



# Middle Years **CURRICULUM**

Year 9  
— 2026





# From the Principal

At St Edmund's College, we are unwavering in our commitment to fostering an educational environment where young men are empowered to flourish. Our dedicated staff work in partnership with families to cultivate a culture of excellence, character and curiosity. Through a rich and rigorous curriculum, we equip our students with the skills and dispositions necessary for life—delivered through engaging, imaginative and purposeful learning experiences.

Every Eddies Man is encouraged to pursue his own personalised learning journey matching his strengths, interests and aspirations. With a broad array of pathways available, our students are well-prepared to navigate the diverse opportunities and decisions that await them beyond school.

As a Catholic College in the Edmund Rice tradition, we are

guided by the four Touchstones of the EREA Charter: Inclusive Community, Justice and Solidarity, Liberating Education and Gospel Spirituality. These values are further embodied in the four R's — Respect, Resilience, Reflection and Responsiveness — which form individuals of integrity, compassion and strength.

This booklet has been prepared to assist our Eddies Men and their families to make informed decisions about subject selections for the years ahead. I encourage you to take the time to read through this material with your son and to engage in meaningful conversations about his future.

Together, we can nurture young men who are not only ready for the world — but ready to make a difference in it.



## Key Dates

**Tuesday 19 August 2025**  
Year 9 Subject Selection

**Monday 25 August 2025**  
Year 9 Online Selection Due

## Key Contacts



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# Overview

The Curriculum offered to the students in the Middle School at St Edmund's College is both innovative and exciting.

The curriculum for Queensland schools Preschool to Year 10 follows the Australian Curriculum, developed by ACARA. In keeping with all other Australian States and Territories, Queensland has implemented the Australian Curriculum Learning Areas (LAs) as the main framework of the common curriculum for Queensland students during the compulsory years of their education. The Australian Curriculum is structured across the scope of the Learning Areas, and students' general capabilities in the areas of Literacy, Numeracy, ITC, Critical and Creative Thinking, Personal and Social Competence, Intercultural Understanding and Ethical Behaviour will be developed. Additionally, students engage with cross curricular priorities including Asia, Indigenous History and Culture, and Sustainability.

The Learning Areas, or LAs, identified for the common curriculum are:

- English
- Health and Physical Education
- Humanities and Social Science
- Mathematics
- Science
- Technology
- The Arts

As a Catholic School in the Edmund Rice Tradition, St Edmund's College aims to contribute to the spiritual development of all students. Thus, the LA of Religious Education is also an integral part of the College Curriculum.

For each of the elective LAs, semester long units are offered over Years 8 & 9. Students are offered choices within and across the LAs, subject to school guidelines. The resulting flexibility enables students to gain knowledge and expertise in a wide variety of subjects.

The structure of the Middle School Curriculum offers students a broad selection of subjects from which to choose, opportunities for meaningful knowledge and skill development within LAs and a foundation for students' educational pathways into the Senior School.



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# Subject Choices

## Guidance for Making Choices

In order to ensure a meaningful learning pathway into the senior years, students must be familiar with the requirements of any Senior Queensland Curriculum and Assessment Authority subject they wish to study. These could include the number of units required, any compulsory units and any pre-requisite units. A summary is given in the table on page 6 of this document. Specific guidelines for each subject are detailed in the relevant sections.

Difficult decisions can be simplified if students choose subjects which:

1. They are good at
2. They enjoy
3. They want to learn

As part of this process, it is helpful for parents to review, with their sons, curriculum documents such as College Academic Reports. Consideration of these documents will help promote conversation about the subjects your son enjoys and in which he performs well. These conversations are an important part of the process and will support your son in taking responsibility for his learning pathway.

## Information for Students Entering Year 9

In Year 9, students at St Edmund's will be afforded the opportunity to complete both compulsory core subjects, as well as elective subjects. The aim is:

1. To provide students with greater choice of subjects – enhancing their likely engagement
2. To improve the depth of study for elective subjects.



