



NOOSA  
CHRISTIAN COLLEGE  
COOROY

# YEAR 7 to 10 SUBJECT GUIDE

2025



Building Pathways *to* Success





# YEAR 7

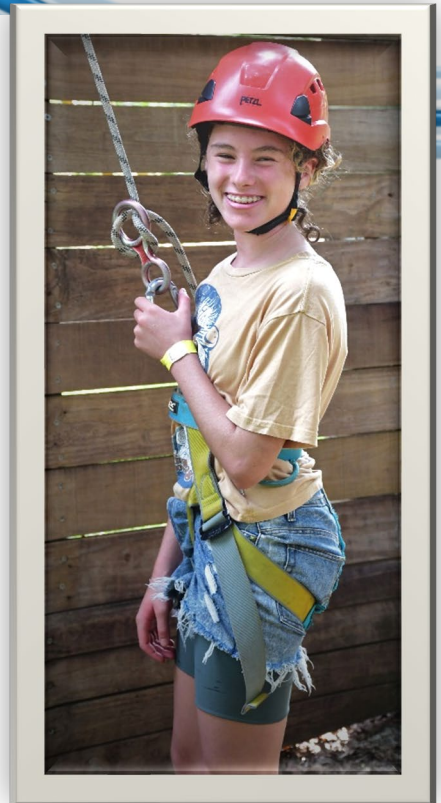
## YEAR 7 PROGRAM OVERVIEW

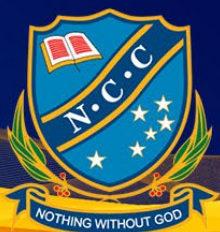
To ease the transition into middle school, core curriculum subjects for Year 7 students are taught by Year 7 Middle School specialists.

This allows students to move into an environment that is still familiar to them, with a core teacher in a home room and lockers near the classroom.

This gives the homeroom teacher the ability to observe students across a range of subjects and nurture their development while introducing them to the Secondary way of doing things. Movement to other rooms and teachers is limited to elective or rotation subjects.

Core subjects including *Maths*, *English*, *Humanities* and *Science* are studied as a class in Year 7 and are based on the Australian Curriculum which was rolled out in 2012 under the joint supervision of Queensland Curriculum and Assessment Authority (QCAA) and Independent Schools Queensland (ISQ). Other subject areas currently follow the Education Queensland Curriculum.





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COOROE

# 2025 YEAR 7 SUBJECTS

## CORE SUBJECTS

Biblical Studies   English   Mathematics  
Science   Language (Japanese)   Wellbeing  
Health and Physical Education (HPE)

## SEMESTER SUBJECTS

History   Geography  
Civics & Citizenship   Economics & Business

## ROTATION SUBJECTS

Students spend 13 weeks on each subject  
The Arts - Drama, Music, Visual Arts  
Technologies - Digital Technologies,  
Design & Technology, Food Technology

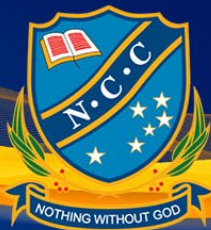
## YEAR 7 - TRIBE PROGRAM

Supporting a smooth transition from Primary to Secondary and childhood to teenage years. Recognising there are fundamental physical, cognitive, social and emotional shifts at these times, and that our learners may require specific skilling to enable them to function effectively.



# YEAR 8

## 2025 YEAR 8 SUBJECTS



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### CORE SUBJECTS

Biblical Studies   English   Mathematics  
Science   Language (Japanese)   Wellbeing  
Health and Physical Education (HPE)

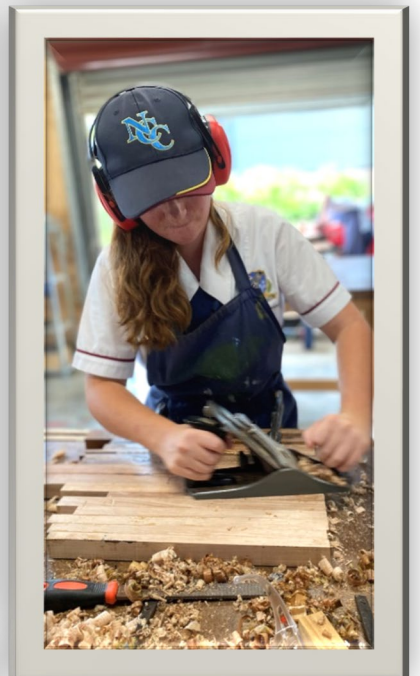
### SEMESTER SUBJECTS

History   Geography  
Civics & Citizenship   Economics & Business

### ROTATION SUBJECTS

Students spend 13 weeks on each subject  
The Arts - Drama, Music, Visual Arts  
Technologies - Digital Technologies,  
Design & Technology, Textiles





