CHANCELLOR STATE COLLEGE

The best we can be

2026

Year 7 Subject Handbook

CARE COURTESY COOPERATION COMMITMENT CHALLENGE

08/08/2024 Correct at time of publication but subject to change

CHANCELLOR STATE COLLEGE

The best we can be

Table of Contents

Welcome to our Junior Secondary Program

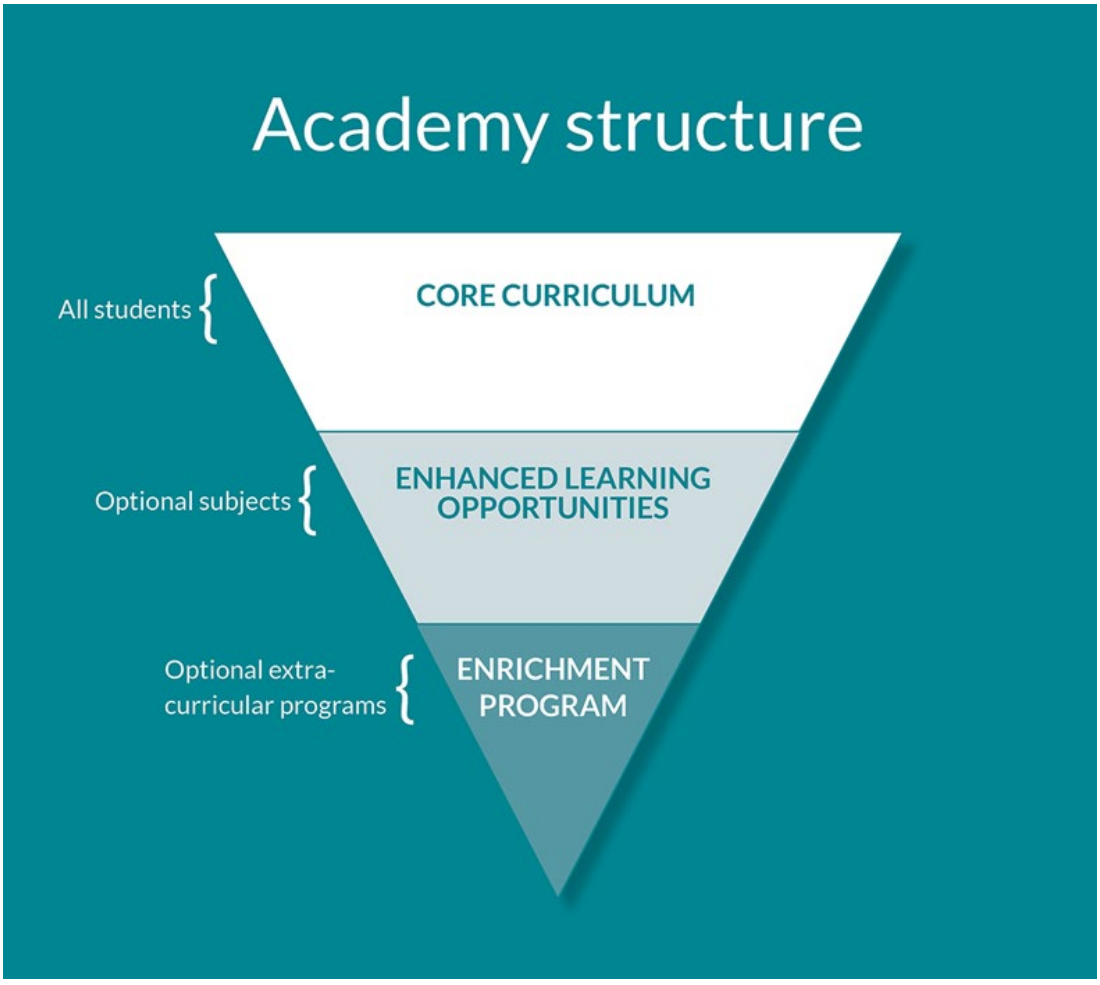
Our Junior Secondary program provides education that is responsive to the development needs of students in the early years of adolescence. Children in this age range are experiencing an unmatched period of cognitive, physical, social and emotional change and growth. Students are beginning to think more broadly about issues beyond the home and family and want to engage in authentic, meaningful learning in a modern global context.

The Junior Secondary curriculum exposes all students to key learning areas of the Australian Curriculum while providing opportunity for choice through elective subjects from Year 7. This allows students to extend and develop areas of interest.

