

Marian College Ararat



2026 SUBJECT SELECTION HANDBOOK
Year 7 and 8

Focus of each Year Level

Year 7 - A Year of transition

At Marian College, we understand that the transition from primary to secondary education is a significant milestone in a young person's life and we are committed to supporting each student through this important journey. The curriculum at Year 7 helps in this transition process by providing a wide range of subjects for the students to experience. Students who have specific learning needs (especially in literacy and numeracy) may receive additional learning and curriculum interventions.

Year 7 students will study:

Core Subjects <ul style="list-style-type: none">• Religious Education• English• Language• Health & Physical Education• Humanities• Mathematics• Science• Wellbeing	Design and Digital Technology <ul style="list-style-type: none">• Digital Technology• Home Economics• Textiles• Wood, Metal & Plastics The Arts <ul style="list-style-type: none">• Art• Performing Arts: Music and Drama
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Year 8 - A Year of Consolidation

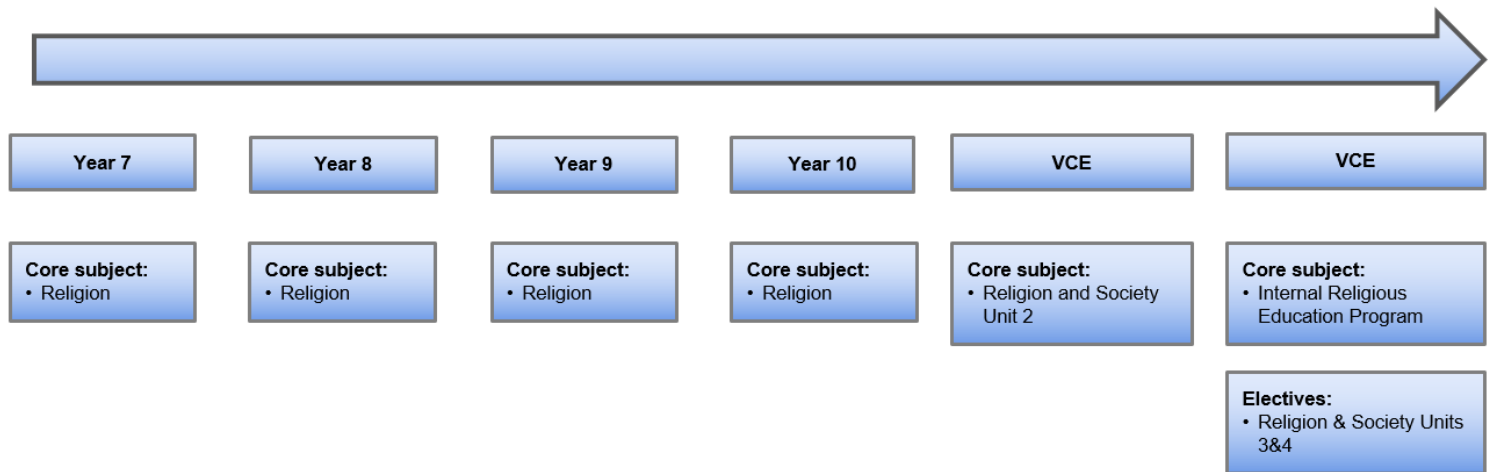
Learning is focused on enhancing and building the skills and understanding in the subjects introduced in Year 7. For students identified as needing additional support, specialised learning and curriculum interventions may be offered. The curriculum for the other subjects remains consistent with what was offered in Year 7.

Year 8 students will complete the following subjects:

Core Subjects <ul style="list-style-type: none">• Religious Education• English• Language• Health & Physical Education• Humanities• Mathematics• Science• Wellbeing	Design and Digital Technology <ul style="list-style-type: none">• Digital Technology• Home Economics• Textiles• Wood, Metal & Plastics The Arts <ul style="list-style-type: none">• Art• Performing Arts: Music and Drama
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Religious Education



Enrolment at Marian College is an invitation to “come and see” in the spirit of the Gospel invitation of Jesus, within the framework of our Catholic faith, Kildare Ministries values, and our Brigidine Tradition.

The Religious Education experience at Marian College is not just a strong part of our curriculum, but entrenched in our whole school culture and community. It aims to develop religiously literate young people who understand and appreciate religious values, are positive about life, have a sense of their own worth and of their contribution to the world, and are able to apply the Gospel values they have acquired in the context in which they live and work.

At a curriculum level, our Religious Education Program from Year 7-10, follows the Awakenings Guidelines mandated for use in Catholic schools in the Ballarat Diocese. Our strands of study cover Christian Ethics – Personal and Social; Church & Tradition; God, Religion and Society; Prayer, Liturgy and Sacraments; and Scripture, Israel and Jesus.

In the Senior Years, the Year 11 students study a single unit of VCE Religion and Society.

Our Year 12 students participate in an internal Religious Education Program. Students studying VCE Vocational Major (VM) are also involved in Religious Education Personal Development Units aligned with their VM Program.



Religious Education

Year 7

Year 7 students study units of work designed to introduce them to the unique charism of our Brigidine school to help them understand their membership within our Christian community. These units of work are:

- How Do We Belong?
- Justice – How do we live justly?
- Reconciliation – How do we forgive?
- Choice – How can we make the best choices?

