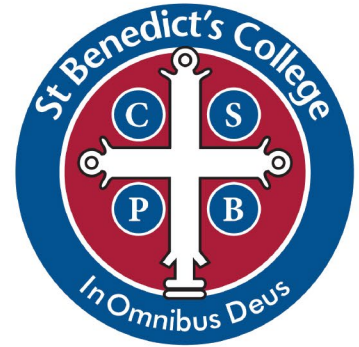


SUBJECT HANDBOOK

YEARS 7&8



St Benedict's College



2025

MIDDLE YEARS

TABLE OF CONTENTS

FROM THE PRINCIPAL	3
ST BENEDICT’S COLLEGE – VISION AND MISSION.....	4
ST BENEDICT’S COLLEGE – LEARNING AND TEACHING FRAMEWORK.....	5
HONORATUS GIFTED & EXCELLENCE PROGRAM	6
CORE SUBJECTS	7
RELIGIOUS EDUCATION.....	8
ENGLISH.....	10
MATHEMATICS	11
SCIENCE	12
HUMANITIES.....	13
HEALTH AND PHYSICAL EDUCATION.....	14
ELECTIVE ROTATIONS	15
DESIGN TECHNOLOGIES	15
DIGITAL TECHNOLOGIES	16
LANGUAGES - JAPANESE	17
LANGUAGES - CHINESE (MANDARIN)	18
PERFORMING ARTS - DRAMA	19
PERFORMING ARTS - MUSIC	19
PERFORMING ARTS - DANCE.....	19
VISUAL ARTS.....	20
OPTIONS FOR YEAR 9 AND 10.....	21
PATHWAYS PROGRAM	22

FROM THE PRINCIPAL

Tameika Grist



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:

[Middle Years \(Year 7 and Year 8\)](#)

[Lower Senior Years \(Year 9 and Year 10\)](#)

[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 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 Highschool, 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 High school with you and your family.

With blessings for the years of learning ahead.

Tameika Grist

Principal



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 community and 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 that enhances wellbeing and enables students to flourish
- Engaging in technology rich, 21st century learning
- Designing flexible, engaging and innovative 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

The Rule of St Benedict focuses on many values; in particular 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

St Benedict's College is committed to the holistic education of young people in the Benedictine tradition based on the values of service, 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.

In Omnibus Deus • 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 the approved Archdiocesan Religious Education curriculum, 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.



Learning and Teaching Framework



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.

OVERVIEW

St Benedict's College teachers are passionate about offering gifted and talented learners 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 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 creative thinking, problem solving, and the development of responses and dispositions in individual and collaborative contexts – aligned to, and extending beyond the curriculum.

PROGRAM STREAMS AND SEQUENCE

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

- Arts
- Humanities
- STEM
- Sport

The College encourages learners in Years 7 and 8 to participate in external competitions such as ICAS and the Australian Maths Competition.

YEAR 7 AND 8 SUBJECTS

Students study the core subjects of:

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

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.

ELECTIVE ROTATIONS	
LEARNING AREA	UNIT
Design Technologies: Food and Fibre	Nourish Me (Year 7) Life Cycles (Year 8)
Design Technologies: Materials	Lights On! (Year 7) Wearables (Year 8)
Digital Technologies	Interactive Application Development (Year 7) Introduction to Game Development (Year 8)
Languages: Japanese	My Interesting Family – マイ面白い家族
Languages: Chinese (Mandarin)	Hello! (Year 7) I Love My Family! (Year 8)
Performing Arts: Drama	Nightmare Narratives (Year 8)
Performing Arts: Music	Music 101 (Year 7) Let's Jam (Year 8)
Performing Arts: Dance	Let's Go Viral (Year 7)
Visual Arts	Wish You Were Here (Year 7)
Media Arts	Through The Lens (Year 7)

CORE SUBJECTS

RELIGIOUS EDUCATION

Why study Religious Education?

