



# Middle Years **CURRICULUM**

Year 8  
— 2026



# From the Principal

At St Edmund's College, we are unwavering in our commitment to fostering an educational environment where young men are empowered to flourish. Our dedicated staff work in partnership with families to cultivate a culture of excellence, character and curiosity. Through a rich and rigorous curriculum, we equip our students with the skills and dispositions necessary for life—delivered through engaging, imaginative and purposeful learning experiences.

Every Eddies Man is encouraged to pursue his own personalised learning journey matching his strengths, interests and aspirations. With a broad array of pathways available, our students are well-prepared to navigate the diverse opportunities and decisions that await them beyond school.

As a Catholic College in the

Edmund Rice tradition, we are guided by the four Touchstones of the EREA Charter: Inclusive Community, Justice and Solidarity, Liberating Education and Gospel Spirituality. These values are further embodied in the four R's — Respect, Resilience, Reflection and Responsiveness — which form individuals of integrity, compassion and strength.

This booklet has been prepared to assist our Eddies Men and their families to make informed decisions about subject selections for the years ahead. I encourage you to take the time to read through this material with your son and to engage in meaningful conversations about his future.

Together, we can nurture young men who are not only ready for the world — but ready to make a difference in it.



## Key Dates

**Thursday 14 August 2025**  
Year 8 Subject Selection

**Monday 25 August 2025**  
Year 8 Online Selection Due

## Key Contacts



**Mr Luis Marin**  
Director of Middle School  
lmarin@sec.qld.edu.au



**Mrs Carmel James**  
Assistant Principal – Learning & Teaching  
cjames@sec.qld.edu.au



**Mrs Simone O'Shea**  
Assistant Principal – Administration  
soshea@sec.qld.edu.au

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# Overview

The Curriculum offered to the students in the Middle School at St Edmund's College is both innovative and exciting.

The curriculum for Queensland schools Preschool to Year 10 follows the Australian Curriculum, developed by ACARA. In keeping with all other Australian States and Territories, Queensland has implemented the Australian Curriculum Learning Areas (LAs) as the main framework of the common curriculum for Queensland students during the compulsory years of their education. The Australian Curriculum is structured across the scope of the Learning Areas, and students' general capabilities in the areas of Literacy, Numeracy, ITC, Critical and Creative Thinking, Personal and Social Competence, Intercultural Understanding and Ethical Behaviour will be developed. Additionally, students engage with cross curricular priorities including Asia, Indigenous History and Culture, and Sustainability.

The Learning Areas, or LAs, identified for the common curriculum are:

- English
- Health and Physical Education
- Humanities and Social Science
- Mathematics
- Science
- Technology
- The Arts

As a Catholic School in the Edmund Rice Tradition, St Edmund's College aims to contribute to the spiritual development of all students. Thus, the LA of Religious Education is also an integral part of the College Curriculum.

For each of the elective LAs, semester long units are offered over Years 8 & 9. Students are offered choices within and across the LAs, subject to school guidelines. The resulting flexibility enables students to gain knowledge and expertise in a wide variety of subjects.

The structure of the Middle School Curriculum offers students a broad selection of subjects from which to choose, opportunities for meaningful knowledge and skill development within LAs and a foundation for students' educational pathways into the Senior School.



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# Subject Choices

## Guidance for Making Choices

It is important to select subjects which keep your options open because:

- At this stage, you may not know what you want to do when you finish school, or
- The career ideas you have now might change as you get older

A summary of elective subjects available is given in the table on page 6 of this section. Specific guidelines for each subject are detailed in the relevant sections.

Difficult decisions can be simplified if students choose subjects which:

1. they are good at
2. they enjoy
3. they want to learn

As part of this process, it is helpful for parents to review, with their sons, curriculum documents such as College Academic Reports. Consideration of these documents will help promote conversation about the subjects your son enjoys and in which he performs well. These conversations are an important part of the process and will support your son in taking responsibility for his learning pathway.

## Information for Students Entering Year 8

In Year 8, students at St Edmund's will be afforded the opportunity to complete both compulsory core subjects, as well as elective subjects. The aim is:

1. To provide students with greater choice of subjects – enhancing their likely engagement
2. To improve the depth of study for elective subjects.