Opportunities can be seen through three tiers of offerings within the College. As students progress through years, they can select increasingly personalised pathways through core and elective subjects. Students are able to extend and accelerate their learning through our College

Academies - each providing a range of different pathways and learning experiences.

We believe that the key to a successful junior secondary experience lies in the strength of the partnership between the teacher, the student and home.



*Disclaimer- Some subjects and content may change due to V9 ACARA syllabus

CHANCELLOR STATE COLLEGE
The best we can be

Curriculum Overview

The junior secondary (Years 7-9) curriculum has been carefully planned to offer students a range of subjects across all learning areas whilst providing flexibility for students to extend themselves in areas of interest. The following table provides an overview of subjects offered across the junior secondary curriculum. All students are encouraged to participate in a range of electives across all learning areas through junior secondary to ensure a breadth of experiences before the more specialised senior curriculum.

All elective offerings are for 1 semester only and there are some selection requirements for year levels which can be found on relevant subject selection form

Curriculum Area	Core/Elective	Year 7	Year 8	Year 9
English	**Core**	English		
	Elective			Literature
Mathematics	**Core**	Maths OR Maths Extension		
Science	**Core**	Science		
Humanities	**Core**	Humanities		
	Elective			Ancient History
				Politics and Justice
Business and ICT	**Core**			Business and ICT
Health & Physical Education	**Core**	HPE – 1 Semester		
	Elective	Athlete Development Program		Outdoor Education
				Fitness for Life
Languages	**Core**	Japanese – 1 Semester		
	Elective		Japanese	Japanese
S.T.E.M	Elective	Design and Manufacturing Technology		
		Food Technology		
		Engineering and Robotics		
		Design and Coding		
			Marine Adventures	Science Investigations
The Arts	Elective	Dance		
		Drama		
		Media Arts		
		Music		
		Visual Art		
Excellence Programs (by application)	Elective	Football/Futsal Development Program		
		Touch Football Development Program		

Core Subject Descriptions

English

About the Subject

The English curriculum helps students to engage imaginatively and critically with literature and appreciate its aesthetic qualities. They explore ideas and perspectives about human experience and cultural significance, interpersonal relationships, and ethical and global issues within real-world and fictional settings. Students are exposed to literature from a range of historical, cultural and social contexts. Through the study of texts, students develop an understanding of themselves and their place in the world. The English curriculum explores the richness of First Nations Australian voices and voices from wide-ranging Australian and world literature.

The study of English plays a key role in the development of literacy, which gives young people the knowledge and skills needed for education, training and the workplace. It helps them become ethical, informed, perceptive, innovative and active members of society. The English curriculum plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Pathways

A course of study in English establishes the basis for all subjects and further pathways and employment.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Who has the power? • Persuasive speaking	Poetry, a way to communicate things that matter to me and those around me • Poetry • Multimodal texts	Walking in someone else's shoes. • Novel study • Diary writing	Do you see what I see? • Visual literacy • Graphic novel poster and justification
Assignment - Persuasive - Speech Recorded on PowerPoint	**Assignment - Analytical - Multimodal - Create picture book reflecting poem, presenting to peer group**	**Exam - Imaginative - Diary entry of character from novel**	**Assignment - Analytical - Graphic novel poster with a justification of visual techniques used.**

Additional Materials or Excursions

Material or Excursion	Approximate Cost	Notes
Writing Workshop – author in residence (on Secondary Campus)	Free	Students may choose to attend this event.
Beyond the Book Excursion – UniSC Author presentations	$27.00	Students may choose to attend this event

Mathematics

About the Subject

The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

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.

Pathways

A course of study in Mathematics allows students to acquire specialist mathematical knowledge and skills that underpin numeracy development and lead to further study in mathematics and other disciplines.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number Students will investigate positive and negative integers, decimals, percentages and fractions.	**Number and Space** Students will solve practical problems involving rational numbers, percentages and ratios. They will classify polygons and apply knowledge of angles.	**Measurement and Algebra** Students will use algebra to model real-world situations, solve equations, analyse data, and understand how variables affect outcomes.	**Statistics and Probability** Students will plan and conduct a statistical investigation and conduct chance experiments.
• **Exam** – Number	• **Modelling Task** – Finance • **Exam** – Geometry	• **Exam** – Measurement and Algebra	• **Modelling Task** – Statistics • **Exam** – Probability

Additional Materials or Excursions

Material or Excursion	Approximate Cost	Notes
Maths Olympiad Competition	$8.50	Students may choose to attend this event
QAMT Competition	$5.00	Students may choose to attend this event
ICAS Competition	$20.95	Students may choose to attend this event

Science

About the Subject

Science is the exciting journey into the foundational concepts of the natural world. This pivotal stage of education typically focuses on building a solid understanding of fundamental scientific principles, nurturing curiosity, and fostering critical thinking skills. Year 7 Science includes the study of Chemical, Biological, Physical and Earth and Space Sciences.

