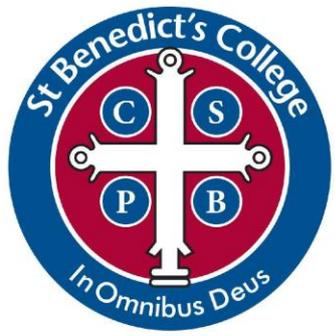


SUBJECT HANDBOOK

YEARS

7&8



St Benedict's College



2020

MIDDLE YEARS

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FROM THE PRINCIPAL

Claire McLaren



Learning at St Benedict's College is divided into three stages:

Middle Years (Year 7 and Year 8)
Lower Senior Years (Year 9 and Year 10)
Senior Years (Year 11 and Year 12)

There are distinct differences in the way learning is structured and engaged with in each phase of learning at St Benedict's College. In the Middle Years, our curriculum offerings provide students the opportunity to engage in a range of courses to suit all learning pathways.

This Middle Years Subject Handbook is designed to help students understand the demands of the various courses of study available in Year 7 and 8. These subjects allow students to have a range of learning experiences across the two years so they can begin to plan subject choices for the Lower Senior Years linked to their career pathway.

Year 7 is the first year of the Middle Year Learning Phase and is an opportunity to engage in core learning areas and rotational electives. Year 8 builds on the learning from Year 7 and allows students another opportunity to engage in elective learning prior to the selection of elective semester units in preparation for Year 9 and 10, Lower Senior Years Phase of learning.

Students will study seven subjects in each term across Years 7 and 8:

- Religion, English, Mathematics and Science are compulsory for study across Year 7 and 8
- History and HPE are compulsory for **one semester** in both years
- Students rotate through two elective subjects each term over the two years so that all students have the opportunity to engage in all electives twice across the two years of learning.

Students and Parents/Carers are asked to read this Handbook thoroughly. Teachers are very happy to discuss subjects with you, as well as the suitability of your child for various subjects moving forward into Year 9 and 10. We know your child and can assist in the development of a pattern of study across the six years at the College that allows breadth, challenge and the option to follow a variety of pathways to prepare them well for their Senior Years Learning Phase.

A handwritten signature in black ink, which appears to read 'C. McLaren'. The signature is fluid and cursive, written in a professional style.

Claire McLaren

Principal

ST BENEDICT'S COLLEGE – VISION AND MISSION

St Benedict's College is committed to the holistic education of young people in the Benedictine tradition based on the values of hard work, humility, stewardship, balance and community. We use Christ's model of inclusivity, perseverance and of nurturing each other's gifts and talents, to underpin all that we do.

Vision

To enable each student to use their God given gifts to become successful lifelong learners who are self directed, creative, confident and reflective; fully able to engage with and contribute to the world in which they live.

Mission

St Benedict's College is committed to providing high quality, contemporary education in a Catholic Christian context. We do this by:

- Acknowledging the individual qualities and attributes of each student
- Providing a safe and supportive environment
- Engaging in technology rich, 21st century learning
- Designing flexible and engaging learning experiences where all students can develop a love of learning, a sense of curiosity, and an ability to be creative, adaptable and resilient.

Values

We seek to promote the values of Service, Balance and Community for our students, staff and parents. Through prayerful reflection we invite all members to:

- Work in Service of others and our world
- Seek Balance in all that we do
- Live in Community with justice, compassion and respect.

God in All Things

ST BENEDICT'S COLLEGE – LEARNING AND TEACHING FRAMEWORK

Philosophy

We respond to the education of young people by interweaving the values of St Benedict's Rule with ACARA documents, BCE Frameworks for Learning and Teaching, QCAA syllabus documents and national training packages for VET.

We Believe

- That the Rule of St Benedict is a contemporary expression of the way learning and teaching is formulated, reviewed and lived out
- That every student has the God given gifts for success and these flourish in a climate of trust and mutual respect
- That learning for life and fostering a love of learning through an engaging, relevant and meaningful curriculum is inextricably linked with living life to the full
- That learning and teaching is a dynamic, collaborative process where students and teachers aim to realise their potential to become fully human through challenging themselves and each other to seek creativity, innovation, challenge and meaning
- That teaching is a ministry where top quality, collaborative and highly skilled staff of integrity and action lay at the heart of educational success.

HONORATUS GIFTED & EXCELLENCE PROGRAM

Why “Honoratus”?

St. Honoratus was an Italian Benedictine monk who lived in the 15th Century. He became the Abbot of the Benedictine monastery in Subiaco following St. Benedict. St. Honoratus was a teacher and lifelong learner. He used a revolutionary, integrated methodology of teaching that encompassed deep thinking and creativity. He inspired monks to go out and teach others these skills, to bring scholarly excellence across the region.

Aims

These programs are designed to extend students who have demonstrated overall academic excellence and achieved high scores in a range of formal tests. These tests include those administered by the Australian Council for Educational Research (ACER) – the Progressive Achievement Test in Reading (PAT-R) and the Progressive Achievement Test in Mathematics (PAT-M) – as well as NAPLAN and Brisbane Catholic Education’s Writing Task Analysis process. In addition, their special interests, overall subject area results, teacher recommendation, work ethic, desire to learn, sense of curiosity, and independence also guide the process of selecting candidates. Each of the Honoratus Program streams provide students with access to specific activities – requiring critical and creative thinking, problem solving, and the development of responses and dispositions in individual and collaborative contexts – beyond the curriculum.

Program Streams and Sequence

Semester 1 Term 1 **University of the Sunshine Coast Creative Writing Excellence Program – Literature Stream**

This practice-based program aims to inspire student writers in Years 8 – 10 to embrace their creativity and develop their understanding of narrative. The program will equip participants with the fundamentals of creative writing, while developing their analytical and grammar skills for use in their wider education. University of the Sunshine Coast (USC) Creative Writing lecturers will deliver the program, alongside teachers. At the completion of the program, student stories will be published in an anthology that is to be presented to students at a graduation ceremony, with a copy held in the College Resource Centre.

Semester 1 Term 2 **Blue Ribbon Excellence Program – Mathematics and Science Stream**

This program extends students in Year 7 – 9 Mathematics and Year 7 - 10 Science. It aims to challenge them to think broadly and creatively to solve problems in a variety of situations. They engage with a series of extension topics, problems, issues, and experiences that will help them develop higher order problem solving skills. Students will access a variety of competitions, excursions and incursions.

Semester 1 Term 2 **Cheese Challenge and Spaghetti Bridge – S.T.E.M Stream**

This program invites Years 8 – 10 Students from St. Benedict’s College to mentor Years 5 and 6 students from St Benedict’s Primary to learn different cheese making techniques. The outcome is the production of either a camembert or blue cheese that they will enter in the Brisbane EKKA’s Student Made Cheese competition. Students will also design and construct spaghetti bridges to enter The Engineering Link Group (TELG) Spaghetti Bridge Building Competition, with testing taking place during Engineering Week in August.

Semester 2 Term 3 Indigenous Studies Stream

Brisbane Catholic Education's *Diversity and Inclusion Strategy* continues the Aboriginal and Torres Strait Islander Reconciliation Journey by developing a *Reconciliation Action Plan* (RAP) that recognises the importance of listening to the voices of our First Nations People and working towards reconciliation. This program supports and extends the integration of Indigenous studies across the curriculum. It promotes reconciliation and develops cultural understanding and respect for Aboriginal and Torres Strait Islander people.

Semester 2 Term 3 Dance Performance Stream

The Honoratus Dance Performance program aims to extend students' capabilities in Dance and invigorate their energy for the art form. They explore a variety of styles and genres and learn technical skills associated with each style. This approach develops and refines students' understanding of choreography and ways to communicate intent through Dance. The program aims to enrich students' dance making experiences through practical individual and group activities that ask students to consider unfamiliar genres, styles and skills. This, in turn, improves students' technical and expressive skills in Dance performance and to find their uniquely individual style.

Semester 2 Term 4 Da Vinci – Science, Technology, Engineering, Mathematics (S.T.E.M) Stream

This program integrates the fields of Science, Technology, Engineering and Mathematics to explore emerging issues of scientific nature. Students in Years 8 – 10 use mathematics and technological reasoning, in conjunction with abstract thought, to develop a project and prototype solution to an emerging issue. Students negotiate an open inquiry, involving some form of innovation, supervised by a teacher and/or external mentor. This program also provides access to the CSIRO's Creativity in Research, Engineering, Science and Technology (CREST) Program Awards (Silver). This recognises the efforts and competencies of students with non competitive, competency based Awards across a continuum of capabilities.

Semester 2 Term 4 Entrepreneurship – Science, Technology, Engineering, Entrepreneurship, Arts, Mathematics (S.T.E.E.A.M) Stream

This program uses S.T.E.E.A.M to guide Year 7 students in inquiry, conversations, and critical and creative thinking. The aim is for students to design a project, guided by ethical and socially just design principles. This will enable them to create a product or prototype that responds to a need and will benefit society. This program provides an opportunity for students to enter high-quality projects in a variety of local, regional, national, and international S.T.E.E.A.M competitions. It also provides access to the CSIRO's Creativity in Research, Engineering, Science and Technology (CREST) Program Awards (Bronze). This recognises the efforts and competencies of students with non-competitive, competency-based Awards across a continuum of capabilities.

Semester 2 Term 4 Athlete Development Stream

This program is for athletes from Years 9-12 and aims to support their athletic development in their chosen sport. Students will engage in workshops focusing on sports nutrition, injury prevention and management, physical preparation and conditioning as well as time management. Students will access a range of technological tools and information that will have practical application to their current athletic and academic demands. Industry professional guest speakers will feature throughout the program.

