on advanced programming and automation skills, enabling students to design and implement solutions that streamline processes and solve real-world problems. Learners explore concepts such as modular programming, data handling, and integrating multiple components into functional systems. They apply debugging and testing strategies to ensure reliability and efficiency, while considering ethical implications of automation in society.

- Assessment: Design and Present Multimodal Project

Year 9 Food Technology (E)

Students should have opportunities to experience creating designed solutions for products, services and environments. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities of relevance to individuals and local, regional or global communities. They work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study.

Unit 1: Foods of Australia and the World

Students will explore food technology and nutritional well-being by developing knowledge, understanding and food production skills framed by a contemporary approach to Foods of Australia and the World. A history of food will be introduced, inclusive of the study of some indigenous and multicultural influences on past and emerging food trends in Australia.

- Assessment:
  - Article: Australian Fusion

- Design Folio and Practical: Fusion Food Festival

Year 9 Metalwork (E)

Students should have opportunities to experience creating designed solutions for products, services and environments. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities of relevance to individuals and local, regional or global communities. They work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study.

Unit 1: Metal Fabrication Fundamentals

Students explore many new and different concepts and challenges while developing skills in the metal workshop. Students learn new skills and techniques involved in the construction of the project.

- Assessment:
  - Practical Demonstration - Drill Gauge
  - Project - Junior Hacksaw and Centre Punch
  - Folio - Alubind Folder

Year 9 Woodwork (E)

Students should have opportunities to experience creating designed solutions for products, services and environments. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities of relevance to individuals and local, regional or global communities. They work independently and collaboratively.

Unit 1: Woodwork Foundations

Students engage with a range of new concepts and challenges as they develop practical skills in the wood workshop. They learn the techniques and processes involved in constructing their project, while gaining confidence in the safe and effective use of tools, machinery, and safety equipment.

- Assessment:
  - Practical Demonstration - Joinery
  - Project - Step Stool
  - Folio - Design Process

Year 10 Design (E)

Unit 1: Design Solutions

In this unit, students will create designed solutions for various settings, aiming for sustainable and preferred futures. They will undertake projects to understand problems, design solutions, and document the process. These projects will have a purpose, benefit, and real-world context, influenced by social, ethical, and environmental issues.

- Assessment:
  - Folio - Design a Product
  - Folio - Small Dwelling

Year 10 Digital Technology (E)

By the end of Year 10 students should have had the opportunity to apply computational thinking by defining and decomposing real-world problems, creating user experiences, designing and modifying algorithms, and implementing them, including in an object-oriented programming language. Students use techniques, including interviewing stakeholders to develop user stories, to increase the precision of their problem definitions and solution specifications.

Unit 1: Data Detectives: Discovering Patterns and Insights

In this unit, students develop foundational data science skills by collecting, cleaning, and analysing data to uncover patterns and trends. They learn to use spreadsheets and coding tools to manipulate data sets, apply statistical reasoning, and create visualisations that communicate insights effectively.

- Assessment: Investigating Patterns That Matter

Unit 2: Smart Systems in Action: A Multimodal Showcase

This unit focuses on advanced programming and automation skills, enabling students to design and implement solutions that streamline processes and solve real-world problems. Learners explore concepts such as modular programming, data handling, and integrating multiple components into functional systems. They apply debugging and testing strategies to ensure reliability and efficiency, while considering ethical implications of automation in society.

- Assessment: Design and Present Multimodal Project

Year 10 Engineering (E)

Civil Engineering Fundamentals introduce students to the principles, practices and technologies used to design, construct and maintain the built environment. Students investigate the forces that act on structures, explore the properties and applications of engineering materials and examine how engineering decisions influence safety, functionality, cost and environmental sustainability. Using engineering design processes, students analyse existing infrastructure and develop solutions to authentic civil engineering challenges.

Practical learning experiences provide opportunities for students to apply mathematical, scientific and technological concepts through modelling, testing, data collection and project-based activities. Students utilise industry-standard design practices, including technical drawing, computer-aided design (CAD) and engineering calculations to communicate and evaluate their ideas.

Unit 1: Civil Engineering Fundamentals

By the end of the unit, students will have developed foundational knowledge of civil engineering systems and gained skills in problem-solving, project management and technical communication. The unit introduces students to career pathways within engineering and is valuable preparation for the General Engineering subject in Senior.

- Assessments:
  - Examination – Engineering Principles
  - Project and Folio – Structural Engineered Solution

Year 10 Food Technology THB (E)

Students should have opportunities to experience creating designed solutions for products, services and environments. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities of relevance to individuals and local, regional or global communities. They work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study.

Unit 1: Food Trends, Fair Food and Sustainability

The focus of this unit is about exploring the changing nature of the food industry and investigating the many factors which impact food availability, distribution and selection. Fair Food for All looks closely at food security and equity and the factors that impact this, particularly in Australia. Food Trends looks at the many reasons why a particular food or method of preparation and presentation becomes popular. Often it is a reflection of the changes in society, technology or in beliefs about food. In this unit students will investigate current food trends and the influences behind these trends, and prepare and present food in a contemporary style. Practical components are used to learn and demonstrate safety and hygienic cookery skills as well as applying theoretical work to the practical.

- Assessment: Design Folio and Practical
  - Food Trends
  - Fair Share for All

Year 10 Food Technology THC (E)

Unit 1: 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 and dietary concerns.

- Assessment: Design Folio and Practical
  - Food as a Business
  - Food for Special Needs

Year 10 Metalwork - TMB (E)

Students should have opportunities to experience creating designed solutions for products, services and environments. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities of relevance to individuals and local, regional or global communities. They work independently and collaboratively. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study.

Unit 1: Design and Fabrication

Students build on knowledge and skills learned in Year 9 Metalwork and continue to explore in more depth new and different concepts and challenges while developing skills in the metal workshop. Students learn and apply new skills and techniques involved in the construction of the project.

- Assessment:
  - Practical Demonstration - T Slot Cleaner
  - Project - Dead Blow Hammer
  - Project and Folio- BBQ

Year 10 Metalwork - TMC (E)

Unit 1: Skills in Practice

Students explore many new and different concepts while applying skills in the metal workshop during the construction of a project. Students apply the design process; design, consideration of the materials used for construction considering sustainability and environmental impacts, construction, and evaluation.

- Assessment:
  - Practical Demonstration - Plumb Bob
  - Project and Folio - Camp Shovel

Year 10 Woodwork - TWB (E)

Students should have opportunities to experience creating designed solutions for products, services and environments. Students use design and technologies knowledge and understanding, processes and production skills and design thinking to produce designed solutions for identified needs or opportunities of relevance to individuals and local, regional or global communities. They work independently and collaboratively.

Unit 1: Furniture Design and Production

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.

- Assessment:
  - Practical Demonstration - Table leg profile
  - Project - Small Table
  - Folio - Tabletop and Drawer Panel Design

Year 10 Woodwork - TWC (E)

Unit 1: Cabinet Design Solutions

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.

- Assessment:
  - Practical Demonstration - Box Container
  - Project - Wall Cabinet
  - Folio - Pelmet Design and Door

Health and Physical Education

Year 7

Health and Physical Education (C)

Unit 1: Give it a Go
Unit 2: Think Well, Move Well

Year 8

Health and Physical Education (C)

Unit 1: You've got the power
Unit 2: Movement for Life

Year 9

Health and Physical Education (C)

Unit 1: Building Healthy Foundations
Unit 2: A Balancing Act

Health and Physical Education (E)

Unit 1: Sports Nutrition and Touch Football
Unit 2: Anatomy and Biomechanics in Sport

Year 10

Health and Physical Education (C)

Unit 1: The Choice is Yours
Unit 2: Let's Get Active

Health and Physical Education (E)

Unit 1:Energy, Fitness and Training in Volleyball
Unit 2: Access and Equity in Sport and Physical Activity

Sport and Recreation (E)

Unit 1: Coaching
Unit 2: Fitness for Sport and Recreation

Years 11 and 12

Early Childhood Studies (A)

Unit 1: Let's Play
Unit 2: ABC, 123
Unit 3: Healthy and Happy
Unit 4: Learning Environments

Health (G)

Unit 1: Resilience
Unit 2: Body Image
Unit 3: Homelessness
Unit 4: Post-school Health

Physical Education (G)

Unit 1: Motor learning, functional anatomy and biomechanics in physical activity
Unit 2: Sports psychology and equity in physical activity
Unit 3: Tactical awareness and ethics in physical activity
Unit 4: Energy, fitness and training in physical activity

Sport and Recreation (A)

Unit 1: Emerging Trends
Unit 2: Coaching and Officiating
Unit 3: Event Management
Unit 4: Optimising Performance

(C) - Core Subject (E) - Elective Subject (G) - General Subject (A) - Applied Subject

Please refer to Years 11-12 Curriculum Handbook for details on Senior Subjects

Year 7 Health and Physical Education (C)

Students reflect on factors that influence their perception of themselves and their capacity to be resilient. Students explore behavioural expectations for different social situations. They develop the knowledge, understanding and skills to recognise instances of disrespect, discrimination, harassment and violence, and to act assertively to support their own rights and feelings and those of others.

Unit 1: Give it a Go

Throughout the unit, students will investigate the themes of identities, puberty, transition and change. They will also analyse factors that influence identities, emotions, and responses to change, and describe strategies to respond to these influences. Within movement and physical activity, students will also explore the basic movement skills and strategies unique to Synchronised Swimming and Sports Aerobics.

- Assessment:
  - Synchronised Swimming and Sports Aerobics
  - Transition and Change

Unit 2: Think Well, Move Well

Throughout the unit, students will analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing. They will examine types of communication, as well as consent and association with risky behaviour and peer pressure. Within movement and physical activity, students will propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes by exploring the *Fabulous 5* fitness components.

- Assessment:
  - The Fab 5
  - Communication, Consent and Risky Behaviour

Year 8 Health and Physical Education (C)

Students reflect on factors that influence their perception of themselves and their capacity to be resilient. Students explore behavioural expectations for different social situations. They develop the knowledge, understanding and skills to recognise instances of disrespect, discrimination, harassment and violence, and to act assertively to support their own rights and feelings and those of others.

