Middle Years

St Benedict's College

In Omnibus Deus

2026

Subject Handbook

Years 7 & 8

FROM THE PRINCIPAL

Welcome to the Middle Years of your Schooling Journey: Years 7 and 8

Dear Students, Parents and Carers

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

1. Middle Years (Year 7 and Year 8)
2. Lower Senior Years (Year 9 and Year 10)
3. Senior Years (Year 11 and Year 12)

The first two years of your secondary school journey is a busy mix of new structures, multiple teachers, trying lots of different subjects and making new friends.

I hope as you peruse the information in this handbook, you start to feel excited about the possibilities that lie ahead of you both within the formal curriculum and the many extra-curricular areas of involvement you might like to try. Whether you are interested in sports, performing arts, or academic clubs, there is something for everyone. These activities provide valuable opportunities for personal growth, teamwork and friendships to develop.

Our curriculum is designed to challenge and engage students, encouraging a love for learning that will last a lifetime. In Years 7 and 8, you will have the opportunity to explore a wide range of subjects, from core areas like Mathematics, English, Religious Education, HPE, Humanities and Science to enriching electives such as Languages, Visual Arts, Music, Design and Technology.

One of the great things about Year 7 and 8 is the ability to try a range of subjects from across all curriculum areas. When students reach Year 9, they will have the opportunity to delve into areas of interest and passion more deeply by selecting key electives in addition to continuing with core subjects.

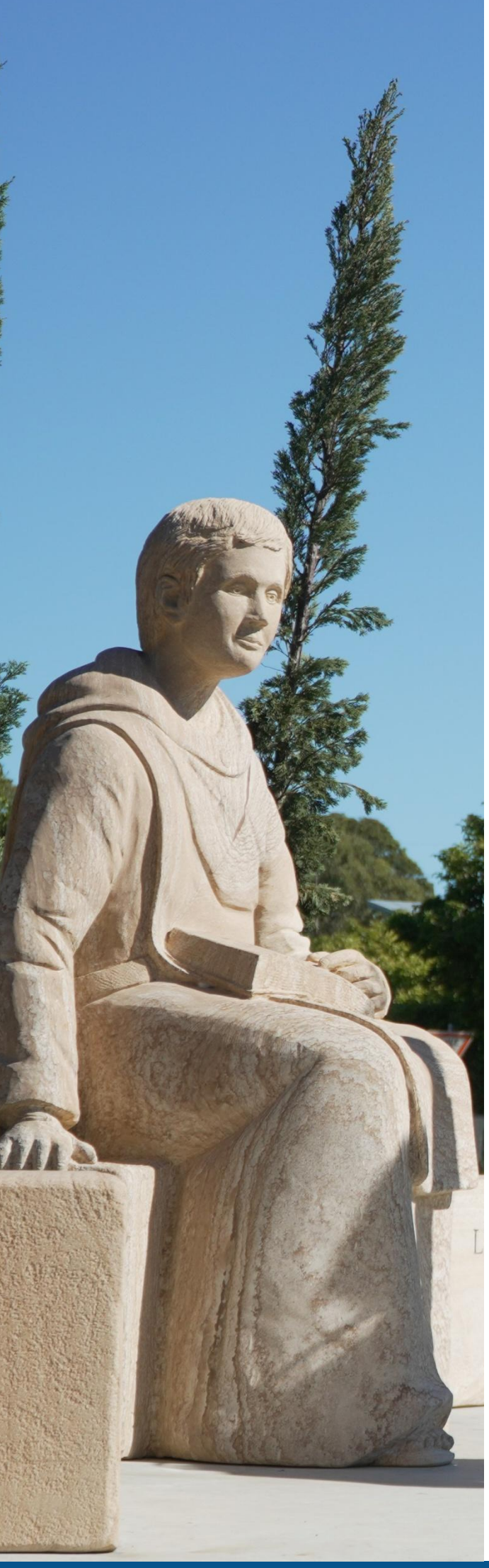
Year 7 and 8 is all about learning the structures and routines of Secondary School, strengthening and developing good learning-habits and strategies. We have amazing staff who will support their journey and be available for parents and carers whenever issues or questions arise.

We are excited to be beginning this journey of Secondary School with you and your family.

With blessings for the years of learning ahead.

