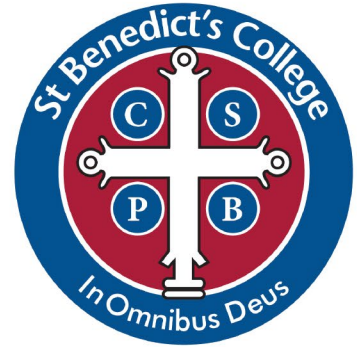


# SUBJECT HANDBOOK

## YEAR 9



St Benedict's College



2025

LOWER SENIOR YEARS

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## FROM THE PRINCIPAL

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Tameika Grist



### Welcome to the Year 9 Subject Handbook: Navigating Pathways and Possibilities

Dear students, parents, and carers,

Year 9 is an exciting stage of a student's learning journey. It is the first opportunity they have had to start refining and selecting what they are interested in, spending more time studying and learning about.

We hope this can be a time to ignite curiosity in areas of student interest and discover the subjects that resonate with passions and aspirations. Here at St Benedict's College, we are committed to guiding our students through this exciting journey, and this handbook is an important tool in helping you with your subject selections.

We also recommend students speak to your teachers about elective choices, older students who have done similar subjects and of course conversations with parents and caregivers.

#### Compulsory Foundations:

- Religion, English, Mathematics, Science, History and HPE (Health and Physical Education)

#### Elective Pathways:

- Over the next two years, students will have the opportunity to delve deeper into some subject areas they might have only had a taste of in Years 7 and 8.
- The available electives are outlined in this handbook.
- In Year 9 students will have 3 elective subjects per Semester (half year), whilst in Year 10 the electives they choose will be studied for a full year.

#### Preparing for the Senior Years

On the one hand, Year 9 is about building stepping stones toward Senior Years in terms of honing interests and study habits, however, it is also an important year to try new things, to look for electives that will help keep the balance of fun, learning and activity. With these things going well, we know students will be setting themselves up for success in whatever their Senior years will bring.

With anticipation and encouragement,



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



## USING THIS HANDBOOK TO CHOOSE SUBJECTS

Students have the opportunity to experience a broad range and rich curriculum through the wide range of subjects offered. Students should choose subjects that they are interested in and enjoy. They should also be starting to consider their future pathway into senior schooling and beyond.

### ELECTIVE COURSES – Choose 6 Semester Electives (plus 2 reserves)

Learning Area	Semester Elective Units Offered
<b>Business and Economics</b>	Australian Dollars
<b>Civics and Citizenship</b>	The Legal System
<b>Design Technologies: Food and Fibre</b>	Food and Fibre – Under the Dome Food – Gourmet Traveler
<b>Design Technologies: ITD and Design</b>	Engineering – Vehicle and Bridge Marvels Materials – Suburban Castle
<b>Digital Technologies</b>	Secure Coding Game Development
<b>Geography</b>	A Changing Planet
<b>Languages: Chinese (Mandarin)</b>	Food and Drinks Shopping
<b>Media Art</b>	Doin' it for the Gram Lights, Camera, Action!
<b>Performing Arts: Dance</b>	Dance Evolution
<b>Performing Arts: Drama</b>	The Actor's Journey Theatre for Performance
<b>Performing Arts: Music</b>	Rock School Pop School
<b>Visual Art</b>	Pop Culture Art Imitates Life

# HONORATUS EXTENSION PROGRAMS

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## WHY HONORATUS?

St. Honoratus was an Italian Benedictine monk who lived in the 15<sup>th</sup> 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

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

## PATHWAYS

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The St Benedict's College Careers and Pathways Program is designed to provide guidance and support to our students from Year 7 to Year 12. Our primary objective is to help each student embark on a rewarding pathway and life journey that aligns with their individual strengths and aspirations.

In Year 9 and 10, our Careers and Pathways Program is structured to assist both students and parents/carers as they navigate the complex and ever-evolving transition from junior secondary studies to senior studies, further education, training or employment.

Our program includes participation in the Career Tools Modules, which run in Years 8 and 9 during Pastoral Care lessons. This program aims to equip students with the skills they need for a lifetime of learning and career choices by providing exploration and aspiration tests while building student agency.

