

YEAR 7 & 8 SUBJECT HANDBOOK

A guide for all Parents/Caregivers and
students in Year 7 and Year 8

2019





YEAR 7 & 8 SUBJECT HANDBOOK

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1 Welcome to Middle Years Phase of Learning

This handbook provides an overview of the subjects and units taught at St Francis College in the Middle Years. I would encourage you to read the information with care and fully discuss options with your child. I believe that such co-operative planning has great benefit for the quality of the work your child does at school.

At St. Francis College, we believe the Middle Years is an important and significant period of learning and development for students. We recognize and believe that as young adolescents, Middle Years students have their own unique characteristics and needs, increasingly aware of their individual capabilities and also the expectations placed upon them. Aligned with our College Mission and Vision statements and our Learning and Teaching Framework, the Middle Years Phase of Learning aims to provide a safe environment that supports and challenges the students' learning and development within an atmosphere of respect, inclusivity, belonging and high expectations.

Through our FrancisCan Service Learning Program, our Middle Years students are provided with an opportunity to contribute to making a positive change in their world through actively responding to the needs of those around them.

The Middle Years teachers work collaboratively to plan and create learning experiences in which students are encouraged and supported to enjoy and engage with their learning using a Growth Mindset and to realize their individual potential by:

- Working both independently and cooperatively on activities;
- Participating in a variety of strategies to develop creativity, problem-solving and thinking skills;
- Taking time to reflect on their learning and individual learning goals;
- Responding to challenges with a positive attitude, perseverance and resilience;
- Contributing to discussions and class activities in a responsible and collaborative way;
- Using resources and technology effectively to assist them in their learning.

The Middle Years Curriculum is made up of Core and Elective Subjects. All subjects are based on the Australian Curriculum, except Religious Education which is centered on the approved curriculum Religious Education Archdiocese of Brisbane. The Core Subjects include:

Religious Education	English	History/Geography
Mathematics	Science	Health and Physical Education

In Years 7 and 8, all students study a general program, designed to provide them with a broad-based education, whilst providing some opportunity for student choice in Year 9. In Year 7 and 8, we attempt to minimize the number of teachers as a transition into Secondary Schooling. In Year 9, students are preparing for the Senior Phase of Learning and are likely to have different teachers across subject areas; however they still have a core classroom where most of their learning occurs.

Elective Subjects provide students with the opportunity to experience a range of curriculum areas which can help in subject decision making in following years. An outline of these Curriculum areas and focus outlines is provided on the following pages. Focus statements for Middle Years:

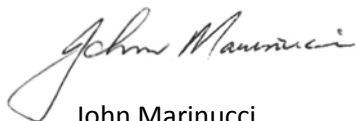
Year 7 – Growing in Responsibility

Year 8 – Respecting Ourselves and Others

Year 9 – Serving Our Community

If you wish to clarify any aspect of the handbook, please do not hesitate to contact your child's Pastoral Care Teacher, the Year 7 and 8 Teaching and Learning Leader, the Middle Years Phase of Learning Middle Leader or the College Leadership Team.

We look forward to working with you through the Middle Years phase of Learning.

A handwritten signature in black ink that reads "John Marinucci". The signature is written in a cursive style with a large, looping initial 'J'.

John Marinucci
Principal

2 Learning and Teaching Framework

St Francis College is part of the Brisbane Archdiocesan System of Catholic Schools, and as such, plans and develops curriculum in response to the following overarching goal:

As a Catholic Christian community, we educate for all to live the gospel of Jesus Christ as successful, creative and confident, active and informed learners empowered to shape and enrich our world.

This goal informs the St Francis College Learning and Teaching Framework and Vision for Learning.
Together, we value individuals, build relationships and empower learning.

