

# SUBJECT HANDBOOK

# YEARS

# 7&8



St Benedict's College



# 2024

MIDDLE YEARS

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# FROM THE PRINCIPAL

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Claire McLaren



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

Middle Years (Year 7 and Year 8)

Lower Senior Years (Year 9 and Year 10)

Senior Years (Year 11 and Year 12)

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

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

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

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

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

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

A handwritten signature in black ink that reads "C. McLaren". The signature is fluid and cursive, with a long, sweeping underline.

Claire McLaren

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

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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 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
- Mathematics
- STEM
- Sport

The College encourages learners in Years 7 and 8 English 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
- History and
- Health and Physical Education.

Students have the opportunity to experience a broad range and rich curriculum through the wide range of subjects offered. These elective subjects are a term in length and are outlined in detail in this handbook. Each subject page contains a subject pathway into Senior Years. Year 11 and 12 subjects are indicative only and are subject to change due to student interest and changes in courses. They should not be read as the subjects that will be offered and are provided as a guide only to assist in subject progression and potential selection.

### ROTATION COURSES

LEARNING AREA	UNIT
Business and Economics	It's an Entrepreneur's World (Year 7) Ethical Business Practices (Year 8)
Civics and Citizenship	Constitution to Law (Year 7) Who represents you? (Year 8)
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)
Geography	Place and Liveability (Year 7) Landscapes and Landforms (Year 8)
Languages: Chinese (Mandarin)	Hello! (Year 7) I Love My Family! (Year 8)
Performing Arts: Drama	The Heroes Journey (Year 7) The Elements of Drama (Year 8)
Performing Arts: Music	Music 101 (Year 7) Let's Jam (Year 8)
Visual Arts	Exploring the Elements (Year 7) My Story, Your Story, Our Story (Year 8)

# 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 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; practising 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 centred breathing and attending to posture.

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



# RELIGIOUS EDUCATION

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## 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.

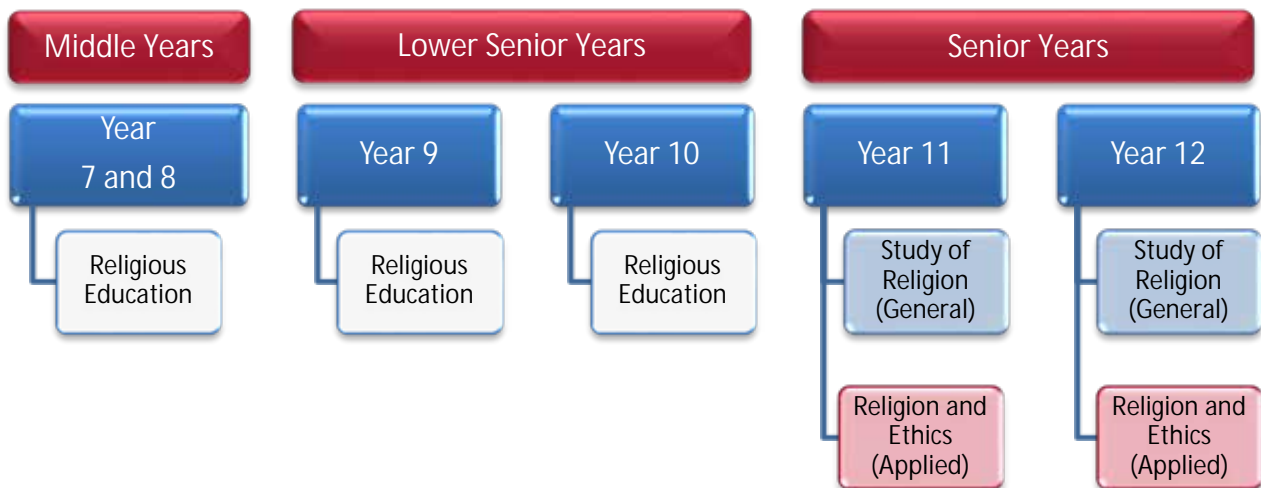
### Year 8 – The Real Gift

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.

## RELIGION – SUBJECT PATHWAY

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# 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.

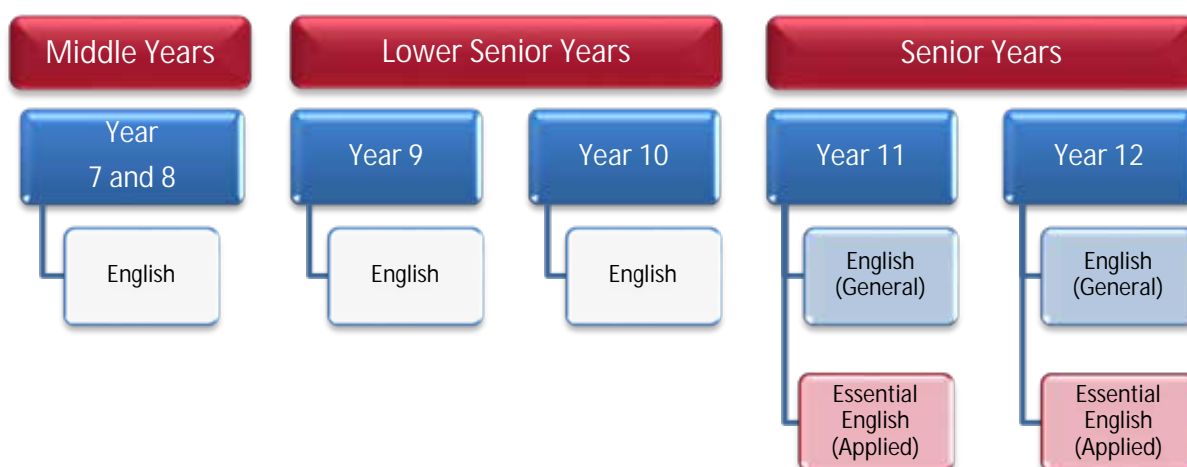
At our College, the English courses focus on:

- 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.

