St Saviour's College
TOOWOOMBA

CRICOS Provider Code: 00517D

Junior Curriculum Handbook

2024

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FROM THE PRINCIPAL

Dear Parents, Carers and Students,

Thank you for continuing to enter into partnership with the College as we work together to best provide for your daughter's future learning pathways.

While Catholic schools are charged with a greater mission pertaining to our Catholic tradition, our first pillar, as recognized by the Diocese of Toowoomba, "is to be an exemplary place of learning where every student experiences academic success".

In response to this, St Saviour's College endeavours to provide all students with a diverse range of learning experiences designed to assist each individual to reach their personal potential and achieve academic success.

All learning experiences align with the Australian curriculum and assist with preparation for decisions necessary before embarking on the senior phase of learning in terms of adopting an academic or vocational / industry-based pathway.

Our facilities and our focus on the integration of technology combine to enhance the individual learning experiences of each student.

Our pastoral care program and career support is designed to develop the whole person — emotionally, spiritually, socially and physically. We seek to form young women who are confident, have respect for themselves and others, and are empowered to embrace future challenges.

The co-curricular activities at St Saviour's Catholic College are varied and provide students with the opportunity to experience a range of sporting, cultural, enrichment and service-learning programs. In addition, the annual retreats and camps foster positive relationships among students, encouraging them to confront new challenges in order to hone new skills.

I encourage you to explore this booklet as a means of supporting your daughter to choose a course of study which will provide her with a broad, sound and balanced education, catering for her individual interests and abilities. Her chosen course of study should be based upon a pathway that will enable your daughter to develop her full potential.

Thank you for your support and partnership in this important process.

Sincerely

Sharon Collins – Principal

ASSESSMENT AND REPORTING

Assessment is designed to provide students and parents with information about student progress. At the end of semester, a report on all courses will be issued. Levels of achievement of A to E will be given in all units. An Interim report is issued at the end of Terms 1 and 3 that will indicate levels for the learning behaviours including building positive relationships, engagement in learning, ownership of learning and self-regulation as learners.

Assessment is an integral part of the learning process, requiring close alignment of teaching and learning. Assessment tasks should therefore be relevant to a student's learning and sufficiently structured to allow students to demonstrate their learning. Assessment tasks might include in-class tests, assignments (essays, research reports), oral presentations, practical experiments and field reports.

In accordance with the St Saviour's College Assessment Policy, students are expected to complete all assessment during the course of study. Students must take responsibility for their learning so as to complete all class work and assessment according to instruction and by the due dates.

SUMMARY OF JUNIOR SUBJECTS

All Year 9 and 10 students are required to study the following compulsory subjects:

- Careers Education
- English
- History
- Mathematics
- Physical Education
- Religion
- Science

Two Elective subjects for each semester can be chosen from the following:

- Art
- Agricultural Science
- Business Studies
- Dance
- Design
- Digital Technologies
- Drama
- Geography
- Japanese
- Legal Studies
- Media Arts
- Music

Please note: Students wishing to undertake language studies in senior school are required to complete Japanese across all of Year 9 and 10.

SHORT COURSES

Course overview

Short Courses are one-unit courses of study. A Short Course includes topics and subtopics. Results contribute to the award of a QCE. Results do not contribute to ATAR calculations.

Short Courses are available in:

Literacy

Numeracy

Assessment

A Short Course uses two summative school-developed assessments to determine a student's exit result. Short Courses do not use external assessment.

The Short Course syllabus provides instrument-specific standards for the two summative internal assessments.

English Core

Subject Description
English is a course of study for all students in Years 7 to 10. Students use language every day. It is important, however, that they become proficient in effective language use for a wide range of purposes and audiences.

The English curriculum is built around three strands:

- Language
- Literature
- Literacy

Together these strands focus on developing a 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 required.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions. They also learn to critically analyse literature and transform texts.

As students move from Year 7 to Year 10, they will consider themes and issues involving levels of abstraction, higher order reasoning as well as critical and creative thinking.

Course Outline may include:

	TOPIC
Year 9	**Semester 1: Viewpoints** Persuasive texts and techniques; visual literacy **Semester 2: Home & Away – What is it to Belong?** Memoir writing; Asian and indigenous poetry; classic literature
Year 10	**Semester 1: Shakespeare & Beyond** Romeo & Juliet; novel study **Semester 2: Media Representations** Representations of groups, issues and concepts in the media

Possible Learning Experiences

- view interviews, persuasive speeches, films, images
- interpret poems, news columns, novels
- produce a digital story, a multimodal presentation, a hybrid text
- create engaging representations of people, places, events and concepts in coherent and well-structured written, spoken and multimodal texts for specified purposes
- take part in whole group, small group and individual learning activities
- acquire vocabulary, critical concepts and language skills in context
- select relevant subject matter to advance arguments logically and to persuade others
- use a variety of appropriate punctuation to support meaning in complex sentences
- offer reasoned explanations of the varied impact and influence of language choices in oral and written texts on audience responses
- vary vocabulary choices and sentence structures for impact, purpose and audience

Assessment

The assessment program is developed to ensure a range and balance of the assessment categories:

- written
- spoken
- multimodal

Assessment techniques used for English to collect evidence of student learning include:

- imaginative texts eg. memoir, short story and eulogy
- informative texts eg. short response exams, poetry scrapbook and multimodal
- exposition persuasive texts eg. persuasive speech, essay and media column

Students demonstrate evidence of their learning over time in relation to the Australian Curriculum achievement dimensions:

- understanding and Skills in receptive modes (reading, viewing, listening)
- understanding and Skills in productive modes (writing, speaking)

Health and Physical Education Core

Subject Description
The Australian Curriculum: Health and Physical Education is organised in two content strands; Personal, Social and Community Health and Movement and Physical Activity. The two strands are interrelated, inform, and support each other. Both strands in the Health and Physical Education curriculum must be taught each year.