Unit 1: You've got the power

Throughout the unit, students will analyse how stereotypes, respect, empathy and valuing diversity influence relationships, particularly in team sport contexts. Students will also examine the issues surrounding intersex athletes, gamesmanship and the levels of power. Within movement and physical activity, students will apply movement skills and concepts in invasion and/or striking and fielding games across a range of movement contexts.

- Assessment:
  - Invasion, striking and fielding games
  - Ethics in Sport and Physical Activity

Unit 2: Movement for Life

Throughout the unit, students will enhance personal and social capabilities by analysing health information to propose and evaluate a game which enhances their own and others' health, fitness and wellbeing outcomes. Students will be required to select, use and refine strategies to support inclusion, fair play and collaboration when participating in and delivering their game to peers.

- Assessment: Dimensions of Health

Year 9 Health and Physical Education (C)

Students explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity, active transport options and sustainable strategies for selecting food sources. Practical learning experiences in these years support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing.

Unit 1: Building Health Foundations

Throughout this unit students will adapt and transfer movement strategies from Marngrook and Gaelic Football to unfamiliar situations. Students will study the characteristics of a respectful relationship, gender equality, power, coercion, and consent.

- Assessment:
  - Marngrook and Gaelic Football
  - Respectful Relationships

Unit 2: A Balancing Act

Throughout this unit, students will explore a range of circus skills that require coordination, balance, and flexibility. Working in groups, students will create and perform a routine that combines these learned skills, to an audience. Students will explore themes related to mental health and wellbeing including; anxiety (social, school), change/transitions (friends, family) and social media (dangers and positives). Using the PERMA+ framework students will identify causes for concern and identify action strategies to address/improve mental health and wellbeing.

- Assessment:
  - Circus Skills
  - Health and Resilience

Year 9 Health and Physical Education (E)

Students are provided with learning experiences with alignment to the Senior General subject Physical Education. Students will explore more in-depth content in relation to how the body moves, optimising performance and touch football strategy.

Unit 1: Sports Nutrition and Touch Football

In this unit, students will demonstrate purposeful actions using selected movement skills and movement strategies for an individual or team in Touch Football. Students will investigate a range of activities and strategies related to sports nutrition and recovery, to optimise athletic performance. Students plan to optimise their own or others' performance and propose strategies to enhance specific outcomes. They evaluate the anticipated effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific target group.

- Assessment:
  - Optimising Performance
  - Touch Football Performance

Unit 2: Anatomy and Biomechanics in Sport

In this unit, students will investigate functional anatomy and biomechanics, with emphasis on how body systems interact to produce movement. Students will explore concepts including the musculoskeletal system, force, motion, balance, stability, projectile motion and levers, and how these impact sport and physical activity. Students will engage in integrated learning experiences to apply functional anatomy and biomechanical strategies and concepts to improve performance in several movement contexts and physical activities.

- Assessment: Anatomy and Biomechanics in Sport Examination

Year 10 Health and Physical Education (C)

Students explore practical and creative actions that promote their own health and wellbeing and that of their wider community, such as designing spaces promoting physical activity, active transport options and sustainable strategies for selecting food sources. Practical learning experiences in these years support students to plan, implement, monitor and evaluate personal habits to enhance their wellbeing.

Unit 1: The Choice is Yours

As Australians we spend a significant amount of our recreation time engaged in games and sports involving a net and court space. This unit targets many of the fitness components with a focus on agility and hand eye co-ordination. Students will learn the rules and etiquette involved in a chosen net/court sport and engage in activities aimed at teaching the basic skills of these games. Students will learn to score so that games can be played within a social context in the future. Students will investigate lifestyle choices that adolescents are faced with, such as drinking, recreational drug use, unsafe driving, online safety, water safety and risky sexual behaviour. Students will also explore harm minimisation strategies within these areas.

- Assessment:
  - Net and Court Games
  - Harm Minimisation

Unit 2: Let's Get Active

Physical fitness is important to lifelong health and well-being. Students will study the components of fitness and recognise the difference between health-related and sports-related fitness components. With this knowledge, students will propose and evaluate community-based physical activity interventions designed to improve the health, fitness and wellbeing of themselves and others.

- Assessment: Lifelong Health and Wellbeing

Year 10 Physical Education (E)

Students gain the knowledge, understanding and skills taught through Health and Physical Education. This allows students to explore and enhance their own and others' health and physical activity in diverse and changing contexts. Students will undertake assessment instruments that provides the foundations for learning and alignment to the Physical Education and Health senior syllabuses.

Unit 1: Energy, Fitness and Training in Volleyball

Students will engage with concepts, principles and strategies about energy, fitness, training in Volleyball. Students recognise and explain the concepts and principles about energy, fitness and training through purposeful and authentic learning in Volleyball. Students will also investigate body and movement concepts and demonstrate specialised movement sequences and movement strategies.

Students apply concepts and principles to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of energy, fitness and training concepts. Students analyse and synthesise relationships between the energy and fitness demands of Volleyball and their personal performance. Students then devise a training strategy to optimise performance for an identified movement strategy in Volleyball.

- Assessment: Energy, Fitness and Training in Volleyball

Unit 2: Access and Equity in Sport and Physical Activity

Students will learn to recognise and explain the concepts and principles about equity in physical activity. In a range of physical activities, students explore barriers and enablers to gather data about the influence on equity. Students analyse data to synthesise relationships between the barriers and enablers in physical activity, and engagement and performance to identify an equity dilemma. Student then devise an equity strategy in response to the dilemma to optimise engagement in physical activity. Students evaluate the effectiveness of the equity strategy on engagement and justify using primary data and secondary data.

- Assessment: Access and Equity in Sport and Physical Activity

Year 10 Health and Recreation (E)

Students will explore sport and recreation activities as a part of the fabric of Australian life. These activities encompass social and competitive sport, community recreation activities, fitness and outdoor recreation. Participation in sport and recreation make positive contributions to a student's wellbeing. Engagement in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills. This subject provides students with the foundations for Senior Sport and Recreation.

Unit 1: Coaching

In this unit, students will demonstrate purposeful actions using selected movement skills and movement strategies in a range of sport and physical activities. Students will investigate best practice in coaching and officiating and analyse contextual factors, including resources, barriers and enabler, that affect outcomes. Students plan and implement strategies to enhance outcomes for themselves or a specific target group, evaluate the effectiveness of their strategies and justify recommendations to enhance outcomes for themselves or a specific group.

- Assessment: Coaching

Unit 2: Fitness for Sport and Recreation

Students will investigate a range of fitness and recreational activities and analyse contextual factors, including resources, barriers and enablers, that affect outcomes. Students plan fitness and training sessions and implement strategies to enhance specific outcomes for target groups, evaluate the effectiveness of their strategies and justify recommendations to enhance specific outcomes for themselves or a specific target group.

- Assessment: Fitness for Sport and Recreation

Humanities

Year 7	Year 8	Year 9
Agribusiness (C) Unit 1: Individuals, businesses and entrepreneurs	**Business (E)** Unit 1: Economic Choices, Consumers Business Unit 2: Responding to business opportunities in the Australian Market	**Business (E)** Unit 1: Managing financial risks and rewards Unit 2: International trade and interdependence
French (C) *or Japanese* Unit 1: C'est Moi Unit 2: Moi et ma famille	**French (C)** *or Japanese* Unit 1: Ils sont comment? Unit 2: Les sports et les loisirs	**French (E)** Unit 1: On a faim! Unit 2: En Vacances
Geography (C) Unit 1: Place and Liveability Unit 2: Water in the World	**Geography (C)** Unit 1: Landforms and Landscapes Unit 2: Changing Nations	**Geography (C)** Unit 1: Biomes and Food Security Unit 2: Geographies of Interconnectedness
History (C) Unit 1: Deep time history of Australia Unit 2: The Ancient World - Egypt	**History (C)** Unit 1: Medieval Europe and Expanding Empires: Vikings Unit 2: Making a Nation – Australia 1788-1914	**History (C)** Unit 1: The World at War Unit 2: Building Modern Australia Post World War II
Japanese (C) *or French* Unit 1: My Family Unit 2: Lifestyles	**Japanese (C)** *or French* Unit 1: It's Time! Unit 2: Food and shopping	**Japanese (E)** Unit 1: What is your hobby? Unit 2: Festivals and Celebrations
Social Science (Assigned) Unit 1: Using Evidence - Deep Time History Australia Unit 2: Ancient Civilisations - Ancient Greece Unit 3: Liveability Unit 4: Water in the World	**Social Science (Assigned)** Unit 1: Polynesian Expansion across the Pacific Unit 2: Landforms and Landscapes Unit 3: Medieval Europe Unit 4: Government and citizenship	**Social Science (Assigned)** Unit 1: Making of the Modern World - Agricultural and Industrial Revolutions Unit 2: World War I Unit 3: Geographies of Interconnections Unit 4: Law and Order - The Legal System

(C) - Core Subject (E) - Elective Subject (G) - General Subject (A) - Applied Subject

Year 10

Accounting (E)
Unit 1: Introduction to Accounting
Unit 2: General Journal
Unit 3: Ledger to Trial Balance
Unit 4: Financial Reports

Business (E)
Unit 1: Productivity, growth and living standards: Economic Management and Interventions
Unit 2: Productivity, growth and living standards: Workforce productivity and superannuation

Civics (C)
Unit 1: Australian Government and Active Citizenship
Unit 2: Australia as a Global Citizen

French (E)
Unit 1: Ma Journée
Unit 2: Sorties en Ville

Geography (C)
Unit 1: Environmental change and management
Unit 2: Geographies of human wellbeing

Japanese (E)
Unit 1: Leisure Activities and Theme Parks
Unit 2: School Trips, Travel and Transport

Legal Studies (E)
Unit 1: Foundations of the Australian Legal System
Unit 2: Human Rights