The Awakenings units are also complemented by Marian College areas of study in Kildare Ministries values, Lent, Easter and the Stations of the Cross and Christmas around the world.

Year 8

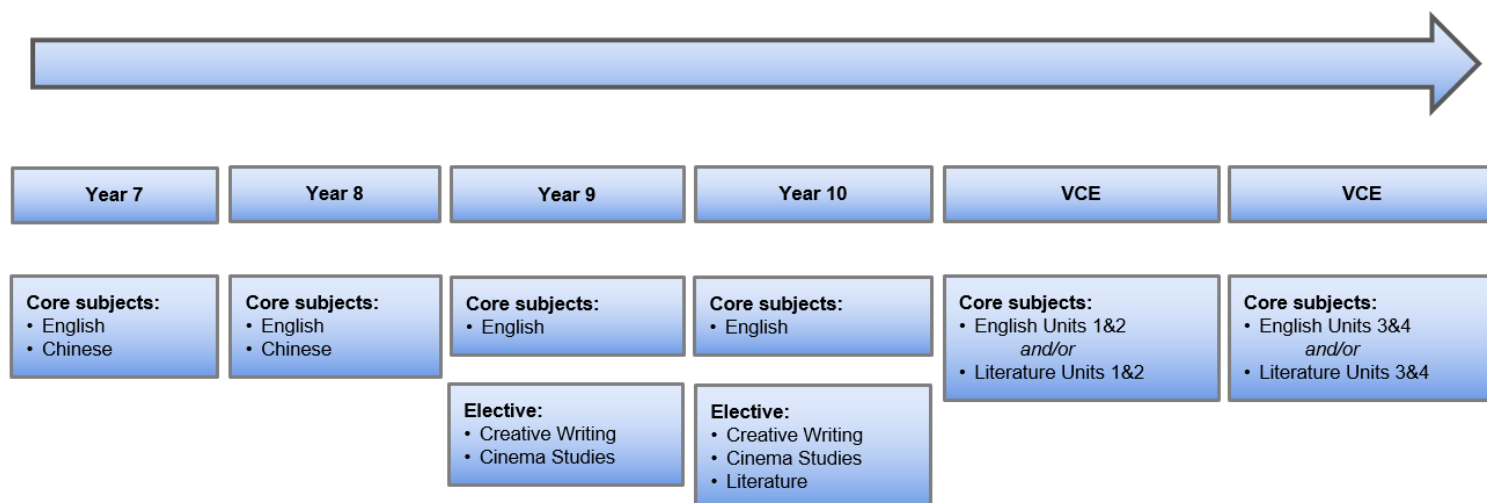
Year 8 students study the following units of work for Religious Education:

- Common Good – Living as a community
- Compassion – seeing through the eyes of others
- Mystery – connecting with the sacred
- Hope – moments that change the world

The Awakenings units are also complemented by Marian College areas of study in Kildare Ministries values, Lent, Easter and the Stations of the Cross and Christmas around the world.



English



Year 7

English

The three key areas for learning and assessment in English from Years 7 to 10 are 'Writing', 'Reading and Viewing' and 'Speaking and Listening'.

In Years 7 and 8, students study both visual literacy (through film analysis and analysis of images, such as posters, illustration and photographs) and the more traditional literacy of the printed word (which is taught through the reading of novels, key extracts, short stories, newspaper articles, poems and multimedia texts such as blogs, websites, etc.). Increasing students' ability to interpret and infer meaning is a key focus, as well as increasing their passive vocabulary, for example, understanding the words they read. Developing a greater understanding of the mechanics and grammar of the English language is also a focus. A variety of strategies are used to support student learning in this area.

Writing skills are practiced by responding to the texts studied in a range of forms, for example, students may write analytical paragraphs, a creative piece, a persuasive piece or a personal/reflective piece all dealing with the concerns in the text, or inspired by the text. By connecting their writing to the texts studied, students are introduced to new vocabulary, hence broadening their active vocabulary. Through a broad range of texts, on a broad range of socially relevant topics, we also aim to introduce students to new ideas and expand their understanding of the world around them.



English

Year 7 (*continued*)

English (*continued*)

Listening skills are practiced every day in the English classroom. Students are encouraged to listen respectfully to each other's ideas and learn from each other. Classroom and small group discussion is a staple of the English class. Speaking skills and the ability to articulate ideas verbally are practiced through a variety of informal oral activities and formal presentations.

Chinese

Students develop their ability to share ideas about language and culture systems and develop their skills in moving between languages and cultures. There is a learning and use focus on active exploration of the Chinese language system, which students draw upon to communicate their own ideas and engage with others.

In Year 7, as a second language learner, students will focus on Chinese character writing, festivals and classroom expressions.



English

Year 8

English

The Year 8 English course is constructed around one overarching idea which is the focus for each semester, and stems from the semester's core text. The ideas and issues examined in the core text form the basis for learning activities and assessment tasks. Students also examine a variety of additional texts (such as key extracts, short stories, media texts, poems, multi-modal and visual texts). Students build critical thinking and inferencing skills as well as developing their vocabulary. The focus on current social media issues relevant to the core text, provides opportunity for students to further their understanding of media text features and language and argument development techniques.