## Year 8 Study Load - 8 Subjects

	Core (Full Year)	Elective (Semester Long)
<b>Creative Arts</b>		<ul style="list-style-type: none"> <li>• Drama – Melodrama</li> <li>• Music – Sound Design within Film Music</li> <li>• Visual Art – Landscape/ Natural Environment</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>• English</li> </ul>	
<b>Enterprise Studies</b>		<ul style="list-style-type: none"> <li>• Business - Market Day</li> <li>• Design &amp; Technologies - Graphic Design</li> <li>• Digital Technologies- Sequential Programming using Drones and Robots</li> </ul>
<b>Health &amp; Physical Education</b>	<ul style="list-style-type: none"> <li>• Healthy Living</li> </ul>	
<b>Humanities &amp; Social Science</b>	<ul style="list-style-type: none"> <li>• History (Semester 1)</li> <li>• Geography (Semester 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Civics &amp; Citizenship</li> <li>• French</li> </ul>
<b>Industrial Technology &amp; Design</b>		<ul style="list-style-type: none"> <li>• Industrial Technology</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Core Mathematics</li> <li>• Foundation Mathematics</li> </ul>	
<b>Religious Education</b>	<ul style="list-style-type: none"> <li>• Religion</li> </ul>	
<b>Science</b>	<ul style="list-style-type: none"> <li>• Science</li> </ul>	<ul style="list-style-type: none"> <li>• STEM</li> </ul>

St Edmund's College educates young men spiritually, academically, socially, physically and creatively in a compassionate catholic context.

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# Subject Selection & Allocation Process

**At St. Edmund's College, the timetable for elective subjects is developed based on student preferences. The number of classes offered for each subject depends on student demand and the availability of College resources. While every effort is made to accommodate students' first preferences, the combination of subjects selected and the need to fairly allocate resources may result in some students being placed into one or more of their reserve subjects. Therefore, it is important to carefully consider all subject choices, including reserves. Subject selection is completed online via Web Preferences.**

## Compulsory Core Subjects

All Year 8 students will study the following core subjects:

- English
- Health and Physical Education
- History/Geography
- Mathematics
- Religious Education
- Science

## Elective Subjects

In addition to core subjects, students will study four elective subjects across the year (two per semester). When making selections, students are required to:

- Choose at least one subject from each of Category A & B
- Choose two additional preferences from the complete list of electives (these may include subjects from Categories A & B)
- Choose two reserve preferences in case first preferences cannot be accommodated (reserves may be selected from any category)
- Note that each subject can only be selected once

## Category A – Choose at least one

- Industrial Technology
- STEM
- Design Technologies – Graphic Design
- Digital Technologies – Sequential Programming using Drones and Robots

## Category B – Choose at least one

- Drama – Melodrama
- Music – Sound Design within Film Music
- Visual Art – Landscape/Natural Environment

## General Electives

- Business – Market Day
- Civics & Citizenship
- French

## Selection Instructions

1. Log In	<p>An email from Mrs O’Shea will be sent to your son with a link along with his Student Access Code and Password. (This email may go to Junk Mail so please check here if it doesn’t arrive to your inbox.)</p> <p>Click on the link and Log In.</p>
2. Home Page	<p>To select your preferences, click <b>“Add New Preferences”</b></p>
3. Preference Selection	<p>Select your subjects from the dropdown lists; you have 30 minutes to do so.</p> <p>Select <b>4 subject preferences</b>, and <b>2 reserve subjects</b>. Note: that subject preferences can be allocated in any semester and in some cases reserve subjects need to be allocated.</p> <p>Once complete, click <b>“Proceed”</b>.</p>
4. Preference Validation	<p>If you are happy with your preferences click <b>“Submit Valid Preferences”</b> which will open your <b>“Preference Receipt”</b>.</p>
5. Preference Receipt	<p>You can print your <b>“Preference Receipt”</b> by clicking <b>“Open Print View”</b> and clicking <b>“Print Receipt”</b>. This receipt must be signed and handed in at HODs Reception</p>
6. To change your preferences or complete the process	<p>If you wish to change your preferences click <b>“Return to Home Page”</b>.</p> <p>Repeat the process by clicking <b>“Add New Preferences”</b>.</p> <p>You have 2 opportunities to change your selection so select carefully. Any issues with this please see Mr Marin or Mrs O’Shea.</p> <p>Otherwise, exit by clicking <b>“Log Out”</b>.</p>

## Creative Arts



### HEAD OF DEPARTMENT

Mrs Frances O'Sullivan

Contact: fosullivan@sec.qld.edu.au

The Creative Arts for year 8 students at St Edmund's consists of Visual Art, Drama and Music. These subjects help to develop a student's confidence, creative thinking, collaboration, and imagination amongst countless other skills. No matter what industry or how many industries a person enters in their lifetime, there is a certain collection of skills that are directly transferable to different employment roles. Those skills are at the core of what we teach through Music, Drama and Visual Arts.