Through hands-on experiments and inquiry-based learning, they develop essential scientific skills such as observation, experimentation, and data analysis, laying the groundwork for a deeper understanding of the natural world and the methods of scientific inquiry. Overall, Year 7 science serves as a crucial steppingstone in the educational journey, providing students with a solid foundation in scientific knowledge and skills that will empower them to explore and understand the world around them.

Pathways

Students embarks on a journey through foundational knowledge of life, matter, energy, and space. Progressing through general junior Science and onto senior school, they could explore diverse disciplines like Biology, Physics, Chemistry, Marine Studies, Psychology, and Science in Practice. This comprehensive pathway nurtures their curiosity, critical thinking, and prepares them for future studies or careers in science.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Biology Students will study the diversity of biological life and the flow and effects of matter and energy in ecosystems.	**Physics** Students will represent and explain the effects of forces acting on objects.	**Chemistry** Students will use particle theory to explain the physical properties of substances and develop processes that separate mixtures.	**Earth and Space Science** Students will model cycles in the Earth-sun-moon system and explain the effects of these cycles on Earth.
Exam	**Experimental Exam**	**Exam**	**Assignment**

Additional Materials or Excursions

Material or Excursion	Approximate Cost	Notes
Big Science Competition	$8.00	Students may choose to participate
Junior Science Olympiad	$17.00	Students may choose to participate

Humanities

About the Subject

Humanities is the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. Humanities has both a historical and contemporary focus where students will look at past and present issues and consider challenges that may occur in the future. Humanities in year 7 includes the study of history, geography and civics and citizenship.

Through studying Humanities, students will develop skills in questioning, research, critical and creative thinking, problem solving, communication and decision making. They will develop an understanding of current world events and how to be active and informed citizens who understand and participate in the world.

Pathways

A course study in Humanities provides students with the knowledge and skills to understand the world around them and further their study in history, geography, legal studies or economics.

Units of Study Structure

Unit 1	Unit 2	Unit 3	Unit 4
Water This unit focuses on the many uses of water and the way it is perceived and valued.	**Liveability** This unit focuses on the factors that influence liveability and the idea that places provide us with the services and facilities needed.	**Deep Time Australian History** This unit focuses on the history of the early First Nations Peoples of Australia. It also looks at current Australian laws and diversity.	**Ancient Greece and Democracy** This unit focuses on the development of Ancient Greece as a society. It also looks at democracy in modern Australia.
Examination Short response to stimulus	**Investigation** Multimodal presentation	**Project** Written response	**Examination** Short response to stimulus

Additional Materials or Excursions

Material or Excursion	Approximate Cost	Notes
Incursion	Free	All students are encouraged to participate; however, it is not compulsory for the course
Australian Geography Competition	$5.00	Students may choose to participate
Australian History Competition	$7.00	Students may choose to participate

Japanese

About the Subject

As globalisation becomes a term that has many implications for students in today's society, the ability to communicate in a language other than English becomes more necessary.

Japanese incorporates the study and practice of reading, writing and understanding Japanese language as well as the study of Japanese culture. Students will learn to communicate in both written and verbal format and adjust their responses according to appropriate contexts and setting. Students will study Japanese language and culture in both familiar and unfamiliar contexts and across are range of interests and experiences.

Pathways

A course of study in Japanese allows students to acquire specialist Japanese knowledge and skills that underpin language development and lead to further study in Japanese and other disciplines.

Units of Study Structure

Unit 1	Unit 2
Matsuri In this unit students will learn about different Japanese festivals, as well as the cultural activities, events and language related to each event and local area.	Ryugaku In this unit students will learn about Japanese homestay experiences and schooling. Including activities that are common in Japanese homes, schools and locations.
Exam – Short Written Response	**Spoken/Signed - Informative Presentation**

Additional Materials or Excursions - Nil

Health and Physical Education (HPE)

About the Subject

The curriculum for Years 7 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

Pathways

Core Curriculum HPE in year 8 & 9.