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

## ENGLISH – SUBJECT PATHWAY



# 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

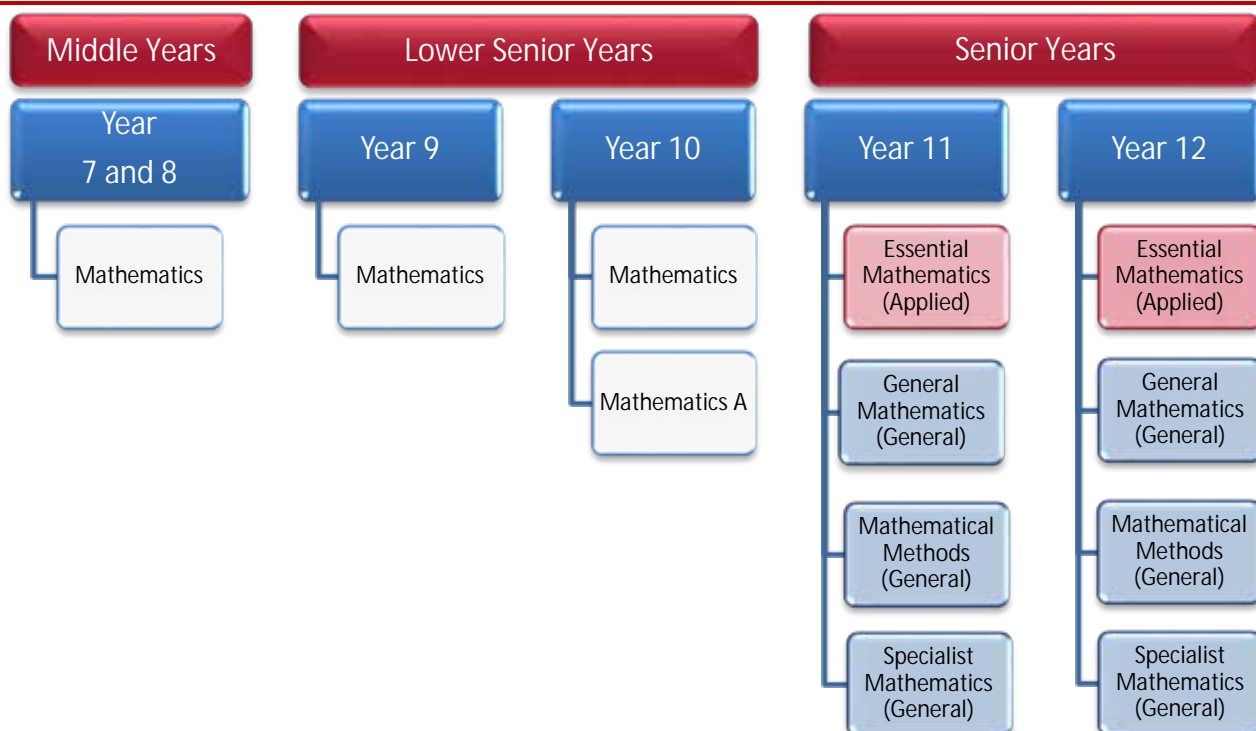
Students further develop their understanding and application skills in geometry and are introduced to angle relationships. They continue to acquire new understandings in measurement and algebra and are introduced to algebraic expressions and operations to use when problem solving, as well as the nature 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.

The College also encourages learners in Years 7 and 8 Mathematics to participate in external problem solving and modelling competitions.

