



St Joseph's  
College  
TOOWOOMBA

# Years 7 and 8 Curriculum Handbook 2019 - 2020



Let's create  
your best  
future, *together.*





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## General

### Mission Statement

#### Faith Education

St Joseph's College is a Faith Community where Christian principle permeate all aspects of college life. It will endeavour to create an atmosphere where the Christian spirit and Christian values take precedence over all other values, so that the student's gift of faith may be nurtured, internalised, and integrated with the culture of our times.

- To these ends, its Religious, Moral and Ethical objectives will be:
- A recognition of the dignity of the individual, by creating an atmosphere of openness and understanding.
- The development of opportunities for a personal commitment to Christ by way of prayer, scripture, liturgy and action.
- The development of such values as truth, honesty, loyalty, concern, service and love of others, through example and instruction.
- The implementation of a program of Religious Education developed by the College and approved by Diocesan authorities.

#### Intellectual Goals

St Joseph's College will cultivate intellectual values in its students and promote in them integrity, respect for the truth, an openness to reality, and respect for scholarly virtues. Each student will be encouraged and assisted to reach the highest level of achievement of which he or she is capable. The curriculum will be monitored and updated to accommodate the needs of the time. The school will endeavour to provide a broadly-based general education that will cater for differing levels of ability. A core curriculum incorporating skills of literacy, numeracy and communication will serve as a basis for further education.

The School's programs will encourage students to develop skills of enquiry, research, explanation and critical awareness. Student progress in these areas will be recognised and applauded.

All courses will illustrate the inter-connectedness of human knowledge and continue to stimulate the concept of learning as a life-long process.

#### Personal Development

The College will help its students to grow as individuals with unique gifts and positive self-esteem. It will ensure that recognition is given to many aspects of personal growth, so that academic achievement is not seen to be the only means of success. Genuine relationships at all levels of College life will encourage students to acquire a sense of loyalty to and pride in their school. The College will foster an environment within which students should grow towards an inner-directed sense of discipline.

Leadership and communal responsibility will be fostered through Pastoral Care Groups and through a structured form of student leadership. Other organisations will provide opportunities for development.





## Community Orientation

Parents, Students and Staff of St Joseph's College form a Catholic Christian Community in which we demonstrate care and love for each other. This Community will be supportive of all its families.

The students' involvement in the wider community will help foster an awareness of the total human family. This consciousness should encourage a respect for all people.

## Administrative Structures and Procedures

The policies and management of the College are the result of a shared decision-making process.

## Implementation

St Joseph's College will continually evaluate the application of Christian principles in all aspects of College life. It will strive to maintain a consonance between the Christian values espoused, and actual policies and practices implemented.





## Vision Statement

Our St Joseph's College is an educational Community focused on the Spirit of Jesus. It aims to nurture in all who join it:

- an alive and deepening search for God present-amongst-us in the world;
- an expectation that to educate each person to his/her potential is a journey to self, and from self, to the world beyond;
- an appreciation that growth which happens differently for each person needs space and time to truly bear fruit;
- a commitment to the life and energy of this community to enable good to happen.



## Information for Years 7 and 8 Students and Parents

The implementation of the Australian Curriculum began in Queensland in 2012.

Religious Education, English, Mathematics, Science, History and Health and Physical Education comprise the **six compulsory areas of study** for students in Years 7 to 10.

Therefore, our students will complete **compulsory semester units** and have the opportunity to **select elective units**. Students entering Year 9 and 10 in 2019 will nominate **4 units** they wish to study during the next year. Additionally, they are required to select **two back-up units** to study if all original preferences cannot be met.

It is a matter for the College to determine when particular units will be studied as the student's allocation depends on staffing and resources.

Detailed information on the Australian Curriculum can be accessed on the ACARA website: [www.acara.edu.au](http://www.acara.edu.au). *I encourage you to make yourself as familiar as possible with the latest education reforms and what they mean for your children.*

This handbook has been produced to help students plan a **Course of Study** which will provide a balanced education across Key Learning Areas and provide greater opportunity for success.

The Curriculum consists of a set of semester units from which students can choose according to their own needs and abilities.

Contained in this handbook are details of the subject unit offerings planned for **Year 7 and 8 in 2020**.





The timetable for 2020 consists of a 10-day (two week) cycle.

## Core Subjects

All students in Year 7 and 8 will study a core of 6 academic subjects:

- Religious Education
- English
- Mathematics
- Science
- Humanities
- Health and Physical Education
- Language - **French or Japanese**.
  - Year 7, 2020 students will select **one language** to study and continue in Year 8, 2021.
  - Year 8, 2020 students will select **one language** to study and continue in 2020.

The core program will help prepare students for transition into Year 9 and 10 and maximize options for their Senior Phase of Learning.

## Elective Subjects

Year 7 and 8 students will also explore 8 electives and 2 languages over the two-year program completing 4 electives each year.

- Business Economics
- Design Technologies – Graphics
- Design Technologies – Wood and Metal Technology
- Design Technologies – Home Economics (Cooking and Sewing)
- Digital Technologies
- The Arts – Drama/Dance
- The Arts – Music
- The Arts – Visual Art



## Religious Education

### Compulsory Core Subject

The *Religion Curriculum P-12* involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts.

#### Year 7 Description

The Religion Curriculum P-12 involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These strands are interrelated and are taught in an integrated way, and in ways that are appropriate to specific local contexts. In Year 7, students learn about the beliefs, values and practices of Christian communities, past and present, including early Church communities (c.6 BCE - c. 650CE), communities of religious men and women and Australian Catholic Church communities. They explore cultural and historical influences on these communities and change and continuity over time. They learn about the common beginnings of faith shared by the monotheistic religions (Christianity, Judaism and Islam) through the stories of patriarchs, Moses and the prophets. They explore ways in which communities of believers, past and present, express their understanding of God and God's relationship with human persons. In particular, they develop their understanding of the Apostles Creed, Nicene Creed and the Decalogue. Students explore contextual information about sacred texts, using a range of Biblical tools, to gain a deeper awareness of these texts and how they influence communities of believers. They examine Church teaching and basic principles of Christian morality that influence the way Christians live out their faith, individually and communally. Students examine ways in which believers nurture their spiritual life through prayer, ritual, the sacraments and sacred texts. They develop their understanding of prayer in the Christian tradition through an exploration of Lectio Divina and Ignatian Meditation. They investigate the relationship between the Sacraments of the Church, the life and ministry of Jesus, and the faith journey and life experiences of believers.

#### Year 8 Description

In Year 8, students engage with a variety of images and words that express the mystery of the Trinity, the fundamental Christian belief that God is relational in nature. They are introduced to the theme of covenant, as unique relationship between God and God's people, through an exploration of the actions and messages of some Old Testament prophets. They explore the Christian belief in God's saving plan for all creation and ways in which believers past and present are part of God's saving plan through their faith and action in the world. They learn about the preaching, achievements and challenges of the earliest followers of Jesus, as described in The Acts of the Apostles. They are introduced to the significant challenges and changes in the Church from c.650 CE - c.1750 CE and the influence of significant people, groups and ideas at that time. They develop their understanding of the many ways in which the Church is present and active in the world today, including participation in liturgy and other personal and communal prayer experiences; informed response to emerging moral





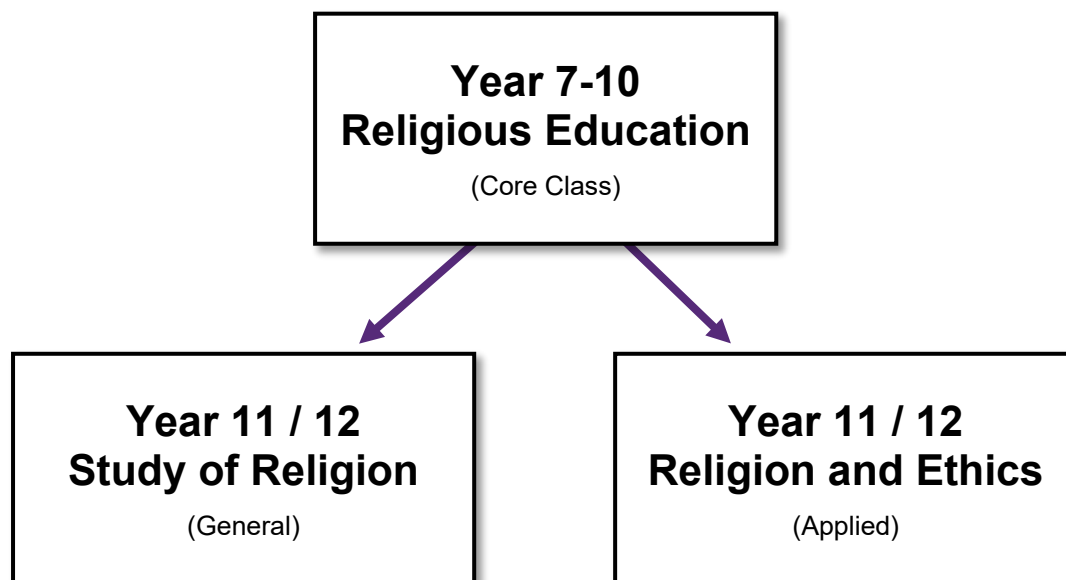
questions; practice of cardinal virtues, and witness to the ecumenical spirit through praying and working for Christian unity.

Students continue to develop their understanding of prayer in the Christian tradition through an exploration of The Liturgy of the Hours; meditative prayer, including praying with scripture; and meditative prayer practices, including centered breathing and attending to posture. They learn about the significance of initiation rituals in the Abrahamic religions (Christianity, Judaism, Islam) for the faith journey of believers.





