



MARYMOUNT

*College*

**YEAR 8**



**SUBJECT  
SELECTION  
HANDBOOK  
2021**

# Our College

<b>CONTENTS</b>	
Year 8 Subjects	5
<b>ENGLISH</b>	
English	6
<b>RELIGION</b>	
Religious Education	7
Humanities	8
Economics and Business	10
<b>HEALTH AND PE</b>	
Health & Physical Education	11
<b>SCIENCE</b>	
Science	12
<b>LANGUAGES</b>	
French	14
Japanese	15
<b>MATHEMATICS</b>	
Mathematics	16
<b>TECHNOLOGIES</b>	
Design and Technologies	17
Design and Technologies (Food Specialisation) FOOD	18
Design and Technologies (Food and Fibre) TEXTILES	19
Digital Technologies	20
STEM	21
<b>THE ARTS</b>	
Dance	22
Drama	23
Media Arts	24
Music	25
Visual Arts	26



**“The College Vision for Learning reminds all that successful learners are positive and active; take pride in their work; are prepared and punctual; respect others and contribute”**

## PRINCIPAL’S MESSAGE

Junior Secondary Programs are developed from the Australian Curriculum and allocations for subjects reflect the National priorities for schooling. In this context, we have six core subjects and some choice for elective subjects.

Students will study six core subjects throughout the year: English, Health and Physical Education, Humanities, Mathematics, Religion and Science.

Selection of subjects by students is an important part of focussing their thinking on what their strengths and interests are. With the majority of study mandated for students, we ask parents to provide guidance, but to allow students to make their personal selections from the elective courses.

Chris Noonan

**Principal**



**“Our goal is to develop reflective and self-directed learners who can shape and enrich our changing world as Catholic Christians now, and in their lives beyond school.”**

## ASSISTANT PRINCIPAL’S MESSAGE

Throughout Year 7 students have studied a wide range of subjects and it is important to find out as much as possible about the subjects offered in Years 8. Some of the subjects will be new and others with the same name as in Year 7 may be a little different for higher year levels.

A student should study a range of courses. When selecting electives, students should be guided by their interests and abilities and be flexible in their choices.

Students will choose four electives and two reserve electives. After students have made their choices, the school places the subjects in groups to create a timetable. Some students may find that clashes appear on the timetable, or it may not be possible to run a course if an insufficient number of students choose to study it. In these cases, the next reserve elective will be allocated.

As an overall plan, it is suggested to choose subjects:

- You enjoy, in which you have already had some success
- Which will develop skills, knowledge and attitudes useful throughout your life
- Which will assist you in making career choices.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided and ask for help along the way, you should come up with a list of subjects, which meets your needs.

Katrina Nicholson

**Assistant Principal Junior Curriculum**

## MAKING DECISIONS

- Read the subject descriptions in this booklet
- Ask heads of departments and teachers questions
- Find out about the content (i.e. What topics are covered in the subject)
- How the subject is taught and assessed. Is there a heavy emphasis on research and assignments or are they practical subjects or is the emphasis on oral work?

Your choice of subject now may affect your choice later in the senior years. Music and Languages in the Senior years almost always require previous study. Subjects such as Business subjects may be taken for the first time in Year 11.

It is important to remember that you are an individual and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- Someone told you that you will like or dislike it
- Your friends are not taking it
- You like or dislike certain teachers

Be honest about your abilities and realistic with your career aims.

# Student Services

## CAREERS OFFICE

The Careers Office is situated in the P&F Courtyard and is accessible to all students and is open from 8:00am until 4:00pm every school day.

Staff are available to assist students in all areas of careers and vocational education. This can include applying for a part-time job, finding a vocational qualification, initiating School Based Apprenticeships and Traineeships (SATs) for students in Year 10 and above, and researching tertiary courses and career options.

## COUNSELLORS

Three professionally qualified counsellors are available to students and their parents wishing to discuss issues of a personal nature. These may include concerns related to family, relationships, health, study stress, anxiety and future options.

It is a completely confidential service. Appointments can be made directly with the counsellor before and after school, during recess and lunch time, or through the Student Administration Office.