## MATHEMATICS – SUBJECT PATHWAY



# 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.

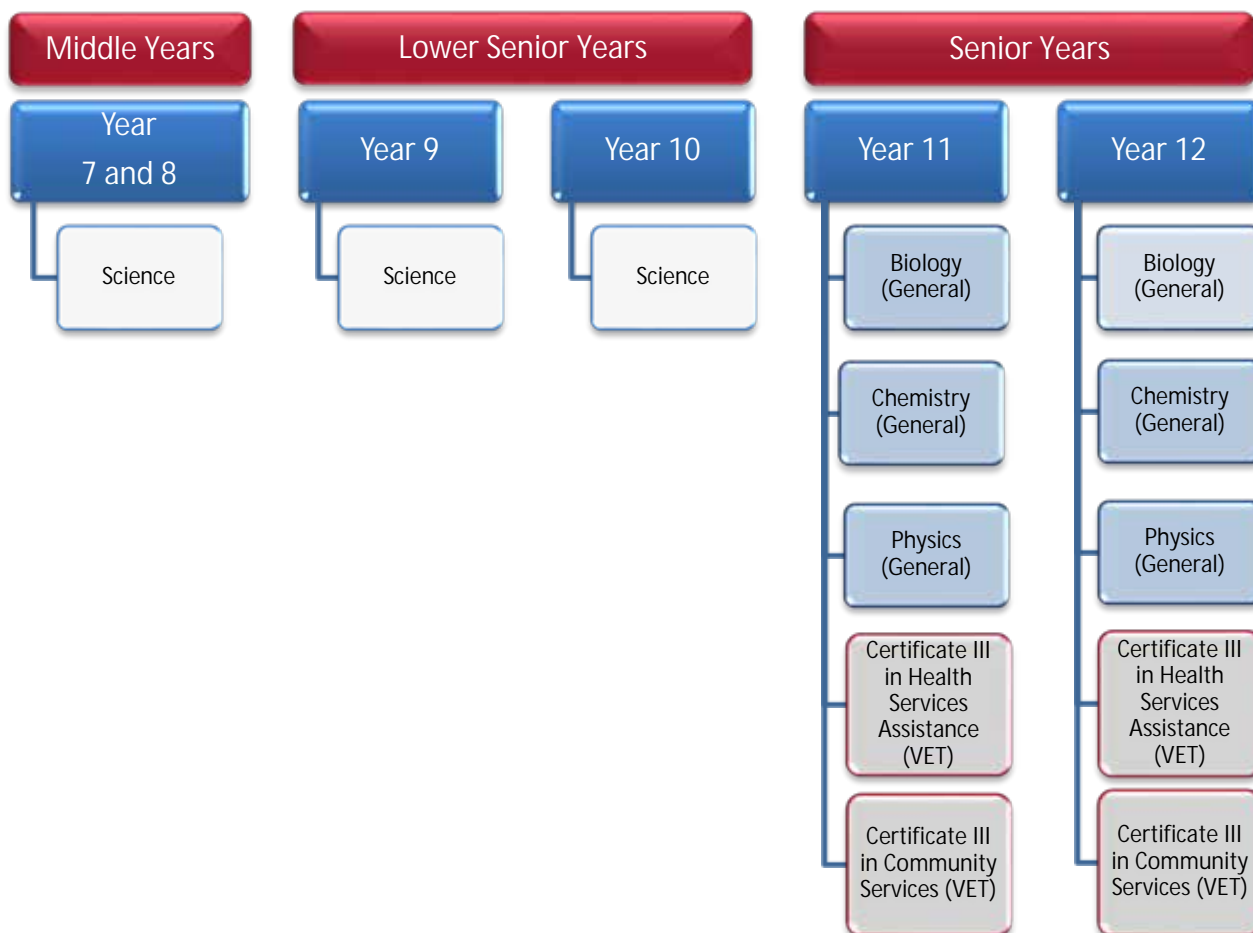
### YEAR 7 Science

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. Student 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.

## SCIENCE – SUBJECT PATHWAY



# 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 practise and refine personal, behavioural, social and cognitive skills.

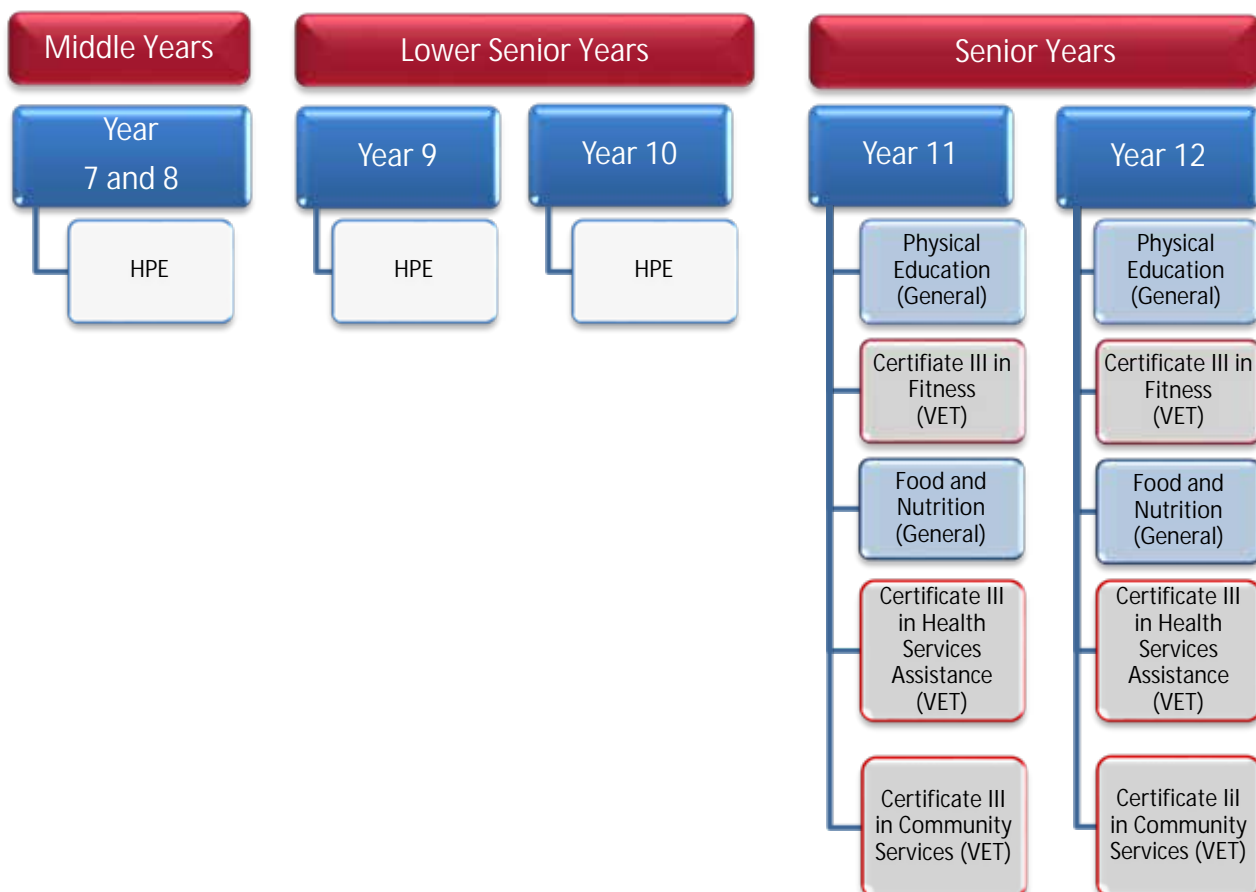
### YEAR 7 Health and Physical Education

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

### YEAR 8 Health and Physical Education

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

## HEALTH AND PHYSICAL EDUCATION – SUBJECT PATHWAY



# HISTORY

## 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.

As a discipline, history has its own methods and procedures that make it different from other ways of understanding human experience. The study of history is based on evidence derived from remains of the past. While always seeking truth, the study of history is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills such as the ability to ask relevant questions, critically analyse and interpret sources, consider context, explain different perspectives, develop and substantiate interpretations with evidence, and communicate effectively.