## Religious Education Subject Progression



### *Year 11 and 12 - Senior Pathway*

- Applied Subject: [Religion and Ethics \(PDF, 1.3 MB\)](#)
- General Subject: [Study of Religion \(PDF, 1.0 MB\)](#)



## English

### Compulsory Core Subject

#### Year 7 and 8 Level Description

The English curriculum is built around the three interrelated strands of language, literature and literacy. Teaching and learning programs should balance and integrate all three strands. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students communicate with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate, analyse and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of digital media texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics, still and moving images.

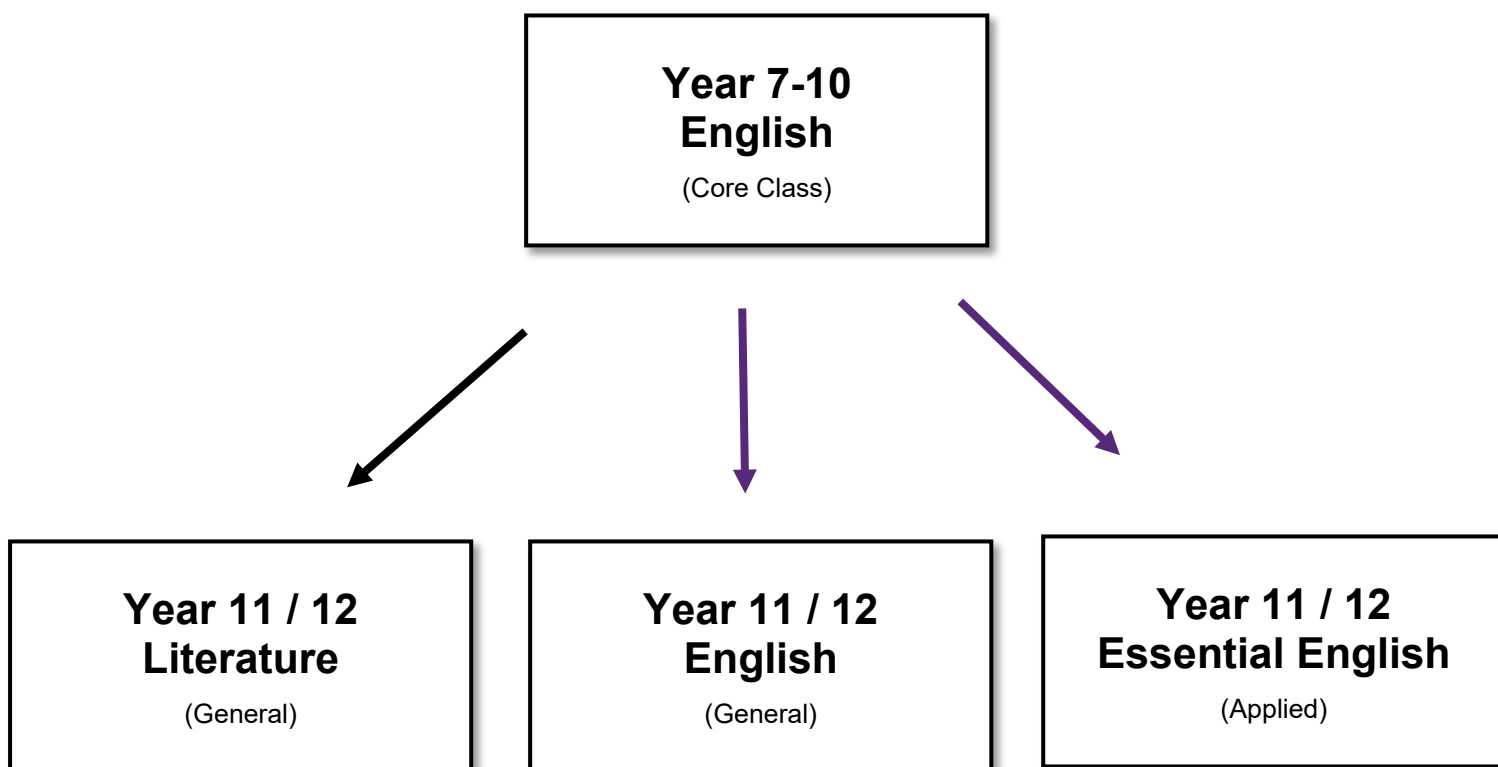
Students create a range of imaginative, informative and persuasive types of texts, for example narratives, performances, essays and discussions, and are beginning to create literary analyses and transformations of texts.







## English Subject Progression



### *Year 11 and 12 - Senior Pathway*

- Applied Subject: [Essential English \(PDF, 1.2 MB\)](#)
- General Subject: [English \(PDF, 1.4 MB\)](#)  
[Literature \(PDF, 1.3 MB\)](#)



## Mathematics

### Compulsory Core Subject

#### Year 7 Level Description

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- **fluency** includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms
- **problem-solving** includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- **reasoning** includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

#### Year 8 Level Description

The proficiency strands **understanding**, **fluency**, **problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area
- **fluency** includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects





- **problem-solving** includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities
- **reasoning** includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

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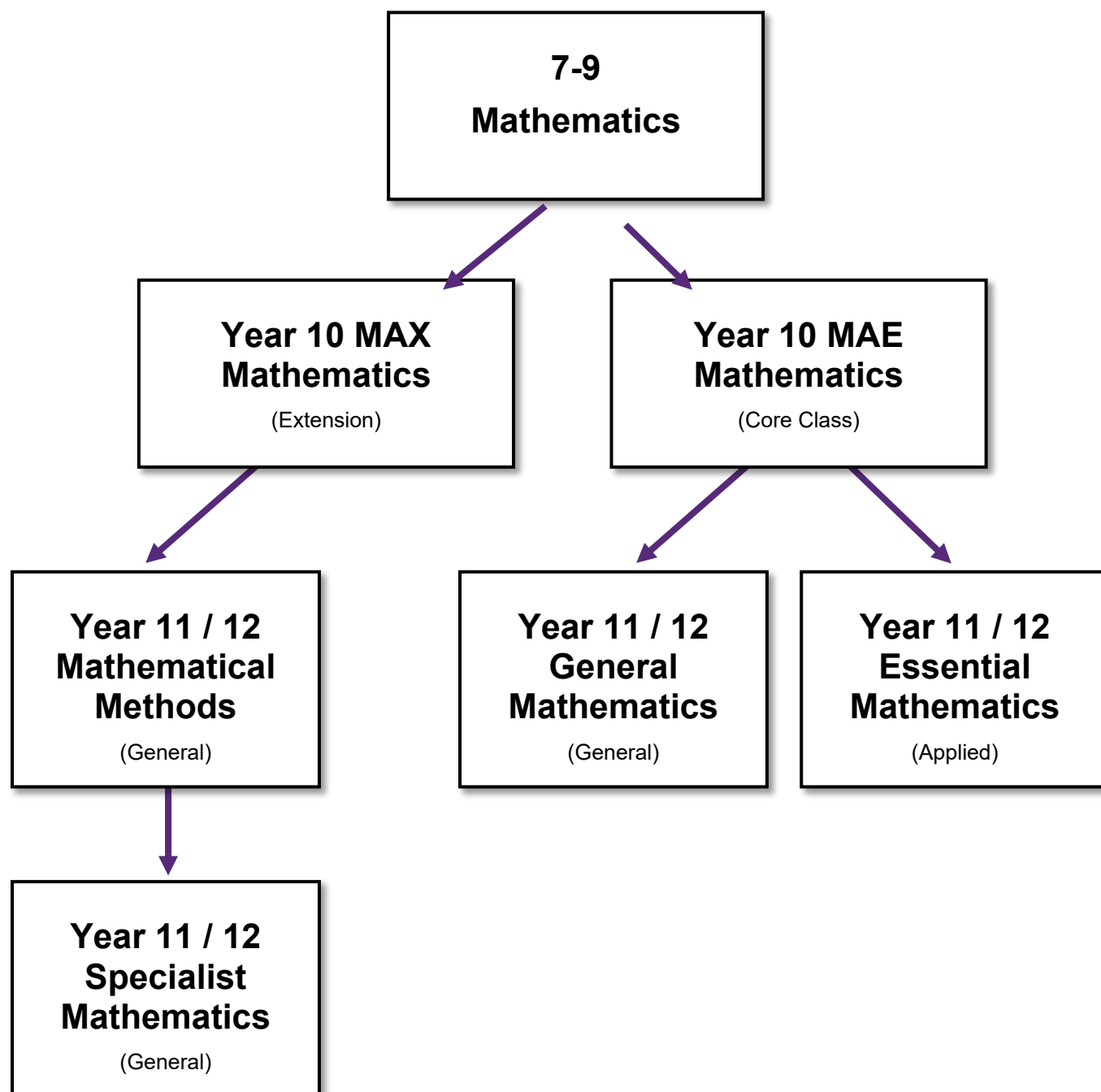
*Students considering choosing Mathematics Extension should be achieving at least a High B Standard in Year 9 Mathematics.*

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## Mathematics Subject Progression



### *Year 11 and 12 - Senior Pathway*

- Applied Subject: [Essential Mathematics \(PDF, 1.7 MB\)](#)
- General Subject: [General Mathematics \(PDF, 1.7 MB\)](#)  
[Mathematical Methods \(PDF, 1.7 MB\)](#)  
[Specialist Mathematics \(PDF, 2.2 MB\)](#)



## Science

### Compulsory Core Subject

The science inquiry skills and science as a human endeavour strands are described across a two-year band. In their planning, schools and teachers refer to the expectations outlined in the achievement standard and also to the content of the science understanding strand for the relevant year level to ensure that these two strands are addressed over the two-year period. The three strands of the curriculum are interrelated, and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

#### Incorporating the key ideas of Science

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces and develop the ability to quantify changes and relative amounts.