The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Course Outline
Focus areas to be addressed in Years 9 and 10 include:

- alcohol and other drugs (AD)
- food and nutrition (FN)
- health benefits of physical activity (HBPA)
- mental health and wellbeing (MH)
- relationships and sexuality (RS)
- safety (S)
- challenge and adventure activities (CA)
- games and sports (GS)
- lifelong physical activities (LLPA)
- rhythmic and expressive movement activities (RE)

Course Outline may include:

Year 9	**Personal, Social and Community Health**	**Movement and Physical Activity**
	Alcohol and other drugs	Striking and fielding
	Health benefits of physical activity	Invasion Games
	Safety	Performance and Aesthetic games
	Mental Health and Well Being	Net and Court games
Year 10	Equity and Sport	Challenge Activities
	Energy Systems	Fitness
	Motor learning	Relationships and sexuality
	# Guide only based on teacher resources and available space within the venue	

Assessment
Assessable elements include knowledge and understanding, investigating, planning, implementing and applying and reflecting. Students will be given the opportunities to demonstrate their learning outcomes through a variety of assessment tasks including:

- Short response tests
- Response to stimulus tests
- Extended written responses eg. essays
- Written research projects
- Multi-modal presentations
- Physical Tasks

Students submit work demonstrating their learning of the elements under the Personal, Social and Community Health Strand. Students also complete an assessment task each term to demonstrate their progress in achieving the Health and Physical Education Australian Curriculum Achievement Standards.

Students undergo continuous assessment of the elements of the Movement and Physical Activity Strand. This assessment culminates in an authentic context physical activity. E.g., Touch Football gameplay and tactics within an authentic environment. All students studying HPE require a full sports uniform for practical lessons. This includes a School hat.

History Core

Subject Description
History is a disciplined process of inquiry into the past which endeavours to help students appreciate how the world and its people have changed. It also looks at the impact of such changes and how they have shaped the modern world. History is organised into two interrelated strands:

- Historical Knowledge
- Understanding and Historical Skills

Course Outline may include:

	Topic
Year 9	Progressive Ideas Industrial Revolution World War I
Year 10	World War II Migration Experiences Rights and Freedoms

Possible Learning Experiences

- Chronological sequencing and timelines
- Recounts of significant historical events and time periods
- Use of the Historical Inquiry model to undertake individual and group investigations
- Analysis of primary and secondary sources
- Discussion and debates

Assessment
Assessment instruments are developed from the following assessment techniques:

- Responding to Historical Sources
- Extended Historical Writing
- Written examinations

Mathematics Core

Subject Description
Mathematics is a course of study for all students in Years 9 and 10. Students use mathematics every day and learning mathematics creates opportunities for all Australians.
The Australian Curriculum Mathematics provides students with essential mathematical skills and knowledge in three Content Strands:

- Number and Algebra
- Measurement and Space
- Statistics and Probability

Together these strands develop the numeracy capabilities that all students need in their personal, work and civic life, and provide the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Possible Learning Experiences
In Years 9 and 10, mathematics aims to instill in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years and are constantly developing. Digital technologies facilitate the expansion of ideas and provide access to new tools for continuing mathematical exploration and invention. The curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, logical reasoning, analytical thought and problem-solving skills.

These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematical strategies to make informed decisions and solve problems efficiently. Students will benefit from access to the power of mathematical reasoning and learn to apply their mathematical understanding creatively and efficiently. The mathematics curriculum provides students with a carefully paced, in-depth study of critical skills and concepts. It encourages teachers to help students become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences.

Assessment
Teachers collect student responses to individual assessments for each learning area to promote and improve learning. The assessment program is developed to ensure a range and balance of the assessment categories:

- Examination
- Problem-Solving and Modelling Task (PSMT)

Students demonstrate evidence of their learning over time in relation to the Australian Curriculum achievement standards. These are an **expectation of the depth of understanding, the extent of knowledge and the sophistication of skills** that students should typically demonstrate at the end of a teaching and learning year. (See each year level for the achievement standard). Standards are developed in the following categories:

- Understanding and Fluency
- Problem-solving and Reasoning

All Years 9 and 10 students will study Mathematics; however, within the mathematics courses adjustments are made for different learners. Students will have the option of participating in a 9 or 10 Advanced Mathematics course or a 9 or 10 Core Mathematics course. Both courses study the same core, but in addition to this the Advanced Mathematics class will be exposed to the assessment and content prevalent to the Methods and Specialists courses in Grades 11 and 12, whereas the Core class will be exposed to assessment and content prevalent to the General and Essential Courses.

Course Outline may include:

TOPIC - Year 9
Term 1: Number and Algebra Students will solve problems involving simple interest and develop an understanding that financial decisions can be assisted by mathematical calculations. Students will also explore scientific notation and apply index laws. Students will develop an understanding of the relationship between expansion and factorisation of algebraic expressions.
Term 2: Measurement and Space Students will calculate perimeter, area, surface area and volume of cylinders and prisms. They investigate Pythagoras' theorem and its application to right-angled triangles. They will be introduced to trigonometry and its connection to right-angled triangles. Students will also expand on their spatial knowledge, exploring congruency and similarity of triangles.
Term 3: Algebra Students will learn to solve linear equations and apply them to real life problems. They will investigate the distance and midpoint formula and learn to plot and sketch linear graphs. Students will expand on their relationships knowledge to include quadratics, circles and exponentials. They will also explore direct proportion relationships.
Term 4: Statistics and Probability Students will investigate and interpret data, develop statistics from grouped data and compare data sets, as well as display them in a variety of ways, such as a histogram. Students will also investigate probability and its representation in real life events using systematic methods.