Additionally, Year 9 students will engage with the School Community Industry Partnership Service (SCIPS) to access employment readiness training and participate in careers days during which they will learn about resume writing and be involved in mock interviews.

Year 10 students will use the various Pathway resources to explore future career opportunities and be guided by teachers in creating their Senior Education and Training (SET) Plan.

We place a priority on providing regular, targeted exposure for our students to tertiary and vocational options through careers expos, university and TAFE immersion experiences, and other relevant activities.

We believe that with our comprehensive program, students can make informed decisions and feel confident in navigating their career pathways. We look forward to supporting both students and parents/carers throughout this exciting journey.

Careers Website: [St Benedict's College \(stbenedictscollegecareers.com.au\)](http://stbenedictscollegecareers.com.au)



# CORE SUBJECTS

## RELIGIOUS EDUCATION

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### 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 are a critical aspect of the courses.

### What does Year 9 Religious Education offer?

In Year 9, 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, 2020)*

# RELIGIOUS EDUCATION

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## Religious Life of the School Opportunities - Spirituality

The classroom teaching of Religion is inextricably linked to the Religious Life of the School. The College's spirituality program offers significant opportunities for students to take a break from the everyday school routine. The program permits 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.

### Year 9 – Masks

This day is a time to look at positive relationships with God and each other.

### Year 10 – Courage to Step Out of the Crowd

This day challenges the students to follow Christ by being counter cultural. It looks at identifying 'community' and what gifts the students can bring to this community.

### Year 11 – The Passionate Ones

This time challenges students to reflect on ways they can lead by loving our neighbor through and making distinctive difference in the community. Underpinning this day is an understanding of catholic social teachings.

### Year 12 – Retreat

Through invitation, students are called to see how to live their life more fully. Throughout this Retreat, they are invited to recall significant people who have formed them to be the people they are now and reflect on the future we hope them to become as they complete Year 12 and move beyond college life.

# ENGLISH

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## 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 study of English plays a key role in the development of literacy, which gives young people the knowledge and skills needed for education, training and the workplace. It helps them become ethical, informed, perceptive, innovative and active members of society. The English curriculum plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

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.

## What does Year 9 English offer?

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 9 and Year 10, students can participate in, and design 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.

The College also encourages learners in 9 English to participate in external reading and writing competitions.

# MATHEMATICS

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## Why study Mathematics?

Mathematics is vital to the learning, development, and future opportunities of all young Australians. It equips students with essential knowledge, skills, procedures, and processes in areas such as number, algebra, measurement, space, statistics, and probability. By enhancing numeracy capabilities, mathematics prepares students for their personal, work, and civic lives and lays the groundwork for advanced mathematical studies and professional applications.

Mathematics offers students the chance to apply their understanding in creative and efficient ways. It supports teachers in fostering self-motivated, confident learners through practice, inquiry, and active engagement in relevant and challenging activities.

Mathematical processes encompass the thinking, reasoning, communication, problem-solving, and investigative skills needed for working with mathematics. These essential skills are integrated throughout the mathematics curriculum, becoming more advanced as students progress through their schooling.

## What does Year 9 Mathematics offer?

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.

The College encourages learners in 9 Mathematics to participate in external competitions.

# SCIENCE

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## 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.



# HEALTH AND PHYSICAL EDUCATION

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## 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.

Integral to Health and Physical Education is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts. This enables students to participate confidently and competently when moving. Movement is a powerful medium for learning through which students can acquire and practice personal, social and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that support lifelong physical activity participation and enhanced movement performance.

## What does Year 9 Health and Physical Education offer?

In Year 9, students are prepared to tackle common health issues in their lives as well as develop habits and knowledge that prepares them for the senior phase of learning. They analyse current and most effective first aid procedures and protocols whilst also investigating risk management in a variety of real life situations. Students also learn the principles of nutrition and recovery, with focus not only on how they can be effectively applied in a sporting context but how these principles can benefit the health of the community in general. The practical aspect of the course focuses on developing the students' physical and communication skills in court and field games such as basketball, futsal, OzTag and ultimate frisbee.

# HISTORY

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## Why study History?