Our Learning and Teaching Framework, consists of four (4) phases and our goals for each phase are to:

- **Initiate** – to establish meaningful, positive relationships that acknowledge and respect individuals' stories and reflects our Franciscan ethos. Purposefully create a teaching/ learning environment that is inclusive and differentiated, data informed, centred on inquiry based learning and Positive Behaviour for Learning (PB4L) and that actively engages all learners and moves them towards success;
- **Develop** – to collaboratively plan, develop and implement a teaching-learning programme with clear and visible learning intentions and success criteria that is student centred, uses a common language and provides equity, academic rigour, measurable outcomes and differentiated support;
- **Empower** – to enable and promote the development of self-directed, resilient, confident, independent and creative learners who seek to contribute responsibly and positively in shaping and enriching our world;
- **Reflect** – to provide structured and guided opportunities that promote and enable the development of reflective, self-evaluating individuals. Embed a process of informed, regular, personal and collaborative review and evaluation of current programmes, strategies and practices that incorporates a celebration of achievements.



3 Vision for Learning



4 Senior and Middle Leadership

NAME	POSITION
Mr John Marinucci	Principal
Ms Michelle Kelly	Acting Head of Campus 7-12
Mr Rob Canning	Acting Assistant Principal – Religious Education P-12
Mrs Megan Philpott	Acting Assistant Principal – Pastoral 7-12
Mr David Gall	Assistant Principal – Learning Growth P-12
Mrs Nella Rizzo	Assistant Principal – Curriculum 6-12
Ms Ashleigh Foumakis	Pastoral Leader – Jagun
Mr Paul McKeaten	Pastoral Leader – Kurrawa
TBA	Pastoral Leader – Wimulli
Mr Lachlan Grove	Acting Pastoral Leader – Yaaray
TBA	Middle Years Schooling Leader 7-9
Mrs Claudia Crow	Senior Years Schooling Leader 10-12
TBA	Teaching and Learning Leader 7-8
Mrs Michelle Ferguson	Teaching and Learning Leader 9-10
Mr Benjamin Bray	Teaching and Learning Leader 11-12
Ms Katrina Howie	Student Services Leader P-12
Mrs Renita Davren	Sport Leader P-12
Ms Christine Rolfe	VET Leader 6-12

5 Learning Support

Learning support is available to provide support for students with diverse learning needs to access the curriculum and to meet learning outcomes. The function of Learning Support is to match programs to students' needs and to provide resources to help students develop academically, emotionally and socially.

Learning support is provided in a number of ways including:

- Planning, implementing and evaluating individual education programs (IEPs) for students with special needs;
- Collaboration with subject teachers to adjust teaching programs to facilitate access to the curriculum for students with diverse learning needs;
- Providing support staff to assist in regular classrooms as well as deliver individual and small group tutorial instruction.

Adjustments to assessment tasks may be made to provide students with opportunities to demonstrate achievement. Adjustments which do not change the standards and criteria do not affect reporting. Adjustments which significantly vary from the programmed assessment will be reflected in the student's report.

6 Homework Club – Tuesday and Thursday in Library

Homework Club is available for all students. It is not just for students who struggle with homework or assignments it is also there for students who wish to achieve higher grades or want to produce polished assignments. Teachers and Support Staff are there to assist students and give them tips and ideas on how to improve their assignments and study skills.



7 English as an Additional Language or Dialect (EALD)

EAL/D students are those whose first language is a language or dialect other than English and who require additional support to assist them to develop proficiency in English.

EAL/D students come from diverse multilingual backgrounds and may include:

- Overseas or Australian-born students whose first language is a language other than English;
- Aboriginal and Torres Strait Islander students whose first language is an Indigenous language including traditional languages, creoles and related varieties or Aboriginal English.

Additional support is provided in the following ways:

- To build students' English language learning and their curriculum content knowledge;
- Individual and/or classroom support is provided for area specific language structures and vocabulary;
- To support students socially, emotionally and culturally as their social and cultural expectation may vary.



8 Course Structure

In Years 7 and 8, two (2) subjects will be allocated per student per term. A total of eight (8) rotations will be studied each year from the Australian Curriculum in Technologies and The Arts.

Core Subjects:

- Religious Education;
- English;
- Mathematics;
- Science;
- Health and Physical Education;
- Humanities and Social Science (History, Geography, Economics and Business, Civics and Citizenship).

Rotations:

- Design and Technologies (Food Specialisations);
- Design and Technologies;
- Digital and Technologies;
- Drama;
- Dance;
- Media Arts;
- Music;
- Visual Arts.