TOPIC - Year 10
Term 1: Number and Algebra Students connect the compound interest to simple interest using technology and apply it to real world problems. Students will also continue to build on their algebra skills through factorisation, expansion and solving for the unknown, as well as substituting in values to determine an unknown. In addition, some students will define rational and irrational numbers and solve exponential equations.
Term 2: Measurement and Space Students solve problems involving surface area and volume of a range of solids. They will formulate proofs involving congruent triangles and apply logical reasoning to numerical exercises involving plane shapes. Students will solve right angled problems including those involving direction and angles of elevation and depression. In addition, some students will do investigations into Pythagoras' theorem and trigonometry and its connection to three dimensional problems. Students will solve problems involving surface area of right cones and spheres. Students will factorise quadratics and solve a wide range of quadratic equations.
Term 3: Algebra Students will solve problems involving linear equations including those derived from formulas. Simultaneous equations will be solved using both algebraic and graphical techniques and students will develop an understanding of linear graphs and their associated properties. Students will sketch a range of curves and describe and interpret parabolas, hyperbolas, circles and exponential functions using technology.

Term 4: Statistics and Probability

Students determine quartile and interquartile ranges, and then construct box plots and use them to compare data sets. They investigate the use of scatterplots and make comments on relationships between two variables. Students describe the results of two and three step chance outcomes and determine probabilities of events. In addition, some students calculate and interpret mean and standard deviation and use these to compare data sets. Students will use technology to investigate bivariate data and where appropriate use a straight line to describe the relationship.

Religion Core

Subject Description

The Junior Religion Curriculum is mandated by the Catholic Schools Office and involves four strands: Sacred Texts, Beliefs, Church and Christian Life. These are taught in an integrated way to assist students to develop their understanding of the mission of Jesus and the work of the Church, both historically and in the present day. Students are also given opportunities to develop their own personal spirituality through prayer and other faith experiences. Students are offered opportunities to experience a variety of faith settings, through excursions within the local community.

Course Outline may include:

TOPIC	
Year 9	Understanding God Why is Jesus still important today? Good and Evil in the World Challenge and Change
Year 10	The Australian Scene Religions of the world Heroes and Role Models Social Justice

Possible Learning Experiences:

- Inquiry based investigations
- Film studies and reviews
- Research: individually and in groups
- Class discussion and debates
- Participation in prayer and rituals

Assessment

A range of assessment tasks will be completed in each unit and may include the following techniques:

- Folios of work
- Film reviews and reflections
- Multimodals
- Written tests and exams
- Research assignments
- Field reports
- Ritual design
- Creative responses with written explanations

Science Core

Subject Description
Science provides an experimental way of answering interesting and important questions about the biological, chemical, physical and technological world. Science provides an **empirical way of answering interesting and important questions** about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a **dynamic, collaborative and creative human endeavour** arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand many observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

Students are given the option of selecting from two possible pathways:

1. Senior Science Preparation
2. Core Science

In both classes students will be studying the same material; however, the students who elected to participate in the Senior Science Preparation course will be exposed to assessment conditions mimicking what they would come across in Senior Science. This could include semester examinations, a data test, a research investigation or a student experiment.

Students participating in the Core Science classes will be exposed to the same content but will undergo different assessment techniques, which would include unit-based examinations, practical examinations, research tasks or a collection of work.

	Topic
Year 9	**Chemical Sciences:** Students are introduced to the atomic theory and use the model to distinguish between subatomic particles, atoms, ions, isotopes, metals, non-metals, acid and bases, nuclear decay and nanoparticles. Students will also investigate and model chemical reactions and look at their importance in non-living and living systems. **Physical sciences:** Students focus on a range of different energy forms, such as heat, light and sound and investigate how energy cannot be created or destroyed but is transferred from one form to another. **Biological sciences:** Students examine body systems and how they interact together to maintain homeostasis in the human body. They also learn about the body's response to disease and how this can affect one or more of these body systems thus resulting in a loss of homeostatic control in the body. Students investigate interactions between organisms and their environment, looking at the flow of energy through different environments. They also examine the impacts humankind is having on these environments. **Earth and space sciences:** Students recognise and relate the theory of plate tectonics to explain global patterns of geological activity and continental movement.

Year 10	**Chemical World:** Students investigate how the electronic structure of an atom determines its position on the periodic table and how groups of atoms have similar physical properties. Students use their knowledge of atoms to write and describe chemical formulas. **Action Balance:** Students investigate the relationship between motion and energy by considering and analyzing~~,~~ distance, speed, acceleration and Newton's laws. **Who are We?** Students investigate the role of DNA, genes and chromosomes to describe patterns on inheritance. They also examine how gene technologies, mutations and genetic engineering have influenced society. Students also look at evolution, natural selection and speciation.

Possible Learning Experiences

The science curriculum promotes **six overarching ideas** that highlight certain common approaches to a scientific view of the world, and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy. In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience **the joy of scientific discovery** and nurture their natural curiosity about the world around them. In doing this, they develop **critical and creative thinking** skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "**scientific literacy**" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

Students demonstrate evidence of their learning over time in relation to the Australian Curriculum achievement standards. These are an **expectation of the depth of understanding, the extent of knowledge and the sophistication of skills** that students should typically demonstrate at the end of a teaching and learning year. (See each year level for the achievement standard). Standards are developed in the following categories:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry Skills

Short Course in Career Education Core

Career Education is not simply the how to arrive at the destination of long-term employment. It builds a set of values and mindsets a person needs to manage lifelong learning, paid and unpaid occupations as well as unexpected and expected life transitions. Careers Education in Years 9 and 10 is designed to provide students with knowledge, skills and processes that will be foundational in equipping them for their future career journey. Upon successful completion of the learning material, students will receive 1 credit toward their Queensland Certificate of Education.

