YEAR 7 AND 8 CURRICULUM HANDBOOK 2026

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YEAR 7 & 8 SUBJECTS

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Mathematics
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Physical Education
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LOTE

LOTE *

Chinese
French
Japanese

** Students must choose at least one LOTE subject*

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YEAR 7 Curriculum

Christian Education

Subject Overview

The Year 7 Christian Education Course is designed to make a strong link between real world issues and the Bible's relevance in a young man's life. The Christian Education program at BBC is both practical and experiential, offering many opportunities for boys to respond to the Gospel's foundations of justice, restoration, and renewal.

Through the different units presented, students can see that God loves them, has a plan for them, has given them gifts to use, and is always there for them. Students are also given the opportunity to develop quality relationships skills and develop their character. As well as lessons in class, boys will participate in Year 7 Chapel services during class time and have the opportunity to lead segments of the services to develop their spiritual gifts and leadership.

Course Structure

Semester 1

The Big Questions - Students will explore some of the 'big questions' about Christian faith using the Bible as a key guide for answers. They will be encouraged to ask questions themselves and discover that faith is a journey that is best travelled when shared. Some questions considered are: What is the Bible; Who is Jesus; What is prayer; and why do Christians celebrate Easter?

Attributes of God - The Lion, The Witch and the Wardrobe - Students will explore some of the attributes of God as revealed in the Bible and exhibited by Aslan in the classic novel written by C.S. Lewis.

Semester 2

What is Prayer? – Students will examine some of the prayers in the Bible (e.g. desperate prayers, prayers of encouragement) and discover the varieties of ways we can communicate with God (e.g. poetry and song). They will explore how God answers prayer (even if the answer is 'no' or 'not yet'), and be encouraged to paraphrase some of the Psalms, or write their own prayers

Joseph's big choice – Joseph's life story highlights the importance of forgiveness and integrity in developing quality relationships. Conflict resolution requires skill and patience. Students will consider the value of forgiveness in healing broken relationships and the need to empathise with others.

Assessment

Semester 1

- Summative task: Attributes of God - "The Lion, The Witch and The Wardrobe" assignment
- Formative tasks can be used in class to assist feedback to students

Semester 2

- Summative task: Prayer assignment
- Formative tasks can be used in class to assist feedback to students

The Arts

Visual Art

Subject Overview

During Year 7, Visual Arts builds on each student's prior learning and experiences. Students learn in and through visual arts practices. They use visual arts processes and available analog/physical and/or digital materials in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

Students explore visual arts in local, regional, national and global contexts, such as visual arts in countries or regions of Asia, including use of visual arts in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with living visual artists and expand their awareness of the diversity of artworks and visual arts practices.

Students will focus on:

1. Exploring and responding to

- Artworks and visual arts practices across cultures, times, places and/or other contexts; for example, through exploration of works in physical or virtual spaces or engagement with artists
- The diversity of visual arts created by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights

2. Developing practices and skills

- Creative practices and skills for developing ideas, themes and their visual arts practice
- Critical practices by taking opportunities to reflect on, evaluate or respond to their own work or the work of others; for example, developing intentions for artworks based on exploration, inquiry and research

3. Creating artworks in 2D, 3D and/or 4D (time-based forms) and/or multi-disciplinary forms to communicate ideas and intentions using visual conventions, visual arts processes and materials

4.Presenting artworks to audiences, in physical and/or virtual spaces; for example, for a specific target audience.

Course Structure

Unit 1 - Nature connection

Unit 2 - Abstract Art

Assessment

Semester 1

- Responding
- Nature based Clay Creature

Semester 2

- Abstract Painting Project and Statement
- Collage Drawing

Drama/Media

Students will alternate between the study of Drama and Media over the two-year course (Years 7 and 8).

Subject Overview - Drama

Learning in Drama builds on each student's prior learning and experiences. Students learn in and through the practices of Drama: creating, performing and responding. They use drama processes in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

Students explore drama in local, regional, national and global contexts such as drama in countries or regions of Asia, including use of drama in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with living performers and drama-makers, and expand their awareness of diverse drama practices, genres and/or styles.

Students will focus on:

1. Exploring and responding to

- Drama works, performances, practices and contexts from a range of cultures, times and places; for example, through analysis of their own drama or the work of others, including professional work
- The diversity of drama created and/or performed by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights

2. Developing practices and skills

- Creative practices for creating and performing drama using the elements of drama: role, situation, language, place, movement, time, character, relationships, voice, tension, space, mood/atmosphere, contrast, symbol and focus, and conventions relevant to selected forms and/or styles
- Critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others; for example, documenting ideas and intentions for devised drama, evaluating their own or others' responses to drama, reflecting on their own performances

3. Creating drama in improvised, devised and scripted forms such as process drama, puppetry, object theatre, short- or long-form improvisation, play-building and devising, scripted drama/script interpretation; for example, interpretation of realism and/or non-realism, exploration of historic, contemporary or hybrid styles

4. Presenting and performing drama in informal and/or formal settings; for example, performing for a specific target audience.