The benefits of an arts education are abundant. In all avenues of working life, what sets some apart from the rest is the ability to see through chaos and find clarity, to imagine, improvise and recreate and to fearlessly challenge a norm to find alternate and better paths.

Course	Description
DRAMA: Melodrama	Comedy and Melodrama  Students explore a brief history of Comedy and Melodrama and are introduced to the five-act plot structure of a typical Melodrama performance as well as its characters. This unit engages students' prior knowledge of superheroes and villains and extends this by enabling students to create their own versions of these usual characters in the style of Melodrama.  Assessment: <ul style="list-style-type: none"> <li>• Creating Task</li> <li>• Performance Task</li> <li>• Responding Task</li> </ul>
MUSIC: Sound Design in Film Music	Students engage in a musical exploration of sound design within film music and how a composer manipulates music elements and enhances the audience experience when portraying scenes within chosen films.  Resource – ELR – E-Learning Music  Assessment: <ul style="list-style-type: none"> <li>• Composition Task</li> <li>• Musicology Task</li> <li>• Performance Task</li> </ul>

Course	Description
VISUAL ART: Landscape/Natural Environment	<p>Landscape/Natural Environment – Students explore landscape through drawings related to vocabulary used to describe landscape and the environment. They create both 2 dimensional and 3 dimensional artworks through observation and research, considering the use of line, colour, light, texture etc.</p> <p>Assessment:</p> <ul style="list-style-type: none"><li>• Making – Artwork</li><li>• Responding – Analysis</li></ul>

# Information and Communications Technology



## HEAD OF DEPARTMENT

Mrs Chloe Mansell

Contact: [cmansell@sec.qld.edu.au](mailto:cmansell@sec.qld.edu.au)

Information and Communications Technology provides students with practical opportunities to use design thinking and to be innovative developers of digital solutions and knowledge. ICTs provide students with authentic learning challenges that foster curiosity, confidence, persistence, innovation, creativity, respect and cooperation.

Information and Communications Technology study at St Edmund's College involves phases of immersion, challenge, response, review, enhancement and presentation. Students respond to information and communication challenges — students will create graphic design products as well as programs in Python to control different technologies to complete tasks related to real world problems.

Course	Description
<p>DESIGN &amp; TECHNOLOGIES: Graphic Design</p>	<p>This course is designed to provide students with the skills and methodologies in graphic design. Students will undertake the Design-Develop-Evaluate design model to create graphic solutions in real-world scenarios. Students will engage in a variety of tasks focusing on key areas of graphic design including designing and creating graphics. They will learn how to create original graphic images as well as manipulating photographic images. Software used includes Adobe Photoshop and Adobe Illustrator.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Examination</li> <li>• Project: Manipulate Images</li> </ul>

Course	Description
<p>DIGITAL TECHNOLOGIES: Programming and Technology (Drones and Robots)</p>	<p>This course is designed to familiarise students with skills and methodologies in working in a sequential, scripted programming language. With a strong focus on problem solving, this unit will attract students who enjoy a structured approach to problem solving. Over the course students will develop programming knowledge while creating a variety of programs as solutions to real-world problems including programming drones and robots to perform tasks. Students will then apply this knowledge to program drones to fly and robot components to move to complete specific tasks. Programming languages used include Python.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Examination</li> <li>• Project: Design &amp; develop a product</li> </ul>

# Business



## HEAD OF DEPARTMENT

Mrs Chloe Mansell

Contact: [cmansell@sec.qld.edu.au](mailto:cmansell@sec.qld.edu.au)

The study of Business develops the knowledge, understanding, and skills that will inform and encourage students to participate in, and contribute to, the economy. It examines the dimensions of Business that underpin decision-making at personal, local, national, regional and global levels. Students learn to appreciate the interdependence of decisions made, as well as the effects – both intended and unintended – of these decisions on consumers, businesses, governments and other economies.

By developing Business knowledge and understanding and skills, students will be better placed now and in their adult lives to actively and effectively participate in economic and business activities.

This will enable them to contribute to the development of prosperous, sustainable and equitable Australian and global economies, and to secure their own financial wellbeing.