Year 9 **Semester 2**	**Topic 1: My current skills and attributes** In this topic, students begin to develop the self-knowledge, contemporary work skills and resilience necessary to thrive in the 21st century. They come to understand the skills and processes needed to adapt to multiple transitions in work and life, and use opportunities to transfer their developing knowledge, understanding and skills to a range of work-related and career contexts and activities. The topic also aims to improve students' learning skills so that they become independent, lifelong learners. Students also come to understand that learning is a purposeful activity undertaken to achieve objectives that they value. It is an active process of gaining knowledge and understanding and developing the skills that draw on their prior knowledge and experiences. There are two sub-topics: • Understanding myself • Understanding the world of work
Year 10 **Semester 1**	**Topic 2: My options for the future** In this topic, students consider their future directions. They explore job and/or career options that incorporate their interests and skills and set personal goals as they prepare to make successful transitions to work, career and further education and/or training. Based on their developing self-knowledge and aligning the learning requirements of potential careers with current subject choices, students implement the initial stages of career plans. There are two sub-topics: • My career options • My plans for the future

Agricultural Science Elective

Subject Description
Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future. (QCAA, 2019)

In studying Agricultural Science, students will learn about:

- agricultural systems
- resources
- agricultural production
- agricultural management.

Course Outline

	TOPIC
Year A (Odd years)	Introduction to agriculture and agricultural systems, production, management and agribusiness through the investigation of plants (sexual and asexual reproduction), animals (sheep and dairy cattle), Honey Producing Bees and Aquaculture.
Year B (Even years)	Introduction to agriculture and agricultural systems, production, management and agribusiness through the investigation of plants (Hydroponics and Aquaponics), animals (chickens and beef cattle), Edible Australian Native Plants and Aquaculture.

Possible Learning Experiences
Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

Agricultural Science provides students with a suite of skills and understandings that are valuable to a wide range of further study pathways and careers. A study of Agricultural Science can allow students to transfer learned skills to studies of other subject disciplines in the school environment.

Agricultural Science provides opportunities for students to engage with agricultural production systems as they constantly adapt to meet the changing needs of society. As human activities and resource demands increase and diversify, agricultural scientists, managers and producers encounter opportunities and challenges associated with the sustainable management of resources and production of food and fibre.

Assessment
Assessment tasks will be developed using a range of the following techniques:

- Knowledge, Understanding and Application Exams
- Research project
- Sampling and collation of data sets

Business Studies Elective

Subject Description
Business Studies is available for students in Years 9 and 10 and is broken up into 4 semester units over 2 years. Students can complete an individual semester unit or all 4 units over the two-year period.

In Business, students examine the interdependence of participants in the global economy. They develop their understanding of Australia's economic performance and standard of living and examine the consequences of decisions and the responses of business to changing economic conditions. This subject forms part of the teaching and learning of Consumer and Financial Literacy (as per National Guidelines).

In the Australian Curriculum, Business and Economics has two strands:

- Knowledge and understanding
- Business skills

Course Outline

Year A (odd years)	**Unit 1 Topic 1**
	From Toowoomba to the world - Australia's place in the global economy
	Unit 1 Topic 2
	Game On – E-commerce and the use of 'socials' in business
	Unit 2 Topic 1
	Who's the boss? – From seed to start up in business
	Unit 2 Topic 2
	Introduction to Senior Business (Part 1)
Year B (even years)	**Unit 3 Topic 1**
	Risky Business – Managing risk and industrial relations
	Unit 3 Topic 2
	Hola, Ciao, Salut - International Business and Fair Trade
	Unit 4 Topic 1
	In the driver's seat – Personal Finance
	Unit 4 Topic 2
	Introduction to Senior Business (Part 2)

Possible Learning Experience

- conduct investigations of past, present and future business activities using valid strategies, procedures and processes
- analyse and interpret business data, financial information and evidence to solve problems
- devise and justify recommendations and decisions to business issues and problems at local, national and global levels
- select and apply procedures, business technology and communication tools to present information to a business standard that suits the context and audience
- use of real-life case studies and possible excursions to local business operations
- develop reasoned arguments to justify conclusions, decisions, judgments and recommendations

During the semester, students may be assessed in a variety of techniques including knowledge and practical tests, oral presentations, teacher observations of practical skills, practical assignments, case studies, industry exercises,

group tasks and folios of work. The assessable elements are knowledge, understanding, and business skills.

Dance Elective

Subject Description

Through dance students use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts. They enhance their aesthetic understandings of dance elements and languages. They create their own dance works and present and respond to their own and others' dance works, considering specific audiences and specific purposes. They recognise that dance provides career opportunities and develop skills that will help them to lead fulfilling recreational and working lives.

Course Outline may include

TOPIC	
Year A	Why Do They Dance? Contemporary Dance
Year B	Give 'Em the Old Razzle Dazzle Community Dance

Possible Learning Experiences

- appreciation of live performance
- external workshops
- public performance
- make decisions about dance elements, languages and cultural protocols
- modify and refine genre-specific dance works
- reflect on learning, apply new understandings and justify future applications

Assessment

- Performance and Choreography
- Appreciation and Reflection

Design Elective

Subject Description
Design is a course of study available for students in Years 9 and 10. In Design and Technologies students are actively engaged in the processes of creating designed solutions for personal, domestic, commercial and global problems.

The designed solutions may include one or more of the following technologies contexts: Engineering principles and systems; Food and fibre production; Food specialisations; and/or Materials and technologies specialisations. In the Australian Curriculum, Design and Technologies has two strands:

- Knowledge and understanding - theory
- Processes and production skills - practical activities.

Students work independently and collaboratively. They use creativity, innovation and enterprise skills to increase their confidence. Within the Design course adjustments are made for different learners and extension work available at all times.