Modern History (C)
Unit 1: Creating the Modern World
Unit 2: Revolutionary Change and Human Rights

Years 11 and 12

Accounting (G)
Unit 1: Real-world Accounting
Unit 2: Financial Reporting
Unit 3: Managing Resources
Unit 4: Accounting – the big picture

Business (G)
Unit 1: Business Creation
Unit 2: Business Growth
Unit 3: Business Diversification
Unit 4: Business Evolution

Geography (G)
Unit 1: Responding to risk and vulnerability in hazard zones
Unit 2: Planning and sustainable places
Unit 3: Responding to land cover transformations
Unit 4: Managing population change

Japanese (G)
Unit 1: My world
Unit 2: Exploring our world
Unit 3: Our society
Unit 4: My present, my future

Legal Studies (G)
Unit 1: Beyond reasonable doubt
Unit 2: Balance of probabilities
Unit 3: Law, governance and change
Unit 4: Human rights in legal contexts

Modern History (G)
Unit 1: Ideas in the Modern World
Unit 2: Movements in the Modern World
Unit 3: National experiences in the Modern World
Unit 4: International experiences in the Modern World

(C) - Core Subject (E) - Elective Subject (G) - General Subject (A) - Applied Subject

Please refer to Years 11-12 Curriculum Handbook for details on Senior Subjects

Year 7 Agribusiness (C)

The focus of learning in Year 7 is the topic "Individuals, Businesses and Entrepreneurs" within a personal, community and national context. In Year 7, students investigate the nature and purpose of informed and responsible decision-making by individuals and businesses, with attention to the allocation of limited resources to meet unlimited needs and wants, types of businesses, how entrepreneurial characteristics contribute to business success, and the ways work is undertaken. They also examine the rights and responsibilities that individuals and businesses have within consumer and financial contexts.

Unit 1: Individuals, Businesses and Entrepreneurs

This is an introductory course providing students with an opportunity to develop knowledge, skills and understanding about business principles and practices using Agribusiness as a focus. Students will learn about relationships between consumers and producers in Agribusiness markets. They will consider product development from feasibility to marketability and be encouraged to think critically about business inputs and outputs, niche products, risk management and entrepreneurship. Students will evaluate the resources needed by Agribusiness producers to meet the needs and wants of the Australian economy.

- Assessment: Agribusiness Portfolio

Year 7 French (C) *or Japanese*

In Years 7 and 8, students are beginning their learning of French language, and this will be influenced by prior learning and experiences of language learning. Students use French language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Unit 1: C'est Moi

Learning about how to introduce one's self (name, age, nationality, where one lives - city and country, where one goes to school) and how to ask the same questions to someone just met. Numbers 0 – 20.

- Assessment: Reading and Listening – Short Response (Examination)

Unit 2: Moi et ma Famille

How to describe family members and pets. (Age, name, relationship to you, personal characteristics, colours and size of pets)

- Assessment: Writing and Grammar - Short Extended Response (Examination)

Year 7 Geography (C)

The Year 7 Curriculum involves the study of two sub-strands: Water in the world and Place and liveability. Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts. What approaches can be used to improve the availability of resources and access to services? How does people's reliance on places and environments influence their perception of them? What effect does the uneven distribution of resources and services have on the lives of people?

Unit 1: Place and Liveability

This unit focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people.

- Assessment: Fieldwork Report

Unit 2: Water in the World

This unit focuses on the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. Students examine the distribution of its different forms as a resource, its varying availability in time and across space, and its scarcity.

- Assessment: Combination Knowledge and Skills Examination

Year 7 History (C)

An overview of the study of the ancient world's earliest societies requires students to develop a broad understanding of the context and chronology of the period, the patterns of historical continuity and change over time, and related historical themes. This includes understanding the archaeological and historical terms used to describe different periods of time, and the ways different cultures, including First Nations Australians, identify and represent time.

Unit 1: Deep Time History of Australia

In this unit of study, students will investigate:

- the work of historians, archaeologists and First Nations peoples in unearthing the human history of the Australian continent, and the different methods and sources of evidence used by historians and archaeologists to investigate early societies, the importance of archaeology and conserving the remains, material culture and heritage of the past
- historical thinking and skills like chronological order, specific terms and concepts relating to the work of history, such as primary and secondary sources, timelines, contestability, perspectives and the ethics of history

- theories and historical interpretations about early human evolution and migration, such as the theory that people moved out of Africa and the causes of migration to other parts of the world, including Australia
- theories about the causes and effects of the arrival of early First Nations Australians on the Australian continent and their migration routes across the continent
- how First Nations Australians are the world's oldest continuing cultures, displaying evidence of both continuity and change over deep time, including the technological achievements of early First Nations Australians, and how these developed in different places and contributed to daily life, and land and water source management
- the social organisation and cultural practices of early First Nations Australians, and their continuity and change over time, and cultural obligations of and to First Nations Australians relating to significant heritage sites, including ancestral remains, material culture and artefacts, and the role of collaboration between First Nations Australians and other individuals and groups to ensure cultural preservation

Assessment: Research: Artefact Investigation

Unit 2: The Ancient World - Egypt

In this unit of study, students will investigate:

- the physical environment and geographical features that influenced the development of ancient Egypt – the "gift of the Nile" and establishment of agriculture and civilisation over time
- the organisation and roles of key groups in ancient Egypt such as the power of the Pharaoh, the nobility, bureaucracy, women and slaves, and how they influenced and changed society
- key beliefs, values and practices of ancient Egypt, with a particular emphasis on religious beliefs relating to death, the afterlife and funerary customs (pyramids and mummification)
- the role and achievements of a significant individual in ancient Egypt
- the legacy of ancient Egypt
- the value of primary artefacts and ancient accounts of Egyptian civilisation, and the work of historians, archaeologists and in unearthing the story of ancient Egypt, and the different methods and sources of evidence used by historians and archaeologists to investigate the ancient past
- historical thinking and skills like chronological order, specific terms and concepts relating to the work of history, such as primary, secondary and ancient sources, timelines, contestability, perspectives and the ethics of history

Assessment: Ancient Egypt - Knowledge and Skills Examination

Year 7 Japanese (C) *or French*

In Years 7 and 8, students are beginning their learning of Japanese language, and this will be influenced by prior learning and experiences of language learning. Students use Japanese to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Unit 1: My Family

Students will learn how to introduce themselves in Japanese and how to understand others who are introducing themselves. Students will learn information about their families and will also be introduced to aspects of Japanese culture.

Assessment:
- Listening and Comprehension Examination
- Speaking Task

Unit 2: Lifestyles

Students will learn about the difference between life in Australian and Japanese cities and lifestyles. Students will also continue to extend their vocabulary and sentence structures as well as continue studying the Hiragana alphabet.

Assessment: Assignment Task

Year 7 Social Science (Assigned)

Year 7 Social Science is studied for two semesters during which students complete units selected from the History, Geography and Civics syllabuses of the Australian National Curriculum.

Unit 1: Using Evidence - Deep Time History Australia

Students will begin the unit developing the knowledge skills associated with using evidence to investigate the past. They will develop an understanding of the difference between primary and secondary sources and identify the features of historical evidence. They will interpret and draw conclusions using a variety of historical sources. With these skills students will then use evidence to investigate the Deep Time History of Australia.

Assessment: Examination - Knowledge and Skills

Unit 2: Ancient Civilisations - Ancient Greece

Students use historical evidence and artefacts to investigate Ancient Greece. They use maps and images to understand how geography influences where and how people lived in the past. They will use primary and secondary sources to understand how people lived in the past and the origins of traditions inspired by the Ancient Greeks, e.g. Olympic Games. Students will also develop an understanding of the concepts of democracy and citizenship.

Assessment: Research Assignment

Unit 3: Liveability

Students will be introduced to the concept of Liveability and then investigate, using criteria, the liveability of places. They will make judgements about the liveability of the place where they live. Students will be introduced to fieldwork and undertake fieldwork to collect primary data to use with secondary data to investigate the liveability of a place in the local area. They will then report on their findings and make recommendations in the report genre.

- Assessment:
  Report based on Fieldwork - Kate Street Park

Unit 4: Water in the World

Students will investigate the importance of water in the world and issues associated with the supply and control of water in Australia and other places. They will investigate the importance of water in cultures, including the culture of Australia's First Nations Peoples.

- Assessment: Examination - Knowledge and Skills

Year 8 Business (E)

The focus of learning in Year 8 is the topic "Australian markets" within a national context. Students investigate a range of factors that influence decision-making by individuals and business. These include the allocation of resources to produce goods and services in the operation of markets, and the different ways that businesses may adapt to opportunities in markets or respond to the changing nature of work.

Unit 1: Economic Choices, Consumers Business

In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar and unfamiliar national or regional economics or business issue (for example, investigating the relationship between present influences on the ways people work, changing attitudes to work-life balance and opportunities in the market for a business to take advantage of these in a new enterprise or venture; or exploring reasons for market failure and government intervention in particular markets).

- Assessment: Economics and Business Examination

Unit 2: Responding to Business Opportunities in the Australian Market

In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar and unfamiliar national or regional economics or business issue (for example, investigating the relationship between present influences on the ways people work, changing attitudes to work-life balance and opportunities in the market for a business to take advantage of these in a new enterprise or venture; or exploring reasons for market failure and government intervention in particular markets).

- Assessment: Business Venture (Small Market Stall) + Business Plan

Year 8 French (C) *or Japanese*

In Years 7 and 8, students are beginning their learning of French language, and this will be influenced by prior learning and experiences of language learning. Students use French language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Unit 1: Ils sont comment?

Describing people and appearance. (Body parts, facial features, hair colour , style, length, eye colour, clothing items, accessory items, colour of clothing items / accessories, plural / singular / masculine / feminine gender of nouns, opinion phrases on outfits (cool, trendy, unfashionable), I like / I hate, I don't like..., possessive adjectives.