# Junior Secondary

# YEAR 9

## 2024 CORE SUBJECTS

Biblical Studies, English, Mathematics, Science,  
Health & Physical Education, History/Geography

## 2024 ELECTIVE SUBJECTS

Select one from each line

LINE 1	LINE 2
Design – Food & Fashion	Visual Art
Design – Engineering & Materials	Digital Technologies
Economics & Business	Music
	Drama
	Media Arts
	Languages
	Passion Project
	Psychology

## YEAR 9 G.R.I.T. PROGRAM

(Generosity, Resilience, Integrity, Thoughtfulness)

Building leadership skills, resilience, a sense of belonging, team  
skills, service and respect.



# YEAR 10

## 2024 CORE SUBJECTS

Biblical Studies, English, Mathematics, Science,  
Health & Physical Education

## 2024 ELECTIVE SUBJECTS

Select one from each line

LINE 1	LINE 2	LINE 3
Design – Food & Fashion	Marine Science	Visual Art
Design – Engineering & Materials	History/ Geography	Digital Technologies
Economics & Business	Design	Music
		Drama
		Media Arts
		Languages
		Passion
		Psychology

## CERTIFICATE COURSES

Certificate II – Hospitality

Certificate II – Outdoor Power Equipment

## CAREERS/WELLBEING

Students spend one period per week on career planning and senior subject advice. For an additional one period per week, students engage in a wellbeing program.



# YEAR 9 & 10 ELECTIVE SUBJECT INFORMATION

## **Design – Food & Fashion**

Students will have the opportunity to design and produce at least 4 designed solutions focused on food and fibre production. They will 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. Students will specifically focus on preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking.

## **Design – Engineering & Materials**

Students will have the opportunity to design and produce at least 4 designed solutions focused on engineering principles and systems. They will 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. Students will specifically focus on preferred futures, taking into account ethics; legal issues; social values; and economic, environmental and social sustainability factors; and use strategies such as life cycle thinking.

## **Economics & Business**

In Year 9, students focus on 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. Students focus on consumer and financial risks and rewards. They examine the influence of Australia's financial sector on economic decision-making for how it contributes to a prosperous economy and responds to challenges impacting on peoples' lives and choices.

In Year 10, students focus on 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. Australia's superannuation system and the factors that influence major consumer and financial decisions are also considered for how they contribute to human and financial wellbeing and the common good of society.

## **Visual Art**

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. This awareness of the diversity of visual arts practices, forms, styles and representations informs their own visual arts practice. They work collaboratively with peers and teachers.

## **Digital Technologies**

In Digital Technologies, students 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. They verify their solutions solve the problem by validating their algorithms, represented as flowcharts and pseudocode, and using test cases to confirm the correctness of their solutions. Students develop their object-oriented programming skills, and apply them to develop, modify and debug programs. They explain the importance of abstraction by representing online documents in terms of content, structure and presentation, as well as exploring simple data compression techniques and comparing their effectiveness.

## **Music**

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. This awareness of diverse music practices, genres and/or styles informs their own music practices. They work collaboratively with peers and teachers.

## **Drama**

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. They continue to use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts, such as countries or regions in Asia, including use of drama in multi-arts, trans-disciplinary and/or hybrid forms. This awareness of diverse drama practices, genres and/or styles informs their own drama practice. They work collaboratively with peers and teachers.

## **Media Arts**

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. They work individually and in collaboration with peers and teachers.

## **Languages**

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. They continue to receive guidance, modelling, feedback and support from peers and teachers.

## **Marine Science**

Marine Science is designed to develop a sense of wonder and curiosity about the complexity of marine life and a respect for all living things and the environment. Topics covered include oceanography, marine biology, marine systems, and ocean issues. Students will undertake a variety of fieldwork, laboratory and other research investigations, including the collection and analysis of data and the interpretation of evidence.