Tameika Grist

Principal

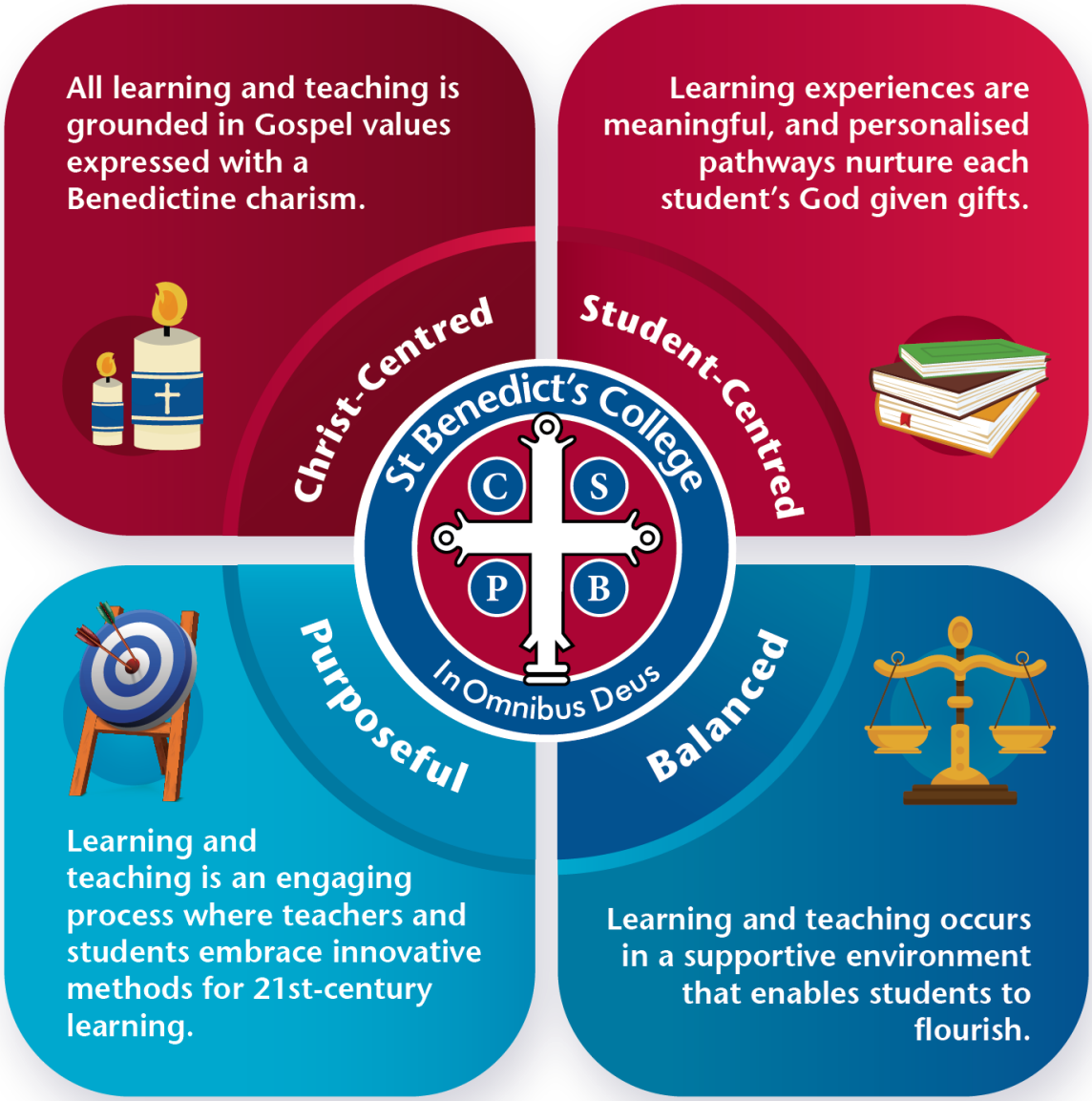


CONTENTS

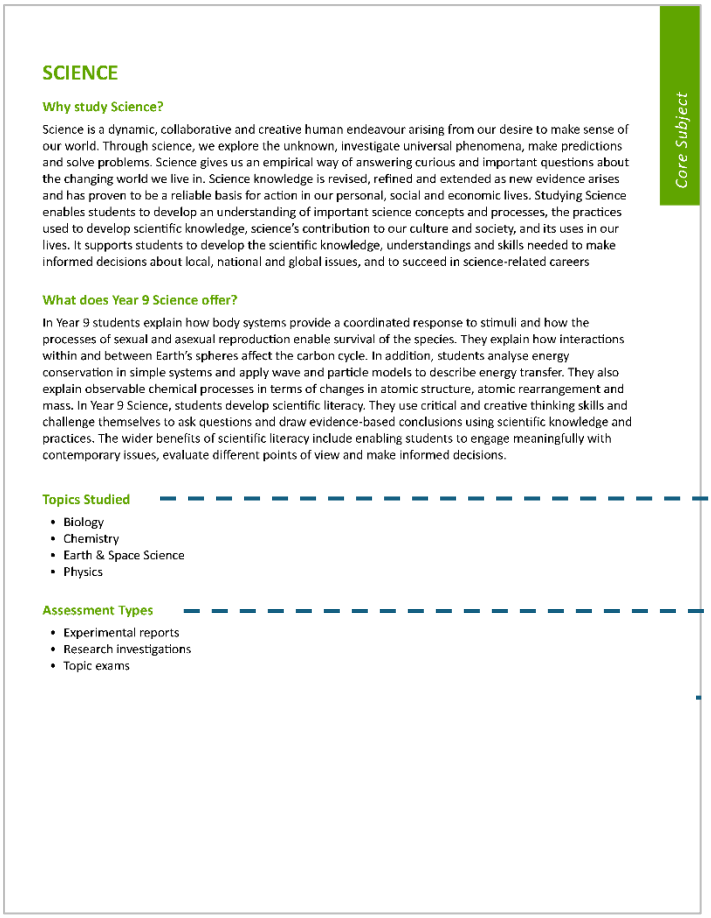
LEARNING & TEACHING FRAMEWORK

The St Benedict's College Learning and Teaching Framework establishes a shared understanding of how learning and teaching are approached within our community. It brings together the key elements that define and shape the learning culture of our College, guiding the planning, delivery, and evaluation of high-quality education for all students. The framework is intentionally named with "learning" first, reflecting our commitment to placing learners at the heart of everything we do.

Rather than prescribing specific methods or techniques, the framework embraces a holistic perspective on the dynamic processes of learning and teaching at St Benedict's College. Grounded in our College's Vision, Mission, and Values, the framework is further enriched by contemporary research on effective learning practices. It aligns with the Brisbane Catholic Education Strategy and the principles outlined in the Alice Springs Education Declaration (Mparntwe).



HOW TO USE THIS GUIDE



SCIENCE

Why study Science?

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives. Studying Science enables students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, science's contribution to our culture and society, and its uses in our lives. It supports students to develop the scientific knowledge, understandings and skills needed to make informed decisions about local, national and global issues, and to succeed in science-related careers

What does Year 9 Science offer?

In Year 9 students explain how body systems provide a coordinated response to stimuli and how the processes of sexual and asexual reproduction enable survival of the species. They explain how interactions within and between Earth's spheres affect the carbon cycle. In addition, students analyse energy conservation in simple systems and apply wave and particle models to describe energy transfer. They also explain observable chemical processes in terms of changes in atomic structure, atomic rearrangement and mass. In Year 9 Science, students develop scientific literacy. They