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.

YEAR 7 Religious Education

Students learn to evaluate how sacred texts influence the life of believers. They consider how sacred texts reflect the audience, purpose and context of their human authors. They consider and draw conclusions about the significance of sacred texts for the faith journey of believers. Students examine and explain the significance of Church teaching and basic principles of Christian morality for the way believers live out their faith, personally and communally.

Students differentiate ways in which the faith of believers is expressed, professed and lived out in different communities, past and present. They investigate the beginnings of the Christian faith (c. 6 BCE – c. 650 CE) and explain the role of key people and events in its development. They determine some ways in which Christianity shares common beginnings of faith with the other monotheistic religions (Judaism and Islam). They propose reasons for change and continuity in the life of the Church and religious communities over time and place. Students evaluate and draw conclusions about the significance of prayer, ritual, sacraments and sacred texts for the faith journey of believers, personally and communally. They participate respectfully in a variety of prayer experiences including formal prayers such as the Hail Mary and Our Father; meditative prayer including Lectio Divina and Ignatian Meditation; and meditative prayer practices especially silence and stillness and praying with icons and images.

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

YEAR 8 Religious Education

Students learn to consider and organise evidence from Scriptural texts to explain how God's saving plan for all creation was accomplished, through the life, death and resurrection of Jesus Christ. They describe how words and images are used to represent the mystery of the Trinity. They consider and organise Old Testament covenant narratives and the actions and messages of some Old Testament prophets. Students identify the unique relationship between God and God's people. They identify the significance of initiation rituals in the Abrahamic religions (Judaism, Christianity, Islam) for the faith journey of believers.

Students explore how believers, past and present continue the mission of Jesus in the world, in times of challenge and change. They consider and organise evidence from the Acts of the Apostles to explain the significance of some key events, individuals and groups in the life of the early Church. They consider and organise patterns of change and continuity in the Church from c. 650 CE – c. 1750 CE, identifying the impact of the writings and key messages of significant reformers in the Church at that time. Students evaluate and draw conclusions about the ways in which the Church is present and active in the world today: participation of believers in liturgy and other personal and communal prayer experiences; responding to emerging moral questions; practicing the cardinal virtues; and giving witness to the ecumenical spirit. They participate respectfully in a variety of prayer experiences including prayers from The Liturgy of the Hours; praying with scripture; meditative prayer including Augustinian Prayer and Franciscan Contemplative Prayer and meditative prayer practices, including centered breathing and attending to posture.

(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 – 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.

ENGLISH

Why study 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 helps students to engage imaginatively and critically with literature and appreciate its aesthetic qualities. They explore ideas and perspectives about human experience and cultural significance, interpersonal relationships, and ethical and global issues within real-world and fictional settings. Students are exposed to literature from a range of historical, cultural and social contexts. Through the study of texts, students develop an understanding of themselves and their place in the world. The English curriculum explores the richness of First Nations Australian voices and voices from wide-ranging Australian and world literature.

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:

- 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, 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.

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.

YEAR 7 Mathematics

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 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.

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.

YEAR 7 Science

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 Science

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. Students 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.

HUMANITIES

Why study the 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.

Through studying Humanities, 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.

Year 7 Humanities

In Year 7, students study the key features of democracy and Australia's federal system of government and explore how values shape our democracy. Then they move on to a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE), and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies.

Students also investigate the nature and purpose of informed and responsible decision-making by individuals and businesses, with attention to the allocation of limited resources to meet unlimited needs and wants, types of businesses, how entrepreneurial characteristics contribute to business success, and the ways work is undertaken. Finally, students study the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. As well as the factors that influence livability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives.

Year 8 Humanities

In Year 8, students understand how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. They then investigate from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). This was when major societies around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

Students investigate a range of factors that influence decision-making by individuals and business. These include the allocation of resources to produce goods and services in the operation of markets, and the different ways that businesses may adapt to opportunities in markets or respond to the changing nature of work. Then a study in geography has students focus on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. As well as the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration.