Subject Overview - Media

Learning in Media Arts builds on each student's prior learning and experiences. Students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representation, audience, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artist and as audiences. They work individually and in collaboration with peers and teachers.

Students explore media arts in local, regional, national and global contexts such as media produced in countries or regions of Asia, and/or in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with living media arts practitioners and expand their awareness of diverse media arts practices, genres, styles and forms.

Students will focus on:

1. Exploring and responding to

- Media arts works, practices and contexts from across cultures, times, places and/or other contexts; for example, through analysis of their own media arts work or work associated with selected institutions
- The diversity of media arts created by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights

2. Developing practices and skills

- Creative practices for producing media arts using media languages (technical and symbolic codes and conventions) relevant to selected forms and/or styles through available media technologies
- Critical practices by taking opportunities to reflect, evaluate or respond to their own work and/or the work of others; for example, documenting ideas and intentions for media productions, evaluating audience responses to media works (including their own work) and considering relationships

3. Create (producing) media arts works in forms such as print, screen/moving image, audio and/or hybrid dashspacereplace/ trans-disciplinary forms using production processes

4. Presenting/screening/distributing media arts works they have produced to audiences; for example, for a specific target audience.

Course Structure

Semester 1 – Making meaning through movement

Term 1 Drama: Mime

Term 2 Media: Action sequences in film

Semester 2 – Australian Perspectives

Term 3 Drama: Introduction to stagecraft

Term 4 Drama: Fairytale transformations

Music

Subject Overview

Students are challenged to continue developing listening, performing, composing and responding skills established in Year 6. They learn repertoire, present performances using voice and keyboard, notate music on the staff and listen with intent to a range of pieces from different time periods and different countries, including Australia. They develop the analytical skills required to identify and describe musical concepts and elements.

Course Structure

Semester 1

- Back to Basics

Semester 2

- Melody Matters

Assessment

Semester 1

- Notating songs in stick and staff notation by hand and using notation software
- Performance as an individual and in groups
- Melodic and rhythmic dictations
- Listening responses

Semester 2

- Notating songs in stick and staff notation by hand and using notation software
- Performance as an individual and in groups
- Melodic and rhythmic dictations
- Listening responses

English

Subject Overview

The National Curriculum in English requires students in Years 7-10 to respond to a variety of literary and non-literary texts from various authors and perspectives, across a range of cultural contexts. Students are also required to produce a variety of literary and non-literary texts, representing different social contexts, times and places, attitudes, values and perspectives. The course enables individuals to identify, understand, empathise and critically engage with various people, viewpoints and experiences in life.

During their course of study, students learn to articulate their own attitudes, values and viewpoints, evaluate texts and representations of people and contexts, as well as create their own informative, imaginative, multi-modal, persuasive, and analytical-expository texts.

Integral to the English course at Brisbane Boys' College is a progressive, sequenced study of the basics: grammar, syntax, spelling, punctuation and vocabulary. Students are encouraged to read widely to expand their vocabulary, revise spelling and their use of sentence punctuation to improve their literacy skills in English. Students are also strongly urged to read novel and drama texts before viewing film representations.

Assessment

- Spoken persuasive exam (controlled condiitons)
- Written analytical exam (unseen)
- Written imaginative exam (seen)
- Written analytical exam (seen)

English Honours

Selected students will be provided with the opportunity to extend themselves and further develop their skills across persuasive, imaginative, and analytical texts through invitation to the Honours English course. This is an enrichment course that enables students to pursue their interests and abilities in the English subject. The course explores topics, themes, genres and texts with greater breadth and depth than is normally required and thus enables learners to develop an appreciation of the wider context of a subject area. While the texts and focus may change, the Honours English program will mirror the course structure of the English program and students will be assessed using the same assessment types.

Health and Physical Education

Subject Overview

Year 7 students learn in, through, and about a range of physical activities which aim to refine specialised knowledge, understanding and skills relative to their health, safety, wellbeing. They develop movement competence and confidence. Students will investigate body control, coordination, and movements across different activities. Students learn the importance of lifelong physical activities, how values and identity can be developed in physical activity and explore the role of games, sports and recreation in improving physical, social and mental well-being.