use critical and creative thinking skills and challenge themselves to ask questions and draw evidence-based conclusions using scientific knowledge and practices. The wider benefits of scientific literacy include enabling students to engage meaningfully with contemporary issues, evaluate different points of view and make informed decisions.

Topics Studied

- Biology
- Chemistry
- Earth & Space Science
- Physics

Assessment Types

- Experimental reports
- Research investigations
- Topic exams

Core Subject

Subject Type
Core or Elective.

Topic Studied
What topics are included in this subject.

Assessment
How students will be assessed.

PATHWAYS

The St Benedict's College 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.

HONORATUS EXTENSION PROGRAMS

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.

Overview

St Benedict's College teachers are passionate about offering gifted and talented rigorous, relevant and engaging learning opportunities to develop their individual learning needs, strengths, interests and goals. We have a variety of streams that are delivered by teachers who are enthusiastic about their curriculum area and have the skills to provide meaningful experiences for gifted and talented students that challenge them in new and creative ways.

Students are selected to participate in the extracurricular Honoratus streams by invitation or audition based on a variety of factors depending on the stream including overall academic excellence, high scores on a range of formal tests, their special interests, work ethic, teacher recommendation, and skills.

Each of the Honoratus streams provide students with access to specific activities – requiring critical and create thinking, problem solving, and the development of responses and dispositions in individual and collaborative contexts – aligned to and extending beyond the curriculum.

STREAMS

At different times throughout each year the College offers a range of programs in the following streams:

- Arts
- Humanities
- Mathematics
- STEM
- Sport
- Culture
- Business
- Design

The availability of these streams is dependent upon student interest and staff availability and as such can vary each year.