- Assessment:
  - Speaking Assignment
  - Listening Reading Examination

Unit 2: Les sports et les loisirs

Talking about sports and hobbies. Asking and answering questions to do with sports, hobbies, leisure activities musical instruments played. Verbs: Jouer and Faire (I play... I do..), When / how often leisure activities are done (adverbs of frequency).

- Assessment: Extended Response Examination

Year 8 Geography (C)

The Year 8 curriculum involves the study of two sub-strands, Landforms and landscapes and Changing nations.

Unit 1: Landforms and Landscapes

This unit focuses on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. Students explore the distribution of Australia's distinctive landscapes and significant landforms. They also consider the ways that the sustainability of significant landscapes and the impacts of hazards are managed.

- Assessment: Landforms and Landscapes Knowledge and Skills Examination

Unit 2: Changing Nations

The unit focuses on the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration. Students can examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They also focus on the ways that sustainability of Australia's urban areas is managed.

- Assessment: Megacities Data Report

Year 8 History (C)

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). This was when major societies around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

Unit 1: Medieval Europe and Expanding Empires: Vikings

In this unit, students investigate Medieval Europe and Viking Expansion. Students will use a range of historical sources (written, visual and archaeological) to develop an understanding of feudal societies and reasons for societies to explore and colonise other places. Students will investigate social, political and economic structures and the culture of the Vikings. Students will use historical sources to identify cause and effect and recognise different perspectives.

- Assessment: Research Assignment - Independent Source Investigation

Unit 2: Making a Nation – Australia 1788-1914

In this in-depth study, students investigate the history of Australia in the period 1788–1914, including the expansion of settlement, the experiences of non-Europeans, living and working conditions, key events and ideas in the development of Australian self-government and democracy, and legislation 1901–1914. In their survey of Australian history, students focus on a particular idea, concept or sequence of events to investigate and develop a historical argument.

- Assessment: Examination

Year 8 Japanese (C) *or French*

In Years 7 and 8, students are beginning their learning of Japanese language, and this will be influenced by prior learning and experiences of language learning. Students use Japanese to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Unit 1: It's Time!

Most students will learn how to discuss elements of time and be able to conduct conversations about important moments in their lives. Students will also explore different aspects of Japanese culture.

- Assessment: Listening and Speaking Examination

Unit 2: Food and Shopping

Students will learn about life in food, shopping and ordering in Japan. Students will also continue to extend their vocabulary and sentence structures as well as beginning studying the Hiragana alphabet.

- Assessment: Reading and Writing Examination

Year 8 Social Science (Assigned)

Year 8 Social Science is studied for two semesters during which students complete units selected from the History, Geography and Civics syllabuses of the Australian National Curriculum.

Unit 1: Polynesian Expansion across the Pacific

A study of Polynesian expansion across the Pacific provides students with the opportunity to explore the interconnections between people and their environment, why populations move, how we use artefacts to learn about societies, how and why histories are recorded and methods of navigations including navigation by the stars, stick charts as well as latitude and longitude.

- Assessment: Examination - Short Response

Unit 2: Landforms and Landscapes

In this unit students investigate natural hazards and disasters. They learn about why natural hazards exist and how and why natural disasters occur. They investigate how people respond to natural disasters and live with the threat posed by natural hazards. They work on developing research skills and learn to present findings in the report genre.

- Assessment: Report based on Research

Unit 3: Medieval Europe

A study of Medieval Europe provides students with the opportunity discover what was happening in Europe while the Polynesians were exploring the Pacific. In doing, so students will explore how societies organise themselves, factors that limit movement of people, challenges faced management of the environment.

- Assessment:
  - Research Task - Investigation
  - Examination - Short Response to Historical Sources

Unit 5: Government and Citizenship

In Year 8, students understand how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity, and how this contributes to active citizenship

- Assessment: Examination - Short Response

Year 9 Business (E)

The focus of learning in Year 9 is the topic "international trade and interdependence" within a global context, including trade with the countries of Asia. Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage. They examine the implications of interdependence of participants in the global economy for decision-making.

Unit 1: Managing Financial Risks and Rewards

In this unit, students focus on consumer and financial risks and rewards. They examine the influence of Australia's financial sector on economic decision-making 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.

- Assessment: Examination - Multiple Choice, Short Response

Unit 2: International Trade and Interdependence

The focus of learning in Unit 2 is the topic "international trade and interdependence" within a global context, including trade with the countries of Asia. Students investigate what it means for Australia to be part of the global economy, particularly through trade with the countries of Asia and the influence on the allocation of resources, and how businesses create and maintain competitive advantage.

- Assessment: Investigation into Economic or Business Issue

Year 9 French (E)

In Years 9 and 10, French language learning builds on each student's prior learning and experiences. Students use French to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of French in local and global settings through authentic community and online events.

Unit 1: On a faim!

Learning about grocery items, quantities of food, how to ask for food at markets, ordering at a restaurant, using formal and informal language, cultural food and celebration practices

- Assessment:
  - Oral
  - Listening and Reading Examination

Unit 2: En Vacances

Researching holiday destinations, where students want to travel to and what modes of transport to take – plane, car, train, ship etc, what activities they are going to do on holidays, using Futur proche tense (going to do – Je vais regarder...), futur simple tense (will do on holidays – je regarderai...)

- Assessment: Writing Grammar Examination

Year 9 Geography (C)

The Year 9 curriculum involves the study of 2 sub-strands: Biomes and food security and Geographies of interconnections.

Unit 1: Biomes and Food Security

This unit focuses on the biomes of the world, their characteristics and significance as a source of food and fibre. Students examine the distribution of biomes as regions, and their contribution to food production and food security. They consider the effects of the alteration of biomes, and the environmental challenges and constraints of expanding sustainable food production in the future.

- Assessment: Knowledge and Skills, Short Response Examination

Unit 2: Geographies of Interconnectedness

This unit focuses on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them.

- Assessment: Field Work Report

Year 9 History (C)

An overview of the study of the making of the modern world requires students to develop an understanding of the context and chronology of the period, and the broad patterns of historical continuity and change from 1750 to 1918, such as European imperial expansion and the movement of peoples within and between countries, and the impact this had on the Australian continent. This includes being introduced to the significant economic, social and political ideas that developed and caused change in groups and in societies, and some of the significant individuals and groups who promoted these ideas.

Unit 1: The World at War

Students focus on the impact on Australia of World War I and World War II.

- Assessment: Essay in Response to Sources

Unit 2: Building Modern Australia Post World War II

Students focus on the changes that resulted from movements in the Post War period in Australia. Focus on migration, First Nations Peoples campaign for Land Rights and Civil Rights, Australia's relationship with the USA.

- Assessment: Research Task - Essay based on Research

Year 9 Japanese (E)

In Year 9, Japanese language learning builds on each student's prior learning and experiences.

Students use Japanese to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Japanese in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.

Unit 1: Hobbies and Sports

Students will learn about adverbs and verb endings to develop the ability to use expressive language. Students will also continue to extend their vocabulary and sentence structures as well as revising the Katakana alphabet.

- Assessment: Listening and Reading Examination

Unit 2: Festivals and Celebrations

Students will learn to compare how people celebrate their birthdays and festivals in Japan and in their community using descriptive language. Students will also continue to extend their vocabulary and sentence structures being introduced to Kanji.

- Assessment:
  - Speaking Task
  - Writing Examination

Year 9 Social Science (Assigned)

In Year 9 Social Science students will study four units of work over two semesters. The first two units studied in Semester One come from the National Curriculum History syllabus. The Making of the Modern World involves an investigation of the causes and effects of the Agricultural and Industrial Revolutions on the way people live and work. The second unit investigates World War I, the first major war of the industrial age, with a focus on Australia's involvement and how it influenced the development of Australia in the 20th century.

In Semester Two students will use their understanding of the changes that occurred in the Industrial Revolution to explore the geographies of interconnections (based on National Curriculum Geography syllabus) in the modern world. Finally, students will turn their focus to the issue of law and order as they investigate how laws are made and the legal system (based on National Curriculum Civics syllabus).

Unit 1: Making of the Modern World - Agricultural and Industrial Revolutions

In this unit, students will investigate the causes and effects of the Industrial Revolution (1750 - 1914) that shaped the Modern World. Students will focus on the changes in agriculture and society that led to urbanisation, the inventions that led to industrialisation and the economic and social impacts of the Industrial Revolution. Students will recognise and explain both the positive and negative impacts of change.

- Assessment:
  - Research Task - Inventions that Changed the World
  - Industrial Revolution Examination

Unit 2: World War I

Students will investigate the causes of World War I and Australia's involvement in the war. They will identify and explain why Australia entered the war and why individuals volunteered to fight. They will understand the significance of Gallipoli to Australians and investigate myth making in the creation of a nation.

- Assessment: Museum Display

Unit 3: Geographies of Interconnections

This unit focuses on how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the nature of these connections between people and places through the products people buy and the effects of their production on the places that make them. Students consider the management of the impacts of tourism and trade on places.

- Assessment: Field Report

Unit 4: Law and Order - The Legal System

In this unit, students will investigate types of laws, how laws are made by the Queensland and Australian governments, how laws are enforced and how the court system works. Students will examine the role of individuals in the legal system, the role and operation of the Magistrates', District, Supreme and High Courts. Students will explain how the legal system protects their rights and their responsibility as a citizen, e.g. participating in jury duty.

- Assessment: Examination

Year 10 Accounting (E)

The Language of Business. 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.

Unit 1: Introduction to Accounting

This unit provides students with the opportunity to develop an understanding of the role, purpose and uses of accounting. Students are introduced to accounting concepts through the analysis of financial transactions.

- Assessment: Examination

Unit 2: General Journal

In this unit, students will apply the double entry accounting principle to record and process transactions for sole trader businesses in the general journal.

- Assessment: Examination

Unit 3: Ledger to Trial Balance

In this unit, students will learn the accounting process which involves completing a ledger and trial balance from the general journal transactions.

- Assessment: Examination

Unit 4: Financial Reports

In this unit, students explore how accounting information is used to effectively manage the finances for a sole trader business. Accounting principles and processes are applied to prepare financial reports to determine profit or loss and net worth of the business. Ratio analysis is used to inform potential investors and business owners about the business.