Listening skills are practiced every day in the English classroom. Students are encouraged to listen respectfully to each other's ideas and learn from each other. Classroom and small group discussion is a staple of the English class. Speaking skills and the ability to articulate ideas verbally are practiced through a variety of informal oral activities and formal presentations.

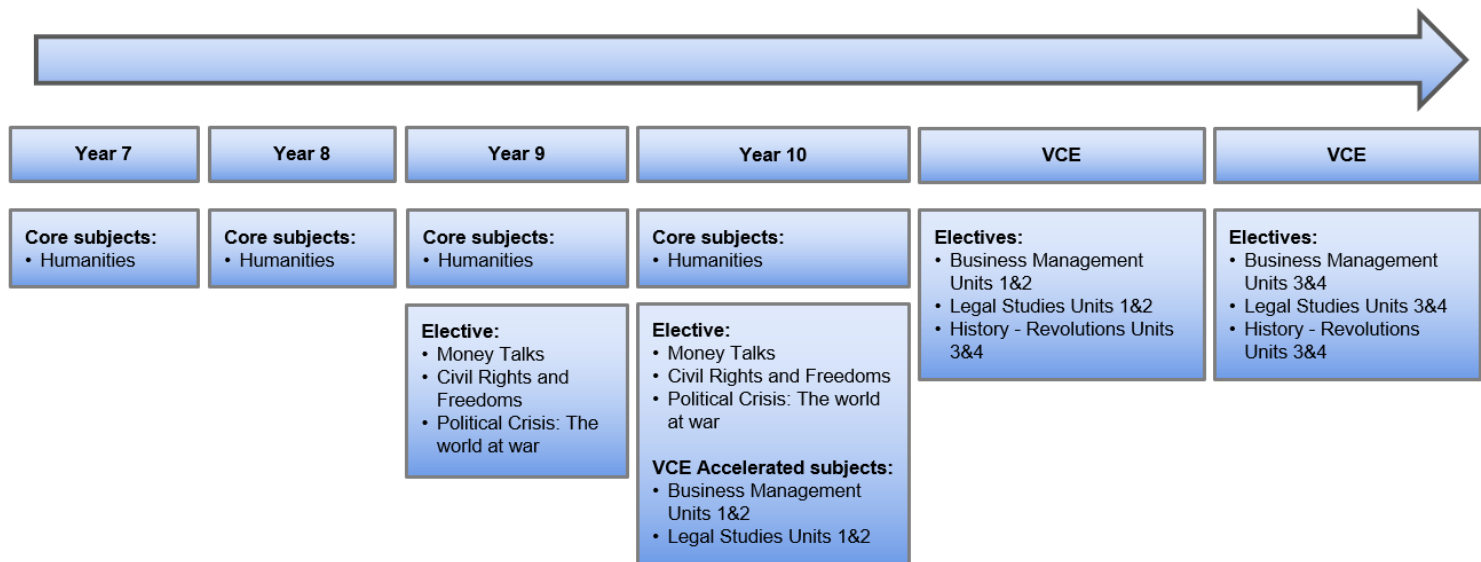
Chinese

In Year 8, students develop their ability to share ideas about language and culture. They actively explore the Chinese language system and draw upon it to communicate their own ideas and engage with others. Students develop oral language through active listening, observing interactions between native speakers, and using the spoken language for a range of purposes. They use Pinyin as a resource to support learning and learn new oral vocabulary.

Both language and cultural topics are explored and students learn how to use the language in a cultural context.



Humanities



The Humanities provide a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges, including people's interconnections with the environment.

Years 7 and 8

In Year 7 and 8 Humanities, students cover a range of topics as prescribed by the Victorian curriculum. The Victorian curriculum F-10 for Humanities includes:

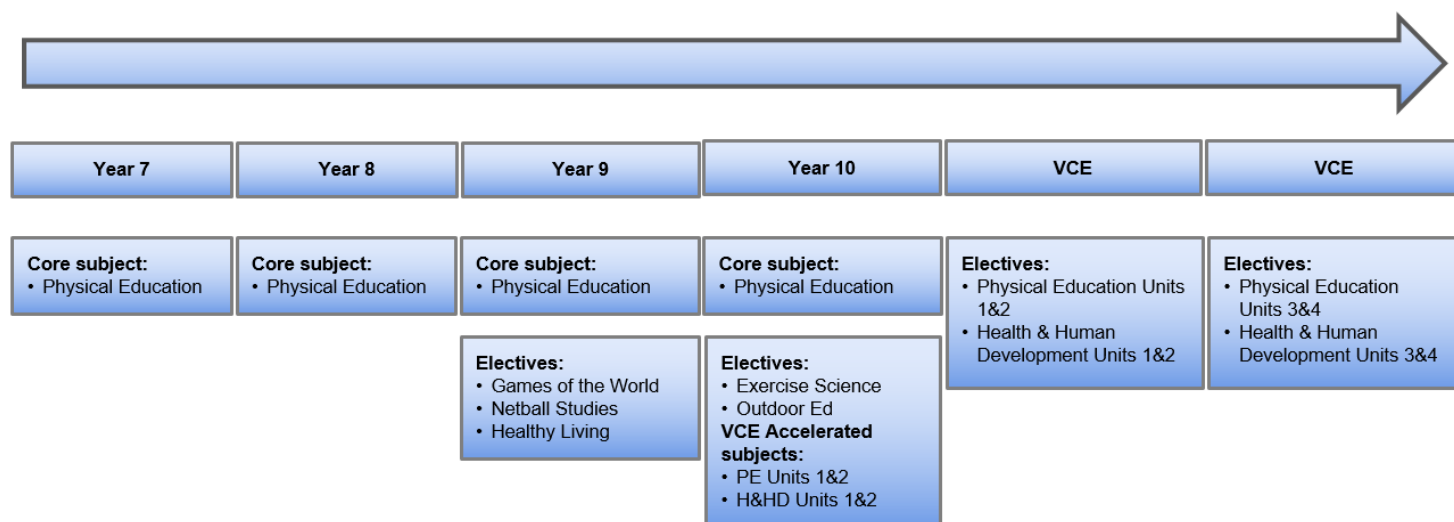
- Civics and Citizenship
- Economics and Business
- Geography
- History