Group workshops and relaxation classes are also available by request. A number of books, pamphlets and audio tapes are also available for use by the students



## BE PREPARED TO ASK FOR ASSISTANCE

Course selection is an important time for students and one that needs the advice and support of parents and teachers. Please feel free to contact the College and in particular staff from Student Services for assistance.

## LIBRARY AND RESOURCE CENTRE

The Library and Resource Centre provides easily accessible, relevant resources to support student learning.

The Teacher Librarian is available to offer guidance to students in completing their research assignments and locating appropriate resources both digitally online and from the book collection. We encourage them to be critical thinkers, making informed decisions. The Library offers students a welcoming environment in which to study and read.

## LEARNING SUPPORT CENTRE

Learning Support Centre (LSC) provides support for both gifted students and for any students experiencing difficulties in their studies.

The LSC assists the regular classroom teachers to design, implement and evaluate appropriate curriculum so as to respond to the particular needs of students. Assistance is available, either for directional help, short or long term help. An English as an Additional Language/Dialect (EAL/D) teacher is available to work with students who have a non-English speaking background. The LSC is available to all students so that their learning is enhanced. Students and parents are encouraged to contact the LSC, particularly when they have concerns regarding issues that may affect learning.

# Year 8 Subjects

Students will study the SIX core subjects and will choose FOUR electives to study for a semester each.

Term 1	Term 2	Term 3	Term 4
←		Religious Education	→
←		English	→
←		Mathematics	→
←		Science	→
←		Humanities	→
←		Health & Physical Education	→
Elective 1		Elective 3	
Elective 2		Elective 4	

	Core (full year)	Elective (semester)
English	<ul style="list-style-type: none"> <li>English</li> </ul>	
Humanities	<ul style="list-style-type: none"> <li>Religious Education</li> <li>Humanities                             <ul style="list-style-type: none"> <li>History (Semester 1)</li> <li>Civics &amp; Citizenship (Term 3, 4 weeks)</li> <li>Geography (Semester 2)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Economics and Business</li> </ul>
Health & Physical Education	<ul style="list-style-type: none"> <li>Health &amp; Physical Education</li> </ul>	
Languages		<ul style="list-style-type: none"> <li>French</li> <li>Japanese</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	
Science	<ul style="list-style-type: none"> <li>Science</li> </ul>	
Technologies		<ul style="list-style-type: none"> <li>Digital Technologies</li> <li>Design and Technologies</li> <li>Design and Technologies (Food and Materials 1) FOOD</li> <li>Design and Technologies (Food and Materials 2) TEXTILES</li> <li>STEM</li> </ul>
The Arts		<ul style="list-style-type: none"> <li>Dance</li> <li>Drama</li> <li>Media Arts</li> <li>Music</li> <li>Visual Art</li> </ul>

**Topics Studied**

- Poetry to Prose: Imaginative
- Historical Fiction: Analytical
- Technology & Advertising: Persuasive
- Media: Informative

**Assessment**

- Written imaginative (exam conditions)
- Written analytical (exam conditions)
- Spoken persuasive
- Written short response (exam conditions)
- Written informative
- Multiple choice comprehension (exam conditions)

**Pathways to Year 11 & 12 Subjects**

- General English
- Literature
- Essential English



**The Year 8 English program is developed in accordance with the Australian National Curriculum and is built around the three interrelated strands of Language, Literature and Literacy.**

Each of the program's four units is designed to develop students' knowledge, understanding and skills in preparation for the senior years of schooling.

- Students examine a range of contemporary literature, including poetry and historical fiction, as well as media material that is directly relevant to their present and future lives.
- An increased level of challenge is built into tasks throughout each year as students move through their middle years of schooling. These tasks are purposefully aligned with the text structures and cognitive demands of the senior ATAR system.
- Technical control of language is emphasised through a strong focus on grammar, vocabulary, spelling and expression. Students learn how to master writing for a particular purpose and audience.
- Comprehension is an integral part of the English program in the middle years, with students developing their skills in literal, inferential and evaluative understanding.
- The English program is designed to assist students to become self-directed learners. Feedback is purposefully shaped to help them develop independence in editing and refining ideas.