Units of Study Structure

Unit 1	Unit 2
In this unit, students will examine the cultural and historical significance of a range of indigenous games and their connection to the environment. They will apply skills to promote safety, fair play and inclusivity whilst participating in a range on minor games. Students will apply and refine the elements of movement (time, effort, space and relationships) to suit a variety of situations.	In this unit, students investigate the changes adolescents experience and the impact this has on their identity. They evaluate the effect respectful relationships and strong communication can have on an individual's wellbeing. Students will explore the increasingly important topics of social media use, digital interactions, and personal resilience. As young people begin to engage more actively in online environments, this unit equips them with the knowledge and skills to navigate the digital world safely and confidently.
PART A – Written warm up **PART B – Physical performance – implementation of warm up/cool down** **PART C – Spoken reflection/justification**	**Multimodal – social media post, evaluation and reflection.**

Additional Materials or Excursions - Nil

Choosing Enhanced Learning Opportunities (ELO) Subjects

During the Junior Secondary years students will experience specialisation, through Enhanced Learning Opportunities (ELO) electives, based on interest, abilities and future career goals.

When choosing ELO Subjects...

Make a decision about a combination of subjects that suits your future goals, study requirements, abilities and interests.

Choose subjects you enjoy!

We usually put more effort into a subject or activity we enjoy. Choose subjects that hold your interest. Continue subjects you have done well in before. Previous success in a subject usually gives you a head start in tackling work at a more advanced level. Build on your strengths!

Choose as broad a range of subjects as possible.

A wide range of subject choices will give you a sound, all round education. It also develops interests in many areas, some of which you may like to specialise in later, and it helps to keep your future options more flexible.

Read the subject descriptions carefully.

Many of the subjects have names that give a quick snapshot of what they offer. It is important that you read the description to make sure that the topic is what you expect!

Do what YOU want to do.

Just because your friends are choosing the subject does not mean it will be the best option for you! Choose topics that suit you, challenge you and will keep you interested for the entire semester. Try not to rely on the recommendations of your friends! They may not have liked the subject for many reasons!

Avoid the 'Easy Option'.

ELOs are designed to extend, challenge and grow your knowledge. If you pick an ELO that you know you will find easy it is very likely that you will get bored and lose interest! Try something new! Have a go at a subject that you know is not your best, but you like it anyway!

Enhanced Learning Opportunities (ELO) Subject Selection Process

ELO subjects will be selected as follows:

Students will receive an ELO Subject Selection form as part of their enrolment package.

Existing 2025 Year 6 Chancellor State College students will receive a Subject Selection form which is to be returned to the **Secondary Campus office** from **Monday 8 September to Friday 19 September 2025**.

New 2026 Year 7 students are to return the Subject Selection form as a priority to the **Secondary Campus office** no later than **Friday 24 October 2025**.

Elective Subject Descriptions

THE ARTS

Dance

About the Subject

The study of Dance heightens awareness of, and develops respect for, the body and increases the quality of a

student's physical wellbeing and self-confidence including the understanding of safe dance skills. Creative and problem-solving abilities will be fostered both individually and in group situations. Students will also gain an appreciation and awareness of global issues and develop skills to creatively express ideas. Students engaging in this subject will develop confidence, collaborative and critical thinking skills which are essential 21st century skills for a confident forward-thinking individual.

The Junior Dance program focusses on the functions of Dance in society, including; artistic, cultural and social dance. Students will have the opportunity to learn different styles of dance including but not limited to; jazz, contemporary, hip hop, musical theatre, world dance and popular dances of society.

Special Considerations

Students who enrol in this subject may have the opportunity to view a live performance and participate in industry workshops by professional artists. Students will require a laptop for part of the course.

Pathways

Students are welcome to select Dance in any year as a stand-alone subject, but the courses are developmental and lead to the performing arts focused senior subject of Arts in Practice in Year 11 & 12. Therefore, students are encouraged to continue choosing Dance courses throughout Years 7-10. It is recommended that students in the Junior Dance team undertake this subject.

Units of Study Structure

Unit 1
Dance through the Ages Students will; • develop a skill of movement and non-movement components of dance • understand the three organisers/dimensions of dance • choreographic devices of unison, canon, overlapping canon, accumulation, repetition, motif, transition • identification of shapes (asymmetrical/symmetrical); levels (low/medium/high); formations; stage spaces • the six (6) movement qualities • defining functions of dance in society – social, cultural/ritual & artistic throughout history • identify the steps in breaking down a social dance to teach it effectively to a third person
Performing & Choreography Assessment **Making & Responding** Task 1 & 2 • Performing teacher devised sequence • Planning Booklet • Choreographic sequencing • Written Reflections

Additional Materials or Excursions

Material or Excursion	Approximate Cost	Notes
Students undertaking performing arts subjects may have the opportunity to attend a performing arts excursion.	$80.00	Not compulsory to curriculum course but enriching live performance experience

Media Arts

About the Subject

Media Arts aims to assists students to become confident, competent, and self-motivated users and consumers of digital imaging technology. You will develop the skills required to acquire digital images from digital and non- digital sources, and to use software to manipulate these images into a design and file format that is appropriate for digital production. You are provided with high resolution, manual/digital cameras enabling you to produce professional looking photographic images.
This subject has both theoretical and practical components embedded and includes pre-production, production and postproduction processes.