YEAR 7 AND 8 SUBJECTS

Students study the core subjects of:

- Religion
- English
- Mathematics
- Science
- History and
- Health and Physical Education.

Students have the opportunity to experience a broad range and rich curriculum through the wide range of subjects offered. These elective subjects are a term in length and are outlined in detail in this handbook.

ROTATION COURSES

Learning Area	Units
Design Technologies: Food and Fibre	Nourish me (Year 7) Life cycles (Year 8)
Design Technologies: Materials	Hammer time (Year 7) Lights on! (Year 8)
Digital Technologies	Interactive Application Development (Year 7) Introduction to Game Development (Year 8)
Economics and Business	It's An Entrepreneur's World (Year 7) Ethical Business Practices (Year 8)
Performing Arts: Drama	The Elements of Drama (Year 7) Non Realism and Physical theatre techniques in Storytelling (Year 8)
Performing Arts: Music	Music 101 (Year 7) Let's Jam (Year 8)
Languages: Mandarin	Hello! (Year 7) I Love My Family! (Year 8)
Visual Art and Media	Exploring the Elements (Year 7) My Story, Your Story, Our Story (Year 8)

CORE SUBJECTS

RELIGIOUS EDUCATION

Why study Religion?

Religion is the core theme that underpins all learning and all aspects of relationships at the College and is a fundamental curriculum area for exploration and reflection by all students.

The Religion Curriculum involves four strands:

- Sacred Texts (Old Testament; New Testament; Spiritual Writings and Wisdom)
- Beliefs (God, Jesus, Spirit; Human Existence; Religions of the World)
- Church (Liturgy and Sacraments; Communion and Community; Church History)
- Christian Life (Moral Formation; Mission and Service; Prayer and Spirituality).

The study of Religion allows students to explore their role in forming their own faith through knowledge and experience of events in the Church's history. They learn about various sources of inspiration, strength and guidance for believers today and ways in which believers live their Christian vocation. Personal experiences and reflections on these events is a critical aspect of the courses.

Religion in Year 7

In Year 7, students develop their understanding of the experience of sin throughout human history and some ways in which the Church responded to the presence of good and evil in the past (c.1750 CE – 1918 CE). They learn about the priestly, prophetic and kingly work of Jesus Christ and ways in which believers live their Christian vocation by participation in this work. They consider sources of inspiration, strength and guidance for believers today, including Catholic social teaching, the three forms of penance (prayer, fasting and almsgiving), Scripture, celebration of the Sacrament of Penance and personal and communal prayer experiences. They continue to develop their understanding of prayer in the Christian tradition through an exploration of the writings of Christian spiritual fathers and mothers, prayers for forgiveness and healing and Christian Meditation.

Students learn about the divergent understandings of God (Allah, God, G*d) in the monotheistic religions of Islam, Christianity and Judaism. They develop their understanding of three foundational beliefs of Christianity (the Incarnation, Resurrection and Ascension of Jesus) and consider their significance for believers.

(Adapted from the Religion Curriculum P-12, Brisbane Catholic Education, 2013)

Religion in Year 8

In Year 8, students learn about various ways in which humans have an understanding of the mystery of God. These include the human experience of the created world; the valuable insights of the major world religions (Christianity, Islam, Judaism, Hinduism and Buddhism); the different representations of God in Old Testament and New Testament texts; Christian spiritual writings that search for the mystery of God in the midst of world events and the course of human history; and participation in personal and communal prayer that can lead believers to the awareness of the presence of God. Students develop critical understanding of Catholic social teaching and the reasoned judgements of conscience. They continue to develop their understanding of prayer in the Christian tradition.

(Adapted from the Religion Curriculum P-12, Brisbane Catholic Education, 2013)

RELIGIOUS EDUCATION

Religious Life of the School Opportunities

The spirituality program offers significant opportunities for students to take a break from the everyday school routine. They permit staff and students to reflect on parts of their life journey, nurture positive relationships and through prayer and liturgical experiences develop their spirituality.

Year 7 – Charism of St Benedict

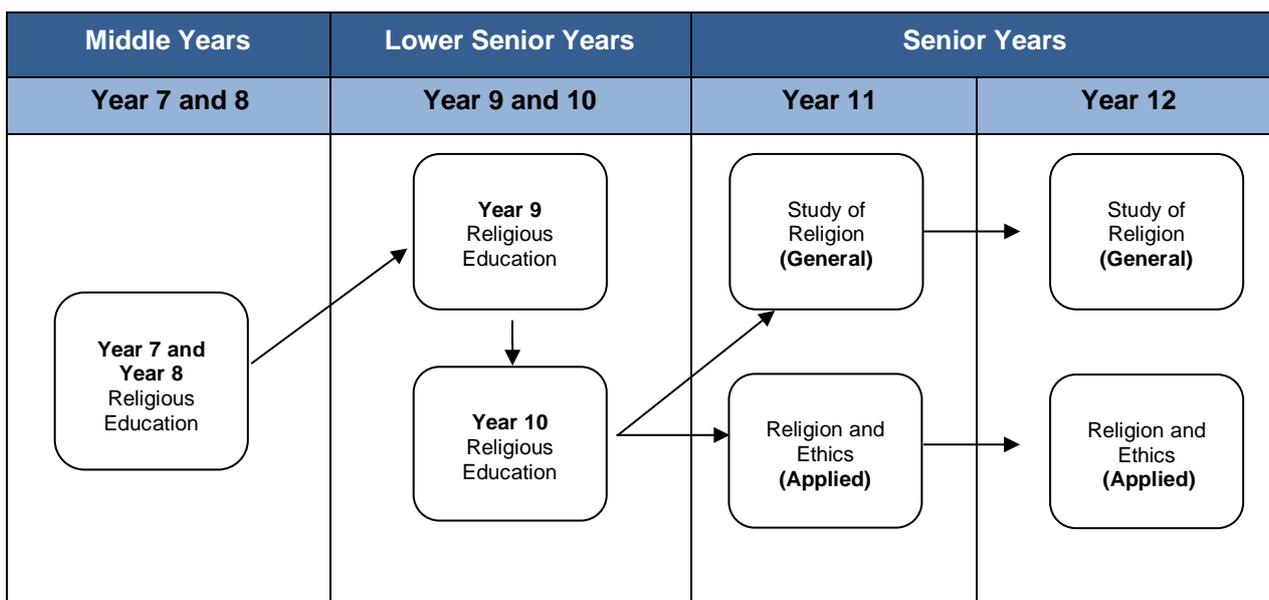
Being a secondary school student in the spirit of St Benedict.

Year 8 – The Real Gift

This day encourages students to find and share the giftedness and sacredness within themselves, others and the simple things in life.

Each term students in years 7-12 are invited to support various Catholic Social Justice agencies and others as required. These include St Vincent de Paul, CARITAS, Catholic Missions and Redcliffe Big Breakfast.

RELIGION – SUBJECT PATHWAY



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ENGLISH

Why study English?

English explores diverse Australian literature, including the perspectives and Aboriginal and Torres Strait Islander peoples, in addition to classic and contemporary world literature and texts from and about Asia. Students will learn how to analyse and evaluate texts from popular and contemporary culture, as well as identify the relationships between texts and their producers. They will also acquire, develop and refine their skills in grammar, punctuation, spelling, vocabulary, reading, comprehension and visual literacy. In short, students will understand and appreciate the importance of using English, as a language, as a means of self expression and empowerment to become confident communicators, imaginative thinkers and informed citizens.

(ACARA, *English Rationale*, 2014)

The structure of the *Australian Curriculum: English* is organised into three interrelated strands that support learners' growing understanding and use of Standard Australian English (English). Together the three strands focus on developing learners' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- *Language*: knowing about the English language
- *Literature*: understanding, appreciating, responding to, analysing and creating literature
- *Literacy*: expanding the repertoire of English usage.

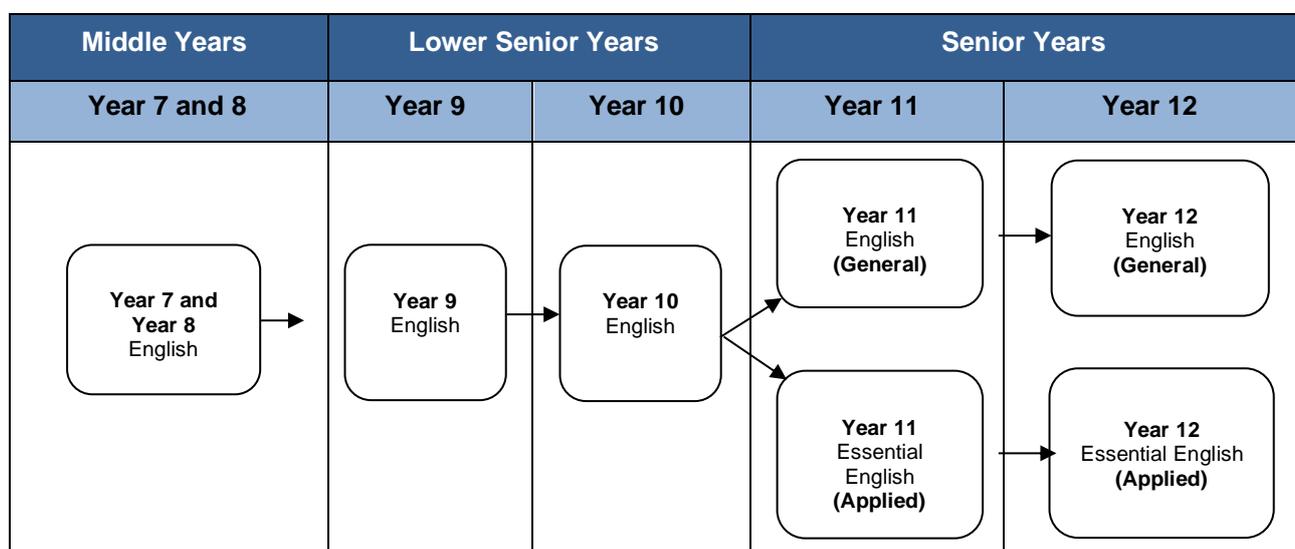
At our College, the English courses focus on:

- understanding and identifying word origins
- refining knowledge of spelling, punctuation, and grammar skills
- broadening general vocabulary
- acquiring, understanding, and using task specific and academic vocabulary
- reading for pleasure and for meaning to develop comprehension skills
- writing structured sentence, paragraph and extended responses
- writing and speaking for varied purposes and audiences across a range of genres
- engaging critically with different texts to analyse, evaluate and create perspectives
- balancing handwriting skills and bookwork with using communication technologies and tools
- developing proficiency in self editing in assignments and examinations.