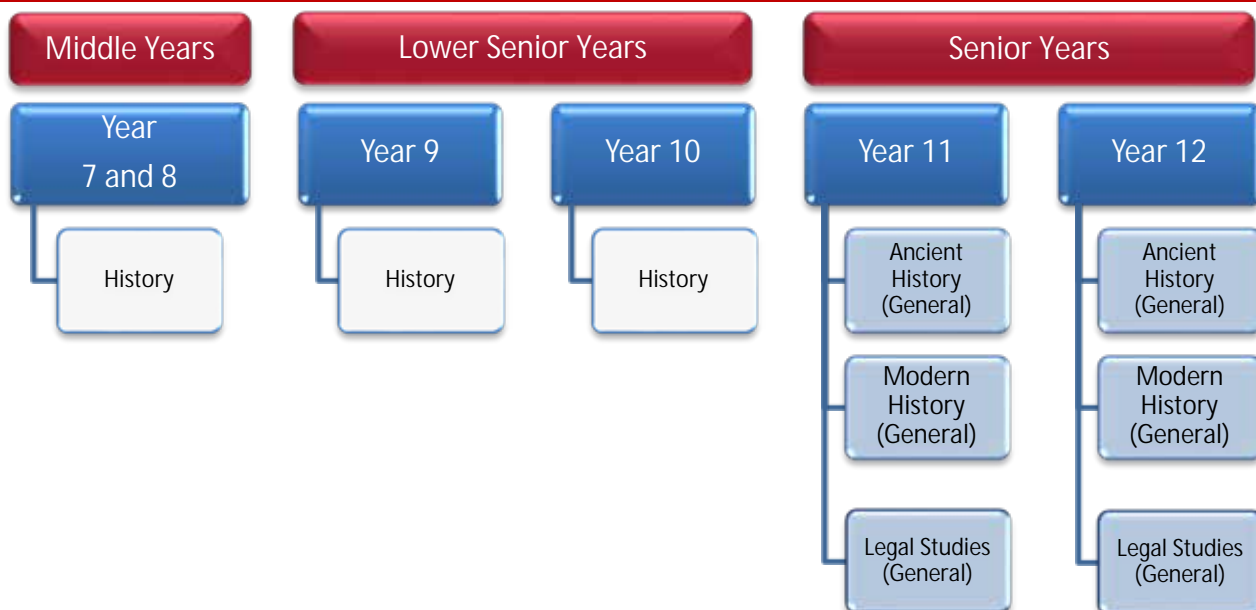
## YEAR 7 History – What's Old is New Again – The Ancient World

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

## YEAR 8 Feudal Fever – Feudal Societies and the Medieval World

In Year 8, students delve into a study of The Vikings with a focus on the power and social structures. They understand the influences of this period in history on the world. Then students move into a study of Medieval Europe, where students undertake their own research inquiry identifying important aspects of this feudal society.

## HISTORY – SUBJECT PATHWAY



# ROTATIONS

## 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.

### YEAR 7 It's an Entrepreneur's World

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

Key inquiry questions for the Year 7 course include:

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

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

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

### YEAR 8 Ethical Business Practices

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

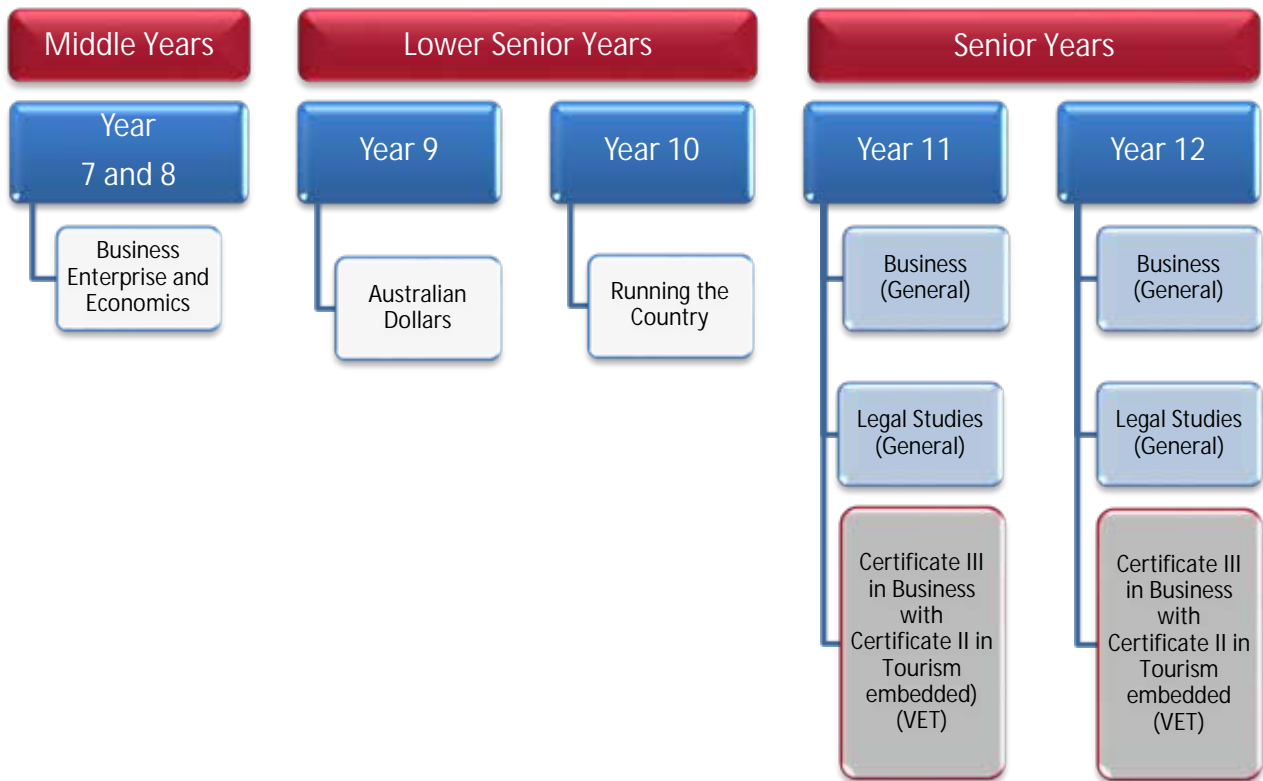
Key inquiry questions for the Year 8 course include:

- A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions:
- Why are markets needed, and why are governments involved?
- Why do consumers and businesses have both rights and responsibilities?
- What may affect the ways people work now and in the future?
- How do different businesses respond to opportunities in the market?