Special Considerations

Laptops are essential for this course and required every lesson.

Pathways

Students are welcome to select Media Arts in any year as a stand-alone subject, but the courses are developmental and aim to prepare students for Senior Film, TV and New Media studies in Years 11 and 12. Therefore students are encouraged to continue choosing Media Arts courses throughout Years 7-10.

Units of Study Structure

Semester
Children's Television Students will; • explore the comic genre • demonstrate their knowledge of shot types and camera angles and will explain their use in film. • demonstrate their knowledge of camera movements • independently set up an operate a DSLR camera and tripod • film and edit a scene • analyse the creation of representations through codes and conventions in films
Storyboard and Comic Assessment **Making and Responding** • Creating a storyboard and comic strip • Written statements • Demonstrating knowledge and use of SLD digital cameras

Additional Materials or Excursions - Nil

Drama

About the Subject

Ready to dive into the world of drama? Picture this: stepping into different characters' shoes, exploring wild adventures, and bringing stories to life on stage! Drama isn't just about acting, it's about unleashing your creativity, boosting your confidence, and sharpening your creating and critical thinking skills.
In Year 7 Drama, you're not just a student—you're a performer, a storyteller, a creative genius. Together with your peers, you will collaborate, communicate, and create jaw-dropping performances that'll leave everyone in awe. Drama is your ticket to discovering your unique voice, self-expression and developing confidence in everything you do.

Special Considerations

Students will require a laptop for part of the course.

Pathways

Students are welcome to select Drama in any year as a stand-alone subject, but the courses are developmental and aim to prepare students for Senior Drama studies in Years 11 and 12. Therefore students are encouraged to continue choosing Dramas courses throughout Years 7-10.

Units of Study Structure

Unit 1	Unit 2
Improvisation Students will; • respond and perform to improvisation stimulus • perform in Theatre Sports activities • learn how to manipulate the Elements of Drama by presenting various performances in small groups to the • analyse a variety of Drama performances	**Children's Theatre** Students will; • collaborate to write a children's script • create a performance will be used to entertain and educate children • use the Elements of Drama • analyse the conventions of Children's Theatre • sustain belief in character and situation through voice and movement • draw on drama from a range of cultures, times, and locations as they experience drama
Improvisation Assessment **Making and Responding** • Individual and small group performance • Demonstrate use of Elements of Drama • Written Reflection	**Forming and Presenting** **Making and Responding** • Script writing • Planning booklet • Performance • Written reflection

Additional Materials or Excursions

Material or Excursion	Approximate Cost	Notes
Students undertaking performing arts subjects may have the opportunity to attend a performing arts excursion.	$80.00	Not compulsory to curriculum course but enriching live performance experience
Students may choose to source own costumes and props for final performance.		

Music

About the Subject

Do you play an instrument or sing or would like to? Do you create music using software and technology using either FL Studio, Garage Band, Logic, Abelton or would like to learn how to. Would you like to form your own rock band or ensemble? Are you interested in learning an instrument such as the acoustic, electric or bass guitar, ukulele, piano, drum kit or vocals? If you answered "yes" to any of these questions, the Music ELO is for you. Music aims to develop; rehearsal and practising strategies for solo and small ensemble performances; ability to create, compose and record music using technology or real instruments/voice; and understanding of music theory and music from a diverse range of genres and styles.

Pathways

Music is a program allowing students to develop their musicianship sequentially. Students enrolled in the program are highly encouraged to continue studying Music in subsequent years. Year 9 students may have the opportunity to undertake Music in both semesters to prepare for Music in Year 10 and a possible ATAR pathway in Year 11 and 12. Students demonstrating high proficiency in Music are invited to undertake Senior Music Extension in Year 12.