## **History/Geography**

In Year 9 students study the history of the making of the modern world from 1750 to 1918. This was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and expansion of European power, which had significant effects on First Nations Peoples globally. The period culminated in World War I (1914–1918), the “war to end all wars”.

In the second semester, students focus 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. Students also examine 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.

In Year 10 students study the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 20th century became a critical period in Australia’s social, political, economic, cultural, environmental and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region and its global standing, and the demands for rights and recognition by First Nations Australians.

In the second semester, students focus 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. Students also examine 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. Students consider the spatial differences in wellbeing within and between countries, and programs designed to reduce the gap between differences in wellbeing.



## **Design**

Design actively engages students in creating quality designed solutions. In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Studying Design can lead to opportunities in Engineering, Manufacturing, Architecture, Industrial Design, Business and Brand Marketing, to name a few. Students taking this subject will use a range of technologies to communicate, generate and represent ideas in a visual format. Students learn about and use technical drawing applications including, perspective and scale, orthogonal and isometric drawing, rendering of designs and creating illustrated views for marketing. Computer graphic visualisation software is also introduced to students, and this is used to generate drawing and production plans as well as 3D views of products.

## **Passion**

This course provides students the platform to direct their own learning based on a topic they are passionate about. Studies show that deeper learning and engagement occurs when a student is studying a topic they have a passion for. In fact, large and successful technology companies ask their employees to devote 20% of their time on work related passion projects. In Passion, students will need to clearly identify the area they would like to grow in. They will brainstorm ideas and skills, then pose their questions and challenges. Next will come research to explore how to learn, followed by creation or practice of their new skill. Finally, each student must share their new learning by presenting to an audience. Students will be expected to showcase their learning at the end of each semester. Passion is designed to work in a student's favour as a strength-based approach to education.

## **Psychology**

Psychology is a branch of science that looks at the study of the mind and its functions. It encompasses the study of human behaviour, including its biological, cognitive, and social aspects, and applies this knowledge to practical problems. As a subject, it aims to develop students' interest in psychology and their appreciation for how this knowledge can be used to understand contemporary issues. Topics such as memory, stress, emotions, sleep, behaviours and psychological disorders are studied, where students learn and apply aspects of the knowledge and skill of the discipline (thinking, experimentation, problem-solving and research skills) and consider how they may impact society. Students of Psychology will not only gain increased knowledge and understanding of themselves and others, but also develop critical thinking skills which are

valuable personally and in many professions. With a background in Psychology, students can go on to pursue professions like Clinical Psychology, Counselling and Human Resources, to name a few. The subject also provides a good groundwork for any future profession as it teaches young people valuable skills that would add value to a variety of industries. Selecting psychology as an elective in Years 9 and 10 will give students a foundational grasp of key concepts, aiding their transition to more advanced coursework in senior years.

## REAL WORLD EXPERIENCE

In the first term of Year 10, all students complete five full days of work experience at a local business. This opportunity gives students a valuable insight into a workplace and a taste for their potential career preferences.





# Year 10 Elective – Cert II in Outdoor Power Equipment



## AUTOMOTIVE

VETiS AUR20820 Certificate II in Outdoor Power Equipment Technology

### CORE UNITS

- AURAEA002 Follow environmental and sustainability best practice in an automotive workplace
- AURFAA001 Use numbers in an automotive workplace
- AURFAA002 Read and respond to automotive workplace information
- AURASA102 Follow safe working practices in an automotive workplace
- AURETR006 Solder electrical wiring and circuits
- AURETR115 Inspect, test and service batteries
- AURPTE102 Inspect and service outdoor power equipment engines
- AURTTK102 Use and maintain tools and equipment in an automotive workplace

### ELECTIVE UNITS

- AURPTA101 Carry out pre-repair operations to outdoor power equipment
- AURPTA102 Carry out minor adjustments to outdoor power equipment
- AURPTA103 Service and repair rotary cutting systems
- AURPTA106 Inspect and service line trimming systems and components
- AURPTE103 Diagnose and repair outdoor power equipment engines
- AURTTF101 Inspect and service petrol fuel systems
- AURPTA110 Inspect and service pumping systems
- AURLTJ113 Remove, inspect and refit light vehicle wheel and tyre assemblies

*\* units may be subject to change without notice*

This course is ideal for anyone interested in a career in the automotive industry. Along with gaining skills and knowledge currently in demand, participants will have the opportunity to complete 8 core units common to a number of automotive industry qualifications.