- Assessment: Assignment

Year 10 Business (E)

The focus of learning in Year 10 is the topic "productivity, growth and living standards" within a national context. Students investigate a range of factors that influence individual, financial and economic decision-making. They examine the government's management of the economy to improve economic growth and living standards. They also study the responses of business to changing economic conditions, including the way they improve productivity and manage their workforce.

Unit 1: Productivity, Growth and Living Standards: Economic Management and Interventions

This unit will examine the processes used by various levels of government to improve and affect the economic performance of national businesses, and the fiscal and monetary policies utilised by government to improve living conditions.

- Assessment: Business Research Report

Unit 2: Productivity, growth and living standards: Workforce productivity and superannuation

This unit will examine the systems that impact and influence consumer decision-making and financial decision-making and how they may impact financial wellbeing for all participants in the economy.

- Assessment: Combination Response Examination

Year 10 Civics (C)

Year 10 Civics focuses on Active Citizenship. Students gain an understanding of Australia's federal system of government and the concept of active citizenship and Australia's place in the world.

Unit 1: Australian Government and Active Citizenship

Students will examine the structures and roles of governments in Australia and the rights and responsibilities of Australian citizens. Using current local, state and federal issues students will investigate how they can become active citizens and take action on issues important to themselves and their community.

- Assessment: Research Task

Unit 2: Australia as a Global Citizen

Students will explore Australia as a Global Citizen. They will examine how Australia's involvement in international organisations such as the United Nations and how Australia responds to global issues.

- Assessment: Examination - Short Responses

Year 10 French (E)

In Years 9 and 10, French language learning builds on each student's prior learning and experiences. Students use French to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of French in local and global settings through authentic community and online events.

Unit 1: Ma Journée

Learning about daily timetable, how to tell the time, what time/days you do which subjects at school, what are the differences in daily timetables between France and Australia, what time do you do different morning activities in your routine – wake up, brush teeth, get dressed, arrive at school etc.

- Assessment:
  - Assignment - Writing and Speaking
  - Listening and Reading Examination

Unit 2: Sorties en Ville

Travelling in the city, directions for left and right, forward, around different obstacles – roundabouts, traffic lights, bridges, different buildings – schools, hospitals, restaurants etc, different modes of transport

– walking, by car, by boat, by train, by plane etc, giving instructions to someone that is lost (formal language) etc past tense – le passé composé - where you 'went' when you were younger, and l'imparfait - where you 'used to go'

- Assessment: Writing and Grammar Examination (Extended Response)

Year 10 Geography (C)

The Year 10 curriculum involves the study of two (2) sub-strands: Environmental change and management and Geographies of human wellbeing.

Unit 1: Environmental Change and Management

This unit focuses on the environmental functions that support all life, the major challenges to their sustainability, and the environmental world views that influence how people perceive and respond to these challenges. Students have the opportunity to examine the causes and consequences of a change within the context of a specific environment and the strategies to manage the change.

- Assessment: Field Report

Unit 2: Geographies of Human Wellbeing

This unit focuses on global, national and local differences in human wellbeing between places, the different measures of human wellbeing, and the causes of global differences in measurements between countries.

- Assessment: Combination Response Examination

Year 10 Japanese (E)

In Year 10, Japanese language learning builds on each student's prior learning and experiences. Students use Japanese to initiate and sustain interactions while sharing their own and others' experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Japanese in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.

Unit 1: Having Fun

Students will explore leisure activities enjoyed by families and young people in Japan. In doing this, students will continue to extend their vocabulary and sentence structures as well as perfecting their knowledge of the Hiragana and Katakana alphabets and extending their knowledge of Kanji.

- Assessment: Listening Examination and Reading Examination

Unit 2: School Trips, Travel and Transport

Students will extend their knowledge of verbs in the *te* and *tari* forms, conjugate adjectives into negative past form and use various particles in preparation for Senior Japanese studies. Students will read a variety of comics, blogs and radio broadcasts in Japanese.

- Assessment: Speaking Examination and Writing Examination

Year 10 Legal Studies (E)

This subject serves as an introduction to Legal Studies. The course is broken up into two key areas. Firstly, students focus on the underpinning components of the Australian legal system including the structures and systems of government. Secondly students investigate the concepts surrounding Human Rights, both in Australia and globally.

Unit 1: Foundations of the Australian Legal System

Students develop civic knowledge and understanding, and apply citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society

- Assessment: Examination

Unit 2: Human Rights

Students develop knowledge about the legal and political provision of individual rights that create responsibilities for individuals and society. They will explore how Australian law attempts to balance the rights and responsibilities of the individual with the best interests of the greater community.

- Assessment: Inquiry Report

Year 10 Modern History (C)

In Year 10 Modern History, students investigate the nature of the Modern World through an examination of Enlightenment thinking that underpinned the American and French Revolutions. Students will make links between the nature of their contemporary world (religion, politics, social structure, economics and human rights) and the big ideas that formed the basis of the American Declaration of Independence and the French Declaration of the Rights of Man and of the Citizen. Then they will consider how these ideas would be interpreted in different contexts to protect human rights, and to justify the abuse of human rights.

Unit 1: Creating the Modern World

This unit examines developments of significance in the modern era, including the ideas that inspired change and their far-reaching consequences. In the depth study, students investigate the impact the major movements of change in the modern world including the Enlightenment, and an in-depth study of the French Revolution (5 May 1789–9 Nov. 1799) and the American Revolution (1765–1783). This includes a study of the causes, events, outcomes and broader impact of these movements as key moments in the making of the modern world.

- Assessment: Examination - Short Response to seen and unseen sources

Unit 2: Revolutionary Change and Human Rights

This unit examines the characteristics of political revolutions and questions the necessity of human rights abuses that often accompany changes that take place before, during and/or after a revolution. It investigates the path of development that is taken and the social, economic and political order that is established as a consequence of revolutionary change.

- Assessment: Research Task

Science

Year 7

Science (C)

Unit 1: Science Skills and Chemistry
Unit 2: Biological Science
Unit 3: Physical Science
Unit 4: Earth and Space Science

Year 8

Science (C)

Unit 1: Earth and Space Science
Unit 2: Physical Science
Unit 3: Biological Science
Unit 4: Chemical Science

Agricultural Science (E)

Unit 1: Safety and Experimental Design
Unit 2: Agriculture Around Australia
Unit 3: Vegetables
Unit 4: Bees

Year 9

Science (C)

Unit 1: Biological Science
Unit 2: Chemical Science
Unit 3: Physical Science
Unit 4: Earth and Space Science

Agricultural Science (E)

Unit 1: Cotton
Unit 2: Poultry
Unit 3: Aquaculture
Unit 4: Beef

Year 10 - Semester One

Science (C)

Unit 1: Chemical Science
Unit 2: Biological Science
Unit 3: Physical Science

Agricultural Science (E)

Unit 1: Cotton
Unit 2: Poultry

Year 10 - Semester Two

Agricultural Science (E)

Unit 1: Aquaculture
Unit 2: Beef

Biology (E)

Unit 1: Cell Theory and Anatomy and Physiology
Unit 2: Genetics and Evolution

Chemistry (E)

Unit 1: Atomic Structure and Bonding
Unit 2: Chemical Reactions
Unit 3: Mole Concept and Gas Laws

Physics (E)

Unit 1: Forces, Motion and Electrical Energy Transfer
Unit 2: Electrical Energy Transfer

Rural Science (E)

Unit 1: Animal Production
Unit 2: Crop Production

Years 11 and 12

Agricultural Science (G)

Unit 1: Agricultural Systems
Unit 2: Resources
Unit 3: Agricultural production
Unit 4: Agricultural management

Biology (G)

Unit 1: Cells and multicellular organisms
Unit 2: Maintaining the internal environment
Unit 3: Biodiversity and the interconnectedness of life
Unit 4: Heredity and continuity of life

Chemistry (G)

Unit 1: Chemical fundamentals – structure, properties and reactions
Unit 2: Molecular interactions and reactions
Unit 3: Equilibrium, acids and redox reactions
Unit 4: Structure, synthesis and design

Physics (G)

Unit 1: Thermal, nuclear and electrical physics
Unit 2: Linear motions and waves
Unit 3: Gravity and electromagnetism
Unit 4: Revolutions in modern physics

(C) - Core Subject (E) - Elective Subject (G) - General Subject (A) - Applied Subject

Year 7 Science (C)

In Year 7 students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events.

Unit 1: Science Skills and Chemistry

In this unit, students use the particle theory to describe the arrangement of particles in a substance, including the motion of an attraction between particles, and relate this to the properties of the substances. They will use a particle model to describe differences between pure substances and mixtures and apply understanding of properties of substances to separate mixtures.

- Assessment: Examination

Unit 2: Biological Science

In this unit, students will investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys. Students will use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic factors on populations.

- Assessment:
  - Investigation
  - Examination

Unit 3: Physical Science

In Year 7 students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events.

- Assessment:
  - Student Experiment - Investigating Forces
  - Examination

Unit 4: Earth and Space Science

In this unit, students will model cyclic changes in the relative positions of the Earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides.

- Assessment: Examination

Year 8 Science (C)

In Year 8 students are introduced to cells as microscopic structures that explain macroscopic features of living systems. They connect form and function at an organ level and explore the organisation of a body system in terms of flows of matter between interdependent organs. They continue to develop a view of Earth as a dynamic system, in which change occurs across a range of timescales. Students are introduced to cells as microscopic structures that explain macroscopic features of living systems. They connect form and function at an organ level and explore the organisation of a body system in terms of flows of matter between interdependent organs. They continue to develop a view of Earth as a dynamic system, in which change occurs across a range of timescales.

Unit 1: Earth and Space Science

Students explain how the properties of rocks relate to their formation and influence their use. They apply an understanding of the theory of plate tectonics to explain patterns of change in the geosphere. They analyse data and information to describe patterns, trends and relationships and identify anomalies.