9 Religious Education

The Teaching and Learning of Religion in Year 7 and 8 is drawn from the Brisbane Archdiocese Religion Curriculum P-12 which has been constructed with the same rigor as the Australian Curriculum for History and English. The approach to learning and teaching, acknowledges our multi-faith and multi-cultural context as well as the reality of student's lives and it aims to educate and form students who are literate in the Catholic, and broader Religious traditions so that they might participate critically and authentically in a contemporary world.

Typically students will:

- Explain the ways believers live out their faith, personally and communally;
- Explain ways in which Christianity shares common beginnings of faith with other monotheistic religions (Judaism and Islam);
- Recognise that sacred texts reflect the audience, purpose and context of the human authors;
- Interpret Old Testament and New Testament texts;
- Participate respectfully in a variety of prayer experiences;
- Identify the unique relationship between God and God's people;
- Explain how believers, past and present continue the mission of the Jesus in the world in times of challenge and change;
- Analyse ways in which the Church is present and active in the world today;
- Investigate ways that the Church has responded to the presence of good and evil throughout human history;
- Explain the significance of the celebration of Sacraments in the lives of believers.

10 English

In Years 7 and 8, students are provided with opportunities to read and interpret a wide variety of literature, and create texts to influence their audience.

Typically, students will:

- Read and interpret a range of challenging fiction texts;
- Compare, analyse and question ideas and information in texts;
- Select evidence from texts, which shows how authors represent their viewpoints;
- Create texts for different purposes and audiences;
- Write a series of well-organised paragraphs to present an argument or convey information;
- Read online texts and use a range of software to create texts;
- Recognise and use a wide range of language features such as sub-headings;
- Know and use a wide range of words, including those from technical and literary language give presentations that include visual and digital features.

11 Mathematics

In Years 7 and 8, students extend their knowledge of numbers, including irrational numbers. They start to use algebra to solve problems, develop geometric reasoning and consider statistical sampling.

Typically, students will:

- Connect the known properties of arithmetic with the study of algebra;
- Develop simple logical geometric arguments;
- Find estimates of means and proportions of populations;
- Compare prices of products packaged in different quantities;
- Represent simple algebraic relations by graphs;
- Calculate areas of shapes and volumes of simple solids;
- Apply ratios and interpret statistical graphs;
- Calculate accurately with positive and negative numbers.

12 Science

Students develop their understanding of microscopic and atomic structures. They adopt a more sophisticated view of evidence and begin to develop a capacity to calculate changes accurately and compare relative amounts.

Typically students will:

- Further develop their understandings of systems through a study of ecosystems and cellular systems;
- Explore renewable and non-renewable resources, and the applications of science to solve important issues;
- Explore changes in matter at a particle level and link them to physical and chemical changes;
- Investigate the role of energy in causing change in systems such as the cycle of forming rocks;
- Consider ethical implications of scientific research and development.

13 Humanities and Social Sciences

Students use inquiry skills to develop social, historical, geographical, environmental, civic, political, business and economic knowledge and understandings, and view issues from a local to a global scale.

Typically students will:

- Investigate ancient to modern societies of Europe and other regions, and the legacy of their ideas in today's world;
- Explore factors and challenges that influence how people access resources and make places livable; links between places, people and environments, and how changes can be managed sustainably;
- Learn about citizenship, laws and the democratic values and group participation that promote a cohesive society;
- Understand modern and traditional markets, roles of and relationships between consumers, businesses, entrepreneurs and work; and factors that might affect work the future.

14 Health and Physical Education

Students learn about how their changing world operates as they face more complex life decisions. Students analyse and refine movement skills, experience outdoor recreation and develop leadership and team work skills.

Typically students will:

- Develop coping, assertive communication, problem-solving and refusal skills;
- Value difference and develop empathy towards others' views and situations;
- Talk about how and whom to ask regarding help for their own and others' health;
- Evaluate food and nutrition information and create their own fitness plans;
- Promote health and wellbeing messages in their community;
- Modify rules so that activities are safer, fairer and more inclusive;
- Use feedback to improve their movement skills.

15 Design and Technologies (Food Specialisation)

Students develop knowledge, understanding and skills through the technologies subject.

