



NOOSA
ADVENTIST COLLEGE

YEAR 7 to 10 SUBJECT GUIDE

2026



Building Pathways *to* Success

YEAR 7

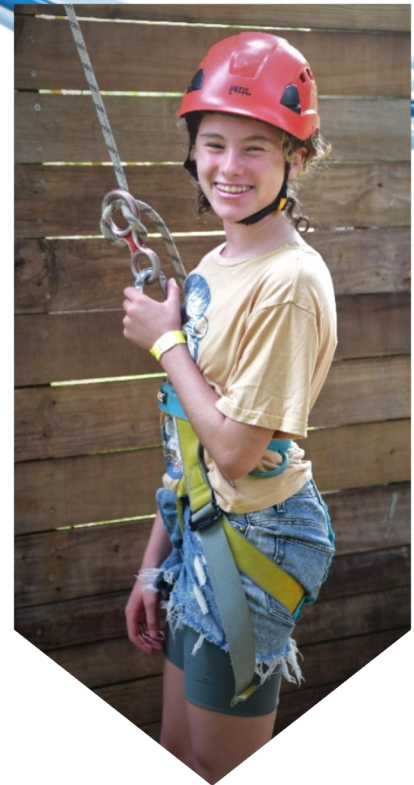
YEAR 7 PROGRAM OVERVIEW

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.



2026 YEAR 7 SUBJECTS

CORE SUBJECTS

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

SEMESTER SUBJECTS

Language (French) Geography

ROTATION SUBJECTS

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

Additional Activities - Chapel & School Sport

YEAR 8



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2026 YEAR 8 SUBJECTS

CORE SUBJECTS

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

SEMESTER SUBJECTS

Language (French) Geography

ROTATION SUBJECTS

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

Additional Activities - Chapel & School Sport



Junior Secondary

YEAR 9

2026 CORE SUBJECTS

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

2026 ELECTIVE SUBJECTS

Select one from each line

LINE 1	LINE 2
Economics & Business	Design – Food & Fashion
Visual Art	Design – Engineering & Materials
Geography	Drama

YEAR 9 WELLBEING PROGRAM

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

Additional Activities – Chapel & School Sport

YEAR 10

2026 CORE SUBJECTS

Biblical Studies, English, Mathematics (3 levels), Science,
Health & Physical Education

2026 ELECTIVE SUBJECTS

Select one from each line

LINE 1	LINE 2	LINE 3
Economics & Business	Design – Food & Fashion	History
Visual Art	Design – Engineering & Materials	Psychology
Geography	Drama	Marine Science

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.

Additional Activities – Chapel & School Sport

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.

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.



History

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 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.

Geography

In Year 9, 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 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.

Psychology (Year 10)

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

All Year 10 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.