Course Outline may include:

	TOPIC
Year A	**Unit 1: Food specialisations—Local food bowls** Students will develop a knowledge and understanding about the value of the food available in the local area. They will use a design process to create innovative specialised food bowls that could be used to support homeless people. Term Two extension activity—a textile product may be designed and made to support the welfare of people living on the street. Key Ideas • Stewardship of Creation—caring for and sharing the resources of the earth; Solidarity - loving our neighbour has global dimensions in a shrinking world • OnGuard—safety • What is design? • What is a design process? • Divergent thinking strategies—product personalities, random word • Exploring wild harvested foods to trending café foods • Innovative food bowls, focusing on lifecycle thinking • Evaluation • Practical skills—designing products, sketching, producing food/textile products that are suited to purpose (textile production/construction skills, food preparation, 3D printing).
	Unit 2: Food and fibre production—Solving a wicked problem Students will develop a knowledge and understanding about caring for our environment, as they investigate the importance of sustainable textile production. They will use a design process to create an innovative product that enhances sustainable fibre production while supporting the concept of 'upcycling' or 'recycling'. Term Four extension activity—skills development; design style investigation and create product/s using the 3D printer Key Ideas • Stewardship of Creation—caring for and sharing the resources of the earth; Solidarity—loving our neighbour has global dimensions in a shrinking world • OnGuard—safety

	• What is design? • What is a design process? • Convergent thinking strategies—SCAMPER, POOCH • Exploring product redesigns with emphasis on design elements and principles • Innovation costumes and stage sets, focusing on lifecycle thinking • Evaluation • Practical skills—designing products, sketching, producing food/textile products that are suited to purpose (textile production/construction skills, food preparation, 3D printing).
Year B	**Unit 3: Food specialisations—Fusion Cuisine** Students will develop a knowledge and understanding about the value of the food available in Australia and the impact of how food is prepared, as well as develop an acceptance of other cultural cuisines. They will use a design process to create an innovative campaign to promote 'a healthy, multi-cultural table' within the College. Term Two extension activity—a cultural fusion textile product may be designed and made to support the 'multi-cultural table' concept, for example 3D printed shell candle holder or product of their choice. Key Ideas • Stewardship of Creation—caring for and sharing the resources of the earth; Solidarity—loving our neighbour has global dimensions in a shrinking world • OnGuard—safety • What is design? • What is a design process? • Divergent thinking strategies—product personalities, random words • Exploring foods that are trending—cosmopolitanism, healthy fusion foods • Innovative multi-cultural table, focusing on the fusion of flavours • Evaluation • Practical skills—designing products, sketching, producing food/textile products that are suited to purpose (textile production/construction skills, food preparation, 3D printing).

Year B	**Unit 3: Food specialisations—Fusion Cuisine** Students will develop a knowledge and understanding about the value of the food available in Australia and the impact of how food is prepared, as well as develop an acceptance of other cultural cuisines. They will use a design process to create an innovative campaign to promote 'a healthy, multi-cultural table' within the College. Term Two extension activity—a cultural fusion textile product may be designed and made to support the 'multi-cultural table' concept, for example 3D printed shell candle holder or product of their choice. Key Ideas • Stewardship of Creation—caring for and sharing the resources of the earth; Solidarity—loving our neighbour has global dimensions in a shrinking world • OnGuard—safety • What is design? • What is a design process? • Divergent thinking strategies—product personalities, random words • Exploring foods that are trending—cosmopolitanism, healthy fusion foods • Innovative multi-cultural table, focusing on the fusion of flavours • Evaluation • Practical skills—designing products, sketching, producing food/textile products that are suited to purpose (textile production/construction skills, food preparation, 3D printing).
	Unit 4: Food and fibre production—Solving a tame problem Students will develop a knowledge and understanding about the sustainable production of fabrics and other textile materials. They will use a design process to create or redesign an innovative product that has a protective function and appeals to the teenage market. Term Four extension activity—skills development; design style investigation and create product/s using the 3D printer. Key ideas • Stewardship of Creation—caring for and sharing the resources of the earth; Solidarity—loving our neighbour has global dimensions in a shrinking world • OnGuard—safety • What is design? • What is a design process? • Convergent thinking strategies—SCAMPER, POOCH • Exploring emerging fibres and fabrics, critiquing current designs • Innovative protective product, focusing on 'upcycling' to support life cycle thinking • Evaluation • Practical skills—designing products, sketching, producing food/textile products that are suited to purpose (textile production/construction skills, food preparation, 3D printing).

Hospitality Taster

Students may engage in a Hospitality Taster in their final term of Year 10. This subject will be foundational to the work that students may do in the Certificate III in Hospitality if they choose this subject in their senior schooling years. In this course, students will learn the importance of safe food handling, cookery techniques, event planning and customer service, developing real world skills that will be useful in the Hospitality, Tourism and Business industries.

Possible Learning Experiences

A range of technologies including a variety of graphical representation techniques to communicate, generate and represent original ideas and production plans in two and three-dimensional representations, are used by students. They produce rendered, illustrated views for marketing and use graphic visualisation software to produce dynamic views of virtual products.

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Environmental, economic and social sustainability factors are considered.

Assessment

Students demonstrate evidence of their learning over time in relation to the Australian Curriculum: Design and Technologies achievement standard through:

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

The assessment tasks may include:

- **Design projects** requiring students to use their knowledge, understanding and skills to safely and ethically design, plan, manage, produce and evaluate products, services and environments.
- **Research** requiring students to locate and use information that goes beyond the data/information that they have been given and the knowledge they currently have.
- **A collection of work** consisting of students' responses to a small number of tasks, conducted in class over a series of lessons.
- **Supervised assessment items** requiring students to respond to questions, statements or other stimulus materials that are typically unseen.