**In Year 7**, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

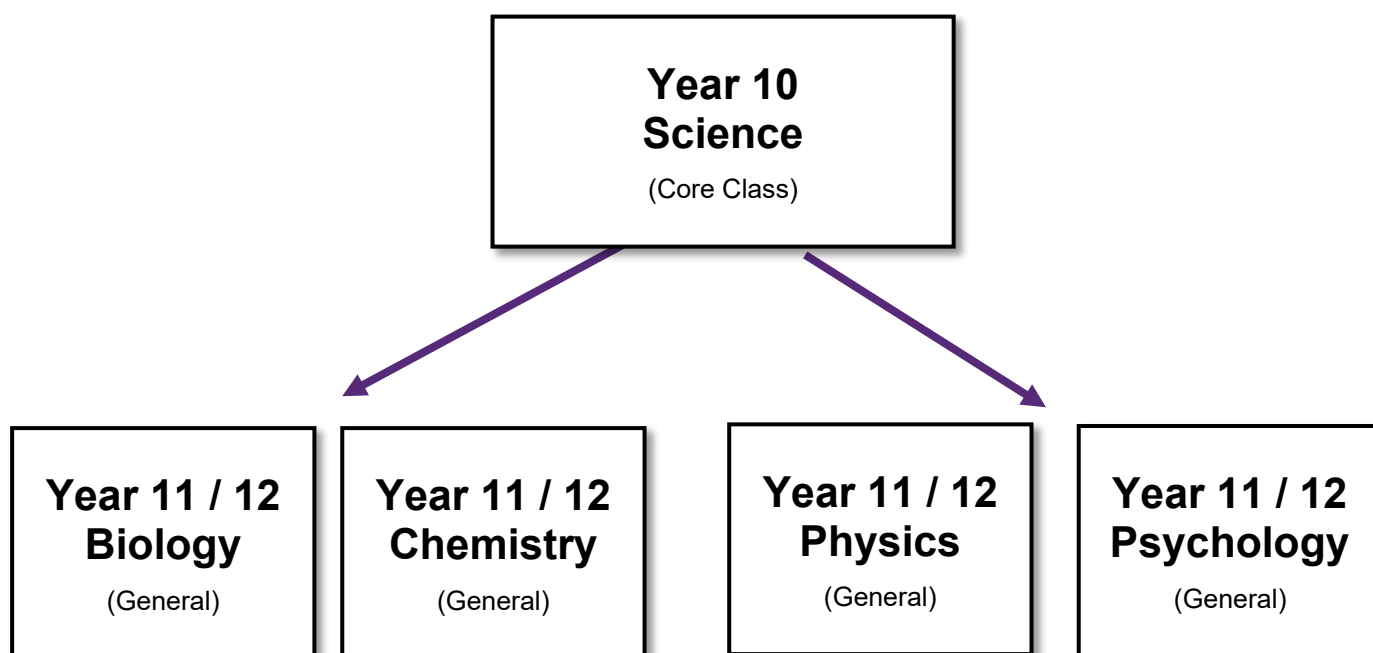
**In Year 8**, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.







## Science Subject Progression



### *Year 11 and 12 - Senior Pathway*

- General Subject: [Biology \(PDF, 1.7 MB\)](#)  
[Chemistry \(PDF, 1.9 MB\)](#)  
[Physics \(PDF, 1.9 MB\)](#)  
[Psychology \(PDF, 1.9 MB\)](#)



## Humanities

### Compulsory Core Subject

#### Year 7 Level Description: History

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Greece and China.

#### Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources.

**The key inquiry questions for Year 7 are:**

- How do we know about the ancient past?
- Why and where did the earliest societies develop?
- What emerged as the defining characteristics of ancient societies?
- What have been the legacies of ancient societies?

#### Year 7 Level Description: Geography

There are two units of study in the Year 7 curriculum for Geography: 'Water in the world' and 'Place and liveability'.

'Water in the world' focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. 'Water in the world' develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.

'Place and liveability' focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.



### Key inquiry questions

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

#### The key inquiry questions for Year 7 are:

- How do people's reliance on places and environments influence their perception of them?
- What effect does the uneven distribution of resources and services have on the lives of people?
- What approaches can be used to improve the availability of resources and access to services?

### Year 8 Level Description: History

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

### Key inquiry questions

A framework for developing students' historical knowledge, understanding and skills is provided by **inquiry questions** through the use and interpretation of sources.

#### The key inquiry questions for Year 8 are:

- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- What were the causes and effects of contact between societies in this period?
- Which significant people, groups and ideas from this period have influenced the world today?

### Year 8 Level Description: Geography

There are two units of study in the Year 8 curriculum for Geography: 'Landforms and landscapes' and 'Changing nations'.

'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. 'Landforms and landscapes' develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low- and middle-income



countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.

### **Key inquiry questions**

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

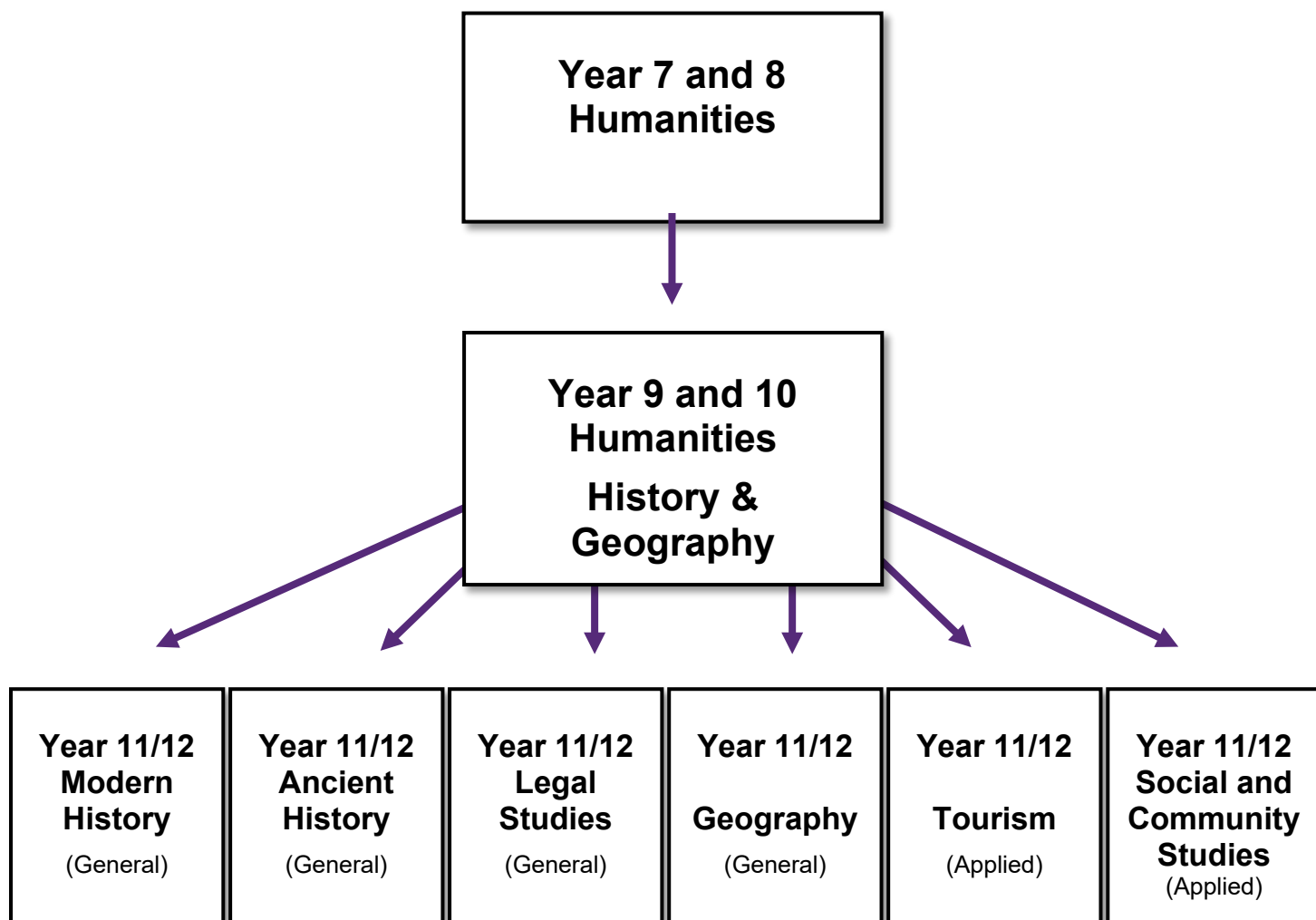
The key inquiry questions for Year 8 are:

- How do environmental and human processes affect the characteristics of places and environments?
- How do the interconnections between places, people and environments affect the lives of people?
- What are the consequences of changes to places and environments and how can these changes be managed?





## Humanities Subject Progression



### *Year 11 and 12 - Senior Pathway*

- Applied Subject – [Tourism \(PDF, 937.0 KB\)](#)  
[Social and Community Studies \(PDF, 1.3 MB\)](#)
- General Subject – [Ancient History \(PDF, 1.4 MB\)](#)  
[Geography \(PDF, 1.7 MB\)](#)  
[Legal Studies \(PDF, 1.1 MB\)](#)  
[Modern History \(PDF, 1.8 MB\)](#)





## Health and Physical Education

### Compulsory Core Subject

#### Years 7 and 8 Band Description

The Year 7 and 8 curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement and online situations. Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Years 7 and 8 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.