Typically students will:

- Design, produce and evaluate solutions such as a food product.

16 Design and Technologies

Students develop knowledge, understanding and skills through the technologies subject.

Typically students will:

- Create and represent design ideas using a variety of techniques, such as modelling and drawing to scale;
- Select a range of materials and equipment to safely and efficiently produce solutions.

17 Digital and Technologies

Students develop knowledge, understanding and skills through the technologies subject.

Typically students will:

- Develop their computational thinking, create a range of digital solutions such as websites and robotics;
- Learn to use programming, communicate and collaborate online with an understanding of cyber safety and legal responsibilities.

18 Drama

By responding critically and creatively in a variety of art forms, students explore and question their immediate experience and their understanding of the wider world.

Typically students will:

- Rehearse dramatic performances to communicate ideas expressively.

19 Dance

By responding critically and creatively in a variety of art forms, students explore and question their immediate experience and their understanding of the wider world.

Typically students will:

- Choreograph dance sequences to communicate ideas;
- Rehearse and perform own dances.

20 Music

By responding critically and creatively in a variety of art forms, students explore and question their immediate experience and their understanding of the wider world.

Typically students will:

- Improvise, combine and perform a range of music using elements such as rhythm and pitch.

21 Media Arts

By responding critically and creatively in a variety of art forms, students explore and question their immediate experience and their understanding of the wider world.

Typically students will:

- Plan and design media arts to engage an audience.

22 Visual Arts

By responding critically and creatively in a variety of art forms, students explore and question their immediate experience and their understanding of the wider world.

Typically students will:

- Explore how artists create artworks;
- Plan, create and display visual artworks for an audience.

23 Choosing what to study

As an overall plan, it is suggested that you choose subjects or units:

- You enjoy;
- In which you have already had some success;
- Which will help you achieve your chosen career goals, or at least keep your career options open;
- Which will develop skills, knowledge and attitudes useful throughout life.

If you follow the guidelines below and ask for help when you need it, you should come up with a course of study that is appropriate for you and that you enjoy.

Guidelines

- Keep your options open. At the moment, you may not know exactly what you want to do when you finish school. This is normal because at this stage in your life it is important to explore many options;
- It is wise to keep your options open. This means choosing a selection of units or subjects that makes it possible for you to continue exploring your career options before making more definite decisions in the future.

Think about your career options

- It is helpful to have some ideas about possible career choices, even though these ideas may change as you learn more about yourself and the world of work.

Career Research

- The following information on careers is also highly recommended:
 - Queensland Curriculum and Assessment Authority (QCAA);
 - Student Connect – This website provides comprehensive career information on-line at <https://studentconnect.qcaa.qld.edu.au>;
 - Myfuture (www.myfuture.edu.au) – This website is Australia’s national career information service;
 - Job Guide – this book is available in all schools at the beginning of Year 10 or you can visit the website at <http://www.jobguide.deewr.gov.au/>.

Find out about the subjects or units of study offered

- It is important to find out as much as possible about the subjects or units of study offered at St Francis College. The following ideas will help:
 - Read the subject or unit descriptions in this handbook;
 - Ask curriculum middle leaders and teachers of particular subjects or units;
 - Look at books and materials used by students in the subjects or units;
 - Listen carefully to class talks and course selection nights;
 - Talk to students who are already studying the subjects or units.
- When investigating a subject to see if it is suitable for you, find out about the content (i.e. what topics are covered) and how is it taught or assessed. For example:
 - Does the subject or unit mainly involve learning from a textbook?
 - Are there any field trips, practical work, or experiments?
 - How much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?

Make a decision about a combination of subjects or units that suits you

- You are an individual and your particular study needs and requirements may be quite different from those of other students. This means that it is unwise to either take or avoid a study area because:
 - Someone told you that you will like or dislike it;
 - Your friends are not taking it;
 - You like or dislike the teacher;
 - “All the boys or girls take that subject or unit” (all subjects or units have equal value for males and females).

Be honest about your abilities and realistic with your occupational ideas

- There is little to be gained by continuing with subjects or units that have proved very difficult even after you have put in your best effort. Also, if your career ideas require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the results required?