# Year 9 Study Load - 8 Subjects

	Core (Full Year)	Elective (Semester Long)
<b>Creative Arts</b>		<ul style="list-style-type: none"> <li>• Drama – Contemporary Theatre</li> <li>• Media – Video Games</li> <li>• Music – Game Composer</li> <li>• Visual Art – Still Life</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• English</li> </ul>	
<b>Enterprise Studies</b>		<ul style="list-style-type: none"> <li>• Business - Entrepreneurship</li> <li>• Digital Technologies - Programming with Technologies</li> <li>• Design Technologies - 3D Game Development</li> </ul>
<b>Health &amp; Physical Education</b>	<ul style="list-style-type: none"> <li>• Healthy Living</li> </ul>	
<b>Humanities &amp; Social Science</b>	<ul style="list-style-type: none"> <li>• History (Semester 1)</li> <li>• Geography (Semester 2)</li> </ul>	
<b>Industrial Technology &amp; Design</b>		<ul style="list-style-type: none"> <li>• Automotive Systems</li> <li>• Basic Metal Manufacturing</li> <li>• Basic Wood Manufacturing</li> <li>• Foundation Graphics</li> <li>• Small Engines</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Core Mathematics</li> <li>• Foundation Mathematics</li> </ul>	
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>• Religion</li> </ul>	
<b>Science</b>	<ul style="list-style-type: none"> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• Origins</li> <li>• STEM</li> </ul>

St Edmund's College educates young men spiritually, academically, socially, physically and creatively in a compassionate catholic context.

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# Subject Selection & Allocation Process

The timetable for elective subjects at St. Edmund's College is generated on student choice. The number of classes per subject will depend upon student preferences and College resources. The combination of subjects chosen by students, along with the equitable allocation of resources, may mean that a student is allocated reserve subjects, so please give these subjects ample consideration when making your choices. The subject selection process will be completed online using Web Preferences.

## Compulsory Core

All students in Year 9 will study the core subjects of English, Healthy Living, History/Geography, Mathematics, Religious Education and Science.

## Electives

In addition to the core subjects, students have an opportunity to study 4 elective subjects. From the elective subject offerings students must elect 4 electives (2 allocated per semester), and 2 reserves.

## Selection Instructions

1. Log In	An email from Mrs O'Shea will be sent to your son with a link along with his Student Access Code and Password. (This email may go to Junk Mail so please check here if it doesn't arrive to your inbox.)  Click on the link and Log In.
2. Home Page	To select your preferences, click " <b>Add New Preferences</b> "
3. Preference Selection	Select your subjects from the dropdown lists; you have 30 minutes to do so.  Select <b>4 subject preferences</b> , and <b>2 reserve subjects</b> . Note: that subject preferences can be allocated in any semester and in some cases reserve subjects need to be allocated.  Once complete, click " <b>Proceed</b> ".
4. Preference Validation	If you are happy with your preferences click "Submit Valid Preferences" which will open your "Preference Receipt".
5. Preference Receipt	You can print your "Preference Receipt" by clicking "Open Print View" and clicking "Print Receipt". This receipt must be signed and handed in at HODs Reception
6. To change your preferences or complete the process	If you wish to change your preferences click " <b>Return to Home Page</b> ".  Repeat the process by clicking " <b>Add New Preferences</b> ".  You have 2 opportunities to change your selection so select carefully. Any issues with this please see Mr Marin or Mrs O'Shea.  Otherwise, exit by clicking " <b>Log Out</b> ".

## Creative Arts



### HEAD OF DEPARTMENT

Mrs Frances O'Sullivan

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The Creative Arts at St Edmund's consists of Visual Art, Drama, Media and Music. These subjects help to develop a student's confidence, creative thinking, collaboration, and imagination amongst countless other skills. No matter what industry or how many industries a person enters in their lifetime, there is a certain collection of skills that are directly transferable to different employment roles. Those skills are at the core of what we teach through Music, Drama and Visual Arts.

The benefits of an arts education are abundant. In all avenues of working life, what sets some apart from the rest is the ability to see through chaos and find clarity, to imagine, improvise and recreate and to fearlessly challenge a norm to find alternate and better paths.

Course	Description
DRAMA: Contemporary Theatre	<p>This unit aims to introduce and educate students on a chosen theatre style through an exploration and celebration of various stories and characters. This will be done by examining the historical, environmental and personal context of the time, places and characters in various texts and using these ideas to take them creatively from the page to the stage.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Demonstrating task multimodal</li> <li>• Presenting a gothic scene</li> <li>• Responding to student performance</li> </ul>