	Semester 1	Semester 2
Year 7	Music	*
Year 8	Music	*
Year 9	Music	Music

**Music is studied in Semester 1 or 2 according to class numbers and staffing.*

Units of Study Structure

Unit 1	Unit 2
Storytelling Through Music Students will; • learn about storytelling through music with a focus on Australian First Nations • learn the elements of Music • learn how to create short compositions • recognising rhythmic patterns and beat groupings aurally • imitating simple melodies and rhythms using voice and instruments • using technology as a tool for music learning and to record their music	**Music Around the World** Students will; • investigate and explore the elements of music and composition devices of music from various cultures • use aural skills, music terminology and symbols to recognise, memorise and notate features in music when performing and composing
Composition, Performing & Responding Assessment 1 Making and Responding • Analyse and respond to Music • Create a composition • Perform a work • Composition statement	**Composition, Performing & Responding Assessment 2 Making and Responding** • Analyse and respond to Music • Create a composition • Perform a work • Composition statement

Additional Materials or Excursions

Material or Excursion	Approximate Cost	Notes
Students undertaking performing arts subjects may have the opportunity to attend a performing arts excursion.	$80.00	Not compulsory to curriculum course but enriching live performance experience

Visual Arts

About the Subject
Are you a creative thinker who likes to express how you see the world visually through art? Studying Visual Art allows you to develop your confidence, curiosity, imagination and enjoyment. Your confidence will be built as you research, develop and resolve creative artworks. You will become more creative as you explore why artists make art and question how you can express your own original ideas. Your imagination will grow so you can learn to think beyond the obvious. You will have fun exploring a wide range of art materials and techniques to make two dimensional and three-dimensional artworks that communicate your unique ideas.

Special Considerations
A laptop is required for part of this course.

Pathways
Students are welcome to select Visual Art in any year as a stand-alone subject, but the courses are developmental and aim to prepare students for Senior Visual Art or Visual Arts In Practice in Years 11 and 12. Therefore students are encouraged to continue choosing Visual Art courses throughout Years 7-10.

Units of Study Structure

Unit 1	Unit 2
What Brings Us Together Students will; • investigate the connections that we have with each other through food • develop knowledge and skill in sculptural techniques, media and concepts of Pop Artists • will investigate and reference notable Pop Artists • develop an understanding of clay building techniques and elements and principles of art	**Our Place** Students will; • investigate Pop Art painting techniques, media and concepts. • analyse and respond to their own and others' artworks • develop an understanding of colour theory and the elements and principles of art • develop painting techniques to create own Pop Art painting
Ceramic Sculpture Folio Assessment **Making and Responding** • plan and create own Pop Art referenced ceramic food sculpture • Artist referencing and analysis • Artist Statement	**Painting Folio Assessment** **Making and Responding** • Plan and create own Pop Art refenced painting of a built environment • Artist referencing and analysis • Artist Statement

Additional Materials or Excursions

Material or Excursion
Students may have the opportunity to attend exhibitions at the University of the Sunshine Coast Art Gallery.

HEALTH AND PHYSICAL EDUCATION

Athlete Development Program

About the Subject

The Athlete Development Program (ADP) has been implemented to support our community's growing demand for a program which provides pathways and opportunities for our students in sport. ADP is a complete sports education and training program aimed to assist students in the pursuit of sporting excellence.

As young athletes progress, they are often no longer challenged in the normal Sport or HPE class and need further challenges to enable their continued development. This subject provides an opportunity for students to further improve their strategic, tactical and physical skills and engage with high quality coaches across a variety of sports. The program includes topics such as goal setting, time management, diet and nutrition and individual performance analysis to better equip our student athletes with the tools they require to reach their full potential. Students from a variety of sporting fields are encouraged to apply for this program.

Special Considerations

ADP athletes are offered a position after completing the application process. Athletes must also agree to the terms and conditions specified in the 'Student Athlete Agreement' which effectively requires students to:

- Consistently strive to meet school motto 'the best we can be' across all domains within the College
- Represent the College in sport
- Conduct themselves in line with the College's values, expectations and rules

Units of Study Structure

Unit 1
Training with a purpose – analyse and evaluate personal running technique, propose training strategies to improve identified weaknesses, evaluate the effectiveness of training strategy to improve personal performance.
Investigation Report **Up to 500 words**

S.T.E.M

Design and Coding About the Subject

Do you want to program a computer to solve a problem? Do you enjoy working with computers and want to be equipped to not only consume technology but to build it, program it and create with it? Are you a future designer of digital creations? And girls, this is definitely one for you too.

Design and Coding is about generating design ideas to problems and creating digital solutions for them. You will develop computational thinking skills and learn about programming a computer. This course involves using computers to plan and manage individual and team projects to solve problems and gain programming experience using general-purpose programming languages. While learning about coding, students will investigate how data is stored, transmitted and used to meet the needs of users of digital solutions.