Be prepared to ask for help

- If you need more help, then ask for it. Talk to your parents, teachers, careers’ adviser and principal.
- Make use of the school course selection program. Look at the resources suggested in this handbook and make informed decisions about your curriculum studies.

Commitment

- Students need to practise commitment to study in the following ways in order to achieve success. Here are some required good work habits:
 - Approach all study time with a Growth Mindset;
 - Spend at least 6 hours a week on school work at home;
 - Homework involves spending time outside of school on assignment work, structured study and completing practical tasks such as reading, researching using the internet, planning and preparing for assessment, writing responses, learning content, re-working maths problems, practising orals;
 - Get organised by using your school diary;
 - Keep a balance between school life, part-time work, sporting and cultural activities, social life and family life.

The offerings outlined in this Curriculum Handbook are made subject to the availability of teachers and resources. The Principal reserves the right to withdraw any units or subjects where resource limitations or insufficient student numbers make it impractical to pursue the offering.

It is possible that the subject selections of a small number of students may not be able to be timetabled. In such situations, students will be advised to re-select subjects.

24 Career Investigation

You can use the tables below to investigate careers by relating your interest in school subjects to possible occupations.

You may wish to use these steps:

- Identify the subjects you enjoy and do best at;
- Use this list to find the names of occupations that may be related to these subjects;
- Gather information about these occupations by reading the Job Guide (or visit <http://www.jobguide.deewr.gov.au/>), accessing information from the Myfuture website (www.myfuture.edu.au) and talking to people in the jobs;
- Talk to the College Careers Middle Leader, Ms McNamara.

HISTORY	GEOGRAPHY	HUMANITIES AND SOCIAL SCIENCE	ENGLISH
Anthropologist	Agricultural Scientist	Anthropologist	Actor
Archaeologist	Biological Scientist	Archivist	Archivist
Archivist	Cartographer	Child Care Worker	Author
Barrister	Environmental Scientist	Community Worker	Book Editor
Community Worker	Forest Technical Officer	Counsellor	Broadcaster
Criminologist	Geographer	Environmental Scientist	Copywriter
Foreign Affairs and Trade Officer	Geologist	Geographer	Foreign Affairs and Trade Officer
Geologist	Hydrographer	Library Technician	Human Resources Officer
Historian	Landscape Architect	Police Officer	Interpreter
Journalist	Marine Scientist	Probation and Parole Officer	Journalist
Lawyer	Meteorologist	Public Relations Officer	Lawyer
Librarian	Ocean Hydrographer	Recreation Officer	Librarian
Museum Curator	Park Ranger	Religious Leader	Management Consultant
Public Relations Officer	Surveyor	Social Worker	Printing Machinist
Religious Leader	Teacher	Sociologist	Publisher
Sociologist	Tour Guide	Teacher	Receptionist
Stage Manager	Town Planner	Town Planner	Speech Pathologist
Teacher	Travel Consultant	Trade Union Official	Teacher's Aide
Writer	Water Services Officer	Youth Worker	Travel Consultant
			Writer

MATHEMATICS	SCIENCE	HEALTH AND PHYSICAL EDUCATION	DIGITAL TECHNOLOGIES
Accountant	Automotive Electrician	Acupuncturist	Analyst (IT)
Actuary	Chemist	Ambulance Officer	Architectural Drafter
Bank Officer	Computer Programmer	Beauty Therapist	Business Systems Analyst
Bookkeeper	Electrical Fitter	Chiropractor	Computer Systems Engineer
Credit Officer	Engineer	Fitness Instructor	Computer Hardware Service Technician
Economist	Electronics Service Person	Hospital Food Service Manager	Computer Systems Officer
Electrical Fitter	Environmental Scientist	Jockey	Data Processing Operator
Engineer	Forensic Scientist	Massage Therapist	Database Administrator
Geologist	Laboratory Worker	Nurse	Desktop Publisher
Mathematician	Medical Practitioner	Occupational Health and Safety Officer	Help Desk Operator
Motor Mechanic	Meteorologist	Occupational Therapist	Information Technology Educator
Pattern Maker	Nurse	Physiotherapist	Information Technology Manager
Physicist	Pharmacist	Podiatrist	Multimedia Developer
Programmer (IT)	Photographer	Psychologist – Sport	Programmer Software Designer
Quantity Surveyor	Refrigeration and Air-Conditioning Mechanic	Radiation Therapist	Software Engineer
Statistician	Sports Scientist	Recreation Officer	Systems Designer
Stockbroker	Sugarcane Analyst	Sports Scientist	Teacher
Surveyor	Teacher	Sports Coach	Training Officer
Taxation Agent	Telecommunication Technician	Stunt Performer	Telecommunications Engineer
Teacher		Teacher	Website