History is a disciplined process of inquiry into the past that develops students' knowledge, curiosity and imagination about the past. The application of history is an essential characteristic of any society or community and contributes to its sense of shared identity. History promotes the understanding of societies, events, movements, ideas and developments that have shaped humanity from the earliest times. It helps students appreciate how the world and its people and environments have changed, as well as the significant continuities that exist to the present day.

## What does Year 9 History offer?

In Year 9 History, you'll explore the concepts of imperialism, colonialism and nationalism and how they impacted on the beginning stages of the modern world (1800s to early 1900s). This study allows our students to make connections between the decisions of world governments and the rising tensions that led to the outbreak of 'The Great War'. While undertaking this subject, students are required to consider the material we look at and analyse who wrote or created this and what motive they had to do so. They have to evaluate sources for usefulness, accuracy and reliability and make connections between these concepts and the validity of the perspectives that are discussed.

## Topics Covered:

### Asia and the World: The British Raj

- Understanding the concepts of imperialism and colonialism
- Analyse the British Empire's actions in another nation
- Evaluate source material for reliability and accuracy when dealing with multiple perspectives on events

### Making and transforming the Australian nation

- Examine the causes and effects of European contact and extension of settlement on First Nations Peoples of Australia
- Analyse the different experiences and perspectives of this time including colonisers, settlers and First Nations Australians.

### First World War

- Understand the M.A.I.N factors that caused World War 1
- Analyse the different interpretations and debates about the nature of the ANZAC legend.
- Undertake an independent historical inquiry

# ELECTIVE SUBJECTS

## BUSINESS AND ECONOMICS

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### Why study Business Enterprise and Economics?

Economics and Business develops the knowledge, understanding and skills that will equip students to shape their social and economic futures. It also aids in the development of prosperous, sustainable and equitable Australian and global economies. Through studying economics and business, students learn to make informed decisions and to appreciate the effects of these decisions on individuals, businesses, and environmental and social systems.

Economics and Business develops a range of skills that foster enterprising individuals who can effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; plan, organise and manage risk; and use resources efficiently.

### What does Year 9 Business and Economics offer?

Where does money come from? Where does it go? Have you ever wondered what happens when we hand over our hard-earned cash to a business? This course gives students the opportunity to answer these questions and further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an 'economy' and explore what it means for Australia to be a part of the Asia Region and global economy. They consider the interdependence of participants in the global economy by learning about the relationships between producers and consumers, including the implications of decisions made by individuals, businesses and governments.

### Topics Covered:

#### Money Matters

- The importance of risk vs reward when investing in shares, property and term deposits.
- Circular flow, world currencies and how does the Australian financial sector run.

#### Going Global

- How do businesses and multinational corporations use competitive advantage to outperform and control the market.
- Understanding the importance of international trade, imports and exports on Australia's economy.

# CIVICS AND CITIZENSHIP

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## Why study Civics and Citizenship?

Civics and Citizenship provides students with opportunities to investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. Emphasis is placed on the federal system of government, derived from the Westminster and Washington systems, and the liberal democratic values that underpin it, such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments; how the system safeguards democracy by vesting people with civic rights and responsibilities; how laws and the legal system protect people's rights; and how individuals and groups can influence civic life.

## What does Year 10 Civics and Citizenship offer?

In Year 9, students develop their understanding of Australia's federal system of government and how it enables change. Students investigate the features and jurisdictions of Australia's court system, including its role in applying and interpreting Australian law. They also examine global connectedness and how this is shaping contemporary Australian society and global citizenship.

During the semester, the skills and understandings are developed through hopefully answering each of the following areas:

- What are the influences that shape change in the operation of Australia's political and legal systems?
- How does Australia's court system work in support of a democratic and just society?
- How do citizens participate in an interconnected world?

## Topics Covered:

### Government and Democracy

- Where does Australia's law come from?
- Understanding how does Government pass bills to become legislation.
- Examine how and why do individuals and groups get involved in civic life, including how people of any age can be included.

### Laws and Citizens

- How do the courts function and what do they do? Including the role of judges, lawyers and juries in trials.
- The importance of balancing the rights of the accused vs the rights of victims.
- How does all forms of media influence Australian society including legislation, governance and courts.