Digital Technologies Elective

Subject Description

In today's technological society, it is essential for students to be proficient in the manipulation of information and the use of technology. It is true that every citizen is affected either directly or indirectly by technology and the ability to manipulate information is a necessary skill. As technology advances, the impact on the individual can only increase. It is vital therefore, that all students be given the opportunity to acquire the necessary skills to function effectively.

The teaching of Information Technology is embedded throughout every subject taught at the College; however, in Years 9 and 10 there are opportunities to select specific IT units.

Course Outline May Include

	TOPIC
Year A (Odd Years)	**Semester 1: Robotics** This unit introduces students to a range of areas related to design and use of the internet. Students will develop an understanding of one language of webpages (HTML). They will study and observe the basic structure of a webpage and create a basic webpage. They will them learn to embed multimedia content and integrate web 2.0 features.
	Semester 2: Game Programming Students will be introduced to computer programming using a range of platforms, but not limited to, two dimensional and three-dimensional platforms. The problem-solving and logical processes that will be developed will be of benefit to students in many areas of their future study.
Year B (Even Years)	**Semester 1: Introduction to Animation and Multimedia** In this unit students will learn how to combine a range of skills to create a multimedia end-product. Students will learn how to create and manipulate digital images and will develop their skills in the creation of computer-based animation and engineered still images.
	Semester 2: 3D Modelling and Audio and Visual Editing Students will develop skills in three-dimensional (3D) modeling and animation. They will also develop skills in audio and video editing to design and develop video clips for a variety of purposes and contexts.
	Extension: Major Project Upon consultation and approval from the class teacher, students may take on the challenge of a major project in one of the above semester units. The project will include planning, designing, construction and reflection. An example of this could include the use of a small onboard computer, for example a Raspberry Pi, in a High-Altitude Balloon, to gather scientific data.

Possible Learning Experiences

The purpose of technology education in schools is to enable students to use technology successfully, responsibly and creatively. By working technologically, students develop knowledge and understanding and ways of working to expand their capabilities as confident, critical and creative designers and users of technology. Students are challenged to extend their technological literacy when they:

- Design technology solutions (products, processes and services)
- Use resources (information, materials and systems)
- Manage technological processes (efficiently, appropriately and safely)
- Evaluate the appropriateness of solutions (aesthetic, cultural, economic, environmental, ethical, functional and social).

Assessment

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- Knowledge and Understanding
- Investigating and Designing
- Producing
- Evaluating
- Reflecting

Drama Elective

Subject Description

Drama is a powerful and creative way of exploring the world; it is not just about learning to act. The students will have opportunities to create, perform and appreciate drama. Through drama you can become anyone, anywhere, at any time. By understanding drama, you can learn to understand anyone, anywhere anytime. Students recognise that Drama provides career opportunities and develop skills that will help them to lead fulfilling recreational and working lives.

Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

Students understand that diverse individual and communal expressions of Australia's past, present and future are represented through dramatic works, including those created by Aboriginal people and Torres Strait Islander people.

Course Outline may include

	TOPIC
Year A	**Building on the Basics:** Child's Play **Dramatic Design:** Elements of Design and Tech-effects
Year B	**Body Works:** Physical Theatre and Mask **From Page to Stage:** Get Presenting in a Realistic Style

Possible Learning Experiences

- make decisions about drama elements, languages and cultural protocols in relation to specific style, function, audience and purpose of drama works
- create and shape drama works by manipulating drama elements to express meaning in different contexts
- modify and refine genre-specific drama works, using interpretive and technical skills
- present drama works to particular audiences for a specific purpose, style and function, using genre-specific drama techniques, skills, processes and cultural protocols
- identify risks and devise and apply safe practices
- respond by deconstructing drama works in relation to social, cultural, historical, spiritual, political, technological and economic contexts, using drama elements and languages
- reflect on learning, apply new understandings and justify future applications

Assessment

Assessment will include both written and practical. Students will be assessed individually or as a group, depending on the specific task. Practical assessment tasks may include:

- students participating in the planning, rehearsal, and performance of a dramatic work
- improvisation
- play building
- performance of student devised and scripted drama

Written assessment may include:

- script analysis
- directorial design concepts
- set, costumes and lighting designs
- reflecting on workshops and their own creative processes
- character analysis
- responding to and reflecting on live theatre performances

Geography Elective

Subject Description

Geography helps students to understand the world in which we live using the concepts of place, space, environment, interconnection, sustainability, scale and change. It uses an inquiry approach to encourage students to be informed, active and responsible citizens who can contribute to an environmentally and economically sustainable world. Geography takes students out of the classroom and applies the core content to the real world through fieldwork investigations where applicable.

Course Outline may include:

TOPIC	
Year A	Human Geography Focus: • Geographies of Human Wellbeing. Differences in wellbeing across the globe will be investigated, along with the different ways of measuring wellbeing. Solutions to closing the gap between the rich and the poor will be investigated. • Biomes and Food Security. This unit looks at biodiversity, the environment and world food production. It also looks at how food is distributed throughout the world and the increasing use of genetically modified foods.
Year B	Physical Geography Focus: • Geographies of Interconnection. We live in a global economy and are connected to others in a wide variety of ways. Investigations could include transport systems, technology connections, e-waste, and music tours. • Environmental Change and Management. An in-depth study of a specific environment such as coasts is the basis of this unit. Influences on this environment will be investigated and the various ways change can be managed will be evaluated.