MUSIC	DRAMA/DANCE	VISUAL ART/ MEDIA ARTS	DESIGN TECHNOLOGIES
Announcer	Actor	Architect	Architect
Arts Administrator	Announcer	Artist	Architectural Drafter
Composer	Arts Administrator	Craftsperson	Automotive Electrician
Conductor	Choreographer	Diversional Therapist	Boilermaker
Film and TV Producer	Dancer	Dressmaker	Builder
Multimedia Developer	Film and TV Lighting Operator	Engraver	Cabinetmaker
Music Critic	Film and TV Producer	Fashion Designer	Carpenter/Joiner
Music Therapist	Make-up Artist	Florist	Cartographer
Musical Instrument Maker	Model	Graphic Designer	Drafter
Musician	Public Relations Officer	Hairdresser	Engineering
Piano Technician	Receptionist Recreation Officer	Interior Decorator	Graphic Designer
Recreation Officer	Set Designer	Industrial Designer	Industrial Designer
Singer/Vocalist Sound	Speech Pathologist	Jeweler	Landscape Architect
Technician Stage Manager	Stage Manager	Landscape Architect	Leadlight Worker
Teacher – Early Childhood Teacher – Music	Teacher – Dance	Landscape Gardener	Metal Fabricator
Teacher – Primary	Teacher – Speech and Drama	Make-up Artist	Metal Trades Assistant
Teacher – Secondary	Tour Guide	Multimedia Developer	Panel Beater
	Writer	Photographer	Picture Framer
		Screen Printer	Sheetmetal Worker
		Set Designer	Teacher
		Signwriter	
		Teacher	
		Wood Turner	

FOOD AND TEXTILES TECHNOLOGY	BUSINESS EDUCATION	RELIGIOUS EDUCATION
Butcher	Accountant	Education
Catering Manager	Bank Officer	Journalism
Clothing Patternmaker	Bookkeeper	Law
Cook/Chef	Bookmaker	Event Planner
Dietitian/Nutritionist	Car Rental Officer	Government
Dressmaker	Cashier	Peace Work
Dry Cleaner	Court and Hansard Reporter	Museums and the Arts
Events Manager	Court Officer	Non-Profit or Non-Governmental Organisations
Fashion Designer	Credit Officer	Social Work
Food Technologist	Croupier	Religious Professions
Home Care Worker	Economist	Missionary
Home Economist	Farm Manager	
Hospital Food Service Manager	Hotel/Motel Manager	
Hotel/Motel Manager	Office Administrator	
Interior Decorator	Paralegal Worker	
Nanny	Real Estate Salesperson	
Nurse	Receptionist	
Pattern Maker	Secretary	
Retail Buyer	Stock and Station Agent	
Tailor	Teacher	
Teacher	Travel Consultant	

Student Connect gives you access to your learning account and results, as well as information and links to help you explore your future education, training and career pathways. Visit <https://studentconnect.qcaa.qld.edu.au>.

25 Senior Subject Pre-requisites

When making your choices, be aware that St Francis College applies prerequisites to senior subjects. Prerequisites are applied to ensure students select courses in which they have the most capability to be successful.

Note that students need to demonstrate at least a B- standard in English and Maths to undertake any General subject in Year 11.

It is assumed that if a junior subject is prerequisite to a senior subject, then the junior subject needs to be studied in Year 10.

This information was correct at the time of printing, but changes in requirements could occur over a three-year period in response to changes in the Australian Curriculum. Similarly, the senior subjects listed here may also change, including subject availability due to class numbers.