- Assessment: Written Examination

Unit 2: Physical Science

Students plan and conduct safe, reproducible investigations to test relationships and explore models. They describe potential ethical issues and intercultural considerations needed for specific field locations or use of secondary data. They select and use equipment to generate and record data with precision. They select and construct appropriate representations to organise and process data and information.

- Assessment:
  - Student Experiment - Energy Transformations
  - Examination

Unit 3: Biological Science

Students explain the role of specialised cell structures and organelles in cellular function and analyse the relationship between structure and function at organ and body system levels. Students analyse how different factors influence development of and lead to changes in scientific knowledge.

- Assessment:
  - Research Investigation - Digestive System Comparative
  - Examination

Unit 4: Chemical Science

Students classify and represent different types of matter and distinguish between physical and chemical change. Students analyse how different factors influence development of and lead to changes in scientific knowledge.

- Assessment: Chemistry Examination

Year 8 Agricultural Science (E)

Agricultural science allows students to use agricultural practice to design, plan, implement and evaluate activities to develop an understanding of the day-to-day procedures involved with agricultural enterprise. This unit introduces students to the foundations of agriculture in Australia, with a focus on farm safety, plant and bee biology and sustainable apiary production. Students will explore the historical development of agriculture, farming systems and the environmental challenges faced by producers. Through practical and theoretical learning, students will gain insight into the processes that underpin food production and the importance of sustainability in modern agriculture.

Unit 1: Safety and Experimental Design

In this unit, students will be inducted to the College Rural Centre and complete an education unit on farm safety. They will learn to identify risks and hazards they may encounter in a farm setting and the ways in which to minimise these risks. Students will develop skills in experimental design and data analysis by conducting an experiment which explores the effects of salinity on plant growth and its relevance to agriculture in Australia.

- Assessment: Student Experiment

Unit 2: Agriculture Around Australia

Students explore what agriculture is, why it matters and how it shapes environments, economies and communities in Australia. They trace the development of agriculture and from early domestication to modern Australian industries, comparing intensive and extensive systems and investigate how climate, soils, biodiversity and nutrient cycles (carbon and nitrogen) influence production.

- Assessment: Research Investigation

Unit 3: Vegetables

In this unit, students explore the science and industry of vegetable production in Australia. They learn how plants work - from roots, stems, leaves and flowers through to pollination, fertilisation and seed development. They connect this biological knowledge to real-world vegetable industries.

Unit 4: Bees

In this unit, students will explore the fascinating world of bees and their essential role in Australian agriculture. They learn how bee colonies function, how honeybees support pollination and why the industry contributes significantly to both the economy and national food production. Students examine the lifecycle and structure of the bees, beehive systems, threats such as pests and disease and the sustainable management practices such as the Flow Hive.

- Assessment: Written Examination (Units 3 and 4)

Year 9 Science (C)

In Year 9 students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. They are introduced to the concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

Unit 1: Biological Science

Students explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time.

- Assessment: Written Examination

Unit 2: Chemical Science

Students are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems.

- Assessment:
  - Student Experiment - Testing the Law of Conservation of Mass
  - Written Examination

Unit 3: Physical Science

Students will describe the wave and particle theories in relation to the transfer of sound, light and heat energy. Students will model the transfer of sound and heat energy. Students will examine how the particle model of electricity explains static electricity and electrical current and relating this to voltage, conductors and insulators.

- Assessment: Written Examination

Unit 4: Earth and Space Science

Students will identify Earth as a system, describing Earth's spheres and discussing examples of interactions between different spheres. They will examine the carbon cycle using diagrams, animations or simulations and explaining the role of photosynthesis and respiration in that cycle.

- Assessment:
  - Research Investigation
  - Written Examination

Year 9 Semester One

Year 9 Agricultural Science (E)

Agricultural Science allows students to use agricultural practice to design, plan, implement and evaluate activities to develop an understanding of the day-to-day procedures involved with agricultural enterprise.

Unit 1: Cotton

This unit provides students with a comprehensive understanding of cotton production within the context of agricultural science. Students will explore the anatomy and physiology of the cotton plant, key terminology, and the systems and technologies that support cotton farming. The unit also addresses environmental and biological factors that influence yield, including water, nutrients, pests, diseases and weeds.

- Assessment: Research Investigation

Unit 2: Poultry

This unit explores the structure and function of the Australian poultry industry, focusing on both broiler and egg production systems. Students will examine the anatomy and physiology of chickens, particularly the digestive and reproductive systems, and how these relate to nutrition, growth and egg formation. The unit also investigates how diets are formulated, how production systems meet animal welfare and performance needs and how environmental conditions are managed for optimal health and productivity. Key industry drivers, including location, biosecurity and disease management are also explored to provide a holistic understanding of poultry production in Australia.

- Assessment:
  - Student Experiment
  - Written Examination

Year 9 Semester Two

Year 9 Agricultural Science (E)

Agricultural science allows students to use agricultural practice to design, plan, implement and evaluate activities to develop an understanding of the day-to-day procedures involved with agricultural enterprise.

Unit 3: Aquaculture

This unit explores the principles and practices of aquaculture, focusing on the biological, environmental and commercial aspects of fish and crustacean farming. Students will investigate species specific requirements, system design, water quality and biosecurity while gaining insight into the structure of the Australian aquaculture industry and its ecological impacts.

- Assessment:
  - Student Experiment
  - Examination

Unit 4: Beef

This unit introduces students to the key concepts and practices involved in beef cattle production. It emphasises animal health, nutrition and handling and the factors that influence meat quality. They will explore the anatomy and physiology of cattle, understand the impact of environmental conditions and learn about industry standards.

- Assessment:
  - Research Investigation
  - Written Examination

Year 10 Semester One

Year 10 Science (C)

By the end of Year 10 students explain the processes that underpin heredity and genetic diversity and describe the evidence supporting the theory of evolution by natural selection. The students learn how Newton's laws describe motion and apply them to predict motion of objects in a system. They explain patterns and trends in the periodic table and predict the products of reactions and the effect of changing reactant and reaction conditions. Students analyse the importance of publication and peer review in the development of scientific knowledge and analyse the relationship between science, technologies and engineering. They analyse the key factors that influence interactions between science and society.

Unit 1: Physical Science

In this unit, students will deepen their understanding of motion by exploring the relationships between distance, displacement, speed, velocity, acceleration, force, mass and inertia. They learn to interpret and construct displacement-time and velocity-time graphs to represent motion, analyse real-world situations using kinematic equations, and apply Newton's three laws of motion to predict and explain physical phenomena.

Unit 2: Biological Science

In this unit, students develop a comprehensive understanding of genetics as the study of genes, DNA, inheritance and the mechanisms that generate variation within populations. They explore the structure and function of DNA, chromosomes and genes and analyse the processes of mitosis, meiosis and fertilisation to explain how genetic information is passed between generations.

- Assessment: Written Examination (Units 1 and 2)

Unit 3: Chemical Science

In this unit, students develop a deeper and more sophisticated understanding of atomic theory, the organisation of elements in the periodic table and the relationship between electron structure and chemical properties. They examine how scientific models of the atoms have evolved over time, supported by experimental evidence such as flame tests and emission spectra.

- Assessment:
  - Student Experiment
  - Written Examination

Year 10 Agricultural Science (E)

Agricultural science allows students to use agricultural practice to design, plan, implement and evaluate activities to develop an understanding of the day-to-day procedures involved with agricultural enterprise.

Unit 1: Cotton

This unit introduces students to the science and management of cotton production, emphasising both theoretical knowledge and practical skills. Students will begin by understanding farm safety and the College's Rural Centre policies before exploring the anatomy of the cotton plant and its role in production. The unit covers key management considerations, including water and nutrient requirements, photosynthesis, weed control, pest and disease management, and biosecurity practices.

- Assessment: Research Investigation

Unit 2: Poultry

This unit provides students with an in-depth understanding of the Australian poultry industry, including both broiler and egg production systems. Students will explore the structure of the industry, key factors influencing production, and the ethical considerations that underpin animal welfare standards. The unit covers the anatomy and physiology of chickens, focusing on the digestive and reproductive systems, and examines how diets are formulated to meet growth requirements.

- Assessment:
  - Student Experiment
  - Written Examination

Year 10 Semester Two

Year 10 Agricultural Science (E)

Agricultural science allows students to use agricultural practice to design, plan, implement and evaluate activities to develop an understanding of the day-to-day procedures involved with agricultural enterprise.

Unit 1: Aquaculture

This unit introduces students to the principles and practices of aquaculture, focusing on the biological, environmental, and commercial aspects of fish and crustacean farming. Students will learn the requirements for maintaining healthy fish in tanks and understand the importance of water quality for growth and survival. The unit explores system designs used in aquaculture, including those for prawn and salmon production, and examines the production of spat and fingerlings.

- Assessment:
  - Student Experiment
  - Written Examination

Unit 2: Beef

This unit introduces students to the principles and practices of beef cattle production, combining theoretical knowledge with practical skills. Students will begin by understanding farm safety and the College's Rural Centre policies before exploring key terminology and concepts related to the beef industry. The unit covers the impact of climate and environmental conditions on production, reproductive anatomy and function, and the role of breeding and reproductive technologies in improving herd productivity.

- Assessment:
  - Research Investigation
  - Written Examination

Year 10 Rural Science (E)

Rural Science gives students a hands on look at how plants and animals are grown, cared for and produced within modern Australian agriculture. Students learn about animal husbandry, breed selection, plant requirements and crop management, while exploring the factors that influence growth, health and productivity. Through practical activities—such as caring for animals and growing a crop from planting to harvest—students develop real-world skills, scientific understanding and an appreciation for sustainable, ethical food production.

Unit 1: Animal Production

This unit explores how husbandry techniques are required for animal production, identification of animal breeds for production and investigates factors that affect animal growth and development, including market requirements and procedures for the quality assessment of products. The unit also evaluates the characteristics of a healthy animal; and the causes, prevention and treatment of ill health.