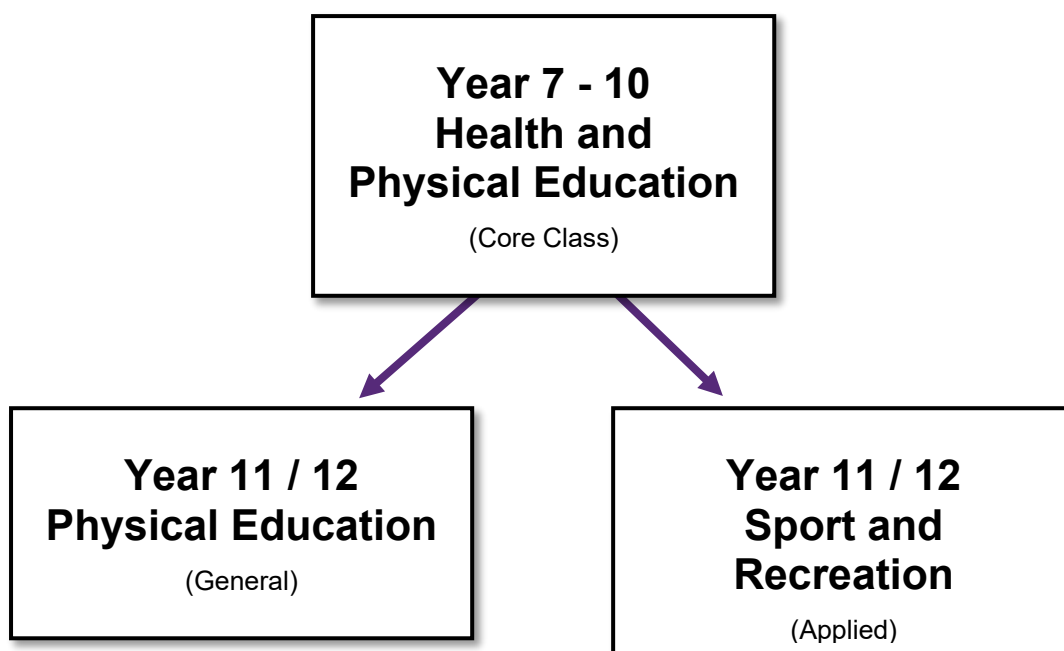
Focus areas to be addressed in Years 7 and 8 include:

- alcohol and other drugs
- food and nutrition
- health benefits of physical activity
- mental health and wellbeing
- relationships and sexuality
- safety
- challenge and adventure activities
- games and sports
- lifelong physical activities
- rhythmic and expressive movement activities





## Health and Physical Education Subject Progression



### *Year 11 and 12 - Senior Pathway*

- Applied Subject: [Sport and Recreation \(PDF, 662.5 KB\)](#)
- General Subject: [Physical Education \(PDF, 1.8 MB\)](#)





## Year 7 and 8 Electives 2020



## Business Economics

### Semester Elective

#### Business Economics

This elective gives Year 7 and 8 students the opportunity to further develop their understanding of Economics and Business and business concepts by exploring what it means to be a consumer, a worker and a producer in the market and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals is vital for individual and business success. Students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 7 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.

The economics and business content at this year level involves two strands: Economics and business knowledge and understanding, and Economics and business skills. These strands are interrelated and should be taught in an integrated way; they may be integrated across learning areas and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

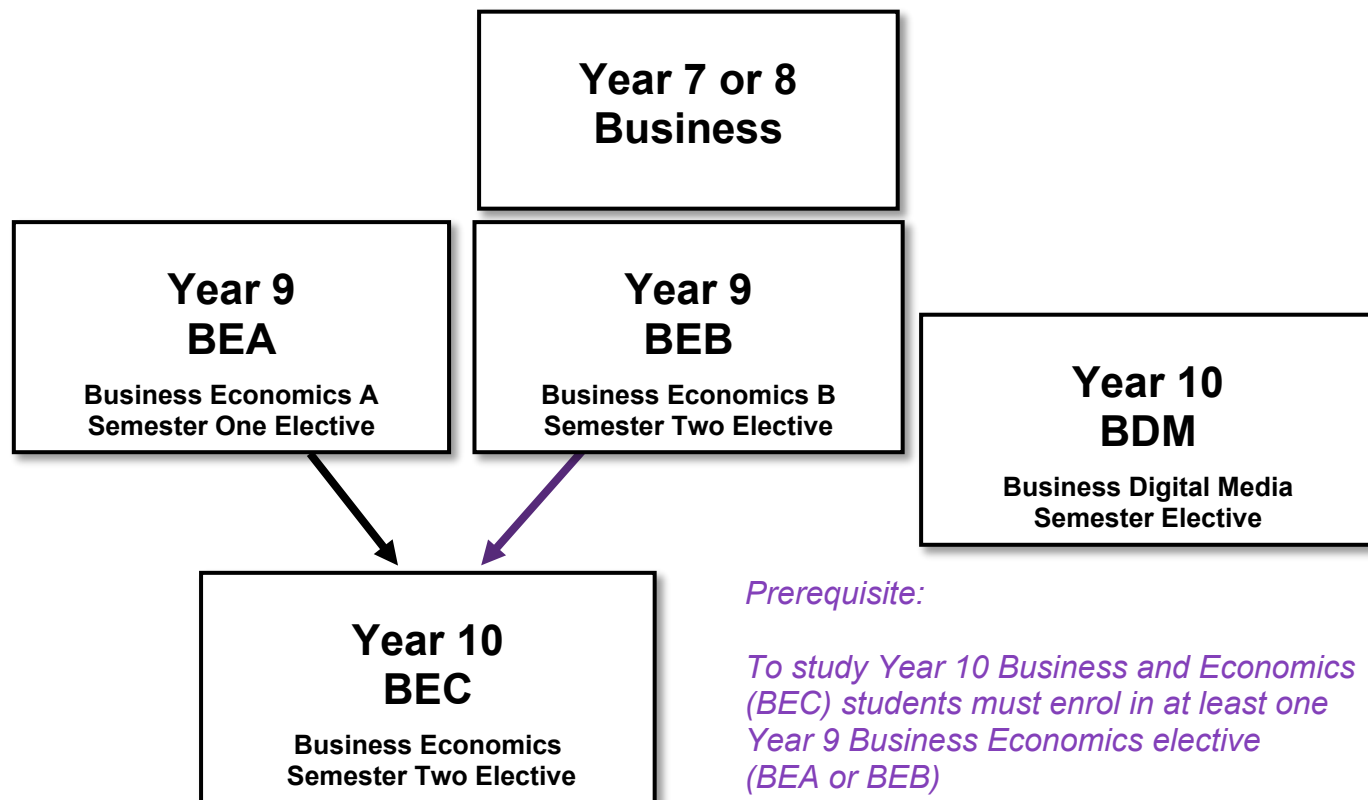
A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following **key questions**:

- Why is there a relationship between consumers and producers in the market?
- Why is personal, organisational and financial planning for the future important for both consumers and businesses?
- How does entrepreneurial behaviour contribute to a successful business?
- What types of work exist, and in what other ways can people derive an income?
- Why are markets needed, and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?
- What may affect the ways people work now and in the future?
- How do different businesses respond to opportunities in the market?





## Business Economics Subject Progression



Business Economics subjects lead to Accounting, Economics and the Certificate in Business in the Senior School.



### *Year 11 and 12 – Senior Pathway*

- General Subject: [Accounting \(PDF, 1016.0 KB\)](#)  
[Economics \(PDF, 1.1 MB\)](#)
- VET Subject: Certificate II and III Business





## Design Technologies - Graphics

### Semester Elective

This is an Introductory Unit of work in the Design Technologies area of Graphics. Students are introduced to terms and skills associated with Graphics. As they progress through the one semester, students are exposed to the 'Design' element as it relates to Graphics.

The St Joseph's College Technologies curriculum provides students with opportunities to consider how solutions that are created now will be used in the future. Our students will identify the possible benefits and risks of creating solutions. Students will be able to use critical and creative thinking to weigh up possible short-term and long-term impacts.

As students' progress through the Technologies Curriculum - Graphics, they will begin to identify possible and probable futures, and their preferences for future vocations. They develop solutions to meet needs considering impacts on liveability, economic prosperity and environmental sustainability. Students will learn to recognise that views about the priority of the benefits and risks will vary and that preferred futures are contested. This forms the basis for students who may wish to explore this further in Years 9 and 10 where they can elect to do Graphics over the 2 years.

#### The Australian Curriculum: Technologies

- Design and Technologies allows students to use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.
- At St Joseph's College, 2 areas (Graphics and Manual Technology) address areas which align with Design and Technologies.