Possible Learning Experiences

- communicating in written, visual and oral formats
- field work
- sketching, mapping and graphing
- researching and analysing data from primary and secondary sources
- decision-making and justifying
- discussion and debates
- viewing of audio/visual presentations

Assessment

Assessment tasks will be developed using a range of the following techniques:

- field reports
- short response exams
- research assignments using the Geographical Inquiry Method
- data reports

Japanese Elective

Subject Description

For Australia, the countries of the Asian region are our closest neighbours and major trading partners. They represent the cultural heritage of a growing number of Australians, and their rich cultures provide opportunities for our social, creative and intellectual development. Japanese is a valuable language for Australians to learn because:

- of Australia's location within the Asia-Pacific region and the opportunity to develop language skills which will enhance career prospects.
- as Queensland students increasingly take the opportunity to travel to Japan, knowledge of Japanese is an advantage in enriching the travel experience and in providing a valuable educational experience.
- Australia has become a popular holiday destination for Japanese tourists and is also attracting a large number of Japanese students wishing to study here.
- learning Japanese opens a whole new way of reading and writing and brings students into contact with ancient traditions reflected in the unique use of a variety of character-based scripts.
- being able to speak Japanese offers an opportunity for students to learn about and appreciate the uniqueness of Japanese culture while learning about the similarities of modern Australian and Japanese societies.
- Students have opportunities to meet Japanese people both within the school context and in the wider community.
- Students have the opportunity to meet our homestay groups. This contact ensures that our students use their language in real-life situations so that they will become empathetic, confident communicators in Japanese at a beginner level.

Possible Learning Experiences

The Japanese course is topic-based, providing students with the knowledge and skills to communicate in Japanese through listening, speaking, reading and writing. As well as language acquisition, the course emphasises cultural understanding and employs a variety of activities such as games, songs, dinners and our Culture Club.

All About Me In this unit students learn how to communicate in more detail about themselves, their leisure activities, their families and their lifestyles, including conducting interviews and filling in forms. They will be reading and writing hiragana. From this unit on, kanji that is relevant to the unit topics will be introduced.

Suggested topics:

- personal identification
- going places
- hobbies, sports and leisure

From Day-to-Day Lifestyle and food are important in all cultures. In this unit students learn about Japanese students' daily routine and their eating habits. Students discover the delights of Japanese cooking through preparation of a dinner. Students also examine the similarities and differences found in Japanese and Australian schools.

Course Outline may include:
Units of study including Food, Daily Routine and School while building the following skills:

Year 8	Builds on language skills (oral and written) and cultural awareness.	Builds on language skills (oral and written) and cultural awareness
Year 9	Extended language skills (oral and written) and greater cultural awareness	Extended language skills (oral and written) and greater cultural awareness
Year 10	Preparation for Senior Studies	A semester unit will be offered subject to numbers.

Assessment
Students are assessed on written, spoken, reading and writing skills across the units of work.

Legal Studies Elective

Subject Description
Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities. Studying Legal Studies can lead to: law; law enforcement; criminology; justice studies; politics.

(QCAA, 2019)

In this unit students study the foundations of law, the criminal justice process and the civil justice system. They critically examine current events in the news and their relation to the law.

Does this subject contribute to an ATAR in Senior? Yes (General Subject) How many credits does this subject contribute towards QCE in Senior? 4

Course Outline

	TOPIC
Year A (odd years)	**Legal foundations**: Australian government and law-making (criminal and civil law) Current events – the law and youth and introduction to law reform
Year B (even years)	**Legal foundations:** Australia's global roles and responsibilities Current events and their impact using examples like social media, pandemic impacts

Possible Learning Experiences

- Analysis of case studies involving Criminal Law and Civil Law
- Application of knowledge to current criminal/civil events
- Explore information and data around current topics related to the law, using primary and secondary sources
- Problem-solving and reasoning to make informed and ethical decisions and recommendations
- Evaluate to make decisions or propose recommendations
- Create responses that convey legal meaning
- Question, explore and discuss tensions between changing social values, justice and equitable outcomes

Assessment
Assessment tasks will be developed using a range of the following techniques:

- Content and skills tests
- Research assignments/reports
- Homework folios
- Case studies

The course will involve the completion of two assessment items, which may, but not necessarily, include: one examination and one research-based assignment.

Media Arts Elective

Subject Description
We live in a media saturated world where it is almost impossible to avoid the influence of technology. Media literacy is seen as an important tool and in Media Arts, students are able to communicate their ideas and develop an understanding of the role that media plays in their daily life. Media Arts aims to develop visual and media literacy skills, developing and applying knowledge and skills through a range of different topics and situations.

In Media Arts, students use communication technologies to creatively explore, make and interpret stories about people, ideas and the world around them. They engage their senses, imagination and intellect through media artworks that respond to diverse cultural, social and organisational influences on communications practices today.

Due to the fast-changing nature of technology, the topics of study will change from year to year. Students may study the following elements: Stop-motion Animation, Digital Film Making, Advertising, Documentary Film Making, Television Journalism, Hollywood History, Australian Film and Television or Multiplatform storytelling

Course Outline may include:

TOPIC	
Year Outline	**Semester 1 – Selling Stuff** This unit focuses on the skills of professional video production focusing on advertising. In this unit, students explore the development of advertising and the production techniques associated with this style of production. Students' learning in this unit culminates with the design and production of a television advertisement or public service announcement aimed at a contemporary audience. Responding Task – Analysis of an advertising campaign Making Task – storyboard and production of a television advertisement **Semester 2 – What's on the box?** This unit focuses on the skills of professional video production focusing on television journalism. In this unit, students explore the development of television journalism and the production techniques associated with this style of television. Students' learning in this unit culminates with the design and production of a news story aimed at a contemporary audience. Responding Task – Analysis of a television news story Making task - 3 column Script and production of a television news story Responding Task – Case Study of a Hollywood film Making Task – Individual narrative production

Music Elective

Subject Description
Music is exploring, performing, creating, listening and responding to sound and silence. In music, students engage with music from diverse cultures and places. Through this practice they construct and communicate ideas, meanings and values about their personal, social and cultural worlds. Like all art forms music has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Course Outline may include:

	TOPIC
Year A	**Time Warp** – a look at music throughout history from the Middle Ages to today **And All That Jazz** – a study of popular genres from jazz to contemporary music
Year B	**If This Was a Movie** – a look at music that has been made popular from films **Take A Bow** – a study of popular genres for the stage, including musicals and rock music

Possible Learning Experiences
Making in Music involves singing, playing available instruments, improvising, composing, arranging, listening, recording, performing and using available technologies and musicianship skills. Individually, and in groups students create and perform music in traditional, contemporary and hybrid forms and use music to investigate concepts and ideas from other Arts subjects and learning areas.