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

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

# BUSINESS AND ECONOMICS - SUBJECT PATHWAY





# 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.

## Year 7 Civics and Citizenship: Constitution to Law

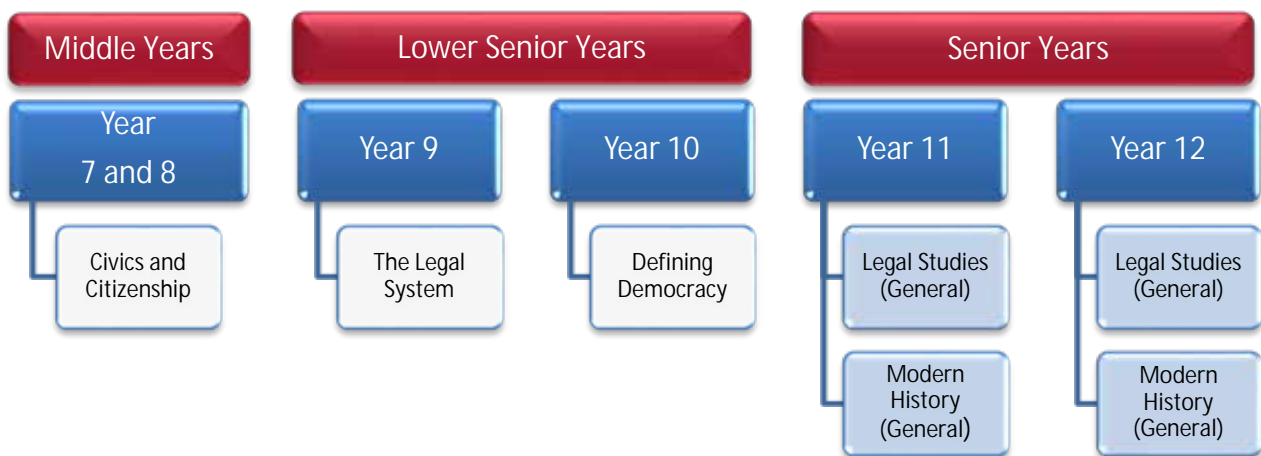
In Year 7, students study the key features of democracy and Australia's federal system of government, and explore how values shape our democracy. Students learn about the key features and principles of Australia's legal system. They look at how the rights of individuals are protected through the legal system, which aims to provide justice. Students also explore how Australia's secular system of government supports a diverse society with shared values that promote community cohesion.

## Year 8 Civics and Citizenship: Who represents you?

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. Students consider how laws are made and the types of laws used in Australia. They also examine what it means to be Australian by identifying the reasons for and influences that shape national identity, and how this contributes to active citizenship.

## CIVICS AND CITIZENSHIP – SUBJECT PATHWAY

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# 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.

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 Materials – 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 – 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 Materials – Life Cycles

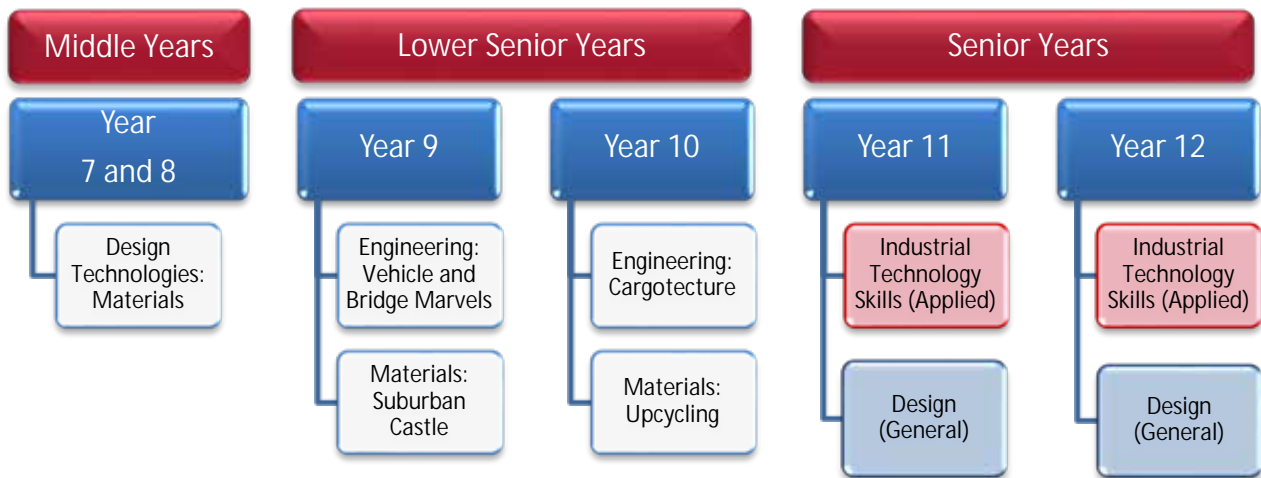
In the unit Life Cycles, students create a tote bag while learning about sustainable practices. They apply sewing and mending skills using sustainable fiber materials, considering the environmental impact of their choices. This hands-on experience fosters their understanding of sustainability in food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