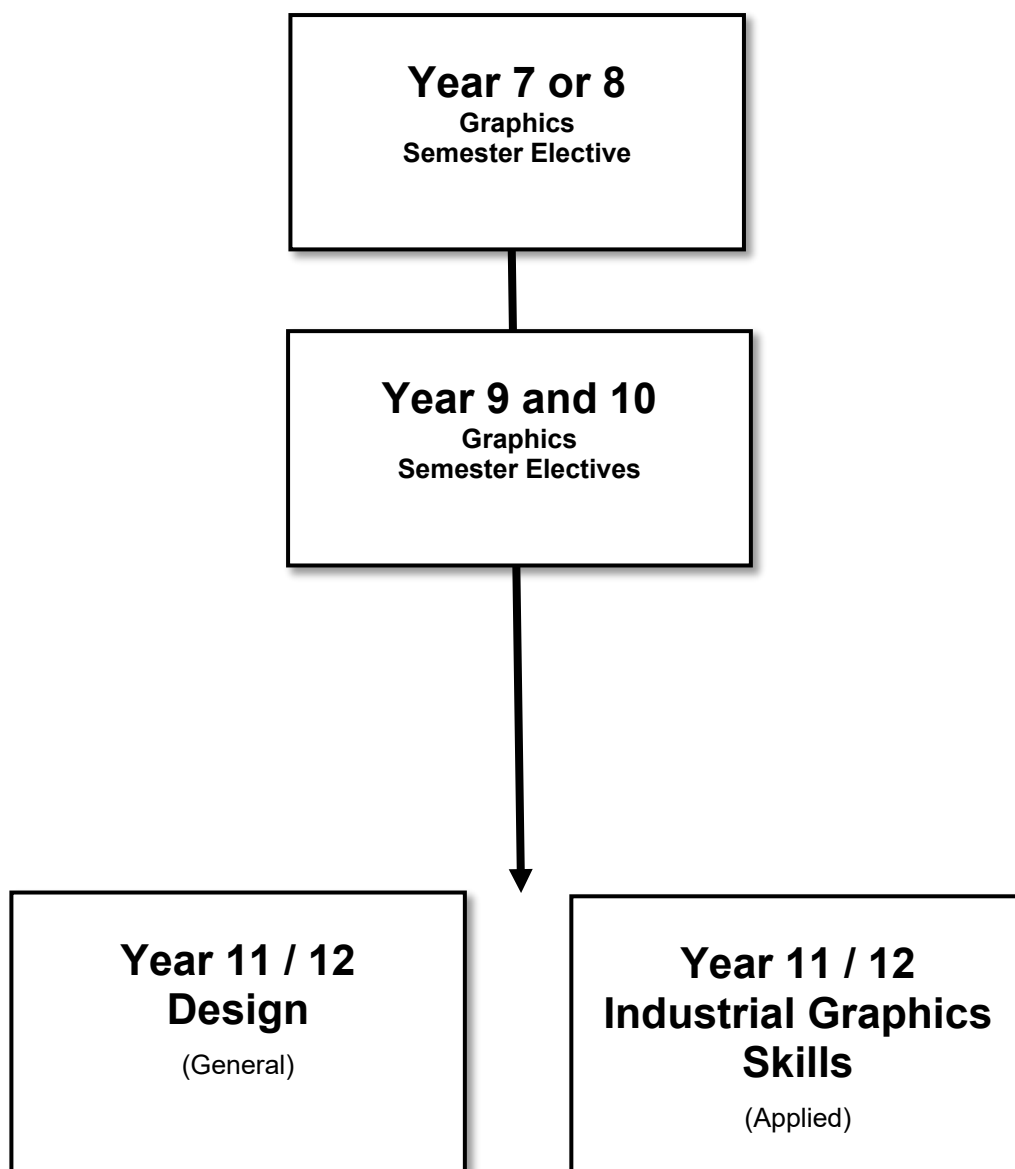
The St Joseph's College – Design Technologies Curriculum – Graphics: allows students to benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. This learning area encourages students to apply their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, that meet current and future needs.

The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.





## Design Technologies – Graphics Subject Progression



### *Year 11 and 12 – Senior Pathway*

- General Subject: Design
- Applied Subject: Industrial Graphics Skills



## Design Technologies – Wood and Metal Technology

This is an **Introductory Unit** of work in the Design Technologies area of Manual Technology. Students are introduced to terms and skills associated with Manual Technology. As they progress through the semester, students are exposed to the 'Design' element as it relates to Manual Technology.

The St Joseph's College Technologies curriculum provides students with opportunities to consider how solutions that are created now will be used in the future. Our students will identify the possible benefits and risks of creating solutions. Students will be able to use critical and creative thinking to weigh up possible short-term and long-term impacts.

This forms the basis for students who may wish to explore this further in Years 9 and 10 where they can elect to do Manual Technology (Wood Technology and Metal Technology) over the 2 years.

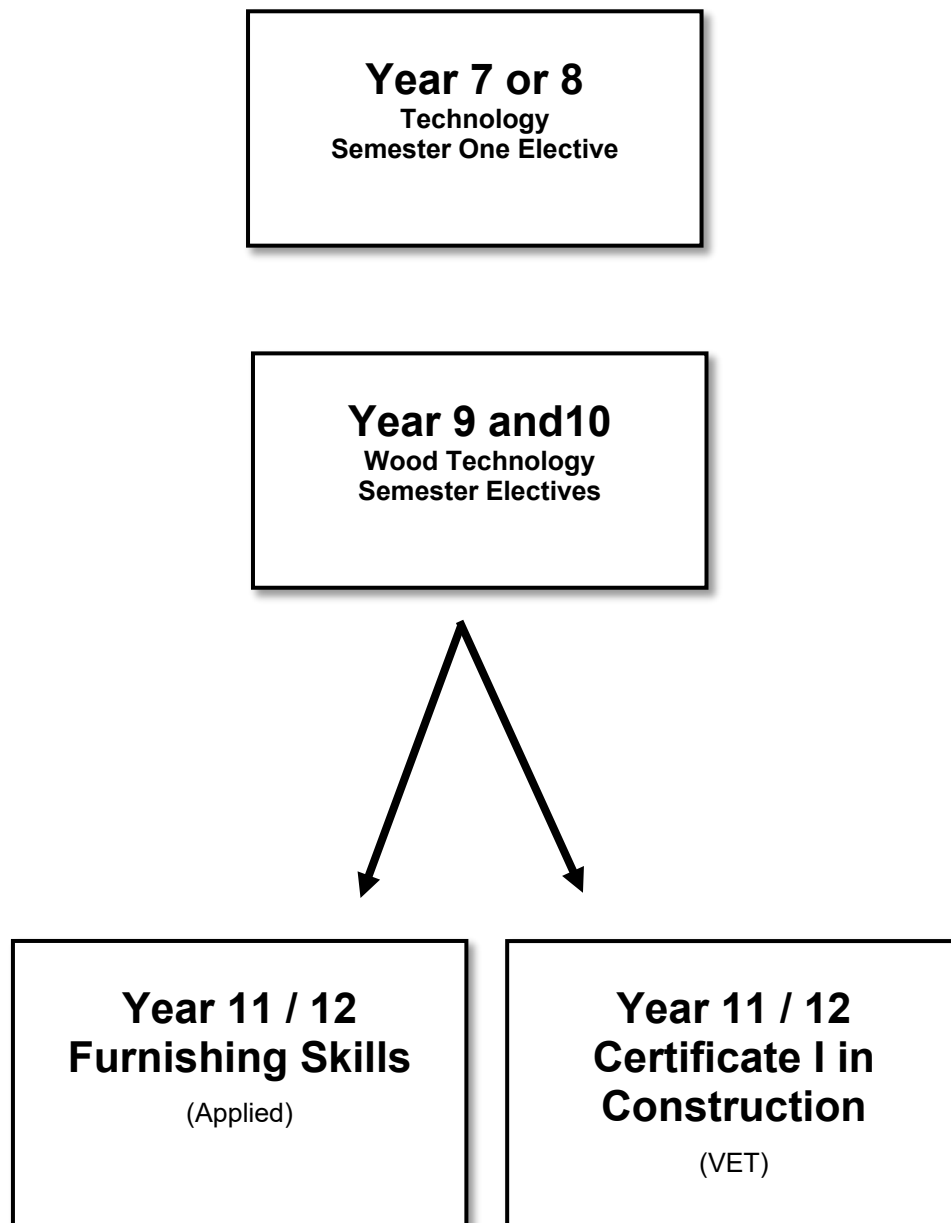
The St Joseph's College – Design Technologies Curriculum – Manual Technology: allows students to benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. This learning area encourages students to apply their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, that meet current and future needs.

The practical nature of the Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas. The Technologies curriculum provides students with opportunities to consider how solutions that are created now will be used in the future. Students will identify the possible benefits and risks of creating solutions. They will use critical and creative thinking to weigh up possible short-term and long-term impacts.