In English in both Year 7 and Year 8, students can participate in, and design, extension activities and negotiate task elements. This enables them to undertake deeper exploration of content, critically think about contexts, engage with more complex texts and genres, and demonstrate their knowledge and skills in differentiated tasks with varying degrees of challenge.

The College also encourages learners in 7 English and 8 English to participate in external reading and writing competitions.

ENGLISH – SUBJECT PATHWAY



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MATHEMATICS

Why study Mathematics?

Learning Mathematics creates opportunities for and enriches the lives of all Australians. The Australian Curriculum: Mathematics, provides students with essential mathematical skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It develops the numeracy capabilities that all students need in their personal, work and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

An understanding of mathematical rules and problem solving strategies allows students to apply mathematics in their everyday lives, from managing their finances, planning building and design projects, reading diagrams, tables and graphs, to solving problems they encounter. Students also develop reasoning and communication skills that assist them in all their subject areas.

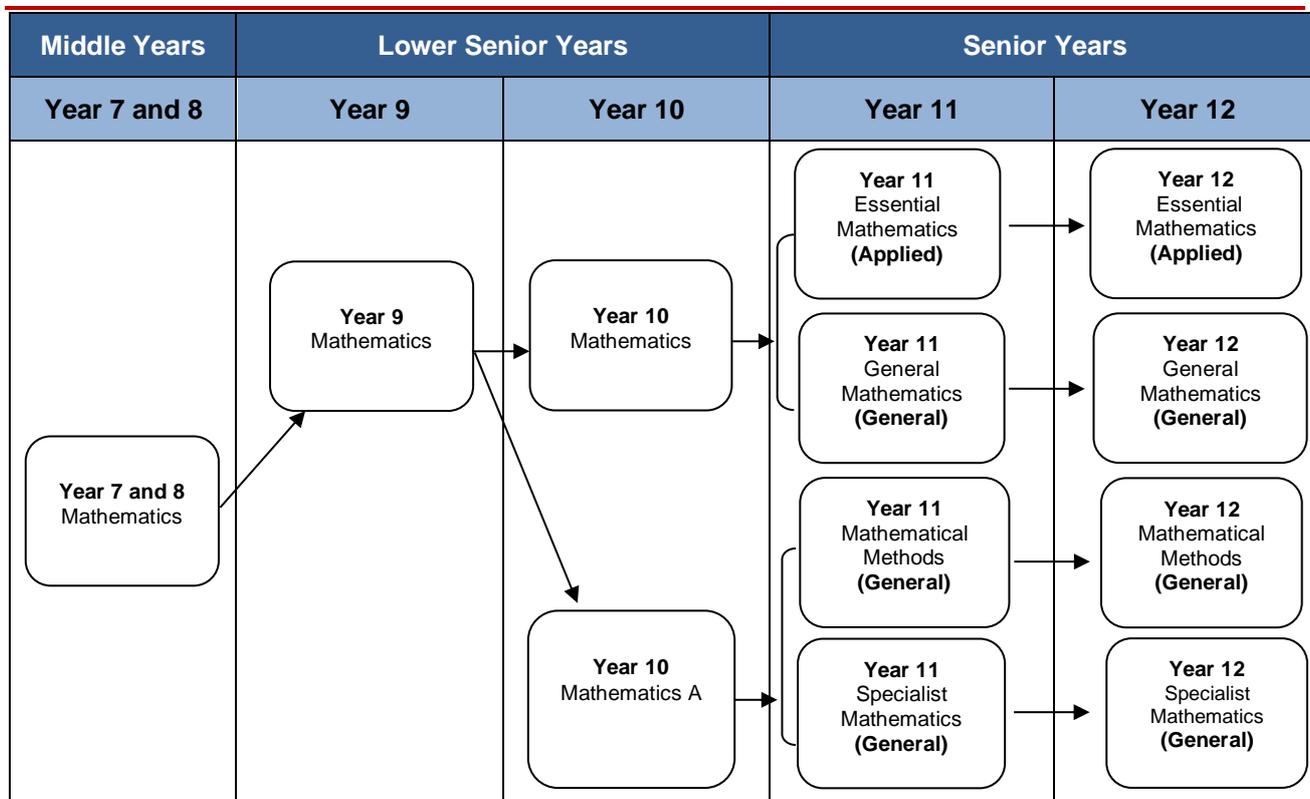
YEAR 7 Mathematics

Students further develop their understanding and application skills in geometry and are introduced to trigonometry. They continue to acquire new understandings in measurement and algebra and are introduced to binomial and quadratic expressions and operations to use when problem solving, as well as the nature of linear expressions and representations. Students will be introduced to surveying and data collection methods and statistical analysis, and further their understanding and interpretation of probability scenarios including two step chance experiments, both with and without replacement.

YEAR 8 Mathematics

In 8 Mathematics students further develop their understanding and applications skills in geometry and trigonometry and apply Pythagoras' theorem to real life scenarios. Students continue to develop their understanding in measurements and algebra and apply their understanding of operations when problem solving. They are introduced to a number of data representations and statistical analysis and interpretation, including real life scenarios. Students further develop their understanding and interpretation of probability scenarios including two and three step chance experiments, both with and without replacements.

MATHEMATICS – SUBJECT PATHWAY



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SCIENCE

Why study Science?

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 a large number of 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. *(ACARA, Science Curriculum, Rationale, 2014)*

Science is relevant to everyone – it is closely linked to technology, it affects our environment and the way we live our everyday lives. Through Science, we seek to extend our understanding of the physical, chemical and biological world we live in, as well as our understanding of our planet Earth and beyond. All students in the middle years study the Australian Curriculum content strands of Science Understanding, Science as a human endeavour and Science inquiry skills. Scientific skills and methods are developed – including observation, forming and testing hypotheses, information gathering, data interpretation, and effective communication of findings. Studying Science assists students to become scientifically literate and numerate.

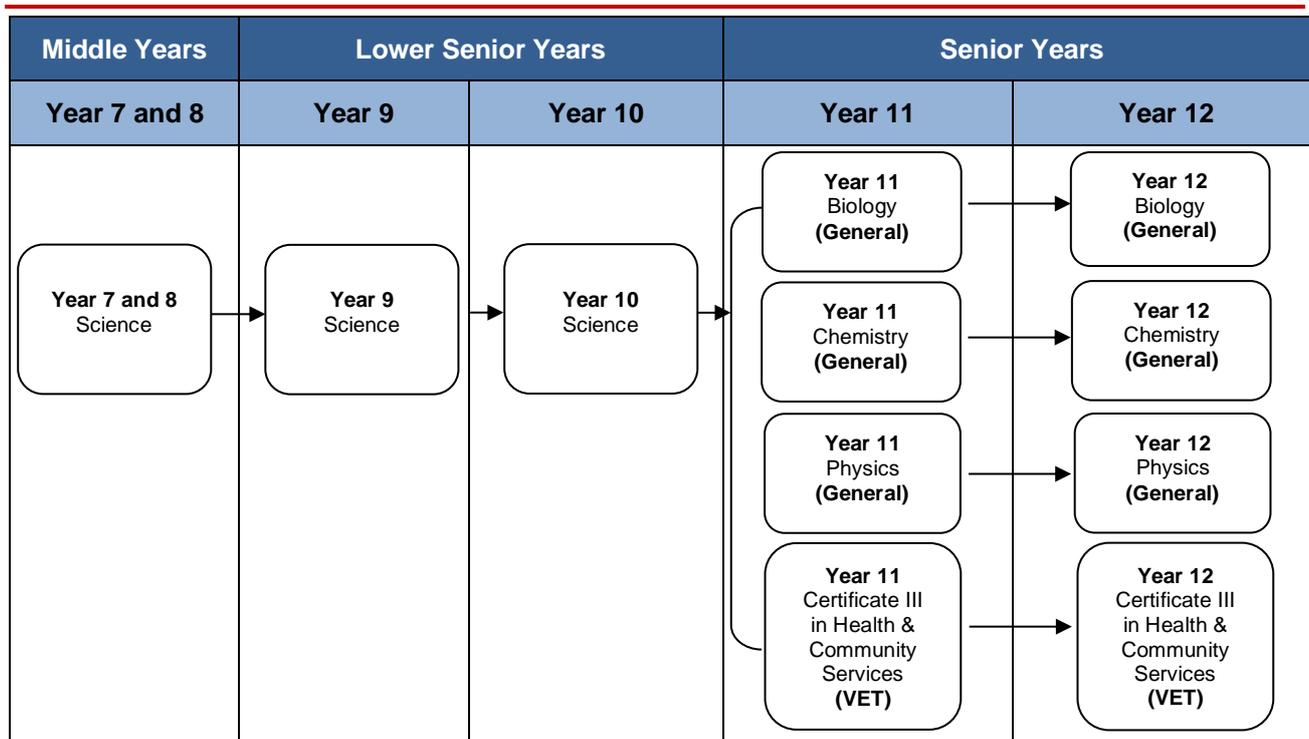
YEAR 7 Science

In Year 7, students explore the diversity of life on Earth and the role of classification in ordering and organising information (Biological Sciences). They consider the interaction between multiple forces when explaining changes in an object's motion (Physical Sciences). Students investigate relationships in the Earth-sun-moon system and use models to predict and explain events (Earth Sciences). Students make accurate measurements and control variables to analyse relationships between system components. They also explore the different types of mixtures and use various scientific methods to separate mixtures (Chemical Sciences).