Course Structure

Semester 1

- Unit 1: Developing Identity & Values Through Physical Activity
- Unit 2: Dive and Roll

Semester 2

- • Unit 3: Minor Games Tournament Organisation
- • Unit 4: Aquatic Safety

Assessment

- Unit 1: Project - Folio
- Unit 2: Combination Exam
- Unit 3: Report
- Unit 4: Report / Performance

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Humanities

History and Geography

Subject Overview

In Semester One Year 7 students investigate a blend of units of study from the Australian Curriculum for Geography; Term I 'Civics and Liveability' and in Term 2 'Water as a Resource' and 'Economics'. 'Civics and Citizenship' invites students to explore the features of and differences between state and local government. A trip to State Parliament takes place in Week 3. Local government is explored more deeply in the 'Liveability' unit and, to complement their classroom studies, students participate in a field trip of their local area to assess its liveability. In Term 2 'Water as a Resource' examines the many uses of water, the ways it is perceived and valued, its different forms as a resource and the ways it connects places as it moves through the environment. The final study of Semester 2 comprises a short introduction to Economics with a focus on the characteristics of entrepreneurs and tips on how to set up a successful business

The study of History commences in Semester Two. The Term 3 unit, 'The Ancient Past', focuses on a study of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) - c.650 AD (CE) with a particular emphasis given to exploring the history of early First Nations Peoples of Australia. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history. In Term 4, students study 'Ancient China', with a focus on the influence of geography, the organisation of society and the beliefs, values and legacies of this civilisation. As an integral part of their studies, students develop an appreciation of sources through activities that require them to identify origin, purpose, perspective, attitudes and values of the past.

Course Structure

Semester 1

- Civics and Liveability
- Water as a Resource and Economics

Semester 2

- The Ancient Past
- Ancient China

Assessment

Semester 1

- Data report or Multi Modal presentation
- Knowledge and Skills Assessment

Semester 2

- Ancient Wonders assignment
- Essay in response to historical sources

LOTE

Chinese

Subject Overview

Students study the Chinese language and Chinese culture. The aim of the Chinese Course is to provide students with vocational competence. China has considerable influence in the Pacific region which has a great impact on the Australian economy. Mandarin Chinese is becoming an essential requirement for an increasing number of occupations. Chinese offers students the opportunity to obtain language skills and cultural knowledge to develop their vocational competence for future purposes.

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

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

Course Structure

Topics include:

Semester 1

- Myself and Chinese classmates
- My family

Semester 2

- My Pets
- My Birthday

Assessment

The four macro-skills; listening, speaking, reading and writing are assessed separately and are equally weighted, i.e. 25% each of the total assessment.

Each skill will be assessed once per semester for summative purposes.

French

Subject Overview

French at BBC is taught in a communicative way following the new version (v 9.0) of the Australian Curriculum as well as using the College's Pedagogical Framework. Students are encouraged to grow not only their linguistic skills but also their cognitive and metacognitive competencies in view of them becoming increasingly more independent learners.

Students are beginning their study of French and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning French. Students' textual knowledge developed through English literacy learning supports the development of literacy in French. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

Learners are encouraged to listen to, speak, read and write French in a range of interactions with the teacher and each other. They use the language for interactions and transactions, for practising language forms, for developing cultural knowledge and for intercultural exchange. There is code mixing and code switching, as learners use all available resources to make meaning and express themselves. They use English when they need to, with teachers modelling back the French that would have served the required purpose. Rich and varied language input characterises this first level of learning, supported by the use of gestures, vocal and facial expression, and concrete materials. Learners experiment with sounds, intonation patterns and body language, using high-frequency words and expressions, gradually broadening their range of language functions. They notice how French is used differently in different contexts and how French speakers communicate in ways that may be different to their own. As they adjust language use to suit different purposes, contexts and situations, they notice how culture shapes language. Learners work collaboratively and independently. They pool language knowledge and resources, plan, problem-solve, monitor and reflect. They make cross-curricular connections and explore intercultural perspectives. They focus on the different systems (grammar, vocabulary, sounds) that structure language use, and reflect on their experience as French language learners and users. They gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts.

Learning at this level is supported by rich and varied language input and the provision of experiences that are challenging but achievable. Support includes scaffolding, modelling and monitoring; explicit instruction and feedback; structured opportunities for understanding and practising new language; and the chance to revisit, recycle and review. Learners need access to a range of engaging and accessible support resources and materials, including print and digital texts, audio recordings, word banks, graphic organisers and dictionaries. They also develop general capabilities such as literacy and numeracy.

Course Structure

Semester 1

- Greeting and introducing people
- Expressing feelings
- French alphabet
- Gender of nouns
- Nationalities
- Talking about families
- Numbers 1-20
- Possessive adjectives
- Common verbs-present tense

Semester 2

- Talking about and describing animals
- Expressing opinions
- Regular verbs-First group-Present tense
- Ordering food and drinks
- Partitive articles
- Dates and festivals
- Interrogative words
- Numbers 21-60

Assessment

Assessment will be take place every term and will be based on a multi-modal approach and students demonstrating their communication in the target language as well as their understanding of the language, its system and its culture.

The tests will be a mix of the interpretation and creation of French as well as the exchange of information and ideas in the French language.