WHERE TO GO FOR INFORMATION

Tamieka Grist
Principal

Peter Olley
Assistant Principal Catholic Identity & Formation

Anja Reust
Assistant Principal Teaching & Learning

Bonnie Towers
Guidance Counsellor

Geoffrey Young
VET Program Leader

Jane Young
Pastoral Leader Year 7

Sam Kittoli
Learning Enhancement Program Leader

Tim Campbell
Deputy Principal

Chris Carlill
Assistant Principal Student Engagement

Dominique Sinclair
Guidance Counsellor

Louise Forbes
Guidance Counsellor

Sarah Meder
Pathways Program Leader

Benjamin Sitarz
Pastoral Leader Year 8

Curriculum Leaders:

Shaun Manning
Design Technologies

Michael Addicott
Digital Technologies

Jemma Cecil
English

Mark Bennedick
Health and Physical Education

Branden Laurie
Humanities/ Languages

James Downey
Mathematics

Jacob Reust
Religious Education

Kate Buchanan
Science

Megan Davis
The Arts

YEAR 7 AND 8 SUBJECTS

Students have the opportunity to experience a broad range and rich curriculum through the wide range of electives offered. These electives are a term in length and students rotate through the different courses throughout Year 7 and Year 8.

	Core Subject Each student will complete all of these subjects over the entire year.	Elective Subject Each student will undertake three of these subjects for the entire year.
English	• English	
Mathematics	• Mathematics	
Religion	• Religious Education	
Science	• Science	
Health and Physical Education	• Health and Physical Education	
Humanities and Languages	• Humanities	• Chinese (Mandarin) • Japanese
Design Technologies		• Design Technologies: Materials and Technologies • Design Technologies: Food and Fibre
Digital Technologies		• Digital Technologies
The Arts		• Year 7 Dance: Let's Go Viral • Year 7 Music: Music 101 • Year 7 Visual Art: Wish You Were Here • Year 8 Drama: Nightmare Narratives • Year 8 Media Art: Through The Lens • Year 8 Music: Let's Jam

ENGLISH

Why study 7 and 8 English?

English is the national language of Australia and, as such, is central to the lives, learning and development of all young Australians. Through the study of English, individuals learn to analyse, understand, communicate and build relationships with others and the world around them. It helps create confident communicators, imaginative and critical thinkers, and informed citizens. The English curriculum provides opportunities to explore ideas and perspectives about human experiences and exposes learners to rich literature with a range of contexts and perspectives including First Nations Australians. English is organised into three interrelated strands that 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.

What does Year 7 and 8 English offer?

In English in both Year 7 and Year 8, students are given opportunities to participate in outside of school writing & speaking competitions and other extension activities. 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. At our College, the English courses focus on:

- 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

Topics Studied

- A Hero's Journey – creative writing
- The Gentle Art (persuasion) – social issues
- The Power of Poetry
- Critical Close Studies - novels
- Representations of Culture in Australian Film
- Hope and the Human Experience – creative writing
- Informed Citizens – media study

Assessment Types

- Imaginative narrative
- Persuasive speech
- Poetry creation & analysis
- Analytical essay
- Analytical - spoken multimodal
- Written exam - persuasive letter

MATHEMATICS

Why study Mathematics?

The study of mathematics is central to the learning, development and prospects of all young Australians. Mathematics provides students with essential mathematical knowledge, skills, procedures and processes in number, algebra, measurement, space, statistics and probability. It develops the numeracy capabilities that all students need in their personal, work and civic lives, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

Mathematics provides opportunities for students to apply their mathematical understanding creatively and efficiently. It enables teachers to help students become self-motivated, confident learners through practice, inquiry, and active participation in relevant and challenging experiences.

What does Year 7 and 8 Mathematics offer?

Year 7

In Year 7, students further develop their understanding and application skills in geometry and are introduced to angle relationships. They continue to acquire new understandings in measurement and algebra and are introduced to algebraic 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

In Year 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.

Topics Studied

- Fractions, decimals and percentages
- Linear Algebra
- Shape and measurement
- Probability

Assessment Types

- Topic exam
- Content booklet
- Problem solving and modelling task
- Folio of work

RELIGION

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).

What does Year 7 and 8 Religion offer?

Year 7

Students explore how sacred texts shape the lives of believers, considering their historical context and meaning. They examine the early development of Christianity and its shared roots with Judaism and Islam. Students investigate how faith is expressed across communities and time, and how Church teachings and moral principles guide believers. They reflect on the role of prayer, ritual, and sacraments in personal and communal faith, participating in various prayer forms including formal, meditative, and visual practices.