Course	Description
<p>BUSINESS: Market Day</p>	<p>This course offers an overview of basic business environments and entrepreneurial skills for developing and running a small enterprise. Students create unique business plans to bring innovative food or product/service ideas to market. This collaborative process covers profit and loss, production costs, resource management, and marketing, culminating in a “Market Day” where students sell their products to the school community. The course also explores the roles, relationships, and interactions of producers and consumers, providing insights into market system functions. Key economic questions such as what, how much, and for whom to produce are investigated, along with consumer and business rights and responsibilities.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Students will be examined on key skills and knowledge and will complete a market day business plan.</li> </ul>

# Humanities



## HEAD OF DEPARTMENT

Mr Daniel King

Contact: [dking@sec.qld.edu.au](mailto:dking@sec.qld.edu.au)

The Year 8 Civics and Citizenship curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia.

The new language introduced to the College for this year is French. Students who elect Year 8 French will build on the language skills learnt in Year 7 French. Spoken and written French will be taught and assessed.

Course	Description
CIVICS and CITIZENSHIP	<p>The first Term's study of this Semester-long subject focuses on the rights of citizens, the parliamentary law-making process, a study of criminal and civil legal cases, and how lobby groups can influence politics. At the end of Term, the assessment will be in the form of a knowledge exam.</p> <p>The second Term's focus will be project based. The students will pose research questions to complete an investigation of Australia's parliamentary system where the democratic and parliamentary processes have been put into action. For example, they could choose to study the electoral process for candidates, the passing of a historical bill through parliament, a referendum like the successful one held in 1967, or an event such as the dissolving of parliament in 1975.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Knowledge exam</li> <li>• Research assignment</li> </ul>
FRENCH	<p>This semester-long unit will build on the foundations of the French language established in the Year 7 unit of work. Students will initiate and maintain interactions in the French language in familiar and some unfamiliar contexts related to a range of interests and experiences. They will use French to collaborate and problem-solve, and adjust language in response to others. Students will interpret information, ideas and opinions in texts. They will select and use vocabulary, sentence structures and expressions to create texts. Students will apply the conventions of spoken French to develop fluency. They will comment on structures and features of French text, using metalanguage. Finally, students will reflect on how the French language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.</p> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Written, spoken and comprehension (exam and assignment)</li> </ul>

## Industrial Technology & Design



### HEAD OF DEPARTMENT

Mr David Baxter

Contact: [dbaxter@sec.qld.edu.au](mailto:dbaxter@sec.qld.edu.au)

This subject motivates young people and engages them in a range of learning experiences that are transferable to family and home, constructive leisure activities, community contribution and the world of work. Our rapidly changing world requires students to understand the process of change and to engage positively and creatively with it. Design and Technology courses provide students with opportunities to expand their theoretical and practical knowledge of wood and metal technology.

Course	Description
INDUSTRIAL TECHNOLOGY	This Industrial Technology course will introduce the students to safe work practices, Wood & Metalworking skills and procedures, as well as introduce them to Graphics to enable them to read, interpret and produce basic workshop plans. Coupled with these practical lessons will be associated theory lessons where the students will be introduced to the workshop tools, equipment and processes, as well as introducing the students to different types of manufacturing material properties and applications.

# STEM – Science, Technology, Engineering, and Mathematics



## HEAD OF DEPARTMENT

Mr Mark Steffans

Contact: [msteffans@sec.qld.edu.au](mailto:msteffans@sec.qld.edu.au)

STEM is an exciting subject offering, based on the idea of exposing students to four specific disciplines — Science, Technology, Engineering and Mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning model based on real-world applications.

Students who choose this elective will have the opportunity to challenge themselves by developing real solutions to real world problems.

Course	Description
STEM	<p>STEM is an acronym for Science, Technology, Engineering and Mathematics. Modern life is filled with STEM invented products: mobile phones, electric cars, video games, virtual reality, Drone technology, to name a few. In this unit, the students will be the inventors. Students will have the opportunity to work in teams on real life problems and learn firsthand what it is like to create something extraordinary in our contemporary world. It uses Project Based Learning to holistically foster students' skills in creativity, design thinking, collaboration and problem solving.</p> <p>This subject provides students with opportunities to:</p> <ul style="list-style-type: none"> <li>• Develop scientific knowledge and skills in the scientific process</li> <li>• Develop creative and lateral thinking skills</li> <li>• Develop higher order design and engineering skills to innovate and invent</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• Students will complete projects where they will plan, develop and prepare a solution to a real-world problem. The final product will be presented to a public audience.</li> </ul>



**St Edmund's College Ipswich**  
16 Mary Street, Woodend QLD 4305  
PO Box 2343 North Ipswich QLD 4305  
P: 07 3810 4400  
[sec.qld.edu.au](http://sec.qld.edu.au)

A Catholic Boys' School in the Edmund Rice Tradition - Years 5 to 12