# DESIGN TECHNOLOGIES

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## 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.

## What does Year 9 Design Technologies offer?

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

- design thinking,
- design processes and
- 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 allows students to construct projects that are broken up into skills development and design challenges across disciplines.

## Semester Electives Offered in 2025

### Engineering – Vehicle and Bridge Marvels

In Vehicle & Bridge Marvels, students will dive into the world of innovative engineering. They will explore the principles of motion and force to design an aerodynamic electric vehicle and a bridge. Utilising cutting-edge technologies like laser cutters and 3D printers, students will bring their designs to life. They will analyse the characteristics and properties of materials to create engineered solutions that incorporate force, motion, and energy. Through critical thinking and using the design process, students will create innovative designs for a better global future.

### Materials – Suburban Castle

In the Suburban Castle, students will design and build a flat pack stool and household sign, utilising traditional woodworking techniques alongside modern CNC fabrication, water jet cutting, and laser cutting methods. This practical experience immerses students in the design process within real-world contexts. Through design thinking, drawing, and prototyping, students develop critical thinking skills and effective problem-solving abilities.

### Food and Fibre – Under the Dome

In Under the Dome, students will explore both textiles and food-related activities. They will investigate how sustainability, social considerations, and ethics impact the design and production process. Through the design process, students will develop practical solutions to meet societal needs. Projects include creating a cotton-based textile product and designing innovative food delivery items. These hands-on activities will enhance students' skills and knowledge in food and fibre, while fostering creativity and design thinking.

### Food Specialisation – Gourmet Traveller

Gourmet Traveler offers a unique learning experience for students in the fascinating realm of fusion food. In this program, students explore the rich culinary heritage of Australian Indigenous foods, as well as diverse cuisines from around the world. By blending these influences, they embark on an exciting journey of creativity and innovation to create fusion food products. Through hands-on activities and guided instruction, students learn to combine ingredients, flavours, and techniques to develop unique and delicious taste experiences.



# DIGITAL TECHNOLOGIES

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## Why study Digital Technologies?

In a world that is increasingly digitised and automated, it is critical to the strength and sustainability of the economy, the environment and society that digital solutions are purposefully designed to include user empowerment, autonomy and accountability. With this, emerging technologies also present transformative opportunities to address the circular economy through the reduce, re-use, recycle process. This requires deep knowledge and understanding of digital systems (a component of an information system) and how to manage risks. 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 skills such as computational and systems thinking. These technologies are an essential problem-solving toolset in our knowledge-based society.

Digital Technologies empower 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 safe, respectful, creative and discerning decision-makers when they select, use and manage data, information, processes and digital systems to meet needs and shape preferred futures.

## What does Year 9 Digital Technologies offer?

Digital Technologies provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions within an ethical framework, considering Safety by Design principles. Digital Technologies can also play an important role in responding to the diversity of learners and in ensuring the participation of all students in the learning process. 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 gives students 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 safe, respectful, creative and innovative learners, who are active, ethical citizens capable of being informed members of the community.

## Semester Electives Offered in 2025

### Algorithms and Coding

In Algorithms and Coding, students will learn to design and validate algorithms, and implement them using the Python programming language. Students will plan, collaborate and manage an agile project to generate a digital solution. Students will explore the use of variables, data types, input and output via a console environment. They will utilize iteration and branching constructs to write algorithms and code, as well as integrating chance elements and string manipulation into console applications. Advanced students may learn to store values in complex data structures, such as lists, dictionaries, sets or tuples, access disk storage to read and write files using code, or investigate a GUI framework to develop desktop applications. Students will understand modular programming techniques, and advanced students may look at paradigms such as OOP.

### Game Development

In Game Development, students develop and modify innovative games, by decomposing real-world problems, and critically evaluating alternative games against user stories. To do this, students utilize a commercial game engine to create and manage 2D games. Students explore game physics, directional and timing systems, as well as scripting object controllers, game controllers, game frameworks and level management systems. In doing this, 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, whilst understanding the associated IP rights with asset management. Successful completion of this course will result in students prototyping a game solution that has enough commercial appeal to attract crowd sourced funding, keeping in mind the key elements of successful game genre appeal.