YEAR 8 Science

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs (Biological Sciences). They explore changes in matter at a particle level and distinguish between chemical and physical change (Chemical Sciences). They begin to classify different forms of energy and describe the role of energy in causing change in systems (Physical Sciences). Students examine Earth's process and rock formation and discover how the Earth is formed (Earth Sciences).

SCIENCE – SUBJECT PATHWAY



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HISTORY

Why study History?

In History, our aim is to engage the students so that they appreciate the world in which they live in; to become active global citizens, who constructively participate in society and who become lifelong learners who are interested in places, events and issues.

Students develop their knowledge and skills in history through a focus on aspects of continuity and change.

The inquiry process is integral to teaching and learning in History. This problem solving approach requires the application of logical steps so that valid conclusions can be made about social, environmental, economic and political issues. This approach is applied throughout the middle years of study of History and implemented through the provision of learning opportunities for students, both in the classroom and beyond.

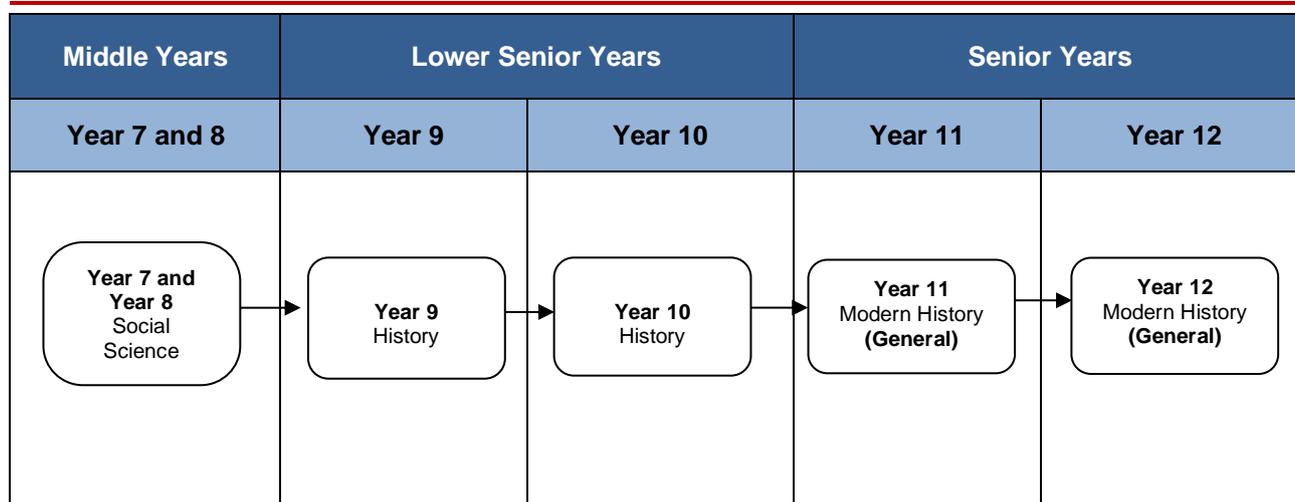
YEAR 7 History – What’s Old is New Again – The Ancient World

Students study the ancient world, showing the movement of people across the world. They then turn to their depth studies of ancient civilisations, with a focus on Ancient Egypt and Ancient China. Students become aware of the effect these civilisations have on the present.

YEAR 8 Feudal Fever – Feudal Societies and the Medieval World

In Year 8 students delve into a study of Medieval Europe, with a focus on social structures. They understand the influences of this period in history on the world. They then move into a study of Feudal Japan, where students compare/contrast the social structures with Medieval Europe. There is a focus on the importance of roles in each social structure.

HISTORY – SUBJECT PATHWAY



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HEALTH AND PHYSICAL EDUCATION

Why study Health and Physical Education?

Health and Physical Education teaches students how to enhance their own and others' health and wellbeing. Students develop knowledge, understanding and skills to strengthen their sense of self as well as building and maintaining relationships. Integral to Health and Physical Education is the acquisition of movement skills, concepts, and strategies that enable students to confidently, competently and creatively participate in a range of physical activities. Healthy, active living benefits individuals and society in many ways. This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning.

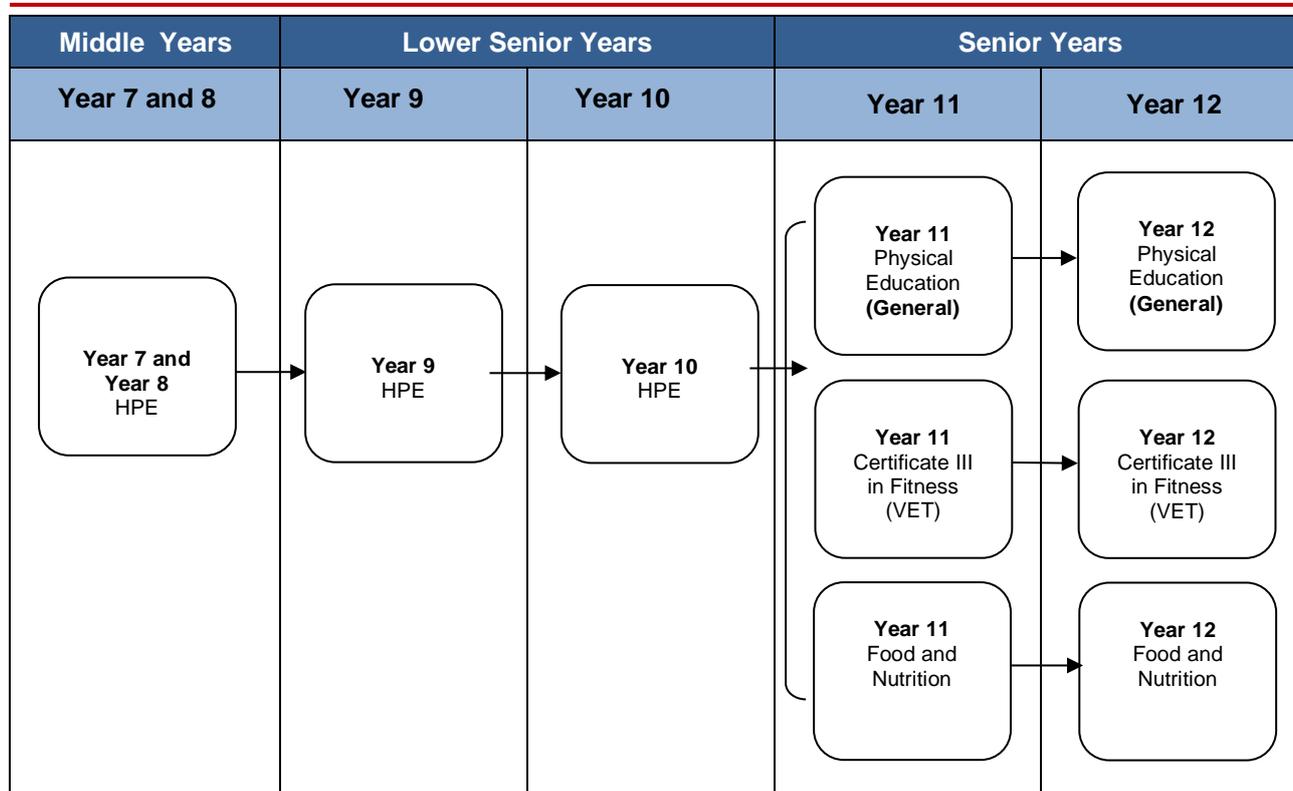
YEAR 7 Health and Physical Education

In Year 7, students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this by examining the nature of their relationships and other factors that influence people's beliefs, behaviours and decisions. Students learn the basic principles of nutrition and the overall benefits of participating in regular physical activity. The practical aspect of the course focuses on developing the students' specialised movement skills in both traditional and non traditional games as well as assessing and improving their level of fitness by participating in a variety of health and skill related fitness tests and games.

YEAR 8 Health and Physical Education

In Year 8, students learn a range of help seeking strategies that support them to access and evaluate health and physical activity information and services. Students engage in learning experiences to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing and movement competence and confidence. The practical aspect of the course focuses on analysing skills in kicking and running sports and investigating how body control and coordination influences performance in hitting and fielding sports.

HEALTH AND PHYSICAL EDUCATION – SUBJECT PATHWAY



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ROTATIONS

DESIGN TECHNOLOGIES

Why study Design Technologies?