Year 8

Students examine how God's saving plan is revealed through Jesus' life, death, and resurrection. They explore the Trinity, Old Testament covenants, and initiation rituals in Abrahamic religions. Students study the early Church and its growth through key events and reformers from 650–1750 CE. They evaluate how the Church responds to moral challenges and remains active today. Prayer experiences include scriptural, liturgical, and meditative practices such as Augustinian and Franciscan prayer, with a focus on mindfulness and contemplation.

Assessment Types

- Short response exams
- Analytical essays
- Mixture of multi-modal and other presentation assessments

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 – The Spirit 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.

SCIENCE

Why study Science?

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world. Through science, we explore the unknown, investigate universal phenomena, make predictions and solve problems. Science gives us an empirical way of answering curious and important questions about the changing world we live in. Science knowledge is revised, refined and extended as new evidence arises and has proven to be a reliable basis for action in our personal, social and economic lives.

What does Year 7 and 8 Science offer?

Year 7

In Year 7, students explain how biological diversity is ordered and organised. They are able to represent flows of matter and energy in ecosystems and predict the effects of environmental changes. Students can model cycles in the Earth-sun-moon system and explain the effects of these cycles on Earth phenomena. They are able to represent and explain the effects of forces acting on objects. They use particle theory to explain the physical properties of substances and develop processes that separate mixtures. Students identify the factors that can influence development of and lead to changes in scientific knowledge. They explain how scientific responses are developed and can impact society. They explain the role of science communication in shaping viewpoints, policies and regulations.

Year 8

In Year 8, students explain the role of specialised cell structures and organelles in cellular function and analyse the relationship between structure and function at organ and body system levels. They apply an understanding of the theory of plate tectonics to explain patterns of change in the geosphere. They explain how the properties of rocks relate to their formation and influence their use. Student's compare different forms of energy and represent transfer and transformation of energy in simple systems. They classify and represent different types of matter and distinguish between physical and chemical change. Students analyse how different factors influence development of and lead to changes in scientific knowledge. They analyse the key considerations that inform scientific responses and how these responses impact society. They analyse the importance of science communication in shaping viewpoints, policies and regulations.

Topics Studied

- Biology
- Chemistry
- Earth & Space Science
- Physics

Assessment Types

- Experimental reports
- Research investigations
- Topic exams

HEALTH AND PHYSICAL EDUCATION

Why study Health and Physical Education?

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

At the core of Health and Physical Education is the acquisition of movement skills and concepts to enable students to participate in a range of physical activities – confidently, competently and creatively. As a foundation for lifelong physical activity participation and enhanced performance, students acquire an understanding of how the body moves and develop positive attitudes towards physical activity participation. They develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally. Movement is a powerful medium for learning, through which students can practice and refine personal, behavioural, social and cognitive skills.

What does Year 7 and 8 Health and Physical Education offer?

Year 7

In Year 7, students will explore the dynamics of relationships and the influence of societal factors on personal identity and community wellbeing, focusing on gender stereotypes, respect, empathy and diversity. They will critically analyse decision-making processes, power dynamics, and the role of emotional intelligence in relationships, while examining the impact of media on health and safety. Physical activities such as Minor Games, Hockey, Volleyball, Athletics and Fitness challenges will be used to develop movement skills, teamwork, and inclusivity. Additionally, there is an emphasis on both physical and mental health, encouraging students to design strategies to enhance wellbeing through active participation in community spaces, mindfulness practices and stress management techniques.

Year 8

In Year 8, students will explore the effects of alcohol and other drugs, focusing on assertive communication, protective behaviours and help-seeking strategies. They will analyse and evaluate the credibility of health messages and propose strategies to enhance wellbeing. Additionally, students will examine the societal implications of substance use and learn how to resist peer pressure while promoting positive health outcomes. Movement skill development will take place through AFL, Soccer, Ultimate Frisbee, T-ball and Cricket, with a focus on optimising strategies, teamwork, fair play and inclusivity. Leadership and collaboration will be emphasised in these sports, fostering values essential for success both on and off the field.

Topics Studied

- Respectful Relationships
- Personal Health and Wellbeing
- Alcohol and Other Drugs
- eSafety
- Movement Skills and Strategies

Assessment Types

- Combination response exams
- Multi-modal presentations
- Investigation reports

HUMANITIES

Why study Humanities?

The Humanities are the study of human behaviour and interaction in social, cultural, environmental, economic, business, legal and political contexts. This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. It plays an important role in assisting students to understand global issues and building their capacity to be active and informed citizens who understand and participate in the world.

What does Year 7 and 8 Humanities offer?