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.

YEAR 7 Health and Physical Education

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 hockey, volleyball 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 Health and Physical Education

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, 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.

ELECTIVE ROTATIONS

DESIGN TECHNOLOGIES

Why study Design Technologies?

Design and Technologies enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

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 Fiber – Nourish me

In the unit Nourish Me, students explore food, food technology, healthy eating, and product design. They apply production skills to critique needs and opportunities for various food items, comparing ingredients, tools, and processes. They create a healthy zucchini slice, working collaboratively and independently, using safe and hygienic procedures. This hands-on approach fosters practical knowledge and innovative thinking in crafting nourishing and delicious food solutions.

YEAR 7 Engineering and Materials – Lights on!

In the unit Lights On!, students will create appealing LED lights using CAD and laser cutters. They will design and assemble the components, integrating LED technology for functional and eye-catching lighting solutions. This hands-on experience enhances students' design and crafting skills while utilising advanced technology.

YEAR 8 Food and Fiber – Life Cycles

In the unit Life Cycles, students create a tote bag while learning about sustainable practices. They apply sewing and mending skills using sustainable fiber materials, considering the environmental impact of their choices. This hands-on experience fosters their understanding of sustainability in food and fiber contexts, empowering them to advocate for more eco-friendly practices.

YEAR 8 Engineering and Materials – Wearables

In the unit Wearables, students create sustainable wearables using 3D printers and laser cutters. They skillfully utilise materials, tools, and techniques to produce functional prototypes. Through design, testing, and evaluation, students embrace the importance of sustainability in their wearable creations. This hands-on experience fosters creativity and problem-solving abilities while exploring modern technologies for sustainable wearables.

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.

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.

LANGUAGES - JAPANESE

Why study Japanese?

Japanese has been taught in Australia for more than 100 years, significantly as a second or additional language. It is the official language of Japan and widely used by communities of speakers in Hawaii, Peru and Brazil. Large numbers of students in the Republic of Korea, China, Indonesia and Australia learn Japanese as an additional language.

Australia has a significant number of Japanese national residents and Japanese culture influences many areas of contemporary Australian society, including the arts, design, technology, fashion, popular culture and cuisine.

Japan is a key strategic and economic partner for Australia, and there is ongoing exchange between the 2 countries in the areas of education, trade, diplomacy and tourism. Japan is an important nation within Asia and a significant contributor to economic, political and diplomatic relations in the region.

YEAR 7 & 8 My Interesting Family – マイ面白い家族

Students in Years 7 & 8 will learn to introduce themselves in Japanese. They will develop basic skills in greetings, numbers, and everyday expressions, using both hiragana and katakana scripts. Students will be introduced to the use of online and traditional Japanese dictionaries and will practice communicating in pairs and groups, applying the language and writing systems learned in the unit. Through intercultural learning, they will explore key cultural and historical differences between Japan and Australia, gaining insights into Japanese customs, traditions, and social norms.

In addition to learning the language, students will develop important skills that extend beyond the classroom. Learning Japanese fosters critical thinking, problem-solving, and adaptability as students navigate entirely new and different writing systems and sentence structures. It also enhances communication and collaboration through pair and group work, encouraging teamwork and confidence in speaking a foreign language. Studying Japanese helps students develop global awareness and empathy, essential skills in an increasingly connected and diverse world.

LANGUAGES - CHINESE (MANDARIN)

Why study Chinese (Mandarin)

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.

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.

PERFORMING ARTS - DRAMA

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 aims to develop students' confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama, while building knowledge and understanding in controlling, applying, and analysing the elements, processes, forms, styles, and techniques of drama to engage audiences and create meaning.