## Design Technologies – Wood Subject Progression



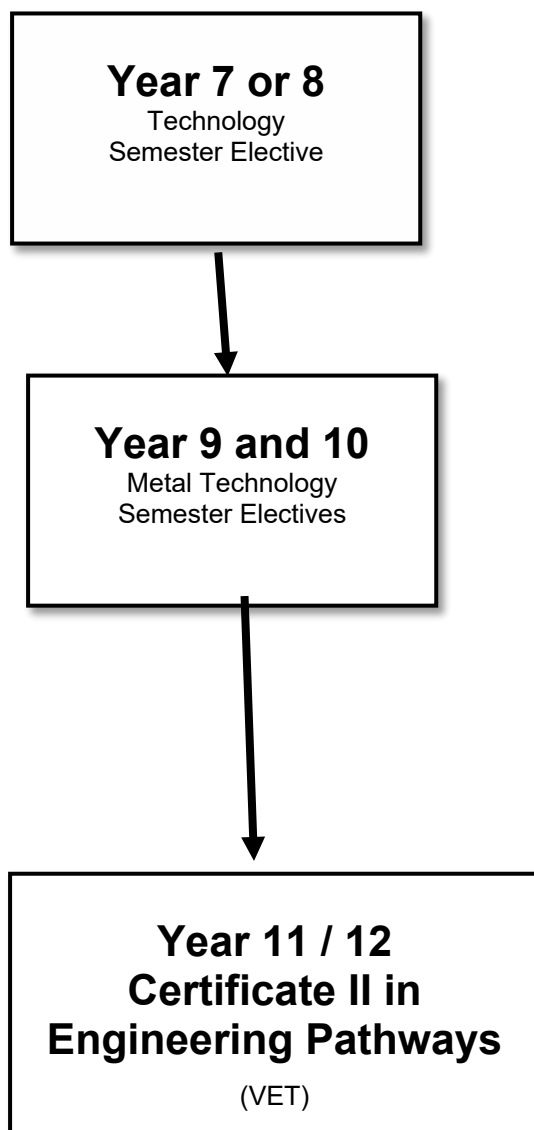
### *2020 Year 11 and 12 – Senior Pathway*

- Applied Subject: [Furnishing Skills \(PDF, 804.9 KB\)](#)
- VET Course: [Certificate I in Construction](#)





## Design Technologies – Metal Subject Progression



### *2020 Year 11 and 12 – Senior Pathway*

- VET Subject: Certificate II in Engineering Pathways



## Design Technologies Home Economics

### Semester Elective

The Australian Curriculum: Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students consider the economic, environmental and social impacts of technological change and how the choice and use of technologies contributes to a sustainable future.

Students will have had the opportunity to create different types of designed solutions that address the technologies contexts: **Food and fibre production and Food specialisations**. For breadth of study, the curriculum has been developed to enable students to complete at least one product, one service and one environment within each band.

The Design and Technologies Processes and Production Skills strand is based on the major aspects of design thinking, design processes and production processes. The content descriptions in this strand reflect a design process and would typically be addressed through a design brief. The Design and Technologies Processes and Production Skills strand focuses on creating designed solutions by:

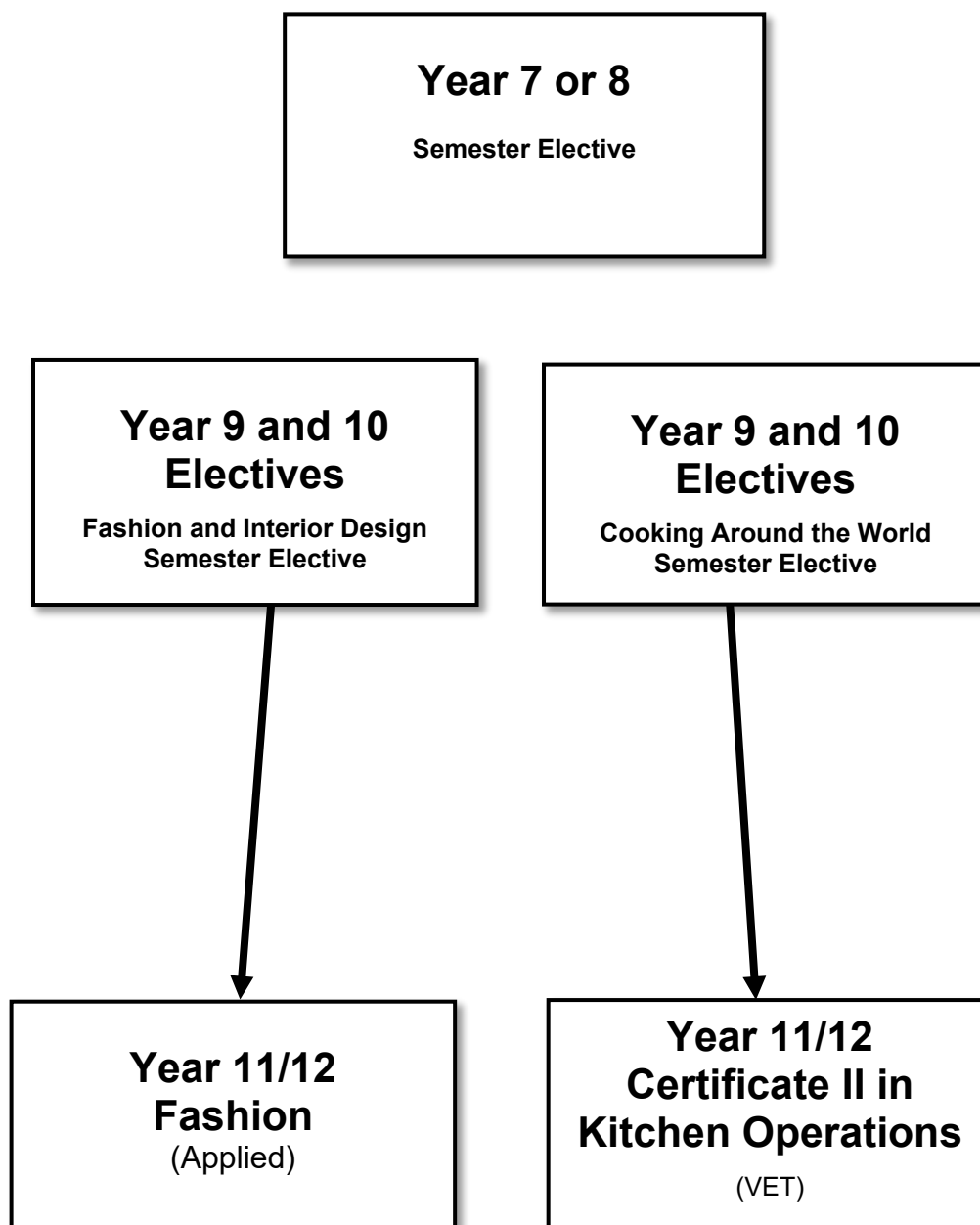
- investigating
- generating
- producing
- evaluating
- collaborating and managing.







## Design Technologies – Home Economics Subject Progression



### *Year 11 and 12 – Senior Pathway*

- Applied Subject: [Fashion \(PDF, 859.0 KB\)](#)
- VET Subject: Certificate II in Kitchen Operations





## Digital Technology

### Semester Elective

In Year 7 or 8, students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

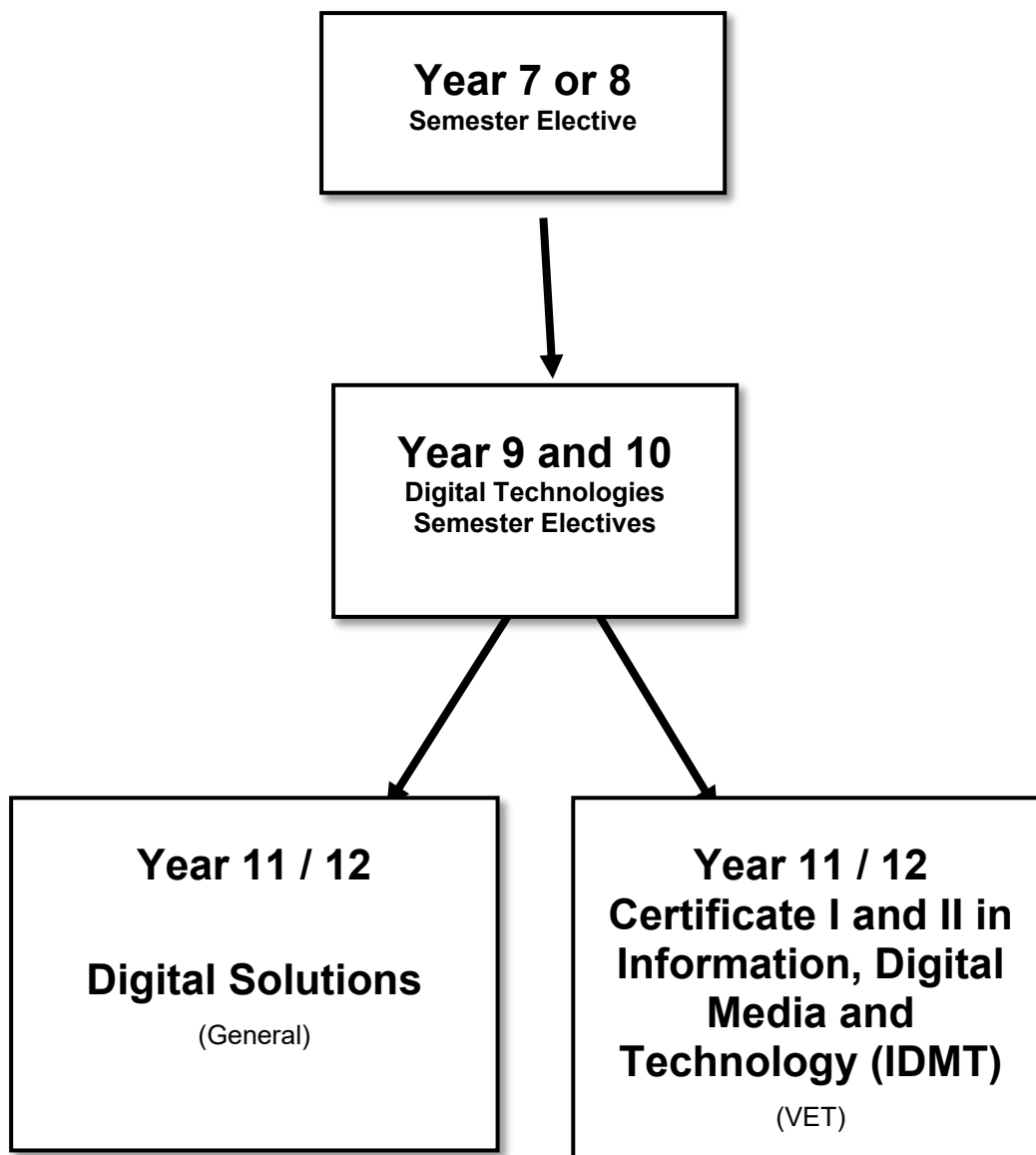
**Unit 1** - Students transform data into information, explore and analyse the properties and components of networked systems and data transmission.