Japanese

Subject Overview

Japanese involves studying about Japanese language (speaking, writing, reading and listening) and its culture.

Japan has the second largest economy in the world and is Australia's largest trading partner and a popular tourist destination. Japan is one of the most powerful countries in our region and as such, exerts considerable influence on our own economy. Australia has many ties with Japan through trade, governmental and cultural activities. This creates a demand for Australians who are linguistically competent and who are sensitive to the socio-cultural background which influences Japanese behaviour.

The language of Japanese is spoken by over 120 million people. We believe that an understanding of the Japanese way of thinking and an ability to speak Japanese is a very valuable skill to possess when entering the work force.

BBC takes part in two student exchanges with Japanese schools, so opportunities exist for boys to experience the culture and lifestyle, and make Japanese friends whilst still at school.

Course Structure

Semester 1

- Hiragana
- Self-introduction

Semester 2

- Family and pets
- Likes/Dislikes (food and drinks)
- Dates (events in Japan)

Assessment

Each of the four skills; listening, speaking, reading, and writing are normally assessed twice per semester.

Each skill is weighted equally, i.e. 25% of the total.

To assess listening skills, comprehension passages relating to topics covered are prepared. Speaking is assessed with reference to fluency and pronunciation. Writing needs to convey meaning concisely and be grammatically correct. Reading skills are assessed for gist and comprehension

Mathematics

Subject Overview

The proficiency strands; understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

Understanding includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions

Fluency includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms. Problem solving includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments. Reasoning includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes and applying an understanding of ratio and interpreting data displays.

Course Structure

- Problem Solving
- Whole Numbers
- Number Properties & Patterns
- Rational Numbers
- Decimals

Assessment

Each term consists of two quizzes and a term examination, which is structured under the criteria of Simple Familiar (60%), Complex Familiar (20%) and Complex Unfamiliar (20%).

- Quiz 1 - 2.5%
- Quiz 2 - 2.5%
- Examination - 20%

Science

Subject Overview

Science as a 'way of knowing' is used by people to explore and explain their experiences of phenomena of the universe. It is a process for constructing new knowledge. Science is part of the human quest for understanding and wisdom, and reflects human wonder about the world.

The study of Science as a 'way of knowing' and a 'way of doing' can help students reach deeper understandings of the world. Scientists work in ways which influence the nature and credibility of the conclusions they draw. People who understand how scientists work are more likely to make thoughtful and critical decisions about scientific claims which influence their own lifestyle, health and environment.

When working scientifically, students make sense of the phenomena they experience as they investigate, understand and communicate. They develop an appreciation of working 'scientifically' when they learn the concepts of science through engaging in the widest range of active learning experiences.

Course Structure

Term 1 - Chemistry

- Introduction to the laboratory, the particle model (including changes of state) and separating mixtures.

Assessed by Student Experiment (25%)

Term 2 - Biology

- Investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys.
- Use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing abiotic and biotic factors on populations.

Assessed by term exam (25%)

Term 3 - Physics

- Investigate and represent balanced and unbalanced forces, including gravitational force, acting on objects, and
- Relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it.

Assessed by Student Experiment (25%)

Term 4 - Earth Science

- Model cyclic changes in the relative positions of the Earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides.

Assessed by term exam - 25%

Technology

Digital Technology

Subject Overview

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. This helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems.

Students are provided 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. Students are challenged to be regional and global citizens capable of actively and ethically communicating and collaborating.

Digital Technology specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, by the end of year 7, students will:

- Design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- Use computational thinking and the key concepts of abstraction, data collection, representation and interpretation, specification, algorithms and implementation to create digital solutions
- Confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- Apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences
- Apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments

Course Structure

Semester (2 x term units)

- Python
- Cyber Security & Digital Footprint

Assessment

- Programming task
- Online Cyber Security & Digital Footprint

Design & Technology

Subject Overview

Design & Technology offers students the opportunity to approach an increasingly technological and complex world, and develop the confidence to develop knowledge, critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies can play a role in enriching and transforming societies and our natural, managed and constructed environments.

In Year 7, Design and Technology enables students to become creative and responsive designers. They will consider the 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 will also develop the knowledge, understanding and skills to become discerning decision-makers.

Students will be actively engaged in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. They will manage projects independently and collaboratively from conception to realisation and apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. By the end of Year 7, students will have:

- gained confidence as users of technologies and designers and producers of designed solutions
- investigated, generated and critiqued innovative designed solutions for sustainable futures
- used design and systems thinking to generate design ideas and communicate these to a range of audiences
- produced designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- evaluated processes, designed solutions, transfer knowledge and skills to new situations

Course Structure

Semester (2 x term units)

- Fuel Me
- Cloth Me

Assessment

- Practical Demonstration
- Design Folio

YEAR 8 Curriculum

Christian Education

Subject Overview

Christian Education in Year 8 aims to inform each student's intellect with a clear reference point to both Gospel values and the redeeming person of Jesus Christ. Students will investigate Christ's calls for transformational living and for us to be agents of change in the world. Christian Education assists students to understand God's call on our lives, and the many ways we can positively respond to the Gospel.