- Assessment:
  - Case Study
  - Written Examination

Unit 2: Crop Production

This unit explores a range of cropping industries within Australian Agriculture and provides students an opportunity to develop knowledge and understanding of the requirements of various plants to successfully grow, and the inputs required in a cropping system to maximise yield. Students will develop practical skills through the preparation and growth of a selected crop, completing all maintenance and care activities required whilst tracking growth and yield within an assessment task.

- Assessment: Plant Growth Trial

Year 10 Semester Two

Year 10 Biology (E) Semester Two

Extension Biology is a course designed for Year 10 students to experience some of the topics covered in Senior Biology. Topics include Cell theory, Anatomy and Physiology, Genetics, Biotechnology and Evolution.

Unit 1: Cell Theory and Anatomy and Physiology

By the end of this unit, students analyse how the cells of plants and animals differ. They will understand the structure and function of the major organelles in a eukaryotic cell, how animals consist of systems that work together to maintain homeostasis. The digestive systems digests and absorbs food needed for growth repair and respiration. Students will compare digestive, circulatory and respiratory systems of different organisms. Animals including humans need to maintain constant internal conditions with respect to body temperature, water and salts, oxygen and carbon dioxide and blood glucose.

- Assessment: Experiment

Unit 2: Ecology and Biodiversity

Students develop an understanding of ecosystems as dynamic systems, examining interactions between organisms and their environment, factors affecting biodiversity, and the movement of energy and matter through ecological systems. Students apply ecological concepts to analyse real-world environmental issues and undertake a research investigation evaluating scientific claims about ecosystem change.

- Assessment:
  - Research Investigation
  - Written Examination (Units 1 and 2)

Year 10 Chemistry (E) Semester Two

This Extension Chemistry Unit follows on from the five Core Units in Years 7 - 10 Science. Whilst this course covers the appropriate Essential Learnings, it also introduces some chemistry topics studied in Senior Chemistry.

Unit 1: Atomic Structure and Bonding

Chemistry is the study of matter and materials. Atoms are held together in compounds by chemical bonds and understanding this concept is a central part of chemistry, as changes in bonding underlies all chemical reactions. There are three main types of chemical bond – ionic, covalent and metallic and the bonding type dictates the structure and properties of materials. The breaking and formation of bonds during reactions involve an energy transfer.

- Assessment: Research Investigation

Unit 2: Chemical Reactions

Chemical reactions involve a change in energy to make new substances. In chemical reaction, the bonds of reactants are broken and the atoms rearrange to form new bonds in the products. The ability of chemists to manipulate the energy with chemical reactions has led to the development of such fields as electro-chemistry, thermo-chemistry and reaction rates.

- Assessment: Experiment

Unit 3: Mole Concept and Gas Laws

During chemical reactions substances are rearranged to form new products and can be represented by balanced chemical equations. It is important to keep track of the quantities of materials used in various reactions. Chemical formulae and chemical reactions allow us to calculate the amounts of reactants and products involved in chemical reactions.

- Assessment: Written Examination (Units 1, 2 and 3)

Year 10 Semester Two

Year 10 Physics (E) Semester Two

By the end of this unit, students will be able to analyse linear motion and the transfer/transformation of energy in various systems. Students will learn how to describe movement in terms of distance, displacement, speed, velocity, and acceleration. They will be able to draw, analyse and interpret motion graphs using both gradient and area under the curve to determine displacement, velocity, and acceleration.

Unit 1: Forces, Motion and Electrical Energy Transfer

Linear motion can be used to describe, explain and predict a wide range scenarios relating to behaviour and movement of everyday objects. The motion that will be investigated can be categorised as either Kinematics or Dynamics. In kinematics we describe the change in motion of the objects such as the displacement, velocity and acceleration that is occurring while in dynamics we analyse the forces that causes the changes in motion.

- Assessment:
  - Student Experiment
  - Research Investigation

Unit 2: Electrical Energy Transfer

The movement of electrons will generate an electrical current. This electrical current allows for the electrical energy to be transferred through a circuit and be transformed in order to correctly operate a circuit component correctly. Operating all components in a circuit with the correct Power, Voltage, Current and Resistance allows for the circuit to operate efficiently and effectively.

- Assessment: Written Examination (Units 1 and 2)

Please refer to Years 11-12 Curriculum Handbook for details on Senior Subjects

The Arts

Year 7	Year 8	Year 9
Dance (C) Unit 1: Performance and Choreography	**Dance (E)** Unit 1: Creative Decisions.	**Dance (E)** Unit 1: Dancing with Intention Unit 2: Dance Fusion
Drama (C) Unit 1: From Page to Stage	**Drama (E)** Unit 1: Drama 101	**Drama (E)** Unit 1: Performance for Stage - Part A Unit 2: Performance for Stage - Part B
Music (C) Unit 1: Musical Introductions	**Music (E)** Unit 1: Musical Foundations	**Media Studies (E)** Unit 1: Media 101
Visual Art (C) Unit 1: My Place	**Visual Art (E)** Unit 1: Ceramic Vessels Unit 2: Self Portrait Printmaking	**Music (E)** Unit 1: Expand Your Playlist: *"And All That Jazz"* - Introductions to Jazz Unit 2: Expand Your Playlist: *"Spiders from Mars"* - Exploring Concept Albums
		Visual Art (E) Unit 1: Modernist Manipulations - Painting Unit 2: Modern Manipulations - Sculpture

(C) - Core Subject (E) - Elective Subject (G) - General Subject (A) - Applied Subject

Please refer to Years 11-12 Curriculum Handbook for details on Senior Subjects

Year 10	Years 11 and 12
Dance (E) Unit 1: Site Specific	**Dance (G)** Unit 1: Moving Bodies Unit 2: Moving through Environments Unit 3: Moving Statements Unit 4: Moving My Way
Drama - ADC (E) Unit 1: Children's Theatre **Drama - ADE (E)** Unit 1: A Mirror To Life	**Drama (G)** Unit 1: Share Unit 2: Reflect Unit 3: Challenge Unit 4: Transform
Media (E) Unit 1: Superpowered	**Film, Television and New Media (G)** Unit 1: Foundation Unit 2: Stories Unit 3: Participation Unit 4: Artistry
Music - AMC (E) Unit 1: Expand your Playlist - Part A Unit 2: Expand your Playlist - Part B **Music - AMD (E)** Unit 1: A world of Musical Identities - Part A Unit 2: A world of Musical Identities - Part B	**Music (G)** Unit 1: Designs Unit 2: Identities Unit 3: Innovations Unit 4: Narratives
	Music Extension (G) Unit 1: Composition Unit 2: Musicology Unit 3: Performance • Explore • Emerge
Visual Art - AVD (E) Unit 1: A Pocket Full of Gold **Visual Art - AVE (E)** Unit 1: Luck of the Draw	**Visual Art (G)** Unit 1: Art as Lens Unit 2: Art as Code Unit 3: Art as Knowledge Unit 4: Art as Alternate
	Visual Art in Practice (A) Unit 1: Looking Inwards (self) Unit 2: Looking Outwards (others) Unit 3: Clients Unit 4: Transform and Extend

(C) - Core Subject (E) - Elective Subject (G) - General Subject (A) - Applied Subject

Year 7 Dance (C)

In this band, learning in Dance builds on each student's prior learning and experiences. Students learn in and through the practices of Dance: choreography, performance and responding. They use dance-specific processes in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artist and as audience.

Unit 1: Performance and Choreography

This unit is an introductory Dance unit for all Year 7 students. Students will explore the four elements of dance and basic choreographic devices through a combined performance, choreography and responding task. Students will learn a short teacher devised hip hop dance routine and create choreography to add into sections of the routine as a combination of Performance and Choreography.

- Assessment: Performance and Choreography

Year 7 Drama (C)

In this band, learning in Drama builds on each student's prior learning and experiences. Students learn in and through the practices of Drama: creating, performing and responding. They use drama processes in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

Unit 1: From Page to Stage

A one term unit where students develop a group performance task of a one-scene play, *Beware the Bunyip*. Collaborating in groups, students investigate First Nations Australian storytelling, rehearse and perform. Students also submit an annotated script denoting their blocking and performance choices.

- Assessment: Performance Task

Year 7 Music (C)

In this band, learning in Music builds on each student's prior learning and experiences. Students learn in and through the music practices of listening, composing and performing. They use their music knowledge and skills in purposeful and creative ways, and continue to develop their connection with and contribution to the world as composers, performers and as audiences.

Unit 1: Musical Introductions

In this compulsory year 7 unit, students will explore the two key creative components of music - performing and composing. They will develop introductory skills at reading guitar chords through lead sheets and chord charts in order to interpret contemporary commercial songs. In addition, they will learn practice techniques and introductory skills on guitar before applying their reading knowledge in a practical setting.

- Assessment:
  - Creative Composing
  - Guitar Folio

Year 7 Visual Art (C)

In this band, learning in Visual Arts builds on each student's prior learning and experiences. Students learn in and through visual arts practices. They use visual arts processes and available analog/physical and/or digital materials in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artists and as audiences.

Unit 1: My Place

During the term, students have been introduced to the six elements of design and have experimented with different techniques in acrylic painting. Students have also reflected on the places in the world that hold special significance in their lives.

- Assessment: Project

Year 8 Dance (E)

In this band, learning in Dance builds on each student's prior learning and experiences. Students learn in and through the practices of Dance: choreography, performance and responding. They use dance-specific processes in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artist and as audience.

Unit 1: Creative Decisions

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.

- Assessment:
  - Portfolio Task 1: Performance Responding
  - Portfolio Task 2: Choreography Responding

Year 8 Drama (E)

In this band, learning in Drama builds on each student's prior learning and experiences. Students learn in and through the practices of Drama: creating, performing and responding. They use drama processes in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artist and as audience.

Unit 1: Drama 101

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 texts and Improvisation. Using the skills developed throughout the unit, students will rehearse and present scripted texts to build confidence in performing to live audiences.