A Certificate II in Outdoor Power Equipment Technology will be issued upon successful completion of the accredited competencies in this course.  
NB: Work experience available.

**VENUE:**  
Noosa Christian College, COOROY

**WORKSHOP DATES:**  
Tuesday's  
11 Feb to 28 Oct 2025

**TIMES:**  
9:00am – 3:00pm

**DURATION:**  
8 months  
[VOL 1200H to 2400H]  
[ANH 276]

**DRESS:**  
Long trousers, dark coloured shirt,  
steel capped boots or shoes

**WHAT TO BRING:**  
USI number

**COST:**  
Free\*

**VETiS**  
\*This Program is funded under the  
Government's Queensland VET Investment  
Plan to eligible VET in Schools participants

For information on fees and refunds refer to:  
[www.regionaltrainingqld.edu.au/MORE/STUDENT INFO/fees and refunds](http://www.regionaltrainingqld.edu.au/MORE/STUDENT%20INFO/fees%20and%20refunds)

**REGIONAL**  
Regional Training Services Qld Pty Ltd

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Website: [www.regionaltraining.qld.edu.au](http://www.regionaltraining.qld.edu.au)  
RTO No. 40702



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# Year 10 Elective – Cert II in Hospitality



## HOSPITALITY

### VETis - SIT20322 Certificate II in Hospitality units

BSBTWK201	Work effectively with others
SITHIND006	Source and use information on the hospitality industry
SITHIND007	Use hospitality skills effectively
SITXCCS011	Interact with customers
SITHFAB022	Clean and tidy bars
SITXCOM007	Show social and cultural sensitivity
SITXFSA005	Use hygienic practices for food safety
SITXWHS005	Participate in safe work practices
SITHFAB021	Provide responsible service of alcohol
SITHFAB024	Prepare and serve non-alcoholic beverages
SITHCCC025	Prepare and present sandwiches
SIRXSL001	Sell to the retail customer

### SIT30622 Certificate III in Hospitality bridging units [optional]

SITHIND008	Work effectively in hospitality service
SITXCCS014	Provide service to customers
SITXHRM007	Coach others in job skills
SIRXPDK001	Advise on products and services

*\* units may be subject to change without notice*

This course is ideal for anyone interested in a career in tourism, hospitality or the resource sector support industries. Participants will have the chance to gain skills and knowledge currently in demand in the industry.



A SIT20322 Certificate II in Hospitality will be issued upon successful completion of the accredited competencies in this course. NB: Students are required to complete a compulsory 12 shifts of work experience, 36 shifts must be completed if undertaking the optional Certificate III bridging units.

**VENUE:**  
Noosa Christian College, COOROY

**WORKSHOP DATES:**  
Tuesday's  
11 Feb to 28 October 2025

**TIMES:**  
9:00am – 3:00pm

**DURATION:**  
8-9 months  
[VOL 1200H to 2400H]  
[ANH 302]

**DRESS:**  
Dark skirt or pants, light coloured shirt & closed in shoes

**WHAT TO BRING:**  
USI number

**COST:**  
Free\*  
VETIS

\*SIT20322 Certificate II in Hospitality  
This Program is funded under the Government's Queensland VET Investment Plan to eligible VET in Schools participants – SIT30622 Certificate III in Hospitality bridging units funded by Regional Training Services Qld

For information on fees and refunds refer to:  
[www.regionaltrainingqld.edu.au/MORE/](http://www.regionaltrainingqld.edu.au/MORE/)  
STUDENT INFO/fees and refunds

**REGIONAL**  
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## OUR GUIDE

Matthew 7:12 "So in everything, do to others what you would have them do to you..."

Philippians 4:8 "...whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable - if anything is excellent or praiseworthy - think about such things."



## OUR VALUES

What we believe in and how we will act.



**Respect**

Value yourself and others through your words and actions.



**Responsibility**

Make wise choices and be accountable in all situations.



**Effort**

Work to the best of your ability and don't give up.



**Compassion**

Be kind and understanding of one another at all times.



**Service**

Put the needs of others first and lend a helping hand.



**Integrity**

Do the right thing even when others aren't watching.



**Hope**

Trust God and be confident about life in all circumstances.



Adventist  
Education