This course seeks to make a strong link between real world issues and the Bible's relevance in a young man's life and is both practical and experiential, offering many opportunities for boys to respond to the Gospel's foundations of justice, restoration, and renewal

Course Structure

Semester 1

- Introduction to the course
- The Life of Jesus Christ
- Easter
- The Gospel of John (John's identikit of Jesus)
- Parables

Semester 2

- Living with Purpose
- Personal development (puberty)
- The origins, traditions and meaning of Christmas

Assessment

Semester 1

- Summative – Parables Assignment
- Formative - Life of Jesus assignment and John's Identikit assignment

Semester 2

- Summative – Christmas Exam
- Formative – 'Random Acts of Kindness' Journal

The Arts

Visual Art

Subject Overview

In Year 8, Visual Arts builds on each student's prior learning and experiences. Students learn in and through visual arts practices. They use visual arts processes and available analog/physical and/or digital materials in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artists and as audiences. They work individually and in collaboration with peers and teachers.

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Students will focus on:

1. Exploring and responding to

- Artworks and visual arts practices across cultures, times, places and/or other contexts; for example, through exploration of works in physical or virtual spaces or engagement with artists
- The diversity of visual arts created by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights

2. Developing practices and skills

- Creative practices and skills for developing ideas, themes and their visual arts practice
- Critical practices by taking opportunities to reflect on, evaluate or respond to their own work or the work of others; for example, developing intentions for artworks based on exploration, inquiry and research

3. Creating artworks in 2D, 3D and/or 4D (time-based forms) and/or multi-disciplinary forms to communicate ideas and intentions using visual conventions, visual arts processes and materials

4. Presenting artworks to audiences, in physical and/or virtual spaces; for example, for a specific target audience.

Course Structure

Semester 1

- Ceramics, Painting, and Illustration

Semester 2

- Drawing, Painting and Digital Design

Assessment

Semester 1

- Ceramics
- Art Book and Artist Statement
- Painting/Illustration

Semester 2

- Appropriation
- Art Book and Artist Statement
- Digital Artwork

Drama/Media

Students will alternate between the study of Drama and Media over the two-year course (Years 7 and 8).

Subject Overview - Drama

Learning in Drama builds on each student's prior learning and experiences. Students learn in and through the practices of Drama: creating, performing and responding. They use drama processes in purposeful and creative ways, and continue to develop their connection with and contribution to the world as artist and as audience. They work individually and in collaboration with peers and teachers.

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Students will focus on:

1. Exploring and responding to

- Drama works, performances, practices and contexts from a range of cultures, times and places; for example, through analysis of their own drama or the work of others, including professional work
- The diversity of drama created and/or performed by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights

2. Developing practices and skills

- Creative practices for creating and performing drama using the elements of drama: role, situation, language, place, movement, time, character, relationships, voice, tension, space, mood/atmosphere, contrast, symbol and focus, and conventions relevant to selected forms and/or styles
- Critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others; for example, documenting ideas and intentions for devised drama, evaluating their own or others' responses to drama, reflecting on their own performances

3. Creating drama in improvised, devised and scripted forms such as process drama, puppetry, object theatre, short- or long-form improvisation, play-building and devising, scripted drama/script interpretation; for example, interpretation of realism and/or non-realism, exploration of historic, contemporary or hybrid styles

4. Presenting and performing drama in informal and/or formal settings; for example, performing for a specific target audience.

Subject Overview - Media

Learning in Media Arts builds on each student's prior learning and experiences. Students learn in and through developing understanding and application of the Media Arts concepts: media technologies, representation, audience, institutions, media languages and relationships. They use production processes in purposeful and creative ways and continue to develop their connection with and contribution to the world as artist and as audiences. They work individually and in collaboration with peers and teachers.

Students explore media arts in local, regional, national and global contexts such as media produced in countries or regions of Asia, and/or in multi-arts, trans-disciplinary or hybrid forms. They take opportunities to engage with living media arts practitioners and expand their awareness of diverse media arts practices, genres, styles and forms.

In this band, the focus is on students:

1. Exploring and responding to

- Media arts works, practices and contexts from across cultures, times, places and/or other contexts; for example, through analysis of their own media arts work or work associated with selected institutions
- The diversity of media arts created by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights

2. Developing practices and skills

- Creative practices for producing media arts using media languages (technical and symbolic codes and conventions) relevant to selected forms and/or styles through available media technologies
- Critical practices by taking opportunities to reflect, evaluate or respond to their own work and/or the work of others; for example, documenting ideas and intentions for media productions, evaluating audience responses to media works (including their own work) and considering relationships

3. Create (producing) media arts works in forms such as print, screen/moving image, audio and/or hybrid dashspacereplace/ trans-disciplinary forms using production processes

4. Presenting/screening/distributing media arts works they have produced to audiences; for example, for a specific target audience.