## YEAR 8 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.

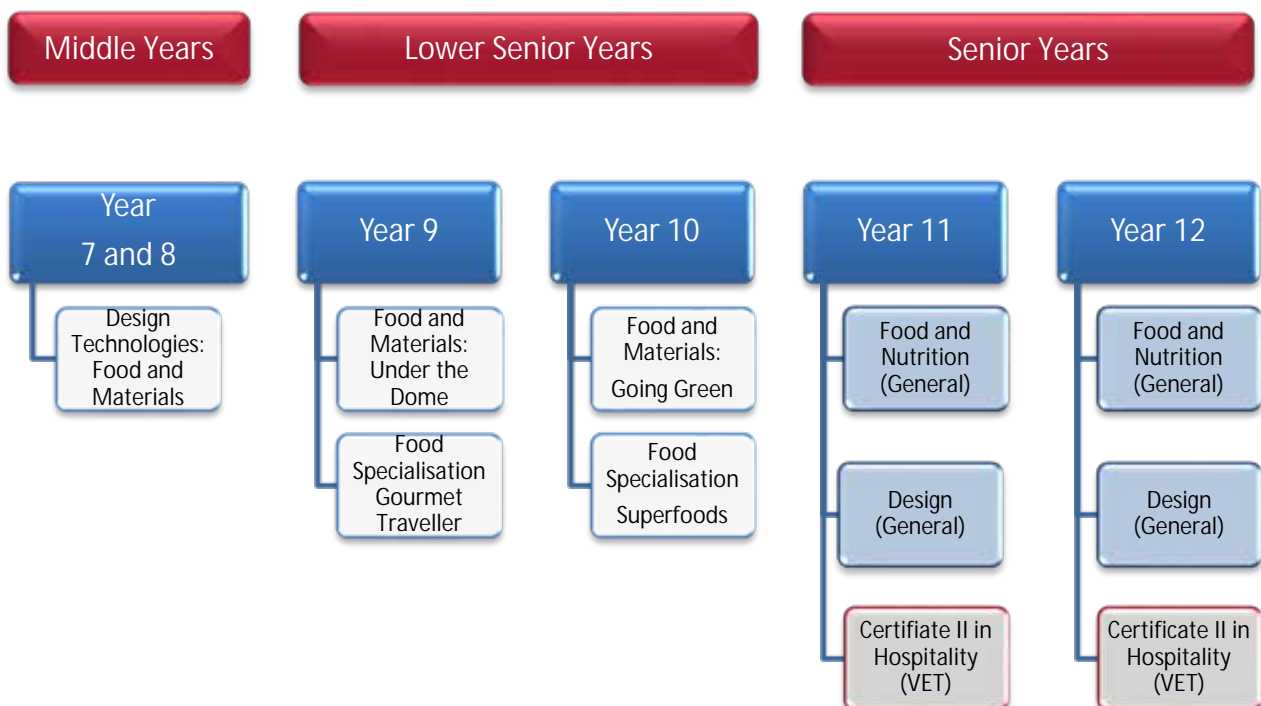
## DESIGN TECHNOLOGIES: ENGINEERING AND MATERIALS – SUBJECT PATHWAY

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## DESIGN TECHNOLOGIES: FOOD AND MATERIALS – SUBJECT PATHWAY

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# 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.

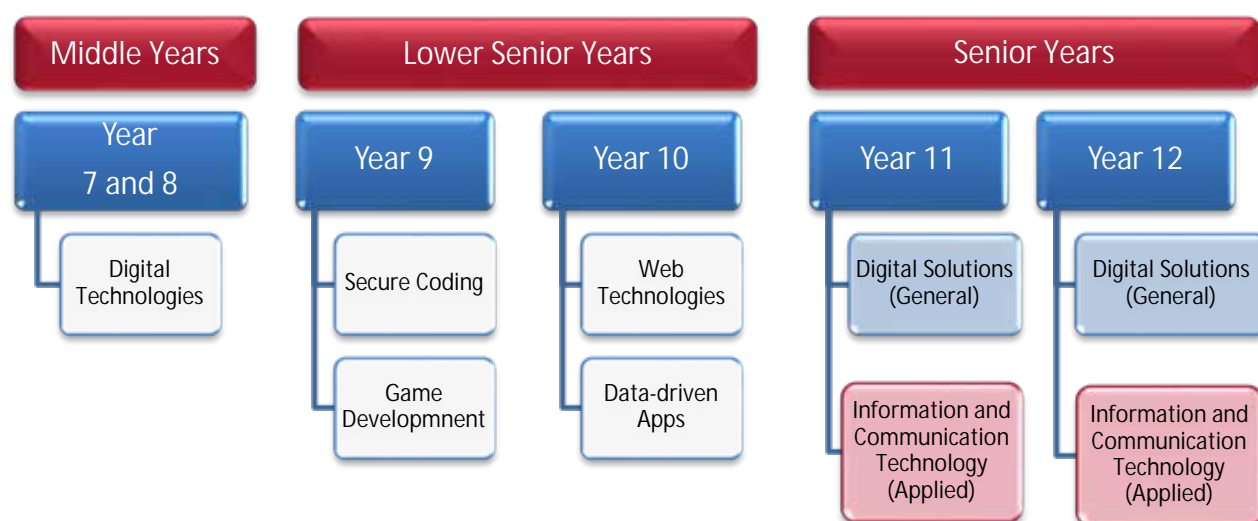
### YEAR 7 Interactive Application Development

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.

## DIGITAL TECHNOLOGIES – SUBJECT PATHWAY



# 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.

## YEAR 7 Place and Liveability

This unit focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed.

## YEAR 8 Landscapes and Landforms

In Year 8 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. Students explore the distribution of Australia's distinctive landscapes and significant landforms. They also consider the ways that the sustainability of significant landscapes and the impacts of hazards are managed.

## GEOGRAPHY – SUBJECT PATHWAY

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# 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.