**Unit 2** - Students apply computational and systems thinking to evaluate educational information systems.





## Digital Technology Subject Progression



### *Year 11 and 12 – Senior Pathway*

- General Subject: [Digital Solutions](#) (PDF, 1.6 MB)
- VET Subject: Certificate I and II in Information, Digital Media and Technology



## French

### Semester Elective

#### Years 7 and 8 Band Description

##### **The nature of the learners**

Students are beginning their study of French and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning French. Students' textual knowledge developed through English literacy learning supports the development of literacy in French. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

##### **French language learning and use**

Learners are encouraged to listen to, speak, read and write French in a range of interactions with the teacher and each other. They use the language for interactions and transactions, for practising language forms, for developing cultural knowledge and for intercultural exchange. There is code mixing and code switching, as learners use all available resources to make meaning and express themselves. They use English when they need to, with teachers modelling back the French that would have served the required purpose. Rich and varied language input characterises this first level of learning, supported by the use of gestures, vocal and facial expression, and concrete materials. Learners experiment with sounds, intonation patterns and body language, using high-frequency words and expressions, gradually broadening their range of language functions. They notice how French is used differently in different contexts and how French speakers communicate in ways that may be different to their own. As they adjust language use to suit different purposes, contexts and situations, they notice how culture shapes language. Learners work collaboratively and independently. They pool language knowledge and resources, plan, problem-solve, monitor and reflect. They make cross-curricular connections and explore intercultural perspectives. They focus on the different systems (grammar, vocabulary, sounds) that structure language use, and reflect on their experience as French language learners and users. They gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts.





## French Subject Progression

**Year 7 and 8  
French**

**Year 9 and 10  
French**  
Semester Electives



**Year 11 / 12  
French**  
(General)

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**Prerequisite:** Students should have completed Year 7 French to progress into Year 8 and above.

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### *Year 11 and 12 – Senior Pathway*

General Subject: [French \(PDF, 963.8 KB\)](#)



## Japanese

### Semester Elective

#### Years 7 and 8 Band Description

##### The nature of the learners

Students are beginning their study of Japanese and typically have had little prior exposure to the language and associated culture. Many will have learnt an additional language in primary school, while some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Japanese. Students' textual knowledge developed through English literacy learning supports the development of literacy in Japanese. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on their sense of 'norms' associated with their first language and culture.

##### Japanese language learning and use

Students are encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. They use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They experiment with sounds and use high-frequency words and expressions, gradually broadening their range of vocabulary and language functions. They develop knowledge of Japanese word order and of grammatical features such as particles, adjectives, verb tenses and politeness forms. They apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds. They become aware of the systematic nature of Japanese grammar and of its importance in conveying meaning. They develop metalanguage to talk about Japanese grammar and to make comparisons and connections with their own language(s).

Students are exposed to all **three scripts, hiragana, katakana and kanji**, and develop a working knowledge of how these are used to create meaning. They develop proficiency in reading and writing hiragana and use high-frequency katakana and kanji to read and write words and sentences. They work collaboratively and independently, exploring a variety of simple texts with particular reference to their current social, cultural and communicative interests.

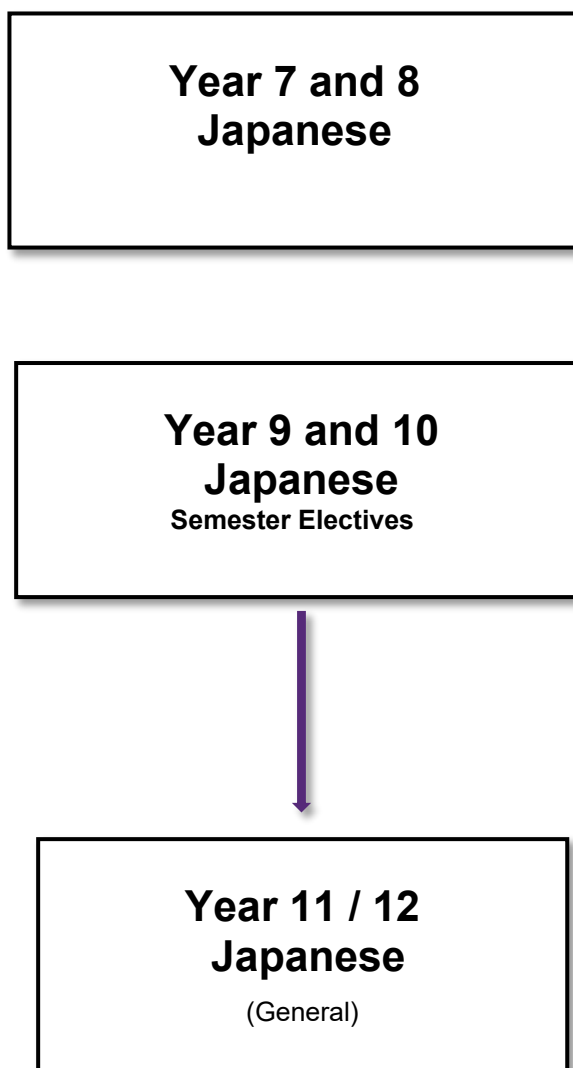
Students reflect on intercultural perspectives and on their experience of intercultural communication, exploring aspects of environment, lifestyle and social practices associated with Japanese culture and making comparisons with their own. They develop metalanguage for discussing the nature of language and culture and monitor and reflect on their language and culture learning through discussion, journaling or contributing to shared digital spaces.







## Japanese Subject Progression



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**Prerequisite:** Students should have completed Year 7 Japanese to enrol in Year 8 Japanese and progress to the next year level.

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2020 Year 11 and 12 – Senior Pathway

General Subject: [Japanese \(PDF, 1.3 MB\)](#)



## The Arts – Drama and Dance

Students will complete a Semester Elective comprising of a unit in Drama and a unit in Dance.

### Years 7 / 8

In this band students develop their knowledge of how ideas and intentions are communicated in and through drama. They build on and refine their knowledge, understanding and skills through drama practices focusing on:

### Elements of Drama

#### Role, character and relationships

- Role and character: e.g. maintaining commitment to role; exploring motivations and various facets of multidimensional characters; developing and analysing multidimensional relationships in the drama
- Situation: improvising with/adapting available materials and technologies to establish setting; using conventions of story in drama
- 

#### Voice and movement

- E.g. sustaining belief in character and situation through voice and movement; revealing character and situation through the use of voice, movement/blocking and props
- Focus: e.g. using a range of devices and effects to highlight specific aspects of the performance for the audience
- Tension: e.g. using foreshadowing and information withholding to create suspense and emphasis
- Space and time: e.g. using rhythm and pace to enhance drama; using blocking (e.g. when and where to move) and stage areas (such as upstage right, downstage centre) in planning and performance
- 

#### Language, ideas and dramatic action

- E.g. manipulating central ideas or themes to give perspectives and ideas to the audience
- Mood and atmosphere: the feeling or tone of physical space and the dramatic action created by or emerging from the performance

#### Audience

- Using narrative and non-narrative dramatic forms and production elements to shape and sustain drama for formal and informal audiences.

### Dance

**Dance** involves students making and responding to dance independently, and with their classmates, teachers and communities. They explore dance as an art form through choreography, performance and appreciation.

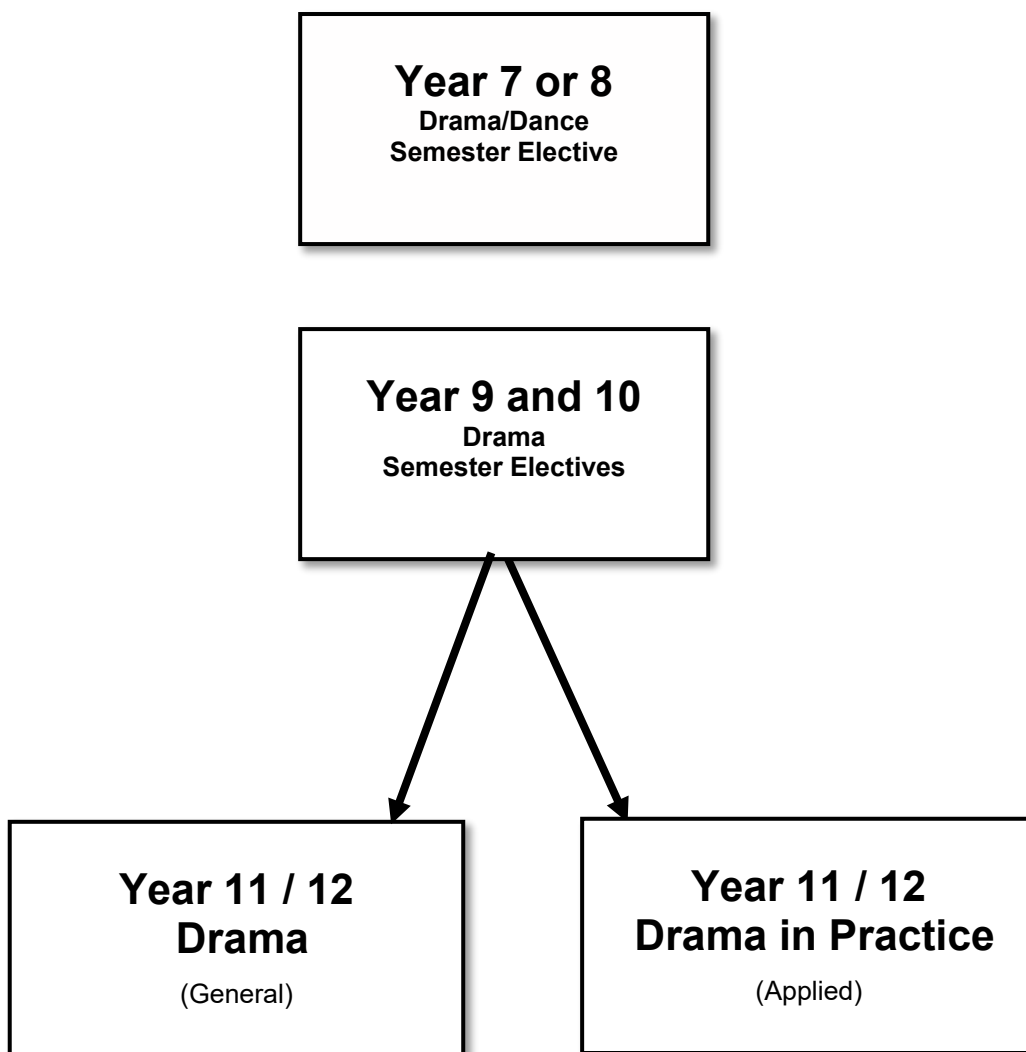
- Students build on their awareness of the body through body part articulation. They extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their choreographic intention. They extend the combinations of fundamental movement skills to explore dance styles and technical skills increasing their confidence, accuracy, clarity of movement and projection.