Course Structure

Semester 1

Term 1 Drama: Male Stereotypes in performance – What does it mean to be a man?

Term 2 Drama: Slapstick Comedy - Why is that so funny?

Semester 2

Term 3 Drama: Dramatic Storytelling - bringing script to life

Term 4 Media: Advertising

Music

Subject Overview

In this band, learning in Music builds on each student's prior learning and experiences. Students learn in and through the music practices of listening, composing and performing. They use their music knowledge and skills in purposeful and creative ways, and continue to develop their connection with and contribution to the world as composers and performers and as audiences. They work individually and in collaboration with peers and teachers.

Students explore music in local, regional, national and global contexts such as music used in multi-arts, trans-disciplinary or hybrid forms, or music from countries or regions of Asia. They take opportunities to engage with living composers and performers, and expand their awareness of the diversity of music practices, genres and/or styles.

In this band, the focus is on students:

1. Exploring and responding to

- Music and music practices across cultures, times, places and/or other contexts; for example, through listening and evaluating their own music practices or analysing performances and compositions created or presented by others
- The diversity of music created by First Nations Australians and how this work demonstrates respect for Indigenous Cultural and Intellectual Property rights

2. Developing practices and skills

- Creative practices and skills for listening (including aural skills), vocal and instrumental performance, and composition in music genres and/or styles of interest, interpreting and manipulating the elements of music: duration/time (including beat and rhythm, tempo, pulse, simple/compound metre), pitch, dynamics and expression, form and structure, timbre and texture
- Critical practices for reflecting, analysing, evaluating and responding to their own work and the work of others; for example, considering how to apply knowledge of music styles or structures in compositions, developing interpretations of music composed by others or evaluating their own performances

3. Composing in forms and genres such as songwriting, solo and/or ensemble instrumental music, music production, arranging or re-imagining, and developing interpretations of solo and/or ensemble music works for performance, using aural skills and/or available digital tools as appropriate

4. Presenting performances of music to audiences; for example, a specific target audience

Course Structure

Semester 1

- Primary Triads

Semester 2

- Working in Harmony

Assessment

Semester 1

- Can Can on the keyboard, Musicianship test, Rock Composition, Rock Band performance, score labeling

Semester 2

- Keyboard performance, Pop song performance, Pop composition

English

Subject Overview

The National Curriculum in English requires students in Years 7-10 to respond to a variety of literary and non-literary texts from various authors and perspectives, across a range of cultural contexts. Students are also required to produce a variety of literary and non-literary texts, representing different social contexts, times and places, attitudes, values and perspectives. The course enables individuals to identify, understand, empathise and critically engage with various people, viewpoints and experiences in life.

During their course of study, students learn to articulate their own attitudes, values and viewpoints, evaluate texts and representations of people and contexts, as well as create their own informative, imaginative, multi-modal, persuasive, and analytical-expository texts.

Integral to the English course at Brisbane Boys' College is a progressive, sequenced study of the basics: grammar, syntax, spelling, punctuation and vocabulary. Students are encouraged to read widely to expand their vocabulary, revise spelling and their use of sentence punctuation to improve their literacy skills in English. Students are also strongly urged to read novel and drama texts before viewing film representations.

Assessment

- Spoken persuasive exam (controlled condiitons)
- Written analytical exam (unseen)
- Written imaginative exam (seen)
- Written analytical exam (seen)

Health and Physical Education

Subject Overview

Year 8 students continue to learn in, through and about a range of physical activities which refine specialised knowledge, understanding and skills relative to their health, safety, wellbeing and movement competence and confidence. Students further investigate body control, coordination, and movements across different activities. They investigate identity, emotions and respectful relationships through physical activity while exploring the benefits of participation in sport and physical activity.

Course Structure

Semester 1

- Unit 1: Propulsion and Resistance
- Unit 2: Emotional Responses

Semester 2

- Unit 3: Respectful Relationships & Cyber Safety
- Unit 4: Physical Me

Assessment

- Unit 1: Performance Evaluation
- Unit 2: Investigative Letter
- Unit 3: Exam
- Unit 4: Inquiry Report

Humanities

History and Geography

Subject Overview

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). In Semester One, students investigate two units of study from the Australian Curriculum for History; Term 1, 'Medieval Europe' and Term Two, 'Shogunate Japan'. This era was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

The study of Geography commences in Semester Two. There are two units of study in the Year 8 curriculum for Geography: 'Landforms and Landscapes' and 'Changing Nations'. 'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the spiritual, aesthetic and cultural value of landscapes and landforms for people, including Country/Place of First Nations Australians and hazards associated with landscapes, and management of landscapes These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world. 'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of the United States of America to show how urbanisation changes the economies and societies of low- and middle-income countries. The unit then examines issues related to the distribution, management and future of urban areas. The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical skills.