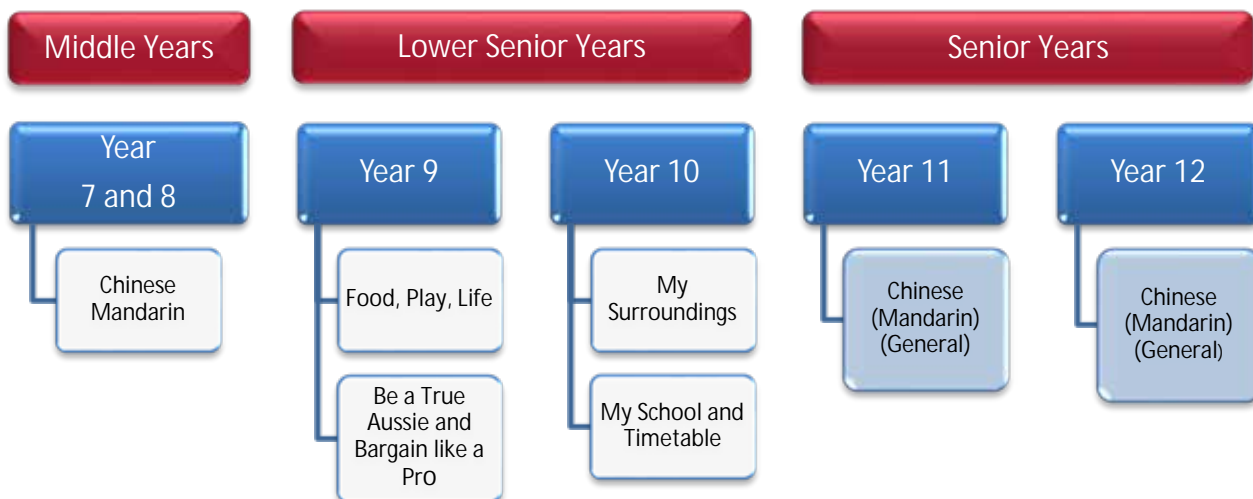
## YEAR 7 Hello!

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.

# LANGUAGES – CHINESE (MANDARIN) – SUBJECT PATHWAY



# PERFORMING ARTS - DRAMA

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## 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 7 The Heroes Journey

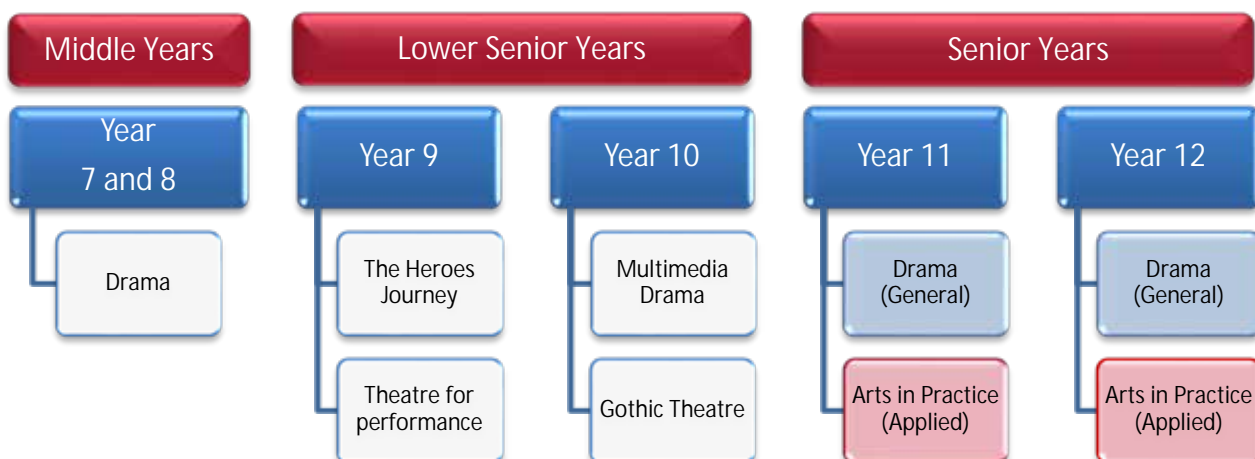
In Year 7 Drama, students will experiment with non realism and alternative ways of creating performances. Movements are exaggerated and characters are explored using sound and technical elements to enhance the overall mood and create tension. Working collaboratively, students create a character, devise scenarios, rehearse and refine a performance. Using oral and written literacy skills, they analyse, evaluate and respond to performances.

## YEAR 8 The Elements of Drama

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

## DRAMA – SUBJECT PATHWAY

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# 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, skilful, and informed musicians, whilst building knowledge and skills for listening with intent and purpose, composing, and performing.

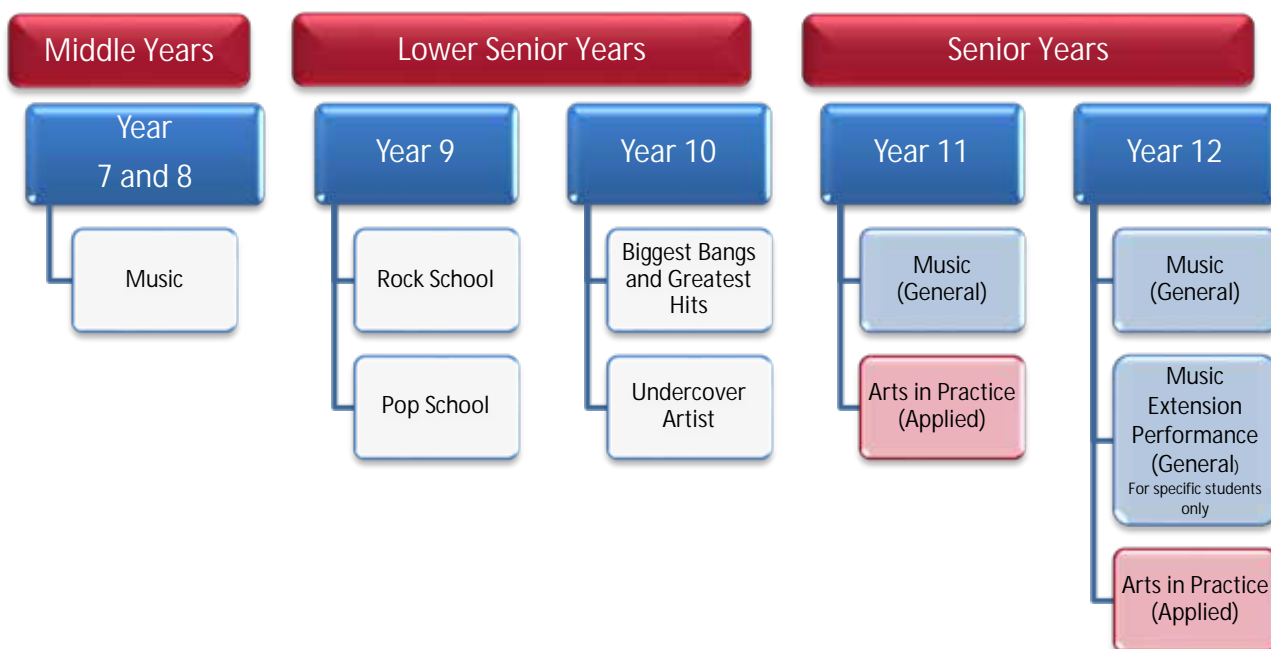
## YEAR 7 Music 101

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.