In Civics and Citizenship and Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems, and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges.



Health / Physical Education



Year 7

In Year 7 Physical Education students have a practical physical activity component as well as a Health Education component. Students learn a variety of aspects of movement & physical activity through participation in a range of activities including:

Swimming, Athletics, Netball, Basketball, Pateka, Cricket, Tee-ball and minor games.

In Year 7 students also study various aspects of personal, social & community health. This includes areas such as adolescence and change, relationships and diversity.

Year 8

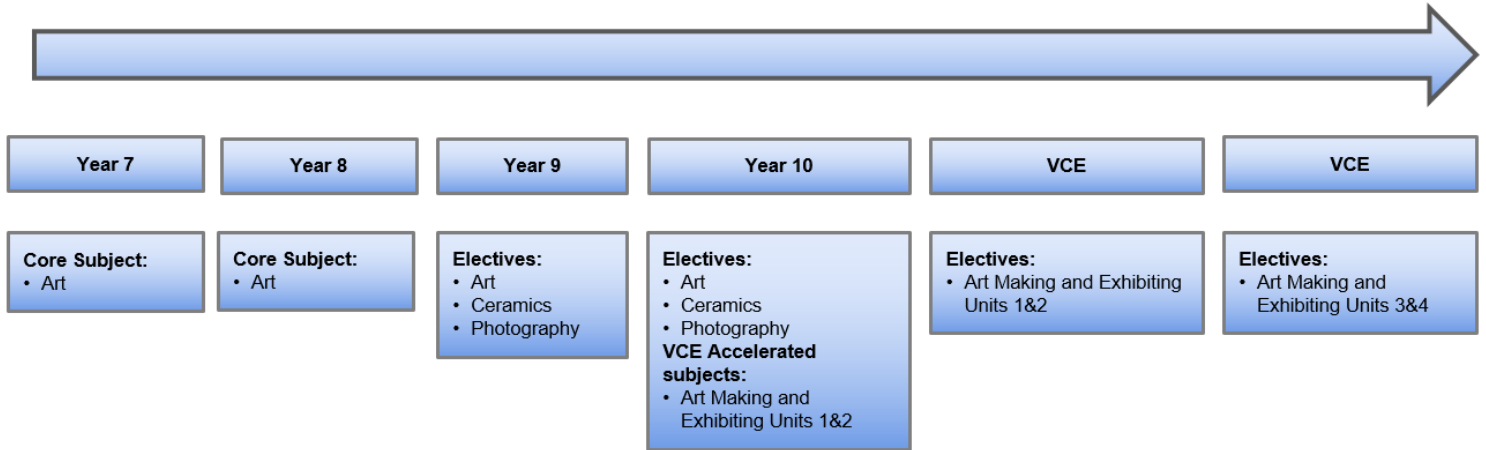
In Year 8 Physical Education students have a practical physical activity component as well as a Health Education component. Students learn a variety of aspects of movement & physical activity through participation in a range of activities including:

Swimming, Athletics, Hockey, Football, Softball, Tennis, Badminton and minor games.

In Year 8 students also study various aspects of personal, social & community health. This includes areas such as positive relationships, healthy communities, and the changes & challenges of adolescence.



Art



Year 7

The focus for Art in Year 7 is to develop an enquiring attitude to the visual arts, to foster creativity and an understanding of the art and design elements, and to experience the enjoyment of creative expression. Students will begin to develop a visual diary. This is an artist's collection of ideas and stimuli that will be used in all Art classes at Marian. Students will commence skill building in the areas of printing, drawing, painting and the creation of 3D art work. In Year 7 Art is a compulsory subject.