In Year 7 and 8, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. This requires an understanding of the key historical, geographical, legal, political, economic, business and societal factors involved, and how these different factors interrelate.

The structure of the Humanities subject is that students across a year will study the four disciplines: Civics and Citizenship, History, Economics and Business, and Geography.

Topics Studied

Year 7

- Government and Democracy
- Deep Time History of Australia
- Ancient Greece
- Water in the World
- Place and Liveability
- Traits of successful entrepreneurs

Year 8

- Elections and voting
- The Vikings
- Medieval Europe
- Landscapes and Landforms
- Changing Nations
- Taxation effects on businesses

Assessment Types

- Short Response exams
- Extended Response exams
- Source Investigations
- Research Reports

CHINESE (Mandarin)

Why study Chinese?

Chinese has been taught in Australian schools since the 1950s. Chinese language learning experienced rapid growth in the 1980s as China undertook a policy of open-door and economic reform. Chinese is an important language for young Australians to learn as Australia continues trade and engagement with Asia.

Communities of Chinese speakers are characterised by linguistic, cultural and geographic diversity and can be found in almost every country of the world. Many of these communities have long-established cultural traditions that are particularly strong on the Pacific coast of Canada and the USA, South-East Asia, Australia and some European countries. The history of the Chinese community in Australia extends back to the mid-1800s, and patterns of migration in recent decades have seen rapid growth in Australia's Chinese population.

What does Year 7 and 8 Chinese offer?

In Years 7 and 8, students are beginning their learning of Chinese language, and this will be influenced by prior learning and experiences of language learning. Students use Chinese language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.

Students use Pinyin to learn the sounds of new words by associating sounds with characters, and access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Chinese and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

Topics Studied

- Introducing yourself
- Greetings
- Numbers
- Age
- Nationality
- Family
- Likes and Dislikes

Assessment Types

- Listening tests
- Role-plays
- Speaking assessments
- Reading and Writing tasks

JAPANESE

Why study Japanese?

Japan is one of Australia's closest neighbours and trading partners, and its culture has had a significant influence on Australian society through technology, fashion, cuisine, and pop culture such as anime and manga. Studying Japanese opens a window into a unique and rich culture that blends ancient traditions with modern innovation.

Learning Japanese helps students develop intercultural understanding, improve cognitive flexibility, and gain a valuable skill in an increasingly global world. Japanese is also a phonetic language, making it an accessible starting point for language learners.

What does Year 7 and 8 Chinese offer?

Students begin their journey in Japanese by learning how to interact in familiar contexts, such as introducing themselves, giving personal information, and exchanging likes and dislikes. They practise using the three scripts of Japanese (Hiragana, Katakana and simple Kanji) through engaging reading, listening, speaking and writing tasks.

Lessons explore not only language but also cultural practices, encouraging learners to reflect on their own and others' worldviews.

Topics Studied

- Greetings and Introductions
- Numbers and Age
- Family and Pets
- Nationality and Countries
- Likes, Dislikes and Hobbies
- Japanese Culture and Daily Life

Assessment Types

- Listening and Speaking Activities
- Script Recognition and Reading Tasks
- Role-plays and Conversations
- Writing Assessments using Japanese Scripts

DESIGN TECHNOLOGIES: MATERIALS AND TECHNOLOGIES

Why study Materials and Technologies?

This unit introduces students to the foundations of design through hands-on learning that fosters creativity, curiosity, and practical capability. Students explore sustainability, design trends, and efficient manufacturing while developing skills in critical thinking, visual communication, and safe workshop practice. The unit encourages innovation and purposeful design, building confidence and laying the groundwork for future pathways in the design and engineering industries.

What does Year 7 and 8 Materials and Technologies offer?

Students complete two major design projects:

Year 7 Focus – LED Light

Students are introduced to design thinking and sustainability through the creation of a USB-powered LED light housing. They learn how to generate and communicate ideas, manage tools and materials safely, and evaluate outcomes using design criteria. This unit builds foundational skills in visual communication, workshop practice, and reflective thinking.

Year 8 Focus – 3D Printed Wearables

Students explore design trends and lean manufacturing principles while creating wearable items using 3D printing. They investigate traditional and digital production methods, apply CAD tools, and engage in iterative design processes. The unit encourages innovation, critical analysis, and purposeful design with a focus on sustainability and user needs.

Both projects require a Design Folio and Practical Product, with checkpoints for drafting, prototyping, and final submission.

Topics Studied

- Sustainable Production
- Design Thinking
- Production Skills

Assessment Types

- Design Folio
- Practical Product

DESIGN TECHNOLOGIES: FOOD AND FIBRE

Why study Food and Fibre?