Course	Description
<p>MEDIA: Video Games</p>	<p>Students will learn about animation and video gaming techniques that have developed over time, including hand drawn and stop motion methods.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>Analyse techniques within different types of animation</li> <li>Create a folio of animation techniques</li> </ul>
<p>MUSIC: Game Composer</p> <p>VISUAL ART: Still Life</p>	<p>GameComposer™ transforms the music classroom into an active and interactive setting. The program takes students on the journey through video game composition and creation from the 1970s to now, as they learn the cultural, social and historical aspects of the genre, as well as aural and compositional techniques and analysis skills associated with this hugely popular topic. GameComposer engages music students on an entirely new level, while providing insight into a thriving and growing area of the music industry.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>Composition</li> <li>Musicology</li> <li>Performance</li> </ul> <p>Students explore a range of art-making media in this unit and focus on different making techniques and styles. Within the unit students will make artworks that focus on the human form and their surrounds. Two dimensional techniques such as drawing, painting and printmaking are practised along with three dimensional techniques such as sculpture and assemblage. Students will use materials such as clay, acrylic paints and other media to develop artworks about themselves and the society they inhabit.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>Making Folio</li> <li>Visual Diary</li> <li>Written Assignment</li> </ul>

# Information and Communications Technology



## HEAD OF DEPARTMENT

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In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. Global digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating, and require new skills such as computational and systems thinking.

Information and Communications Technology provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. ICTs provide students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation.

Information and Communications Technology study at St Edmund’s College involves phases of immersion, challenge, response, review, enhancement and presentation. Students respond to information and communication challenges — they create gaming products using the Unity game engine and solve real world problems using Python programming in conjunction with the latest technologies.

Course	Description
<p>DESIGN TECHNOLOGIES: 3D Game Development</p>	<p>This course allows students to use the Unity platform which enables students to create interactive 3D environments, fostering creativity and technical skills. Students learn the fundamentals of game design, including programming, animation, and user interface creation. Unity’s intuitive interface and extensive resources make it accessible for beginners, allowing students to develop their own games from concept to completion. The curriculum emphasises design thinking, problem-solving, and collaboration, encouraging students to innovate and iterate on their projects. By using Unity, students gain hands-on experience in a rapidly growing industry, preparing them for future studies and careers in game development and other technology fields.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>Project: Design &amp; develop a game</li> </ul>

Course	Description
<p>DIGITAL TECHNOLOGIES: Programming with Technologies</p>	<p>This course will use a game-based environment to enable students to learn coding, computational thinking and problem-solving skills. The game-based environment encourages creativity and collaboration allowing students to design and build projects that reinforce key concepts. Lessons are aligned with the Australian Curriculum, covering topics such as algorithms, data representation and systems thinking. By engaging in real-world scenarios and challenges, students develop a deeper understanding of digital technologies while enhancing their critical thinking and teamwork abilities.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Examination</li> <li>• Project</li> </ul>

# Business



## HEAD OF DEPARTMENT

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The study of Business develops the knowledge, understanding and skills that will inform and encourage students to participate in, and contribute to, the economy. It examines the dimensions of Business that underpin decision-making at personal, local, national, regional and global levels. Students learn to appreciate the interdependence of decisions made, as well as the effects – both intended and unintended – of these decisions on consumers, businesses, governments and other economies.

By developing Business knowledge and understanding and skills, students will be better placed now and in their adult lives to actively and effectively participate in economic and business activities. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, and to secure their own financial wellbeing.

Course	Description
BUSINESS: Entrepreneurship	<p>This unit allows students to embark on an entrepreneurial journey, inspired by the Future Anything course, that transforms students' passion into innovative products. This culminates in a presentation showcasing their ideas. Topics include entrepreneurship, ideation, decision-making impacts, and feasibility studies. Additionally, students gain introductory knowledge and skills in accounting, covering transaction analysis, ledger worksheets, and reporting, while exploring the pros and cons of different business structures. Students will also be introduced to economic concepts such as the circular flow of income and government economic objectives.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Research Assignment</li> <li>• Project including presentation</li> </ul>

## Graphics



### HEAD OF DEPARTMENT

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Graphics is designed to introduce students to the fundamentals of graphical communication. It introduces the basic concepts and language of Graphics including basic sketching techniques and Computer Aided Design. The courses are designed to lead seamlessly into our Senior Design or Certificate III CAD course. Topics covered include Industrial Design - mechanical, Built Environment - Architecture and Graphic Design - advertisements.

Course	Description
FOUNDATION GRAPHICS	<p>This unit is an introduction to the elements and principles of design, including basic orthogonal and pictorial drawing, freehand sketching and rendering. Students will use freehand sketching and various CAD programs to express their ideas.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Folio of class work</li> <li>• Classroom tests</li> </ul>

## Industrial Technology & Design



### HEAD OF DEPARTMENT

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Industrial Technology & Design is designed to introduce students to a range of industrial trades, systems and processes. Some units incorporate a significant research and design component and would suit students considering tertiary study. Other units focus more on traditional trade skills and would suit students considering a trade career and perhaps doing VET subjects in Years 11 and 12.