# GEOGRAPHY

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## Why study Geography?

Geography inspires curiosity and wonder about the diversity of the world's people, places and environments. Geography features a structured way of exploring, analysing and understanding the characteristics of the places that make up our world. This enables students to question why the world is the way it is and reflect on their relationships with and responsibilities for the world. Through the study of Geography, students become informed and responsible members of their local and global communities. They learn to act ethically to sustain and improve natural and social environments, and engage in the global community

## What does Year 9 Geography offer?

In the Biomes and Food Security unit, students will investigate the various biomes of the world, their characteristics, and their significance to food production and security. They will examine the distribution and characteristics of biomes such as forests, grasslands, deserts, and tundras, and how these biomes support different types of agriculture and food production. Students will explore the challenges of ensuring food security in a growing world population, including the impacts of climate change, land degradation, and sustainable agricultural practices.

In the Geographies of Interconnection unit, students will explore how people, places, and environments are interconnected at various scales from local to global. They will investigate the ways in which transportation, communication, trade, and technology link places and people, shaping their daily lives and experiences. The unit will also delve into the concept of global citizenship, encouraging students to think critically about their roles and responsibilities in an interconnected world and how they can contribute to more sustainable and equitable global systems. A key focus will be on globalization and its effects, including issues such as sweatshops, exploitation, and environmental degradation.

## Topics Covered:

- Consider the effects of climate change on pacific island communities.
- Air quality concerns in developing countries.
- How do we define the wellbeing of Asian, Pacific and Middle Eastern communities.
- Analyse disparities in wellbeing across nations.

# LANGUAGES - CHINESE (MANDARIN)

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## 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.

## What does Year 9 Languages - Chinese offer?

In the Year 9 Chinese (Mandarin) course, you'll dive into two fun and practical topics:

- **Food & Drinks:** You'll learn words and phrases about food and drinks, how to talk about your favourites, and how to order at a restaurant. This unit will help you feel confident when eating out in a Chinese-speaking place.
- **Shopping:** You'll explore how to talk about money, prices, products, and how to bargain. This will give you the skills to shop and handle transactions in Chinese-speaking markets and stores.

This course makes learning Chinese fun and useful, giving you the language skills you need for everyday situations.

## Topics Covered:

### Food and Drinks

- Learn vocabulary around expressing what food or drinks they like and able to order food at a restaurant
- Examine how restaurants and food differ in China compared to Australia

### Shopping

- Learn vocabulary around shopping, products, money and being able to bargain on prices.
- Examine cultural bargaining practices in China and how the shopping experience might be different compared to Australia.

# MEDIA ART

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## Why study Media Art?

In Media Arts, students learn through developing understanding and application of concepts involving media technologies, representations, audiences, institutions, media languages and relationships. They use moving images, sound, text, technologies and production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artists and as audiences.

## Semester Electives Offered in 2025

### Doin' it for the Gram

How do you use a green screen? What are the different parts of a camera? How can I edit footage to create a film? How can I make my Instagram stories go from tragic to cinematic? All these questions will be answered in this foundational unit to Media Arts. Students in the unit *Doin' it for the Gram* will focus on the development of essential skills used in the creation of media projects and in the field of Film, Television and New Media. Students will learn a variety of skills related to photography, online media platforms, filmmaking, sound, lighting, and editing. They will learn a variety of new skills including lighting setup and manipulation, shot design, basic advertising, and marketing in media. They will study the technical and symbolic elements of media and how these are used to create narrative media works used in advertising and microfilms.

### Lights, Camera, Action!

Is the next Spielberg, Tarantino or Scorsese among you? Students in the unit *Lights, Camera, Action!* will acquire an understanding of various techniques and processes used in the field of Film, Television and New Media. Students will learn a variety of skills related to photography, filmmaking, editing, script writing, storyboarding, sound and lighting. They will develop knowledge of a variety of related software, including the industry standard editing software, Davinci Resolve. They will study the technical and symbolic elements of media and how these are used to create films, television series and music videos.

# PERFORMING ARTS – DANCE

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## Why study Dance?