Design Technologies – Food and Fibre enables students to become creative and responsible designers. They explore ethical, aesthetic, functional, and sustainability considerations in food and textile contexts. Students apply design thinking and systems thinking to investigate, generate, and refine ideas. They manage projects from concept to completion, developing practical skills in food preparation and textile construction. The subject fosters innovation, collaboration, and critical thinking, preparing students to make informed design decisions that consider environmental and social impacts.

What does Year 7 and 8 Food and Fibre offer?

Students complete two major design projects:

Year 7

A food design task focused on creating a toddler-friendly zucchini slice line extension using seasonal vegetables. Students follow the design process and evaluate their product against success criteria.

Year 8

A textiles design task to produce a reusable tote bag with functional and decorative features. Students research user needs, sketch annotated designs, and construct the final product using safe and sustainable practices.

Both projects include a design folio and practical component, with opportunities to reflect on design choices and outcomes.

Topics Studied

- Sustainable Production
- Design Thinking
- Production Skills

Assessment Types

- Design Folio

DIGITAL TECHNOLOGIES

Why study Digital Technologies?

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.

What does Year 7 and 8 Digital Technologies offer?

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.

Topics Studied

- Algorithms
- Computer programming

Assessment Types

- Multi-modal presentation
- In class tasks

YEAR 7 DANCE: LET'S GO VIRAL

Why study Dance?

In Dance, your body becomes your instrument, and movement is your way of expressing ideas, emotions, and stories. You'll explore how dance can represent, celebrate, question, and communicate personal, social, emotional, spiritual, and physical experiences. This subject helps you build body awareness and develop technical and expressive skills so you can move with confidence, creativity, and purpose. You'll also learn how to choreograph and perform your own dances and respond thoughtfully to your own work and the work of others.

What does Year 7 Dance: Lets Go Viral offer?

Have you ever thought about how dance is part of your world—whether it's in games, sports, social media, or the music you love? In this unit, you'll explore how dance influences popular culture and how you connect with it in your everyday life. You'll get moving with practical activities that help you understand the elements of dance and learn how to create your own choreography. You'll design a warm-up routine using safe dance practices, experiment with popular styles, and work together to create your own viral dance trend. By the end of the unit, you'll perform and record a dance routine that's creative, energetic, and ready to be shared—just like your favourite viral trends!

Topics Studied

- What is Dance?
- Safe Dance Practice and Warm Up
- Elements of Dance
- Formats of Popular Dance Styles
- Viral Dance Trends

Assessment Types

- Group Choreography and Performance
- Responding to Dance– including analysis, evaluation and reflection

YEAR 7 MUSIC: MUSIC 101

Why study Music?

In music, sounds are combined and shaped into a meaningful form. Music exists distinctively in every historical and contemporary culture, and is a basic, shared expression and communication of human experience. Music aims to develop your confidence to be a creative, innovative, thoughtful, skilful, and informed musician, whilst building knowledge and skills for listening with intent and purpose, composing, and performing.

What does Year 7 Music: Music 101 offer?

This unit begins by learning how Music works - performing, listening to and composing music in a variety of styles. You are encouraged to develop basic skills on guitar, keyboard and drum-kit and to build your knowledge of music by listening to different styles and analysing how music is written. You will also be introduced to the world of digital composition, using your laptops to manipulate loops and create your own musical ideas. You will be given the opportunity to perform in groups with and for your peers, enjoying the experience of making music together.

Topics Studied

- What is Music?
- Elements of Music
- Performance Skills – using guitar, keyboard and drum kit
- Composition Skills – such as creating loops
- Listening Skills

Assessment Types

- Group Performance
- Responding to Music – including analysis, evaluation and reflection

YEAR 7 VISUAL ART: WISH YOU WERE HERE

Why study Visual Art?

Visual Arts is all about creativity, expression, and seeing the world in new ways! In this subject, you will explore art, craft, and design, experiencing and creating works in a range of styles, contexts, and forms. You will discover how visual art shapes culture, identity, and ideas, whilst developing your own skills using a range of materials. Through fun, hands-on projects, you will visually express your own ideas and respond to different themes informed by the work of contemporary and exciting artists.

What does Year 7 Visual Art: Wish You Were Here offer?