- Students draw on dances from a range of cultures, times and locations.
- Students learn about style and choreographic intent in Aboriginal and Torres Strait Islander dances, and how these dances communicate social contexts and relationships.
- As they make and respond to dance, students explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance. They evaluate choreographers' intentions and expressive skills in dances they view and perform.
- Students understand that safe dance practices underlie all experiences in the study of dance. They perform within their own body capabilities and work safely in groups

## The Arts – Drama Subject Progression



### *Year 11 and 12 - Senior Pathway*

- General Subject: [Drama \(PDF, 1.5 MB\)](#)
- Applied Subject: [Drama in Practice \(PDF, 1023.8 KB\)](#)



## The Arts – Music

### Semester Elective

The Arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging them to reach their creative and expressive potential. In the Australian Curriculum, the Arts is a learning area that draws together related but distinct art forms. While these art forms have close relationships and are often used in interrelated ways, each involves different approaches to arts practices and critical and creative thinking that reflect distinct bodies of knowledge, understanding and skills. The curriculum examines past, current and emerging arts practices in each art form across a range of cultures and places.

Content descriptions in each Arts subject reflect the interrelated strands of **Making and Responding**.

- **Making** includes learning about and using knowledge, skills, techniques, processes, materials and technologies to explore arts practices and make artworks that communicate ideas and intentions.
- **Responding** includes exploring, responding to, analysing and interpreting artworks.

In the Arts, students learn as artists and audience through the intellectual, emotional and sensory experiences of the Arts. They acquire knowledge, skills and understanding specific to the Arts subjects and develop critical understanding that informs decision making and aesthetic choices. Through the Arts, students learn to express their ideas, thoughts and opinions as they discover and interpret the world.





## The Arts – Music Subject Progression

**Year 7 or 8**  
Music  
Semester Elective

**Year 9 and 10**  
Music  
Semester Electives



**Year 11 / 12**  
Music  
(General)

**Year 12**  
Music Extension  
(General)

### *Year 11 and 12 - Senior Pathway*

- General Subject: [Music \(PDF, 1.5 MB\)](#)  
[Music Extension \(PDF, 924.5 KB\)](#)



## The Arts – Visual Arts

### Semester Elective

#### Year 7 and 8 Band Description

In Visual Arts, students:

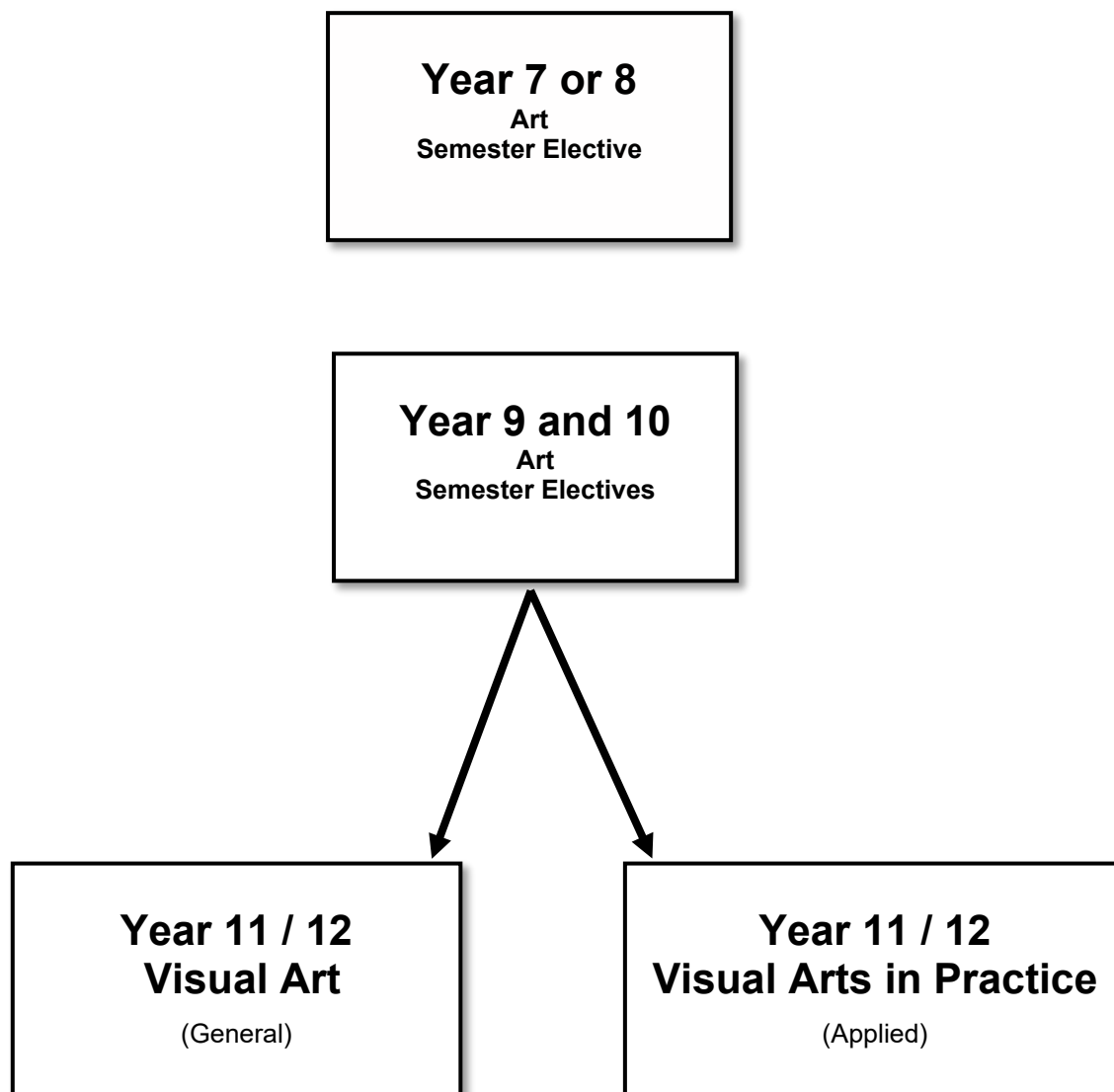
- build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints
- extend their thinking, understanding and use of perceptual and conceptual skills
- continue to use and apply appropriate visual language and visual conventions with increasing complexity
- consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks
- consider society and ethics, and economic, environmental and social factors
- exhibit their artworks individually or collaboratively, basing the selection on a concept or theme
- document the evolution of selected art styles and associated theories and/or ideologies
- reflect on the 'cause and effect' of time periods, artists and art styles influencing later artists and their artworks
- draw on artworks from a range of cultures, times and locations as they experience visual arts
- explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of techniques used in traditional and contemporary styles as they explore different forms in visual arts
- identify social relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia, and explore how these are reflected in developments in visual arts
- design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes as they make and respond to visual artworks
- develop an informed opinion about artworks based on their research of current and past artists
- examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues
- acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies
- extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies
- build on their experience from the previous band to develop their understanding of the roles of artists and audiences.







## The Arts – Visual Art Subject Progression



### *Year 11 and 12 - Senior Pathway*

- General Subject: [Visual Art \(PDF, 1.7 MB\)](#)
- Applied Subject: [Visual Arts in Practice \(PDF, 897.9 KB\)](#)



## Other questions?

If you have any further questions about The Australian Curriculum, please refer to:

<https://www.australiancurriculum.edu.au/> and in particular  
<https://www.australiancurriculum.edu.au/parent-information/>

At the College there are many staff you can speak to if you have any further questions. These include the classroom teachers, Middle Leaders and the Assistant Principals.

The College also employs a VET Coordinator and a Careers Counsellor who are able to meet with both students and parents to discuss future career pathways and School based apprenticeships and traineeships.





## Key Personnel to Junior Secondary

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**Nina Marshall & Jessica Skinner**

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