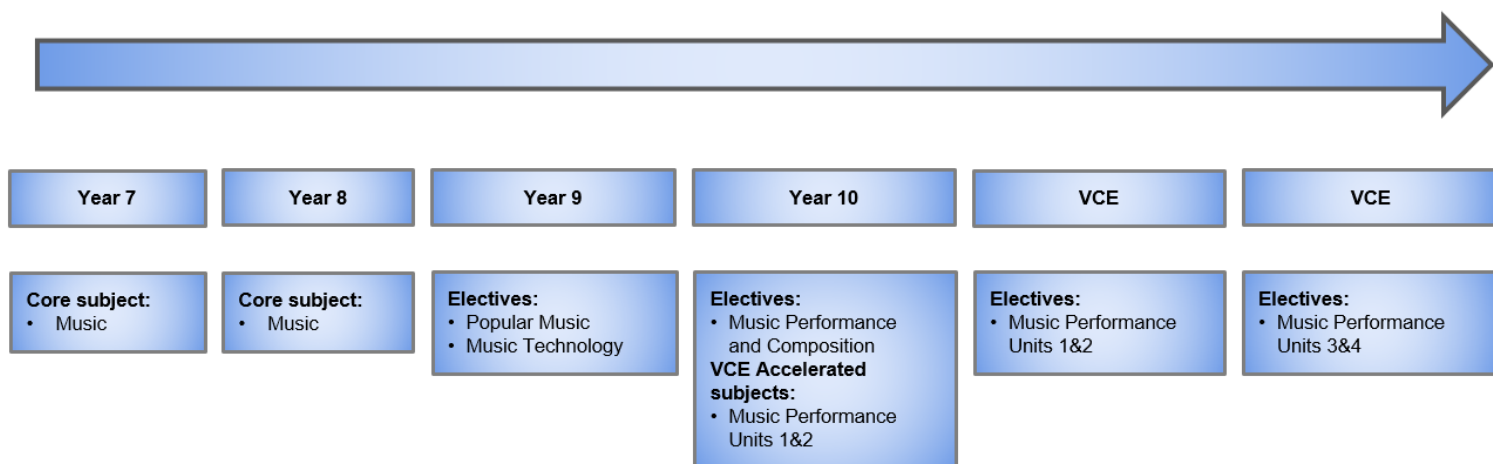
Year 8

Year 8 Art is an extension of Year 7 Art and students are expected to maintain their visual diary of ideas, experimentation and practice work. They are expected to work from their visual diaries to create many of their finished works. Students are required to make notes in their diaries commenting on how things may or may not have worked and collecting reference material from magazines and newspapers etc. Part of the diary of work will include notes on any exhibitions or shows that they have been able to see.

In Year 8 students build on the skills acquired in Year 7 and undertake projects in Portraiture, Perspective Drawing and Lino Printing. Ceramics skills in hand building techniques and throwing are also introduced in Year 8.



Music



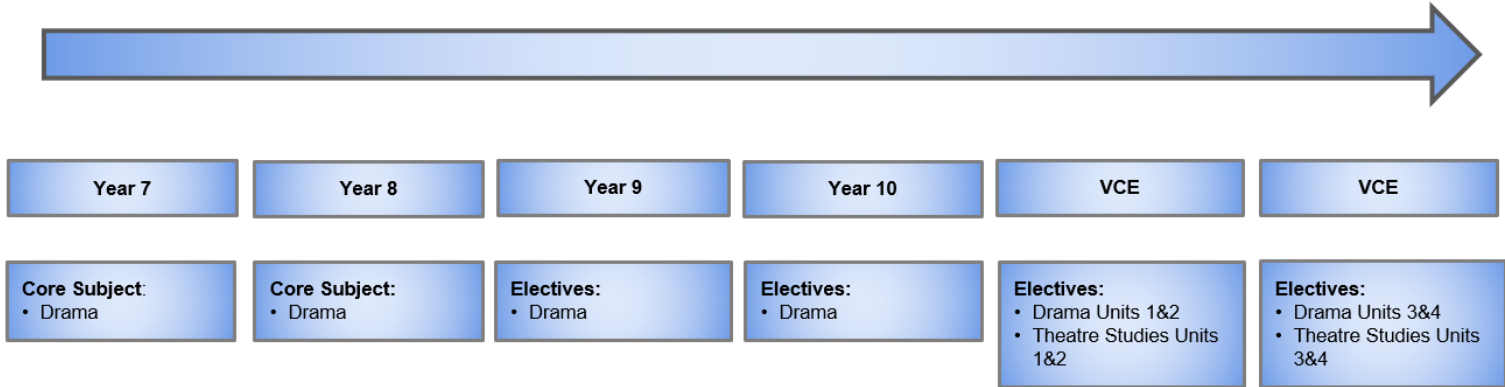
Year 7

Explore and express ideas, experiment with elements of music, in isolation and in combination, using listening skills, voice, and technologies to find ways to create music. Students develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music practices and structuring compositions. Students explore and analyse the use of instruments in popular songs, informing their compositional practices. Compositions are done in solo or group settings.

Year 8

Different elements of Music are further explored in Year 8 through listening and performance, such as melody, dynamics, tempo, rhythm, pitch, duration, tone, colour, texture/timbre, instrumentation, tonality and articulation. Students explore world music to broaden their scope of instruments and music styles and genres. Through music analysis, students dissect popular songs, identifying the instruments used and how that affects the character and mood of the songs. Students also experiment with instruments and technologies, in solo or group settings, to create and perform music.