The Design Technologies curriculum provides students with the knowledge, understanding and skills to develop confidence as critical users of technologies and designers and producers of designed solutions. Design Technologies students, individually and collaboratively, investigate, generate and critique innovative and ethical designed solutions for sustainable futures.

Students develop dexterity and coordination through experiential activities and the practical application of technologies. Design Technologies motivates young people and engages them in a range of learning experiences that are transferable to the family and home, constructive leisure activities, community and the changing world of work.

Students will develop skills, knowledge and understanding in the key areas of:

- design thinking
- design processes
- production skills.

The Design Technologies Processes and Production Skills strand focuses on creating designed solutions by:

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

Design Technologies is a multi materials course, which gives students the opportunity to construct projects that are broken up into skills development and design challenges across disciplines.

YEAR 7 Food and Fibre – Nourish me

This unit focuses on food, food technology, healthy eating, product design and development. Students apply processes and production skills to critique needs or opportunities for different food items and comparing ingredients, tools and processes. They generate and document design ideas to produce a food item by effectively applying safe and hygienic procedures whilst collaborating and working individually throughout the process.

YEAR 7 Materials – Hammer time!

This unit focuses on introducing students to the workshop and the management of tools and resources. Students will learn that resources are finite and need to be carefully used as they design, make and evaluate a storage solution as their assessment piece. Students produce a functional prototype by effectively and safely using a range of materials, components, tools, equipment and techniques which stores an object safely for them.

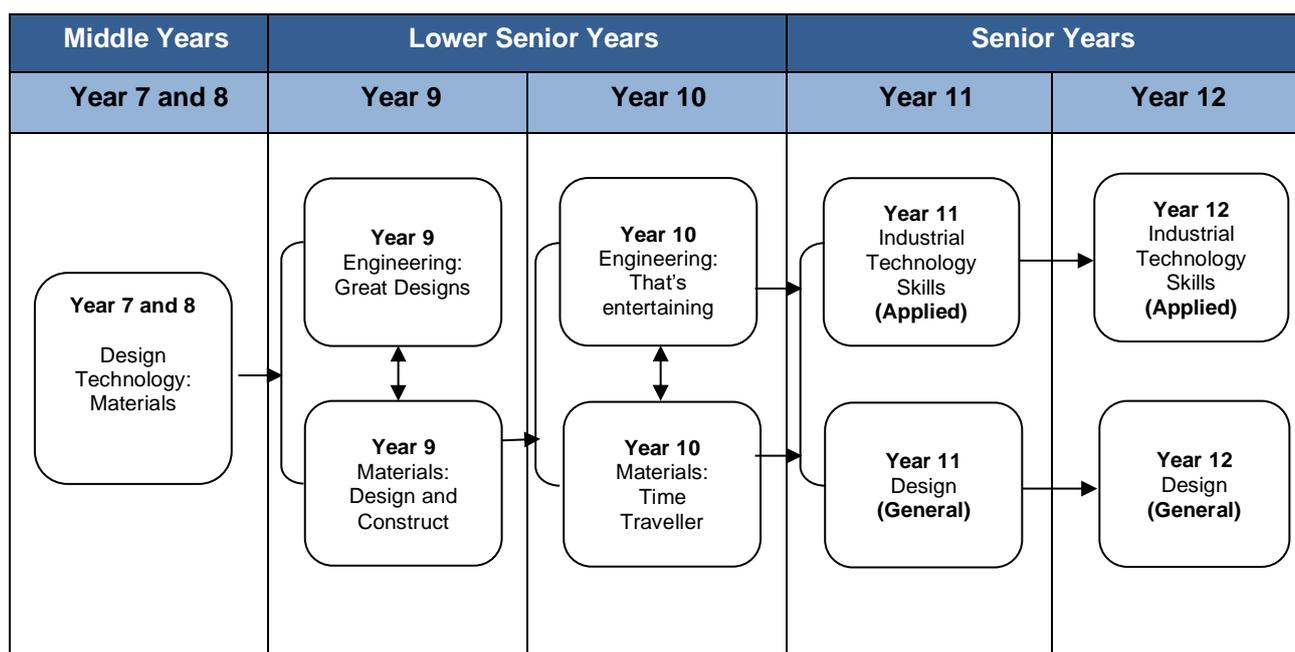
YEAR 8 Food and Fibre – Life cycles

This unit focuses on sustainable fibre technology where students learn and use a range of skills in food technology. They consider fibre in a case study on sustainability and learn some basic sewing and mending skills. Students analysing case studies on local, national and global impacts on food and fibre production examining sustainable management practices, independently developing criteria for success and produce products demonstrating sustainability in food and fibre contexts.

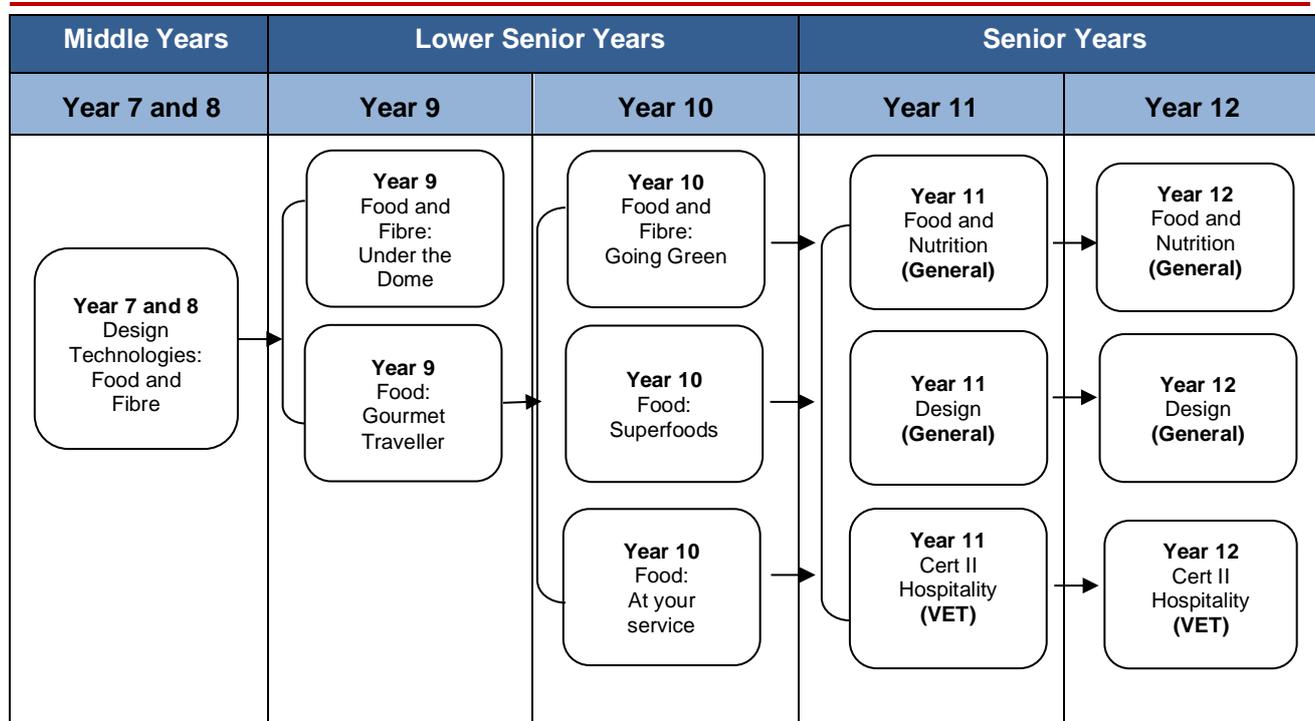
YEAR 8 Materials – Lights on!

This unit focuses on expanding design skills as students use CADD to design a lighting solution using recycled components. The workshop and the management of tools and resources is crucial for success in this unit. Assessment is a limited design journal focusing on design with sketching and CADD. Students apply processes and production skills to design and produce an effective and attractive light.

DESIGN TECHNOLOGIES: ENGINEERING AND MATERIALS - SUBJECT PATHWAY



DESIGN TECHNOLOGIES - FOOD AND FIBRE - SUBJECT PATHWAY



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DIGITAL TECHNOLOGIES

Why study Digital Technologies?

In a world that is increasingly digitised and automated, it is critical to the wellbeing and sustainability of the economy, the environment and society, that the benefits of information systems are exploited ethically. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. Ubiquitous digital systems such as mobile and desktop devices and networks are transforming learning, recreational activities, home life and work. Digital systems support new ways of collaborating and communicating and require new skills such as computational and systems thinking. These technologies are an essential problem solving toolset in our knowledge based society.

Digital Technologies empowers students to shape change by influencing how contemporary and emerging information systems and practices are applied to meet current and future needs. A deep knowledge and understanding of information systems enables students to be creative and discerning decision makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. The subject helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Digital Technologies provides students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation. These are all necessary when using and developing information systems to make sense of complex ideas and relationships in all areas of learning. Digital Technologies helps students to be regional and global citizens capable of actively and ethically communicating and collaborating.