Course Structure

Semester 1

- Medieval Europe
- Shogunate Japan

Semester 2

- Landscapes and Landforms
- Urbanisation

Assessment

Semester 1

- Historical essay in response to sources
- Historical essay based on research

Semester 2:

- Examination
- Data report

LOTE

Chinese

Subject Overview

Students study the Chinese language and Chinese culture. The aim of the Chinese Course is to provide students with vocational competence. China has considerable influence in the Pacific region which has a great impact on the Australian economy. Mandarin Chinese is becoming an essential requirement for an increasing number of occupations. Chinese offers students the opportunity to obtain language skills and cultural knowledge to develop their vocational competence for future purposes.

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

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

Course Structure

Topics include:

Semester 1

- My extended family
- My Hobbies - sports

Semester 2

- My language, my culture
- My Friends

Assessment

The four macro-skills; listening, speaking, reading and writing are assessed separately and are equally weighted, i.e. 25% each of the total assessment.

Each skill will be assessed once per semester for summative purposes

French

Subject Overview

French at BBC is taught in a communicative way following the new version (v9.0) Australian Curriculum as well as using the College's Pedagogical Framework. Students are encouraged to grow not only their linguistic skills but also their cognitive and metacognitive competencies in view of them becoming more independent learners.

Students are encouraged to listen to, speak, read and write French in a range of interactions with the teacher and each other. They use the language for interactions and transactions, for practising language forms, for developing cultural knowledge and for intercultural exchange. There is code mixing and code switching, as learners use all available resources to make meaning and express themselves. They use English when they need to, with teachers modelling back the French that would have served the required purpose. Rich and varied language input characterises this first level of learning, supported by the use of gestures, vocal and facial expression, and concrete materials. Learners experiment with sounds, intonation patterns and body language, using high-frequency words and expressions, gradually broadening their range of language functions. They notice how French is used differently in different contexts and how French speakers communicate in ways that may be different to their own. As they adjust language use to suit different purposes, contexts and situations, they notice how culture shapes language. Learners work collaboratively and independently. They pool language knowledge and resources, plan, problem-solve, monitor and reflect. They make cross-curricular connections and explore intercultural perspectives. They focus on the different systems (grammar, vocabulary, sounds) that structure language use, and reflect on their experience as French language learners and users. They gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts.

Learning at this level is supported by rich and varied language input and the provision of experiences that are challenging but achievable. Support includes scaffolding, modelling and monitoring; explicit instruction and feedback; structured opportunities for understanding and practising new language; and the chance to revisit, recycle and review. Learners need access to a range of engaging and accessible support resources and materials, including print and digital texts, audio recordings, word banks, graphic organisers and dictionaries. They also develop general capabilities such as literacy and numeracy.

Course Structure

Semester 1

- School
- Reflexive verbs and Present tense
- Daily routine
- Pastimes
- Adverbs
- Description
- Opinions
- Direct Object Pronouns
- Prepositions

Semester 2

- Shopping
- Numbers 60-100
- Demonstrative adjectives
- Places in town and directions
- Present tense (regular and irregular verbs)
- Holiday plans
- Weather
- Immediate Future tense

Assessment

The assessments will take place every term and will be based on a multi-modal approach and the students demonstrating their communication in the target language as well as their understanding of the language, its system and its culture.

The tests will be a mix of the interpretation and creation of French as well as the exchange of information and ideas in the French language.

Japanese

Subject Overview

Japanese involves studying about Japanese language (speaking, writing, reading and listening) and its culture.

Studying Japanese offers a multitude of captivating aspects. It grants you the opportunity to immerse yourself deeply in Japanese culture. Japan boasts a rich history, traditional values, and exquisite arts. Its customs and festivals are unique, and learning the Japanese language allows for meaningful interactions with Japanese people, providing insights into their way of life and mindset.

The language of Japanese is spoken by over 125 million people. Understanding of the Japanese way of thinking and an ability to speak Japanese is a very valuable skill to possess when entering the work force, as past students can attest. By mastering Japanese, you can broaden your career horizons and unlock doors to collaborate with Japanese companies across diverse fields.

Studying Japanese contributes to personal growth. Mastering a new language is an intellectual challenge and a pathway to self-improvement. While obstacles may arise along the way, the growth and sense of accomplishment experienced throughout the journey are remarkably fulfilling.

Course Structure

Semester 1

- Katakana
- Sports/Hobbies
- Transport/Places

Semester 2

- Daily/Weekly Routine
- Club activities

Assessment

Each of the four skills: Listening, Speaking, Reading, and Writing are normally assessed twice per semester.