Drama



Year 7

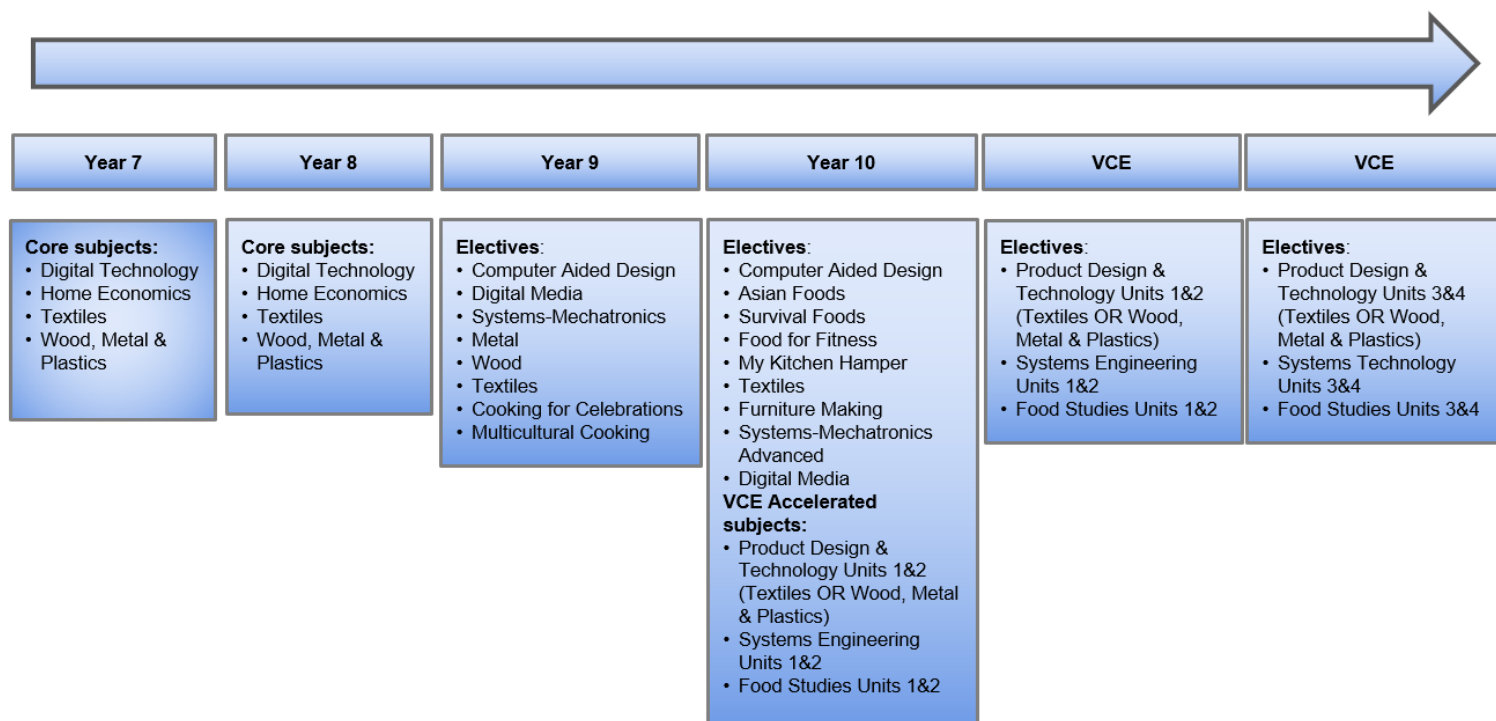
Year 7 Drama focuses on group work, improvisation, role-plays, voice, movement and characterisation. Activities take the form of improvisation games, storytelling and process drama and involve group work and play building.

In performance, students develop movement, voice, focusing skills and techniques, play and audience awareness. Students are encouraged to critically reflect and evaluate dramatic practice in responding to the drama of others as well as recording, reflecting and evaluating their own drama processes and products.

Year 8

Year 8 Drama is an extension of the skills and knowledge developed in Year 7 with an emphasis being given to devised work. Students explore specialty areas such as Mime, Mask and Comedy (including movie making) and explore the dramatic elements of focus, timing, tension, movement, mood and sound.

Design and Digital Technology



Design and Digital Technology

Year 7

Digital Technology

Students will develop knowledge in technology including how a computer works and develop basic web design and coding skills. Students will work in teams to analyse problems, design and develop solutions, and evaluate their work.

Home Economics

During this unit students learn about the safe and hygienic handling and storage of food and the appropriate use of tools and equipment. They develop food preparation skills and prepare a range of products both savoury and sweet.

These recipes cover traditional cooking methods but are also updated to reflect contemporary eating trends. Students use a food model such as the Healthy Diet Pyramid to make judgements about food selection. Students also produce productions that help them meet the Australian Dietary Guidelines.

Textiles

Students develop their fibre and fabric knowledge and skills, to design and produce a range of small products. They develop hand sewing skills and sewing machine construction techniques to create their products. An understanding of the design process and the design elements is fostered.