In Dance, students develop their capability and confidence through the practices of choreography, performance and responding. They use dance-specific processes in purposeful and creative ways that are informed by their engagement with the work of living choreographers and performers from across local, regional, national and global cultures, times and places. This awareness of diverse dance practices, genres and/or styles informs their own work as choreographers and performers.

## Topics Covered:

### Dance Evolution

From the twist to moonwalking, disco to breakdancing, and street dance to afrobeat, in the unit Dance Evolution you will explore popular dance styles and how music, culture and social media has influenced the evolution of dance through the decades. You will learn to perform dance routines, create your own choreography and respond to dance works as you learn, practice and refine technical dance skills.

Students will:

- Learn to follow choreography, rehearse and perform routines
- Work collaboratively to choreograph dance in groups
- Reflect on their own dance works and the works of others
- Use the elements of dance to analyse and construct dance works.



## PERFORMING ARTS - DRAMA

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### Why study Drama?

In Drama, students develop their capability and confidence through creating, performing and responding. They use drama processes in purposeful and creative ways that are informed by their engagement with the work of living performers and drama-makers from across local, regional, national and global contexts. This awareness of diverse drama practices, genres and styles informs their own drama practice.

### Semester Electives Offered in 2025

#### The Actor's Journey

What is realism? How do actors develop skills to help the audience fully engage in theatre? This unit invites the actors to engage in a dialogue with the audience. Using contemporary forms of performance skills and engaging texts students become skilled actors. Creating both original performances and re-contextualising written scripts students are given opportunities to perform.

#### Theatre for Performance

Students delve into the immersive realm of theatre. This unit explores the different techniques that can be used to create and design drama and how it can evolve into a piece of theatre ready for the stage. Students will develop scripts, performance skills, behind the scenes roles and dive deeply into conventions of comedy and Children's theatre.

## PERFORMING ARTS - MUSIC

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### Why study Music?

In Music, students develop their capability and confidence through listening, composing and performing. They use music knowledge and skills in purposeful and creative ways that are informed by their engagement with the work of living composers and performers from local, regional, national and global contexts. This awareness of diverse music practices, genres and styles informs their own music practices.

### Semester Electives Offered in 2025

#### Rock School

In Rock School, you will engage in a course of study that involves live performance, music analysis and the creation of original music using digital recording software. If you want to improve your playing, singing or composing, then you will enjoy Rock School. This practical unit explores the origins of the popular music genre through an exploration of the Blues, Swing, Rhythm & Blues, Rock 'n' Roll and modern Rock Music. You'll discover that the music of today is the product of the past. Whilst artists of the 1960s might seem a little tame by today's standard, it was their willingness to push social boundaries that paved the way for modern music.

#### Pop School

In Pop School, you will enter a course of study in which you will perform, analyse and compose music. In this hands-on unit we will explore the way that music soundtracks our lives and influences popular culture. As part of your studies, you will explore the way that music influences how we experience movies or games. As a musician or singer, you will perform music from popular styles of your choice. This unit culminates in students participating in a live game show style musical quiz complete with a host, theatre lights, theatrical smoke and live music performed by you.

# VISUAL ART

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## Why study Visual Art?

In Visual Arts, students use visual conventions, visual arts processes and materials in purposeful and creative ways that are informed by their engagement with the work of living visual artists, visual arts practices and arts spaces in local, regional, national and global contexts. This awareness of the diversity of visual arts practices, forms, styles and representations informs their own visual arts practice.

## Semester Electives Offered in 2025

### Pop Culture

Students in 'Pop Culture' will explore and respond to the pop art and street art movements as the focus for this unit. Students will develop practices and skills to produce a folio of work which includes drawing, collage, sculpture, painting, printmaking, and digital image manipulation using Photoshop. Through analysis and investigation of historical and contemporary artworks, students create and present artworks to communicate social commentary and ideas about popular culture in their work. Students will use materials such as oil pastels, plaster, paint, and Photoshop to learn visual art techniques and processes related to effective composition, stenciling and mural design.

### Art Imitates Life

Students in 'Art Imitates Life' will explore and respond to identity and portraiture as the focus for this unit. Students will develop practices and skills to produce a folio of work which includes drawings, paintings, collage, sculpture, prints and digital works. Through analysis and investigation of portrait artworks from the Archibald Prize, students create and present artworks to express the identity of their subject in their work. Students will use materials such as graphite, ink, watercolour, wire, and paint to learn visual art techniques and processes related to mono printing, rendering depth and realism, as well as drawing and painting the human face in proportion.