Special Considerations

Laptops will be used in this course. It is compulsory for students choosing this subject to attend every lesson with a laptop. For minimum laptop requirements, refer to the College website https://chancellorsc.eq.edu.au. Under the Extra curricular tab, then Computer and internet page, download the 'Laptops at Chancellor State College'

Pathways

A course of study in Design and Coding allows students to acquire specialist knowledge and skills that underpin development and lead to further study in programming and game creation.

Links

Further studies in Information Technology are available at universities and TAFE
University of the Sunshine Coast
TAFE

Units of Study Structure

Unit 1	Unit 2
Introduction to programming	Building a computer game
Exam – written, short response	**Practical assignment**

Additional Materials or Excursions

Material or Excursion	Approximate Cost	Notes
Own laptop is preferred	$0	Access to a laptop is essential for this course

Design and Manufacturing Technology

About the Subject

This subject provides opportunities for students to design and produce products in an Industrial Technology and Design (ITD) setting, with a strong focus on workshop safety and operational protocols. Students gain experience in the workshop by using tools and machinery to produce products from a variety of materials. The learning goal is to build competence, confidence and enthusiasm whilst working in a safe environment.
Students will:

- create and adapt design ideas, processes and solutions
- justify their decisions against developed design criteria that include sustainability
- communicate design ideas and solutions to audiences using technical terms and graphical representation techniques
- independently and collaboratively document and manage production processes to safely produce designed solutions.

Special Considerations

ITD workshop activities often carry a higher than usual level of risk due to the tools, machinery and processes used. Students **MUST** make a commitment to safe working practices. Their level of commitment will be used as a prerequisite for future participation in ITD classes.
Mandatory Safety Practices: Students **must** wear safety glasses (supplied) and fully covered leather shoes **at all times** when in an ITD workshop.
Activity Specific Safety Practices: Students **must** follow activity specific safety practices **when required**: E.g. apron, hair net, a dust mask, hearing protection.

Pathways

Students will acquire specialist knowledge and skills that eventually transfer into the Senior offerings of Certificate II in Engineering, Certificate II in Manufacturing, Furnishing Skills, Industrial Graphics Skills, and Design.

Units of Study Structure

<table>
<tr><th colspan="3">Unit 1</th></tr>
<tr><td colspan="3">This unit consists of a small timber construction exercise, accompanied by the design of three further elements to improve its functionality.</td></tr>
<tr><td>Design Task 1
The students will:
• design and produce an acrylic backplate using computer aided drawing and laser cutting technology.</td><td>Electronics Theory.
The students will:
• develop an understanding of electronic circuit components and wiring theory.</td><td>Design Task 2
The students will:
• design and produce an electronic maze using supplied materials.</td></tr>
<tr><td colspan="3">Project/Investigation
• written responses that may include graphical representations 200–400 words
• 2–4 A3 pages or equivalent digital media that may include graphical representations with annotations
• designed solution as negotiated
• practical as negotiated.</td></tr>
</table>

Additional Materials or Excursions - Nil

Engineering and Robotics

About the Subject

This exciting and innovative program will allow students to engage in engineering and design processes and principles to solve real-life problems. Students will engage in both engineering and robotics through project work, that will include research, problem-solving, coding and engineering. Within teams' students will be required to build a program a robot that can navigate through missions in s robot game; along with solving an innovation project incorporating real world problems.
Students will be required to have a general understanding of mathematical and science concepts to be successful in this subject.

Special Considerations

Students may participate in the Science and Engineering Challenges and Robotics Competitions, as well as workshops with guest speakers. Competitions can include RoboRave and FIRST Lego League. These competitions will require students being involved in robotics club which is run as an extra-curricular option during lunch. Students will require enclosed footwear to work in the laboratory. BYOD laptop is required.

Pathways

Students have the option to continue the Engineering and Robotics ELO through year 7-9; and then onto Engineering in senior schooling.

Units of Study Structure

Unit 1	Unit 2
Engineering/Innovation Project	Lego Robot design and performance
PowerPoint presentations Students will work in teams to create solutions for both and innovation project and building a robot to code and solve missions. Within the teams' students will be assessed on four components. Engineering; Robotics; Teamwork; and Core Values.	

Additional Materials or Excursions - Nil

Food Technology

About the Subject

The subject focuses on developing students' practical food skills, critical thinking, health literacy, and design capabilities. It emphasises the ability to plan, produce, and evaluate food solutions that are nutritious, sustainable, and appealing, while also encouraging collaboration, personal responsibility, and informed decision-making. Through hands-on cooking experiences, analysis of real-world food environments like school canteens, and the application of design criteria, students build a well-rounded understanding of food production, safety, nutrition, and sustainability. The subject ultimately aims to equip students with the skills and knowledge to make healthy, ethical, and sustainable food choices in their daily lives.