Product Design (Wood / Metal / Plastics)

Students learn the basic skills and concepts of working with various materials and processes. The subject includes encouraging students to be competent with all hand tools, the elements of basic design, problem solving and constructing products to meet student needs. In this subject students will also be offered a range of technical and artistic problems to solve. They will investigate and research aspects relevant to each problem, for example - different methods of box jointing and uses of different woods and metals. All work will be evaluated by students to encourage them to reflect on the relevance of their research; their use of tools and any modifications, and their ideas for improvements to projects.



Design and Digital Technology

Year 8

Digital Technology

In Digital Technologies, students are actively engaged in the processes of analysing problems, designing, developing and evaluating digital solutions, and creating and sharing information using computers. Students learn to safely and ethically create digital solutions. These solutions and information are created through the application of computational, design and systems thinking, and technical skills.

Home Economics

The focus for this subject is to extend the students from the basic principles of food preparation and production taught in Year 7. The emphasis is on practical application. Students study the importance of breakfast and use the Design Process to select a 2 course healthy breakfast for 4 people. Students also study rice and the various methods used to cook it in both sweet and savoury dishes.

Textiles

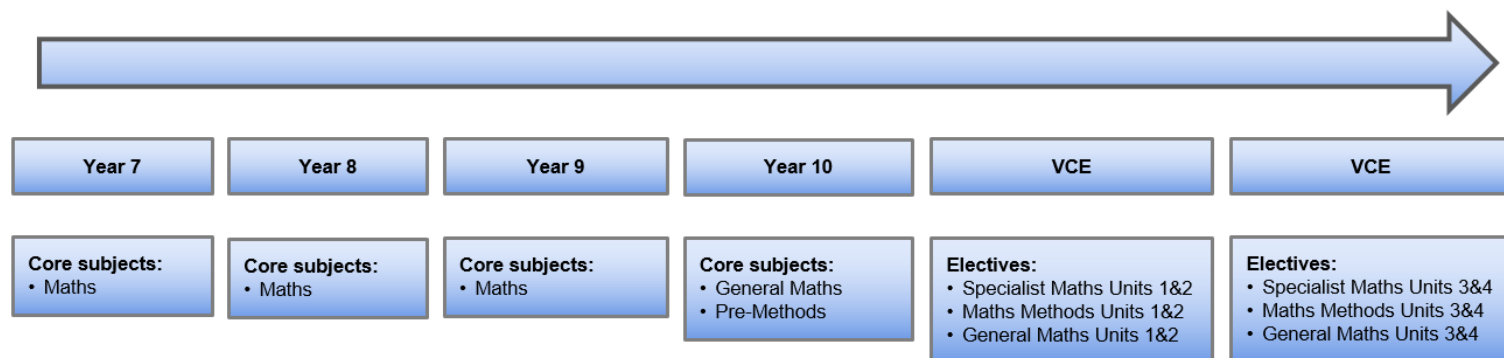
Students continue to develop their fibre and fabric knowledge and skills, to design and produce a range of products. They develop their sewing machine skills and knowledge, and basic construction processes to create useful products. Their understanding of the design brief, the design process and the design elements continue to develop.

Product Design (Wood / Metal / Plastics)

This unit covers two areas of study – Materials and Systems. Students focus on the social and environmental implications of using various materials. They use prior knowledge and a range of tools and equipment including some power tools to construct their products.



Mathematics

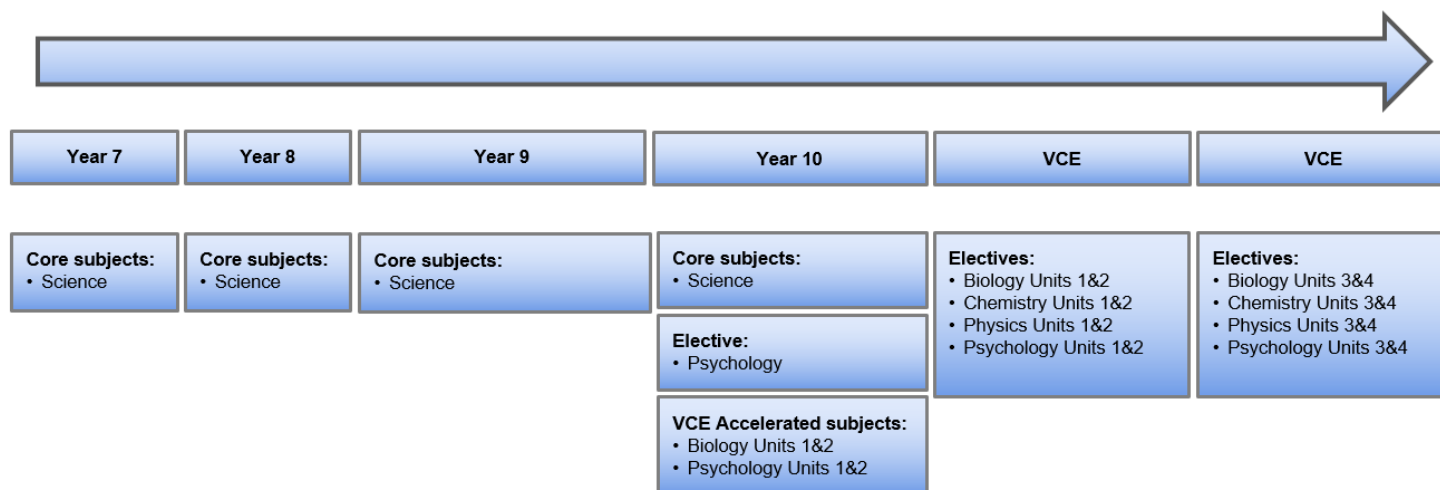


Years 7 and 8

In Years 7 and 8 students study Mathematics for 4 hours per week. Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