## SUBJECT SELECTION ONLINE (SSO) INFORMATION

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Subject Selection Online (SSO) is a web application that allows students to enter their subject preferences online. Details of how to use SSO are described in a step by step process below.

### Accessing SSO

To use SSO you must open your web browser to the College Portal and go to Student Workspaces.

Click the following icon to enter SSO:



**SSO Opens Friday 2 August for Year 8. (Term 3, Week 5)**

### Step 1 - Logging into SSO

Your username is your *BCE login name* – example – gfrederick1

Your password is your *date of birth, written in numbers* – example - 8 January 2009 is required to be written as 08012009, 22 January 2009 is to be written as 22012009.

### Step 2 - Selecting Preferences

List your electives **in order of preference**. You need to choose six (6) electives and two (2) reserves. Drag and drop them into place. The order of them is important as subjects are assigned according to this order.

**NOTE:** You will not be able to choose the same subject twice OR choose it as a reserve if you have chosen it as your elected subject

### Step 3 - Checking

The checking page allows you to check your selection in the Your Selections Summary that appears on the right side of the page. There is a Generate Selection Report button at the bottom of this section.

Press this, to download your Selection Report. This is your copy. Save it in your One Drive in a folder named 2025 Subject Selections Report.

### Step 4 - Parent Approval

Once you have selected your preferences, have your parents/carers review and enter the pin that has been emailed to them to confirm your choices. This is to be completed by:

♦ **3.00 pm Friday 16 August (Week 6, Term 3) for Year 8 students**

# KEY STAFF CONTACTS

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## Leadership Team

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Principal	Tameika Grist
Deputy Principal	Tim Campbell
Assistant Principal Religious Education	Peter Olley
Assistant Principal Administration	Chris Carlill
Assistant Principal Curriculum	Anja Reust

## Curriculum Leaders

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Design Technologies	Shaun Manning
Digital Technologies	Michael Addicott
English	Jemma Cecil
Health and Physical Education	Mark Bennedick
Humanities/ Languages	Branden Laurie
Learning Enhancement Leader	Jody Prouse
Learning Leader	Christina Ong
Librarian	Frances Zabarauskas
Mathematics	Hayley Jones
Religious Education	Peter Olley
Science	Amanda Robinson
The Arts	Megan Davis

## Program Leaders

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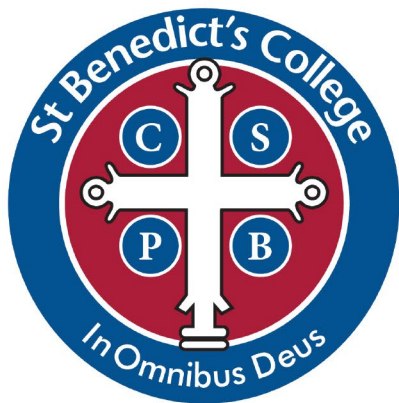
Culture Program Leader	Paula-Mary Camilleri
Pathways Program Leader	Sarah Meder
Sport Program Leader	Scott Reaper
VET Program Leader	Geoffrey Young

## Pastoral Team

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Guidance Counsellor	Louise Forbes and Dominique Sinclair
Pastoral Leader Year 7	Ben Sitarz
Pastoral Leader Year 8	Jane Young
Pastoral Leader Year 9	Lavinia Affleck
Pastoral Leader Year 10	Chris Bugden
Pastoral Leader Year 11	Liam Murphy
Pastoral Leader Year 12	Grant Shepherd





St Benedict's College

## CONTACT US

21 St Benedicts Close, Mango Hill QLD 4509  
PO Box 935, North Lakes QLD 4509 Australia

Phone: 07 3385 8888

Fax: 07 3385 8855

Email: [smangohill@bne.catholic.edu.au](mailto:smangohill@bne.catholic.edu.au)

Website: [www.stbenedictscollege.qld.edu.au](http://www.stbenedictscollege.qld.edu.au)