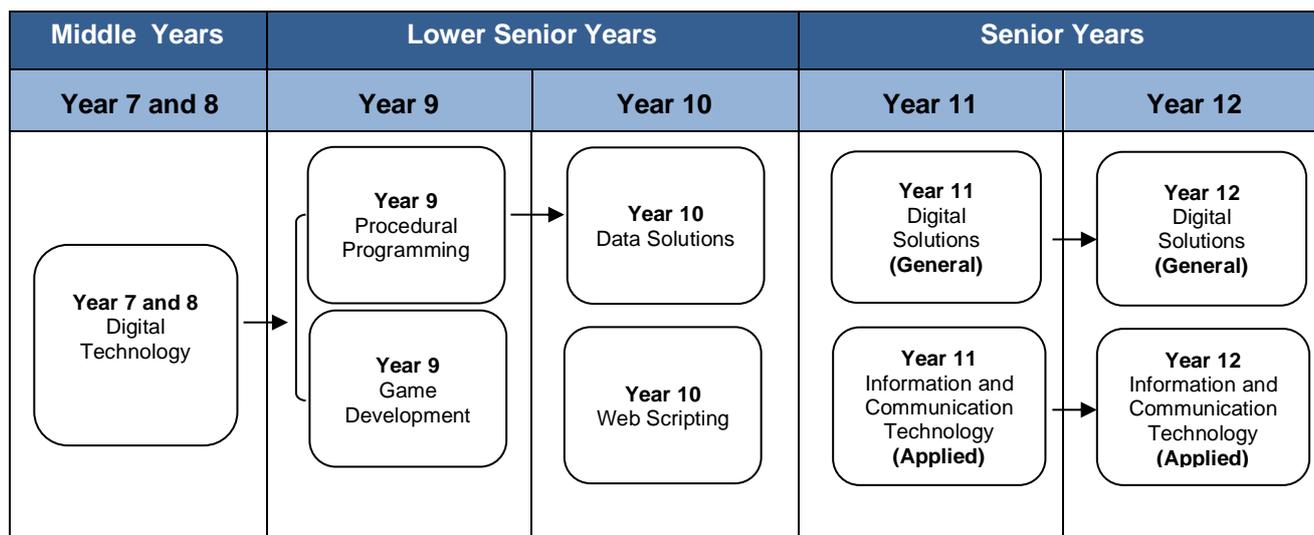
YEAR 7 **Interactive Application Development**

During this rotation, students will explore the use of variables, bit patterns, data input and output using interactive screen elements. They will utilise iteration and branching constructs used in computational thought, as well as integrating chance elements and string manipulation into applications. Advanced students may learn to store values in complex data structures, such as lists, and develop advanced physics simulations using geometric and programming concepts. Students will understand modular programming techniques and advanced students may look at advanced algorithms, such as terrain generation or AI.

YEAR 8 **Introduction to Game Development**

During this rotation, students will utilise a commercial game engine to create and manage the implementation of 2D games. Students will achieve this by exploring physics, directional and timing systems in a game engine and learn techniques to generate a robust, intuitive and accessible game of commercial appeal. In doing this, students will learn to understand and resolve issues with sprite or object geometry, collision detection and viewport scaling, as well as integrating third party sprite or tile map development software and understand the associated IP rights with asset management. Students are encouraged throughout the course to develop with an end user perspective, which includes refining the user experience through thorough play testing, publishing within file size and CPU restrictions and careful considerations of peripheral devices available.

DIGITAL TECHNOLOGIES - SUBJECT PATHWAY



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ECONOMICS AND BUSINESS

Why study Business Enterprise and Economics?

Knowing about money and how to get it, spend it and make it work for students are the keys to a successful financial life. Having good financial skills allows students to be in a great position to be able to know what to buy and when; where the best place to go on holidays might be and when and how to set up, manage and create a successful business career in whatever field they like.

Financial, business and money knowledge is powerful knowledge to have in the 21st Century and beyond. Students can travel the world with financial confidence with the skills learnt in this subject and be able to read economic data in a way that allows them to be well informed citizens and decision makers – influencing their own financial life and that of others. “By developing economics and business knowledge, understanding and skills, students will be better placed now and in their adult lives to actively and effectively participate in economic and business activities. This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, and to secure their own financial wellbeing”.

(ACARA, Business and Economics Curriculum, Rationale 2014)

YEAR 7 It’s an Entrepreneur’s World

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

Key inquiry questions for the Year 7 course include:

- A framework for developing students’ economics and business knowledge, understanding and skills at this year level is provided by the following key questions:
- Why is there a relationship between consumers and producers in the market?
- Why is personal, organisational and financial planning for the future important for consumers and businesses?
- How does entrepreneurial behaviour contribute to a successful business?
- What types of work exist and in what other ways can people derive an income?

Students in Year 7 Economic and Business focus on the following skills:

- Questioning and research
- Interpretation and analysis
- Economic reasoning, decision-making and application
- Communication and reflection

YEAR 8 Ethical Business Practices

The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market’s operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

ECONOMICS AND BUSINESS

Key inquiry questions for the Year 8 course include:

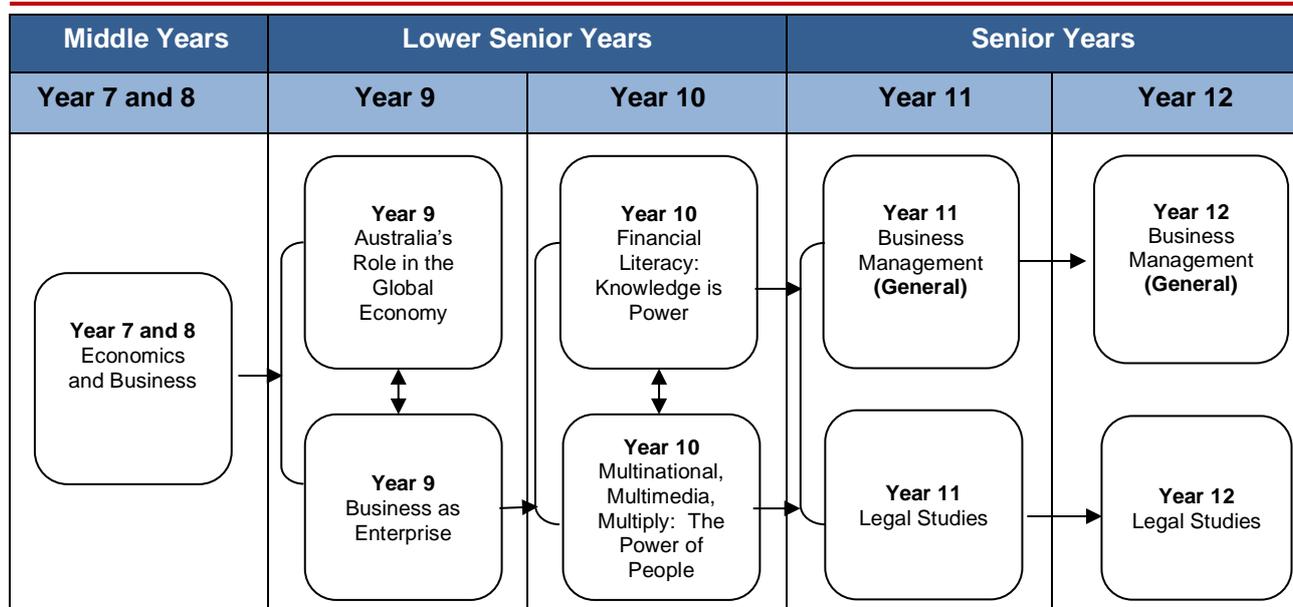
A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:

- Why are markets needed, and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?
- What may affect the ways people work now and in the future?
- How do different businesses respond to opportunities in the market?

Students in Year 8 Economic and Business further develop their skills from Year 7 in the following:

- Questioning and research
- Interpretation and analysis
- Economic reasoning, decision-making and application
- Communication and reflection

ECONOMICS AND BUSINESS - SUBJECT PATHWAY



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LANGUAGES - CHINESE (MANDARIN)

Why study Chinese (Mandarin)

The major rationale and intent for learning languages is that being able to communicate proficiently provides learners with essential communication skills in the target language, an intercultural capability and an understanding of the role of language and culture in human communication. It provides the opportunity for students to engage with the linguistic and cultural diversity of humanity; to reflect on their understanding of human experience as varied in all aspects of social life, and their own participation and ways of being in the world.

Learning languages uniquely broadens students' horizons to include the personal, social and employment opportunities presented by an increasingly interconnected and interdependent world. The interdependence of countries increasingly means that people in all spheres of life need to be able to negotiate experiences and meanings across languages and cultures. It has also brought the realisation that, despite its status as a world language, a capability in English only is insufficient and that a bilingual or plurilingual capability has become the norm in most parts of the world. Languages have a key role in this context: they mediate the interpretation, creation and exchange of meaning among people in daily interactions within and across cultures.