Special Considerations

Hospitality Workshop Safety Guidelines:

- Workshop activities in hospitality can involve equipment, heat, and food handling processes that carry safety risks.
- Students MUST commit to safe working practices to ensure their own safety and that of others.
- This commitment is a requirement for ongoing participation in practical classes.

Mandatory Safety Practices:

- Students must wear black leather closed-toe, non-slip shoes at all times during practical activities.
- Hair must be tied back or covered with a hair net or cap.
- Hand hygiene must be maintained before, during, and after handling food.

Activity-Specific Safety Practices:

- Students must follow all safety requirements for each task, such as wearing aprons, gloves, or masks when necessary, and using equipment according to safe operating procedures.

Pathways

Students will be introduced to the two pathway options available for their senior secondary studies: Certificate I in Hospitality (Year 10) and Applied Hospitality Practices (Years 11 and 12).

Units of Study Structure

Unit 1	Unit 2
Introduction to Food Technology Students will: • Explore the processes of generating and designing a food solution by collaboratively developing design criteria for a Spaghetti Bolognese cook. • Individually interpret a given recipe to plan and manage production, estimating time allocations and documenting their steps using a planning template. • In small teams, apply safe and hygienic food preparation techniques to produce their dish. • Following production, students will evaluate their Spaghetti Bolognese by justifying their decisions against the agreed-upon design criteria, considering elements such as the preparation process, sustainability (e.g. use of local ingredients), and the sensory properties and presentation of the final product. • Develop key collaboration, time management, and critical thinking skills.	Eat Smart @ School Students will: • Analyse the current school canteen menu to identify items that support healthy eating and those that could be improved. • Select one item to prepare, applying safe and appropriate technical production skills • Evaluate the final product for its nutritional value and quality.
Project/Investigation • written responses that may include graphical representations 200–400 words	

- 2–4 A3 pages or equivalent digital media that may include graphical representations with annotations
- designed solution as negotiated
- practical as negotiated.

Additional Materials or Excursions

Specialist Programs by Application

These programs are designed for independently motivated and dedicated students. Their purpose is to offer students the opportunity to work on individual projects or develop skills in sport.

Students selecting these ELOs will participate in an application process that may involve try-outs and interviews. Parents are encouraged to discuss these ELO options with the appropriate Head of Academy.

Students may also be invited (through teacher nomination to the HOD) to join one of these ELOs due to a particular strength they may have demonstrated in their studies. Invitations need not be accepted by the student.

Excellence Programs include:

- Football/Futsal Academy Program
- Touch Football Academy Program

For information regarding the Futsal/Football Academy Program and the Touch Football Academy Program please see each academy's web page or contact the College directly.

EXCELLENCE PROGRAMS

Football / Futsal Academy Program

About the Subject

The Football / Futsal Academy is a class, which is separate (but integrated with) our College Football and Futsal teams. It aims to improve technique, insight and communication of all members through technical, tactical, physical and mental training along with exposure to many different theories relating to the two sports.

Special Considerations

This program holds selection trials to determine student eligibility to be involved. Cost details are on the official application form which is available on the College website or by calling the College.

Units of Study Structure

Unit 1	Unit 2
The Psychology of Performance	Who's your team?
Report – Up to 400 words	**Report – Up to 400 words**

Additional Materials or Excursions

Material or Excursion	Notes
Playing and training uniform	A variety of uniform options are available for purchase. These uniforms are not allowed to be worn in lieu of official CSC school uniform.

Touch Football Academy Program

About the Subject

The Touch Football Academy Program is focussed on providing students with the opportunity to pursue their interest and develop knowledge and skills in the area of Touch Football. Athletes committed to developing their skill level, establishing high levels of fitness and contributing to the positive culture of our academy should consider nominating for a place in our academy classes.

Special Considerations

This program holds try-outs to determine student eligibility. Cost details are on the official application form which is available on the College website or by calling the College.

Units of Study Structure

Unit 1	Unit 2
Goal setting and Psychology of performance	Team Dynamics
Report – Up to 400 words	**Report – Up to 400 words**

Additional Materials or Excursions

Material or Excursion	Notes
Playing and training uniform	A variety of uniform options are available for purchase. These uniforms are not allowed to be worn in lieu of official CSC school uniform.