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

YEAR 8 Nightmare Narratives

In this unit, students will explore the genre of Horror, focusing on how suspense, fear, and dramatic tension are created in performance. Students will experiment with dramatic techniques, characterization, and atmospheric storytelling. They will also explore the use of technical elements, such as lighting, sound effects, and special effects, to heighten mood and intensify the horror experience. Through collaborative group work, students will 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 students will focus on this unit are tension, mood, atmosphere, dramatic focus and situation.

PERFORMING ARTS - MUSIC

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 students confidence to be creative, innovative, thoughtful, skillful, and informed musicians, whilst building knowledge and skills for listening with intent and purpose, composing, and performing.

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 guitar, keyboard and drum-kit 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 create 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

Year 8 Music students focus on learning to play and perform music with other musicians in a band. Students learn to play instruments such as guitar, piano, bass guitar and drum-kit in a number of popular music styles. Students learn to use current technology and mixing software to compose their own music and experiment with sound. Through listening and analysing other artists work, students are able to become better performers and composers themselves.

PERFORMING ARTS – DANCE

Why study Dance?

In Dance, using the body as the instrument of expression and movement as the medium, students represent, celebrate, question, and communicate personal, social, emotional, spiritual, and physical human experience. Dance aims to develop student's body awareness and technical and expressive skills to communicate through movement confidently, creatively, and intelligently, whilst building choreographic and performance skills, and skills for responding to their own and others' dances.

YEAR 7 Let's Go Viral

In this unit, students reflect on their interaction with dance in their everyday life and through social media. Through practical exploration, students experiment with manipulating the elements of dance and choreographic devices to choreograph movement. Focusing on the purposes of dance, students learn and perform social dances to appreciate their accessibility and experience social and physical benefits. The unit focus then changes to ways teenagers access dance as a social outlet through using popular music. Through practical workshops, students experiment with choreographing movement using lyrics and themes and ensuring movement is accessible and achievable through teaching one another. Students then apply their understanding of the elements of dance, choreographic devices, and structure and form, to choreograph and perform a section of dance as a video for participants to follow the movement for a current popular song.

VISUAL ART

Why study Visual Art?

Visual arts contribute to the fields of art, craft, and design. Learning in, through and about these fields, students engage critically using creative processes and artistic practices to communicate and make meaning. Visual Arts aims to develop students' conceptual and perceptual ideas and representations through design and inquiry processes, while building knowledge and skills in using visual conventions, visual arts processes, and materials.

YEAR 7 Wish You Were Here

In this unit, students experiment with visual art elements 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.

MEDIA ART

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 media practices that represent the world from diverse perspectives. Media Arts aims to develop students' 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.

YEAR 8 Through the Lens

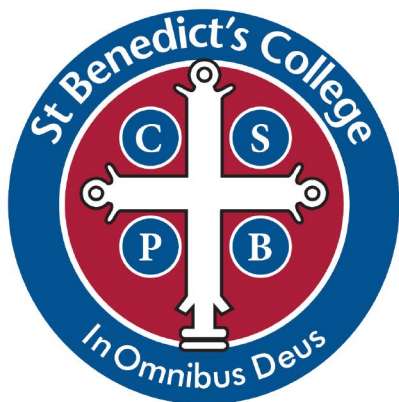
In this unit, students will delve into the foundational elements of creating moving image media works. They will explore various techniques and tools used in media production, such as shot composition, camera angles, lighting, and editing. By understanding these elements, students will learn how they can be manipulated to influence and engage audiences effectively. Through a combination of practical workshops and analytical activities, students will gain hands-on experience in creating media works and develop critical thinking skills. They will analyse and deconstruct media texts to understand how different elements are used to convey messages and evoke emotions. Additionally, students will reflect on the ethical considerations of media production, including representation and bias. By the end of the unit, students will have an understanding of the impact of media on viewers and be equipped with the skills to create their own moving image media works, culminating in the production of a shot list and a video portrait.

PATHWAYS PROGRAM

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.



St Benedict's College

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