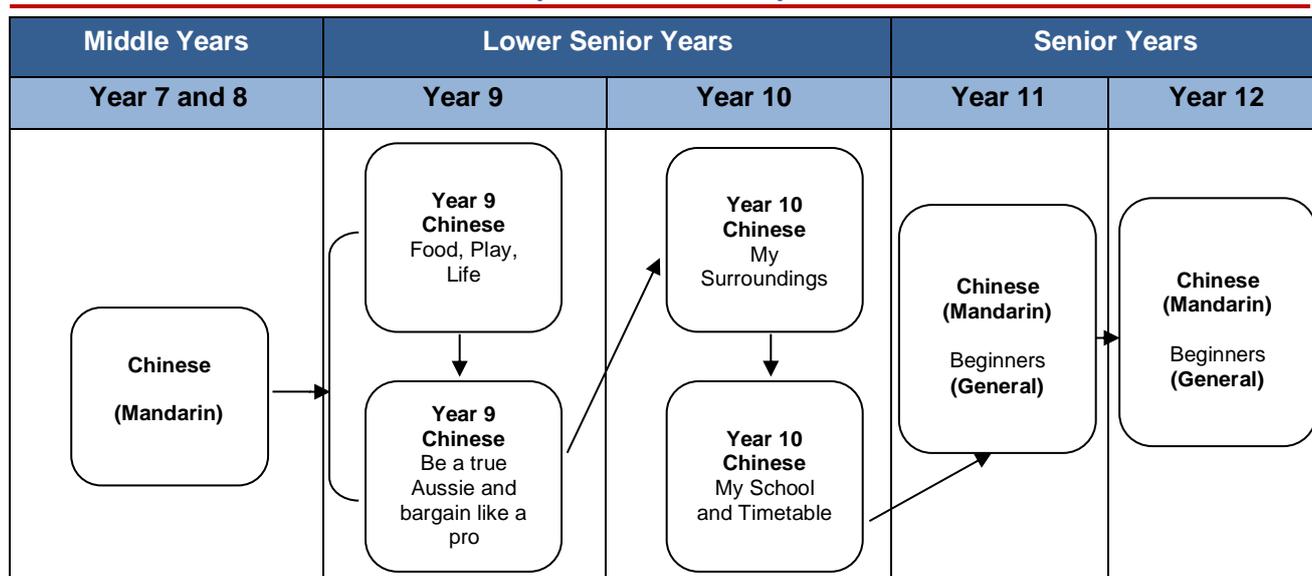
YEAR 7 Hello!

At year 7 level, students will learn to introduce themselves in Chinese (Mandarin). They will acquire basic greeting and numeric skills across all four macro skills using Chinese characters and pinyin. They will understand how to use electronic and paper Chinese dictionaries; develop skills in communicating in groups; using language and writing characters learnt in the unit; intercultural exposure: relate to historical, language and cultural differences between China and Australia.

YEAR 8 I Love My Family!

In Year 8, students will learn to address their family members using the correct terminology and understand the importance of family hierarchy in Chinese culture. They will further develop their language skills across all four macro areas through the use of vocabulary, conjunctions and grammar sentence structures through previous and newly acquired knowledge. Students further develop skills in communicating in groups; using language and writing characters learnt in the unit; intercultural exposure: relate to the traditional and changing roles of the family and upbringing differences in China. Discuss how language choices reflect cultural practices, including clarifying roles and relationships between members of the family.

LANGUAGES - CHINESE (MANDARIN) - SUBJECT PATHWAY



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PERFORMING ARTS - DRAMA

Why study Drama?

Drama is one of the oldest art forms and it continues to engage, entertain and challenge cultures and societies. In studying Drama, students learn to appreciate others' stories and critically reflect from various viewpoints, developing a sense of empathy for others' situations, challenges and cultures. Students create meaning through Drama, taking on roles and using body, gesture, movement, voice and language to portray characters and emotion in fictional worlds. In responding to Drama, students develop inquiry and critical analysis skills while exploring the diversity of Drama from different cultures, times and traditions.

Through rehearsing and refining performance, students strengthen their confidence and develop skills in collaborative problem solving. "Drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential."

(ACARA, The Arts Curriculum, Rationale, 2014)

** Excursions and exposure to live theatre performances as well as actor's workshops are an important feature of Drama programs.

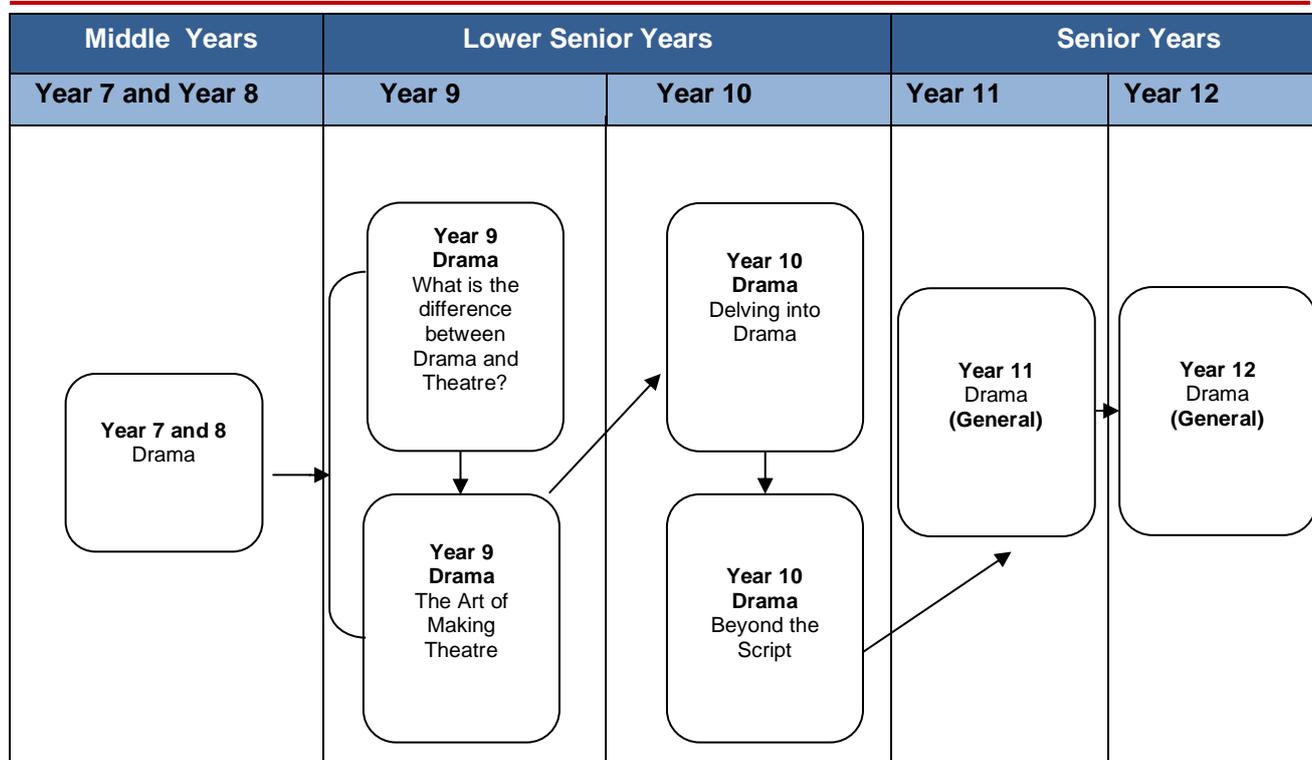
YEAR 7 The Elements of Drama

This unit explores the elements of Drama and how they work together to create dramatic meaning. Through a series of play based activities, students come to understand how a piece of Drama can be devised, analysed and viewed. They learn about roles, symbol, tension, contrast, mood, focus, status, situation, place and time and how these can be manipulated to create a meaningful piece for an audience.

YEAR 8 Non Realism and Physical theatre techniques in Storytelling

During this rotation, students will explore non realism and alternative ways to tell stories, movement and ritualistic language are explored using soundscapes to enhance the overall mood and pictures created. Working collaboratively, students devise, rehearse and refine a performance. Using oral and written literacy skills, they analyse and evaluate others' stories.

DRAMA - SUBJECT PATHWAY



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PERFORMING ARTS - MUSIC

Why study Music?

By studying Music, students will have the chance to create Music, develop their own passion for Music as a consumer, and analysis and shape musical trends. Students will use their aural skills to analysis and respond to and research musical contexts, pieces and practices. Through the study of Music, students will gain an understanding of the social, historical and cultural influences that music brings to people across generations.

“As independent learners, students integrate listening, performing and composing activities. These activities, developed sequentially, enhance their capacity to perceive and understand music. As students’ progress through studying Music, they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way students develop an aesthetic appreciation and enjoyment of music.”

(ACARA, The Arts - Music, Rationale 2014)