Responding in Music involves students listening, using musicianship skills, analysing and responding to their own and others' works, performances and music practices.

Assessment Items and Criteria
- Making
- Responding

Visual Art Elective

Subject Description
Visual Art involves manipulating the visual art elements and principles, concepts, processes and forms (both 2D and 3D) to express ideas, consider specific audiences and purposes, through images and objects. In a nutshell, it is about visual communication which is the greatest form of communication used in today's society.

Through Art students use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, spiritual, political, technological and economic contexts. They enhance their aesthetic understandings of Art elements and languages. They create their own artworks and present and respond to their own and others' artworks, considering specific audiences and specific purposes. They recognise that Art provides career opportunities and develop skills that will help them to lead fulfilling recreational and working lives.

Course Outline may include

	TOPIC
Year A	**Colour my world**: This unit investigates how Artists manipulate colour for effect across a range of mediums. Students will learn how innovations with colour have been at times controversial. **C.A.M: (Contemporary Artists and Mixed Media):** Students will investigate how Artists have used collage, print and mixed media to challenge established ideas. Students will explore mixed media techniques to subvert established narratives and provoke audience responses. **Print Your Personality**: Students will delve into printmaking techniques allowing them to showcase their unique talents and represent varied notions of self. **Culture Sculpture:** In this unit, student use 3D forms to reflect their culture. They will investigate the power of public sculpture in reinforcing cultural identity and create their own culture sculptures.
Year B	**Off the Wall:** Students engage with a variety of street art techniques, works in the local street art scene and then create aerosol works that interact with their immediate built environment. **Opening Mind Doors:** Diving into the world of Surrealism, students create paintings informed by dreams and imagination influenced by a close study of eminent surrealists. **Earth Art:** Students will be inspired by nature to create ephemeral and sculptural pieces that respond to a close study of their immediate natural environment. **Making My Mark**: Students will undertake a multitude of drawing activities to building up skill, resulting in a curative process to present a portfolio of works to showcase their strengths.

Possible Learning Experiences
Drawing, painting, sculpture, photographic manipulation, performance art (movie making), printmaking, ephemeral art, environmental art, artist's workshops and Gallery visits

Assessment
Art assessment is both practical and written.

The practical tasks are called Making Tasks, and this also involves a written visual journal called Visual Literacy. The practical portion of this subject incorporates students actively engaging in creating and making their own artworks and learning new ways to apply mediums to individual ideas development and teacher devised activities.

The written tasks are called *Responding* Tasks and they involve responding to the theory and analysis of Art history and artworks. The written portion includes reviewing artworks from established artists or student devised works, including their own or other student's work. Analysing skills are developed through writing essays using art specific vocabulary.

Certificate II in Sports Coaching Elective

Subject Description
St Saviour's College have partnered with a Toowoomba-based RTO, the Academy of Fitness and High Performance, to deliver a Certificate II in Sports Coaching as a Year 10 Elective subject in 2023. This qualification provides a nationally recognised Sports Coaching qualification for all students who complete the course and provides students with four QCE points.

The course will take place in the Year 10 elective lines and be delivered in partnership by both a PE teacher from the College and a trainer from the Academy of Fitness and High Performance. Students will have the opportunity to develop their coaching skills in sports they are passionate about. Students will be required to conduct coaching sessions with foundation level participants across a number of sports.

Students will work both at school and off-site with community sports groups to gain this qualification.

The course fee is $175 per semester for students and students MUST choose the Certificate II Sports Coaching course in both Semester One and Semester Two.

The College sees this as an excellent opportunity for students who are already active in weekend sports, or passionate sports people, to be accredited and qualified in an area of interest to them. This qualification is also a step in microcredentialing them for their pathways beyond school.

The Certificate II in Sport Coaching also dovetails in the senior school Certificate III in Fitness, where three of the competencies in the Certificate II will be credit transferred to the Certificate.

Certificate II in Sport Coaching
This qualification reflects the role of individuals who apply the skills and knowledge to conduct pre-planned coaching sessions with foundation level participants in a specific sport. This qualification provides a pathway to work in assistant coaching roles working or volunteering at community-based sports clubs and organisations in the Australian sport industry. Individuals with this qualification use a defined and limited range of basic coaching skills to engage participants in a specific sport and are involved in mainly routine and repetitive tasks using limited practical skills and basic sport industry knowledge. They work under the supervision of a coach. Possible job role titles depend on the specific sport and may include assistant coach.

Certificate III In Fitness
This qualification provides a pathway to work in assistant coaching roles working or volunteering at community-based sports clubs and at organisations in the Australian sport industry. Possible job roles depend on the specific sport, however, may include the role of assistant coach. Further education pathways are provided directly into a Certificate III in Fitness. This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. This qualification provides a pathway to work as an instructor providing exercise instruction for group, aqua or gym programs (depending on the specialisation chosen). Individuals who specialise in Gym Instruction provide individually tailored client assessments, provide technique correction as needed, and develop and demonstrate programs. They also provide supervision of a facility or service, keep equipment clean, tidy and well maintained, and handle various customer inquiries.