Course	Description
AUTOMOTIVE SYSTEMS	<p>This unit will introduce students to automotive systems, including steering, suspension, alternative fuels, clutches, drive lines, vehicle set up and maintenance.</p> <p>Students will assemble a scaled, fully operational vehicle, studying the various mechanical systems during assembly. Students will undertake activities within each topic studied that will see them configure each system and relate this knowledge to full-size vehicles.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Compliance Checklists</li> <li>• Theory Tests</li> </ul>
BASIC METAL MANUFACTURING	<p>The Manufacturing strand concentrates on workshop practices in metal. Students will be introduced to a range of metal materials and techniques and undertake a simple metalwork project using a range of hand tools. There is a small but important theory component to this unit.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Written Assignment</li> <li>• Theory Tests</li> <li>• Design &amp; Construct Project</li> </ul>

Course	Description
<p>BASIC WOOD MANUFACTURING</p>	<p>The Manufacturing strand concentrates on workshop practices in wood. Students will be introduced to a range of construction materials and techniques and will undertake a simple furnishing project. There is a small but important theory component to this unit.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Written Assignment</li> <li>• Theory Tests</li> <li>• Design &amp; Construct Project</li> </ul>
<p>SMALL ENGINES</p>	<p>This unit introduces students to two and four stroke engines. It includes fundamental internal combustion engine principles, configurations and components.</p> <p>Students will disassemble and rebuild two stroke and four stroke engines, inspecting all components and repairing as required. Theory will include piston – crank assemblies, piston &amp; cylinder head design, components and assembly, carburettors, piston &amp; ring assembly and the use of tools including verniers, micrometres and torque wrenches.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Workshop Project</li> <li>• Classroom Activity Worksheets</li> <li>• Short Response Test</li> </ul>

## Origins & STEM



### HEAD OF DEPARTMENT

Mr Mark Steffans

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The world is changing around us. Automation and globalisation are changing the way we think about, and define careers. Employment is becoming fluid, and people will go from having one profession to several in their working life. As the world changes, we will need to focus on Science, Technology, Engineering and Mathematics (STEM). STEM and Origins will focus on developing students' 'transferable skills' — critical thinking, creativity, empathy, collaboration, problem-solving, communication and reflection. Studying and working in STEM means learning about the world around you, finding innovative solutions to real-world challenges, and playing a role in major discoveries and developments occurring around you.

Course	Description
ORIGINS	<p>Origins is an elective course of study which is a cross-curricular subject that combines knowledge and concepts from Science and History. It challenges students to explain why societies, life and the Universe are the way they are and where they might be heading. Skills developed include thinking across scale, drawing evidence-based conclusions, integrating multiple disciplines, forming insightful questions, making and testing claims, thinking critically and communicating information in a variety of formats.</p> <p>Topics to be studied:</p> <ul style="list-style-type: none"> <li>• What is Origins?</li> <li>• The Big Bang</li> <li>• Stars and Elements</li> <li>• Our Solar System and Earth</li> <li>• Life</li> <li>• The Future</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Short response exam</li> <li>• Multi-modal presentation</li> </ul>

Course	Description
STEM	<p>Year 9 STEM is an elective course of study which is a cross-curricular subject that combines knowledge and concepts from Science, Technology, Engineering and Mathematics. Modern life is filled with STEM invented products: mobile phones, electric cars, video games, virtual reality and drone technology, to name a few.</p> <p>This course allows students, in part, to step away from their textbooks and work on real-world problem-solving tasks. In the process, students are gaining practical use of a wide range of STEM skills and how to combine them in fun and innovative ways. This program improves problem solving and promotes teamwork and creative thinking skills.</p> <p>Topics to be studied:</p> <ul style="list-style-type: none"> <li>• What is STEM?</li> <li>• Coding</li> <li>• Arduino applications</li> <li>• Design Cycle</li> <li>• Drone flight aspects</li> <li>• Problem solving real-world issues</li> <li>• Engineering elements</li> <li>• Manufacturing components</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Coding assignment</li> <li>• Obstacle course construction and piloting Presentation</li> </ul>



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A Catholic Boys' School in the Edmund Rice Tradition - Years 5 to 12