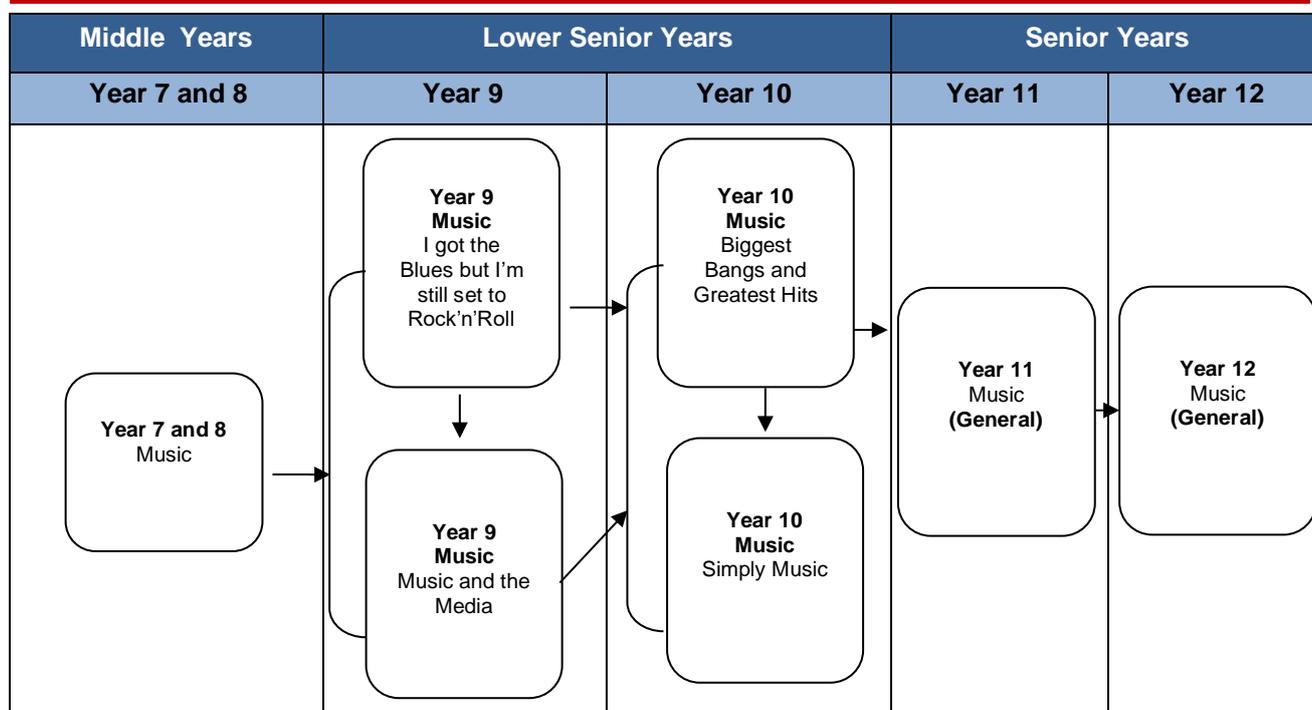
YEAR 7 Music 101

This unit begins by learning how Music works - performing, listening to and composing music in a variety of styles. They are encouraged to develop basic skills on guitars, keyboards and drums and to build their knowledge of music by listening to different styles and analysing how music is written. Students are also introduced to the world of digital composition, using their laptops to manipulate loops and record their own musical ideas. They are given the opportunity to perform in groups with and for their peers, enjoying the experience of making music together.

YEAR 8 Let’s Jam

How long do you spend in front of the big screen? Music used in movies, TV, YouTube and gaming plays a massive role in how we experience what we view in the media world. How is it that a song can lift us up to feel invincible and another can bring us to tears? It is the job of composers in the media industry to write music that will evoke an emotional response from consumers. This unit explores the use of music in the media through performance and composition. Who knows, maybe one day your own music will be on the big screen!

MUSIC - SUBJECT PATHWAY



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VISUAL ARTS AND MEDIA

Why study Visual Art and Media?

Through participating in Visual Art and Media learning activities, students are provided with opportunities to:

- creatively express their feelings, ideas and observations through a variety of art mediums including printmaking, painting, drawing and digital photography
- develop an understanding of the elements, principles, concepts and processes of art
- acquire an appreciation of the various cultural, social and historical aspects of art
- experience using multimedia software programs to create 2D and time-based works.

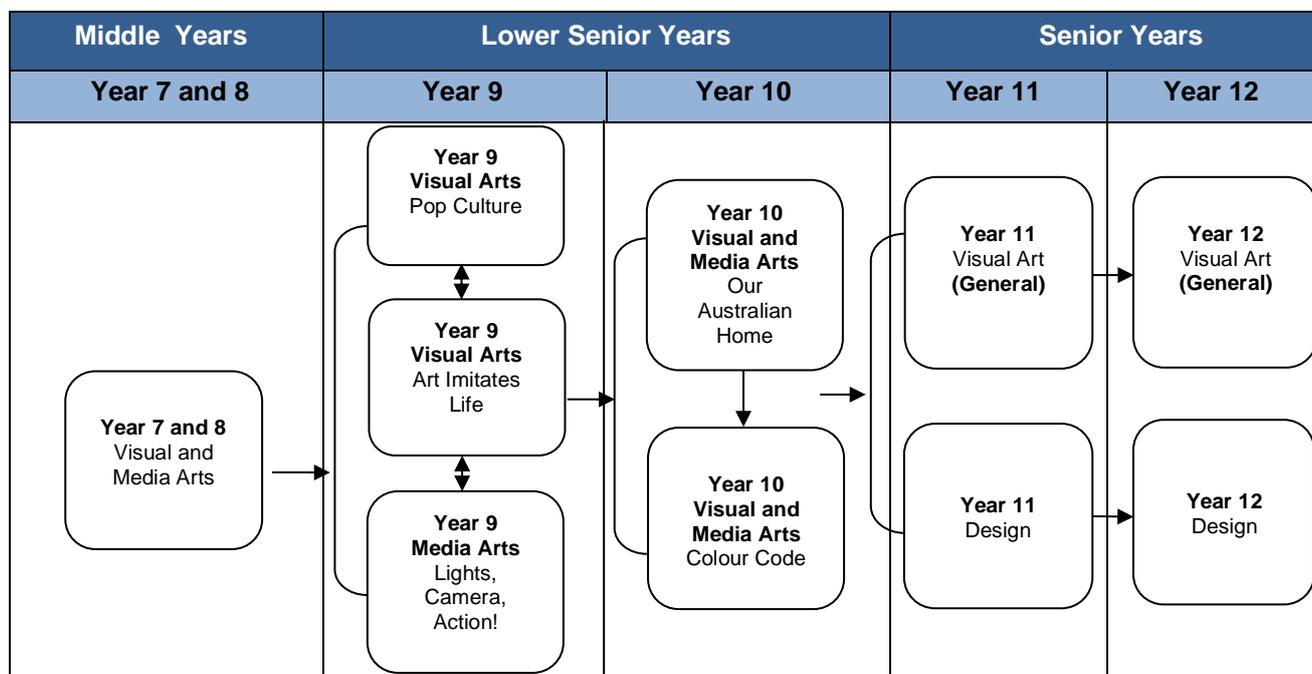
YEAR 7 Exploring the Elements

In this unit, students experiment with visual arts conventions and techniques to represent themes, concepts and ideas in their work. Through a series of art making and responding activities they develop knowledge and skills as both artists and an audience. Students produce a folio of work by designing and creating art in two and three dimensional forms. They also use their visual diary to enhance ongoing research, design and development in a variety of journaling tasks, and they document the design processes undertaken in class in a sequential and organised manner. The entries include drawing, designing, experimentation and the annotation of creative thinking, processes and ideas. Students respond to art by researching a variety of artworks produced by artists from different times and cultures. They identify and analyse how artists use elements to construct ideas and associations about artworks for better understanding.

YEAR 8 My Story, Your Story, Our Story

The Year 8 students experiment with symbolism and storytelling through the development of a dot painting and scratched drawings. Students use the elements of art to create an effective design and experiment with various motifs. Students are exposed to many traditional and contemporary art practices by Aboriginal and Torres Strait Islander artists and apply these techniques to their work. They practice techniques and processes to extend their knowledge and skills and develop planning skills to communicate meaning in their own piece.

VISUAL ART AND MEDIA - SUBJECT PATHWAY



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VOCATIONAL EDUCATION AND TRAINING

The St Benedict's College Vocational Learning Pathways Program is designed with a Year 7-12 focus in mind; the ultimate goal being to assist each student to commence and progress on a career and life journey that is engaging, purposeful and fits their individual strengths and ambitions.

In Years 7 and 8, the Pathways Program is structured to provide introductory guidance and orientation to students to prepare them to make pathways and subject choices that will enable informed navigation of the increasingly complex and evolving transition into Senior Studies, VET or part time employment and work experience.

This assistance comes in the form of ongoing and varied curricular connections, advice on subject selection and career pathway options, and exposure to and practice of 21st century employability skills. Below is an outline of the Vocational Learning Program for Years 7 and 8.

Vocational Learning and Pathways Program	
Year 7 Program	
Students are exposed to concepts and contexts, and focus on familiarising themselves with skills, knowledge and capacities required to build foundations for learning and work in the 21st century. Within this context, students explore their preferences as learners and engage in a range of activities to develop understanding of work, careers and post school destinations.	
Session 1	What is a Career Investigate a wide range of occupations, and the skills and personal qualities required in these fields (ACWSCL006)
Session 2	My Future Investigate a wide range of occupations, and the skills and personal qualities required in these fields (ACWSCL006)
Session 3	Career Exploration Investigate a wide range of occupations, and the skills and personal qualities required in these fields (ACWSCL006)
Session 4	Career Bullseye Source career information and resources (ACWSCL014)
Session 5	Career Bulls Eye - Feedback and Sharing Session Source career information and resources (ACWSCL014)
Session 6	Executive Functions Identify the attitudes and skills required for self directed and lifelong learning (ACWSCL003)
Session 7	Executive Functions - Feedback Session Identify the attitudes and skills required for self directed and lifelong learning (ACWSCL003)

Year 8 Program

Students explore, in more depth, concepts and contexts, and focus on familiarising themselves with skills, knowledge and capacities required to build foundations for learning and work in the 21st century. Students explore specific contexts in order to further identify their preferences as learners and engage in a range of activities to develop understanding of work, careers and post school destinations.

Session 1	<p>The Importance of Education Identify the attitudes and skills required for self directed and lifelong learning (ACWSCL003)</p>
Session 2	<p>Networking? Explain the importance of teamwork and collaboration in school, community and work related contexts (ACWSCL009)</p>
Session 3	<p>Career Survey Source career information and resources (ACWSCL014)</p>
Session 4	<p>The Hidden Careers Investigate a wide range of occupations, and the skills and personal qualities required in these fields (ACWSCL006)</p>
Session 5	<p>What skills to I have? Identify the attitudes and skills required for self directed and lifelong learning (ACWSCL003)</p>
Session 6	<p>Growth Mindset Plan and implement strategies and processes to improve learning and enhance the potential to realise aspirations and personal wellbeing (ACWSCL005)</p>
Session 7	<p>Entrepreneurship Identify types of entrepreneurial behaviours and their opportunities for application to 21st century work and enterprise (ACWSCL010)</p>



St Benedict's College
Mango Hill