- Assessment:
  - Group Performance
  - Live Performance Response
  - Character Creation

Year 8 Music (E)

In this band, learning in Music builds on each student's prior learning and experiences. Students learn in and through the music practices of listening, composing and performing. They use their music knowledge and skills in purposeful and creative ways, and continue to develop their connection with and contribution to the world as composers and performers and as audiences.

Unit 1: Musical Foundations

In this unit, students will investigate and understand the history and evolution of film music as a genre. Students will also engage in foundational musical skills for 21st century musicians.

- Assessment:
  - Composition Task
  - Performance Folio
  - Analysis (Responding Examination)

Year 8 Visual Art (E)

In this band, learning in Visual Arts builds on each student's prior learning and experiences. Students learn in and through visual arts practices. They use visual arts processes and available analog/physical and/or digital materials in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artists and as audiences.

Unit 1: Ceramic Vessels

This unit of study explores the medium of clay. Students will research how artists work and how to apply the elements and principles of design to communicate ideas and meanings. They will research other artists ways of working and how they construct and manipulate clay to form three dimensional forms to communicate their artists ideas.

- Assessment: Ceramic Animal Vessel

Unit 2: Self Portrait Printmaking

This unit of study explores the medium of lino relief printing. Students will research how artists work and how to apply the elements and principles of design to communicate ideas and meanings. They will research other artists ways of working and how they design, plan, cut and print relief prints and communicate their artists ideas.

- Assessment: Self Portrait

Year 9 Dance (E)

In this band, learning in Dance continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Dance: choreography, performance and responding.

Unit 1: Dancing with Intention

Within this unit, the central focus is the communication of intent through making and responding. Students will focus on developing their expressive and technical skills as they perform through contrasting perspectives requiring variation and intentional use of their emotive capabilities.

- Assessment: Performance

Unit 2: Dance Fusion

Extending the focus on deepening students understanding of genres and the communication of intent moving into the 21st century, students will create a fusion dance performance piece through collaborative practice. Students will form an understanding of the varying forms of fusion dance then bring their individual movement identities together to form a unique choreographic composition.

- Assessment: Choreography

Year 9 Drama (E)

In this band, learning in Drama continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Drama: creating, performing and responding.

Unit 1: Performance for Stage - Part A

Students will study Magical Realism and Realism to develop characterisation in a scripted performance. They also respond to a live theatre performance of the same genre.

- Assessment
  - Performing and Presenting
  - Exploring and Responding

Unit 2: Performance for Stage - Part B

Students will study Magical Realism and Realism to develop characterisation in a scripted performance. They also respond to a live theatre performance of the same genre.

- Assessment: Magical Realism - Directing

Please refer to Years 11-12 Curriculum Handbook for details on Senior Subjects

Year 9 Media (E)

In this band, learning in Media Arts continues to build on each student's prior learning and experiences. Students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representations, audiences, institutions, media languages and relationships.

Unit 1: Media 101

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 Social Media video content in a range of genres and target audiences.

- Assessment:
  - Analysis of Australian Representations in Advertising
  - Social Media Video Making

Year 9 Music (E)

In this band, learning in Music continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Music: listening, composing and performing. They continue to use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national and global contexts such as countries or regions in Asia, including use of music in multi-arts, trans-disciplinary or hybrid forms.

Unit 1: Expand Your Playlist: *"And All That Jazz"* - Introductions to Jazz

In this unit, students will investigate and comprehend the historical context and development of various jazz styles and genres. They will explore key composers and their compositions by studying scores and listening to music. Through analysis, students will understand the nuanced and varied manipulation of the elements of music and be able to differentiate these across varying styles and genres.

- Assessment:
  - Composition Project - Jazz Composition
  - Responding Examination

Unit 2: Expand Your Playlist: "*Spiders from Mars*" - Exploring Concept Albums

In this unit, students will investigate and explore various bands, songwriters, composers, and musicians through the lens of significant and notable concept albums. They will explore various musical styles and determine how the manipulation of musical elements have been used to convey, support, and create narrative concepts.

- Assessment:
  - Performance - Concept Albums
  - Extended Response - Concept Albums

Year 9 Visual Art (E)

In this band, learning in Visual Arts continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Visual Arts. They continue to use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices and arts spaces in local, regional, national and global contexts such as countries or regions in Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms.

Unit 1: Modernist Manipulations - Painting

This unit will inform 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. Creative design and problem-solving are developed as students explore two dimensional works to innovatively express their individual ideas.

- Assessment:
  - Folio of four (4) painting studies
  - Resolved Painting

Unit 2: Modern Manipulations - Sculpture

This unit continues to inform 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.

- Assessment: Resolved Sculpture

Year 10 Dance (E)

In this band, learning in Dance continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Dance: choreography, performance and responding. They continue to use dance-specific processes in purposeful and creative ways that are informed by their engagement with the work of living choreographers and performers from across local, regional, national and global cultures, times, places and/or other contexts, such as countries or regions in Asia.

Unit 1: Site Specific

Students investigate how the integration of the environment challenges the conventional norms of dance. They experiment with new movement possibilities, interact with varying objects and convey intentions in challenging spaces.

- Assessment:
  - Site Specific Dance
  - Developing your Artistry

Year 10 Drama - ADC (E)

In this band, learning in Drama continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Drama: creating, performing and responding.

Unit 1: Children's Theatre

Students will explore Children's Theatre through Performance, Script writing and Responding. In this unit, students will prepare an existing Children's Theatre script, such as Roald Dahl's *The BFG* for live performance. They will present for an audience of primary aged students.

- Assessment:
  - Presenting and Performing - *BFG*
  - Creating and Making - Script Writing
  - Exploring and Responding - Theatre Critique Examination

Year 10 Drama - ADE (E)

Unit 1: A Mirror To Life

This unit will explore Realism and Verbatim Theatre. Realism requires actors to work for honest, naturalistic performances through subtlety, emotional recall and observation. Verbatim Theatre is where drama is created based on real events, from the words of those involved. We will work with outstanding Australian scripts such as *April's Fool*, *So Much to Tell You*, and *Juice*.

- Assessment:
  - Creating and Making
  - Presenting and Performing
  - Exploring and Responding

Year 10 Media (E)

In this band, learning in Media Arts continues to build on each student's prior learning and experiences. Students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representations, audiences, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences.

Unit 1: Superpowered

In this unit, students will explore film production through pre-production design, camera techniques, running a film shoot and post-production editing. Students will study basic cinematography, plot structure, pre-production design formats and camera operation before storyboarding and shooting a short narrative film in small groups. They will also study critical theory before writing a review of a feature film currently in Cinemas.

- Assessment:
  - Creating and Making
  - Presenting and Performing
  - Exploring and Responding

Year 10 Music - AMC (E)

In this band, learning in Music continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Music: listening, composing and performing. They continue to use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national and global contexts such as countries or regions in Asia, including use of music in multi-arts, trans-disciplinary or hybrid forms.

Unit 1: Expand your Playlist - Part A

In this unit, students will investigate and comprehend the historical context and development of various jazz styles and genres. They will explore key composers and their music by studying scores and listening to music. Through analysis, students will understand the nuanced and varied manipulation of the elements of music and be able to differentiate these across varying styles and genres.

- Assessment:
  - Composition project - Jazz Composition
  - Responding - Examination

Unit 2: Expand your Playlist - Part B

In this unit, students will investigate and explore various bands, songwriters, composers, and musicians through the lens of notable concept albums of different musical style and genres. They will understand the varied manipulations of the musical elements and be able to determine how these have been used to convey, support, or create narrative concepts. Students will understand the criteria for successful concept albums and, through analysis, evaluate the success of various albums.

- Assessment:
  - Performance - Concept Albums
  - Responding - Extended Response

Year 10 Music - AMD (E)

Unit 1: A world of Musical Identities - Part A

In this unit, students will investigate and explore western and non-western trends in music. They will explore key composers and their music as well as cultural and ethnic musical genres by studying scores and listening to music. Through analysis, students will understand the varied manipulation of the elements of music and be able to differentiate these across styles.

- Assessment:
  - Composition Project
  - Responding - Extended Response

Unit 2: A world of Musical Identities - Part B

In this unit, students will investigate the historical context, composers, musicians, and music makers involved in creating the musical identity of Australia. Through analysis, students will understand the varied manipulation of the elements of music and be able to differentiate these between styles and genres including classical, contemporary, and First Nation's music.

- Assessment:
  - Performance - Australian Music
  - Responding - Folio

Year 10 Visual Art - AVD (E)

In this band, learning in Visual Arts continues to build on each student's prior learning and experiences as students develop their capability and confidence across the practices of Visual Arts. They continue to use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices and arts spaces in local, regional, national and global contexts such as countries or regions in Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms.

Unit 1: A Pocket Full of Gold

With an emphasis on creating commercial artwork, this unit focuses on 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.

- Assessment:
  - Product - Photoshop Repeat Pattern Design
  - Project: Screenprint and Surface Design
  - Project - Functional Items

Year 10 Visual Art - AVE (E)

Unit 1: Luck of the Draw

This unit aims to consolidate a wide, experimental skills base for students 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. Once a folio of exploratory techniques 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.

- Assessment:
  - Dry Point Etching Artist's Book
  - Product: Artist Book Extended and/or Reimagined

Blessing...

Perhaps we bless each other all the time, without even realising it. When we show kindness and compassion to another we are setting a blessing in train. There is a way in which an act of kindness done becomes an independent luminous thing, a kind of jewel box of light that might conceal itself for days or years until one day, when you are in desperate straits, you notice something on the floor at your feet. You reach for it and discover exactly the thing, courage and vision for which you desperately hunger.

John O'Donohue 1956-2008, *Irish poet, philosopher, and author*

Downlands College

TOOWOOMBA QUEENSLAND AUSTRALIA

A Missionaries of the Sacred Heart School

72 Ruthven St, PO Box 250, Toowoomba QLD, Australia
+61 7 4690 9500 www.downlands.qld.edu.au

ABN 96 071 878 478 | RTO 30039 | CRICOS Pro.No.00494F