## MUSIC – SUBJECT PATHWAY





# VISUAL ART

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## 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 Exploring the Elements

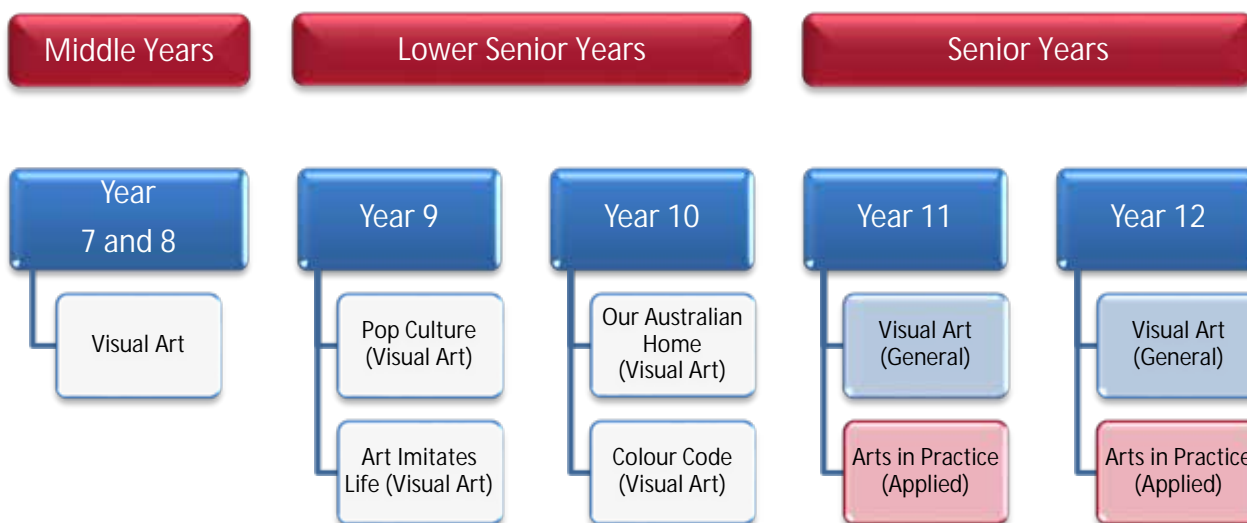
In this unit, students experiment with visual art elements and techniques to represent themes, concepts and ideas in their work. Through a series of art making and responding activities they develop knowledge and skills as both artists and an audience. Students produce a folio of work by designing and 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.

## YEAR 8 My Story, Your Story, Our Story

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

## VISUAL ARTS – SUBJECT PATHWAY

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# OPTIONS FOR YEAR 9 AND 10

## MEDIA ART

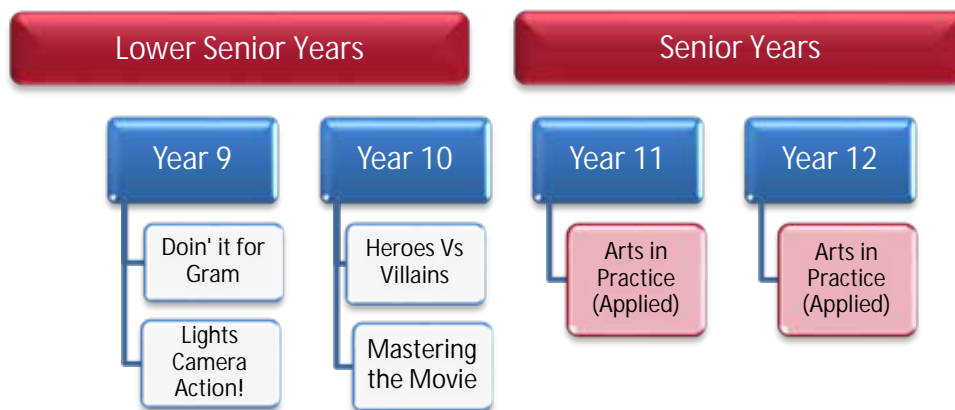
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### Why study Media Art?

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.

## MEDIA ART – SUBJECT PATHWAY

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## PERFORMING ARTS – DANCE

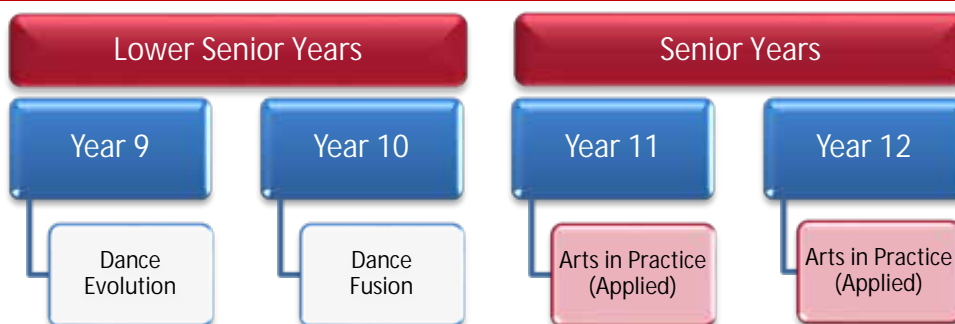
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### Why study Dance?

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 students' 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.

## PERFORMING ARTS - DANCE – SUBJECT PATHWAY

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## VOCATIONAL EDUCATION AND TRAINING

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

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

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



St Benedict's College  
Mango Hill