Number, measurement and space, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

Science



Years 7 and 8

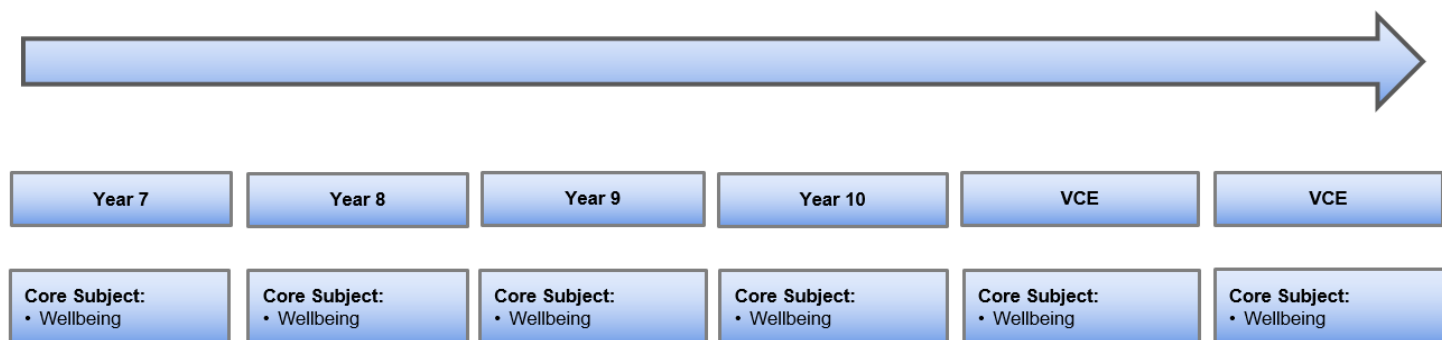
The focus of year 7 and 8 Science is to develop scientifically rich student minds in the areas of Laboratory Safety, Biological, Chemical, Earth and Space and Physical sciences, to allow students see the connections between science and life. Science education aims to develop curiosity and a spirit of inquiry that helps students become open-minded.

Science and its applications are part of everyday life. Science education develops students' ability to ask questions and find answers about the natural and physical world. It provides students with insights into the way Science is applied and how scientists work in the community, and it helps them make informed decisions about scientific issues, careers and further study.

This course will help students become scientifically and technologically literate citizens who will be able to make decision about their lifestyle, their environment and the kind of society in which they wish to live. Students will see the connections between science and people, and be aware of the impact of science and technology on the individual, society and the environment.



Wellbeing



The Oak program is designed to specifically target the wellbeing needs of students at each Year level. A variety of concepts are explored, as at Marian college, we view the wellbeing of students being interconnected with their academic achievement. In addition to this, the OAK program enables students to develop an understanding of the importance of respectful relationships, a positive approach to education and finding the right balance in their lives.

At Marian College, our wellbeing vision statement is:

“We value and respect the dignity of our students. We believe that positive student wellbeing is central to student learning. We believe that positive relationships between students and their teachers is of the utmost importance. We commit to restorative practices, wherein the voices of students and teachers are both heard and conflict is resolved calmly and fairly. We acknowledge the immense value of building strong connections with parents and families and believe this in turn aides in our students’ growth. We believe that the education we offer at Marian College shapes well-rounded, empathetic and inspired citizens.”

Year 7

In Year 7 Wellbeing, students focus on developing a strong sense of connection and belonging within their school community. A key component of this is the PEER Support program, which pairs Year 7 students with older student mentors who provide guidance and support. Through this program, students build friendships, learn valuable social skills, and gain confidence in navigating the challenges of secondary school. Further to this, teachers use the ABC paradigm, a foundational concept of Cognitive Behavioural Therapy, to tackle the real issues facing young people today in a way that is empowering to students, and which promotes empathy and critical thinking.



Year 8

In Year 8 Wellbeing, we emphasize Positive Education, focusing on developing essential life skills and character strengths. Our curriculum includes the explicit teaching of self-regulation and accountable talk, empowering students to manage their emotions and engage in meaningful, respectful discussions. Through the lens of Positive Education, students explore character strengths in action, such as empathy, compassion, kindness, and connections, fostering a positive and supportive community. We also emphasize the importance of positivity, self-control, resilience, and self-knowledge, equipping students with the tools to navigate challenges and build a strong foundation for their personal and academic lives. Further to this, teachers use the ABC paradigm, a foundational concept of Cognitive Behavioural Therapy, to tackle the real issues facing young people today in a way that is empowering to students, and which promotes empathy and critical thinking.