Each skill is weighted equally, i.e. 25% of the total.

To assess Listening skills, comprehension passages relating to topics covered are prepared. Speaking is assessed with reference to fluency and pronunciation. Writing needs to convey meaning concisely and be grammatically correct. Reading skills are assessed for gist and comprehension.

Mathematics

Subject Overview

The proficiency strands: understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

Understanding includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area. Fluency includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects. Problem-solving includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities. Reasoning includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

Course Structure

Semester 1

- Integers
- Real Numbers
- Percentages
- Ratios and Rates
- Measurement

Semester 2

- Algebra
- Equations
- Transformations and Congruence
- Statistics
- Probability
- Straight Line Graphs

Assessment

Each term consists of two quizzes and a term examination, which is structured under the criteria of Simple Familiar (60%), Complex Familiar (20%) and Complex Unfamiliar (20%).

- Quiz 1 - 2.5%
- Quiz 2 - 2.5%
- Examination - 20%

Science

Subject Overview

Science as a 'way of knowing' is used by people to explore and explain their experiences of phenomena of the universe. It is a process for constructing new knowledge. Science is part of the human quest for understanding and wisdom, and reflects human wonder about the world.

The study of Science as a 'way of knowing' and a 'way of doing' can help students reach deeper understandings of the world. Scientists work in ways which influence the nature and credibility of the conclusions they draw.

People who understand how scientists work are more likely to make thoughtful and critical decisions about scientific claims which influence their own lifestyle, health and environment.

When working scientifically, students make sense of the phenomena they experience as they investigate, understand and communicate. They develop an appreciation of working 'scientifically' when they learn the concepts of science through engaging in the widest range of active learning experiences.

Course Structure

Term 1 - Chemistry

- Classify matter as elements, compounds or mixtures and compare different representations of these, includin 2-dimensional and 3-dimensional models, symbols for elements and formulas for molecules and compounds.
- Compare physical and chemical changes and identify indicators of energy change in chemical reactions.

Assessed with Student Experiment (25%)

Term 2 - Biology

- Recognise cells as the basic units of living things, compare plant and animal cells, and describe the functions of cialised cell structures and organelles.
- Analyse the relationship between structure and function of cells, tissues and organs in a plant and an animal organ system and explain how these systems enable survival of the individual.

Assessed with a term exam (25%)

Term 3 - Earth Science

- Describe the key processes of the rock cycle, including the timescales over which they occur, and examine how the properties of sedimentary, igneous and metamorphic rocks reflect their formation and influence their use.
- Investigate tectonic activity including the formation of geological features at divergent, convergent and transform plate boundaries and describe the scientific evidence for the theory of plate tectonics.

Assessed with Research Investigation (25%)

Term 4 - Physics

- Energy appears in different forms, including movement (kinetic energy), heat and potential energy, and energy transformations and transfers cause change within systems.

Assessed with a term exam (25%)

Technology

Digital Technology

Subject Overview

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. This helps students to become innovative creators of digital solutions, effective users of digital systems and critical consumers of information conveyed by digital systems. Students are provided 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. Students are challenged to be regional and global citizens capable of actively and ethically communicating and collaborating.

Digital Technology specifically aims to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, by the end of year 8, students will:

- Design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- Use computational thinking and the key concepts of abstraction, data collection, representation and interpretation, specification, algorithms and implementation to create digital solutions
- Confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- Apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences
- Apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments

Course Structure

Semester (2 x term units)

- Representation of data
- Programming solutions to meet real world problems

Assessment

- Programming task
- Data represntation task

Design & Technology

Subject Overview

Design & Technology offers students the opportunity to approach an increasingly technological and complex world, and develop the confidence to develop knowledge, critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies can play a role in enriching and transforming societies and our natural, managed and constructed environments.

In Year 8, Design & Technology enables students to become creative and responsive designers. They will consider the 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 will also develop the knowledge, understanding and skills to become discerning decision-makers. Students will be actively engaged in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. They will manage projects independently and collaboratively from conception to realisation and apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. By the end of Year 8, students will:

- gain confidence as users of technologies and designers and producers of designed solutions
- investigate, generate and critique innovative designed solutions for sustainable futures
- use design and systems thinking to generate design ideas and communicate these to a range of audiences
- produce designed solutions suitable for a range of technologies contexts by selecting and manipulating a range of materials, systems, components, tools and equipment creatively, competently and safely; and managing processes
- evaluate processes, designed solutions, transfer knowledge and skills to new situations

Course Structure

Semester (2 x term units)

- Fuel Me
- Cloth Me

Assessment

- Practical Demonstration
- Design Folio


BBC
NISI DOMINUS FRUSTRA

BRISBANE BOYS' COLLEGE

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