Get ready to dive into a creative adventure where you are the artist and your identity is the inspiration! In this unit, you will explore what it means to be Australian by creating artworks that reflect your personal identity and experiences. Through both 2D and 3D projects, you'll learn about the elements of art while you experiment with a variety of materials and techniques, with a special focus on clay. You'll learn how to shape, sculpt, and design expressive pieces that tell your story in a fun and hands-on way, informed by the work of exciting, contemporary artists. Get ready to discover your creative voice and celebrate what makes you uniquely you!

Topics Studied

- What is Visual Art?
- Elements of Visual Art
- Responding to the work of key visual artists
- 2D Mediums – such as drawing, painting and collage
- 3D Mediums – such as ceramics

Assessment Types

- Folio of Work
- Responding to Visual Art– including analysis, evaluation and reflection

YEAR 8 DRAMA: NIGHTMARE NARRATIVES

Why study Drama?

Drama uniquely explores and communicates the human condition through the enactment of real and imagined worlds. Drama responds to our need to share and enact stories, and create and make meaning across cultures, times, places, and communities. Drama helps you build confidence and self-esteem as you explore, depict, and celebrate human experiences. You'll take creative risks and challenge yourself while learning how to control, apply, and analyse the elements, forms, styles, and techniques of drama to engage audiences and create meaning.

What does Year 8 Drama: Nightmare Narratives offer?

In this unit, you will explore the genre of Horror, focusing on how suspense, fear, and dramatic tension are created in performance. You will experiment with dramatic techniques, characterization, and atmospheric storytelling. You will also explore the use of technical elements, such as lighting, sound, and special effects make up, to heighten mood and intensify the horror experience. Through collaborative group work, you'll get the opportunity to devise short horror scenes, employing theatrical elements like shadow play, soundscapes, and multimedia to build tension. This unit fosters creativity, teamwork, and an understanding of the technical aspects of live performance. Dramatic elements you will focus on this unit are tension, mood, atmosphere, dramatic focus and situation.

Topics Studied

- What is Drama?
- Elements of Drama
- Exploring the genre of Horror
- Performance Techniques – such as creating mood, characterization and storytelling
- Technical elements in Drama – such as sound, lighting and special effects make up

Assessment Types

- Group Performance
- Responding to Drama – including analysis, evaluation and reflection

YEAR 8 MEDIA ART: THROUGH THE LENS

Why study Media Art?

In Media Arts, communication, storytelling and persuasion are used to connect audiences, purposes and ideas. Media Arts explores concepts and viewpoints, and examines, interprets and analyses medica practices that represent the world from diverse perspectives. Medica Ats aims to develop your enjoyment and confidence to participate in, experiment with and interpret the media-rich culture and communications practices that surround them, whilst building creative and critical thinking skills through engagement as producers and consumers of media.

What does Year 8 Media Art: Through the Lens offer?

In this unit, you will delve into the foundational elements of creating moving image media works. You will explore various techniques and tools used in media production, such as shot composition, camera angles, lighting, and editing. By understanding these elements, you'll learn how media can be manipulated to influence and engage audiences effectively. Through a combination of practical and analytical activities, you'll gain hands-on experience in creating media works and develop critical thinking skills. By the end of the unit, you will understand the impact of media on viewers and be equipped with the skills to create your own moving image media works, culminating in the production of a shot list and a video portrait.

Topics Studied

- What is Media Art?
- Elements of Media
- Exploring the genre of Video Portraits
- Preproduction, Production and Post Productions Processes
- Filming Techniques

Assessment Types

- Video Portrait
- Responding to Media Arts – including analysis, evaluation and reflection

YEAR 8 MUSIC: LET'S JAM

Why study Music?

In music, sounds are combined and shaped into a meaningful form. Music exists distinctively in every historical and contemporary culture, and is a basic, shared expression and communication of human experience. Music aims to develop your confidence to be a creative, innovative, thoughtful, skilful, and informed musician, whilst building knowledge and skills for listening with intent and purpose, composing, and performing.

What does Year 8 Music: Lets Jam offer?

Get ready to jam! In Year 8 Music, you'll join forces with your classmates to play and perform as a band. You'll learn to play instruments like guitar, keyboard, bass, and drum-kit while exploring a range of popular music styles. Along the way, you'll listen to and analyse music by different artists to help you grow as both a performer and a composer. Whether you're new to music or already play, this class is all about making music together—and having fun doing it!

Topics Studied

- Popular Music
- Performance Skills
- Composition Skills
- Listening Skills

Assessment Types

- Group Performance
- Responding to Music – including analysis, evaluation and reflection

Notes


GHS Pictograms

St Benedict's College
21 St Benedicts Cl, Mango Hill QLD 4509
Phone: (07) 3385 8888
Email: smangohill@bne.catholic.edu.au