# Religious Education



**There are two distinct complementary dimensions – classroom teaching and learning of religion and the Catholic Christian ethos and the Religious Life of the School.**

This includes the formal in-class work and the broader religious life of the College (Reflection Days, Liturgies, Prayer Life, Feasts, Celebrations, Outreach and Social Justice).

Students are expected to complete set tasks encouraging them to be lifelong learners and to develop students' religious literacy. The Religious Education program at Marymount College has been prepared in accordance with Archdiocesan guidelines and approved by the Brisbane Archdiocesan Accreditation panel.

A Religious Education program is not static. It continues to develop to meet the students' needs. Resources, teaching methodology, structure of the program, assessment techniques and criteria are reviewed and adjusted to meet the needs of the students.

Students are required to demonstrate overall performance according to the year level achievement standard. The demonstration of learning intentions for each strand studied is monitored and recorded in student folios during the four terms of the school year. The four strands are: Beliefs, Church, Christian Life, and Sacred Texts. These are inter-related and their content is taught in an integrated way.

Students at Marymount College are expected to participate fully in the Religious Education Program.

## Topics Studied

- Covenant
- Movers and Shakers
- Unity and Diversity
- Mission Matters

## Assessment

- Response to Sacred Text
- Report on Baptism
- Retrieval Chart for a Church Reformer and a Reflection
- Exam on The Eucharist and Ecumenism
- Oral Presentation on a Catholic Church organisation

## Pathways to Year 11 & 12 Subjects

- Religion & Ethics
- Study of Religion
- 10741NAT Certificate III in Christian Ministry and Theology
- 10742NAT Certificate IV in Christian Ministry and Theology

## Humanities

**Topics Studied**

- Medieval Europe
- People in the Middle Ages
- Landforms and Landscapes
- Changing Nations
- Laws and Citizens

**Assessment**

- Short Response Tests
- Research Assignment
- Night of Living History live presentation
- Field Report

**Pathways to Year 11 & 12 Subjects**

- Ancient History
- Geography
- Legal Studies
- Modern History



**Humanities is a composite subject that combines the Australian Curriculum subjects of History, Geography and Civics & Citizenship.**

Humanities is the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts, with a historical and contemporary focus, from personal to global contexts, with consideration of challenges for the future. Humanities provides a broad understanding of the world in which we live, the relationship between the past and the present, people and the environment, and how people can participate as active and informed citizens with high-level skills needed for the 21st century.

Through studying Humanities students will develop inquiry processes, the ability to question, think critically, solve problems, make decisions, adapt to change, and communicate effectively in written and spoken forms across a range of genres. One of the highlights of the Humanities year is the Night of Living History, held on the first Monday in June.

The key areas of study across the three components in Year 8 Humanities are:

- The Ancient to the Modern World 650 AD – 1750 AD.
- Place, space, environment, interconnection, sustainability and change in Australia and the world.
- Citizens and the Law

## Night of Living History



**One of the highlights of the Year 8 calendar is the Night of Living History. It is held on the Monday of Term 2 Week 8 each year (so in 2021 it will be held on Monday 7 June from 6:45pm - 8:30pm – please put it in your calendar.)**

In Semester 1 Year 8 History students study the Middle Ages. As part of this unit, in Term 2 students engage in an in-depth study of a person of their choice from Medieval times in Europe, Asia or the Islamic world, the Renaissance, the Reformation or the Age of Discovery. A research task is completed by each student. This work culminates in a special evening known as The Night of Living History. The research written assignment and the presentation form part of the grade for History in Semester One.

The Night of Living History is a presentation evening for parents and family members in the Doyle Centre. On this night, students dress and behave in the role of the person they have been researching in History. During the evening, Parents meet a variety of renowned figures from history, and perhaps those who have not made it into the history books: hard-working men and women who represent the many jobs that often go unnoticed. You may find yourself, shoulder to shoulder with great leaders and inventors and explorers, a medieval knight, a doctor from the plague era, a woman accused of witchcraft, a master-builder of cathedrals, a Polynesian navigator; anyone, in fact, who caught the attention and curiosity of a Year 8 Humanities student and was selected for further research.

Each student will have investigated the historical context, background, work, key events, contributions to society and significance of their historical person and, through their presentation, will bring their historical figure to life.

*I enjoyed every aspect of this assignment. It was different to what I have done before and was more interactive and hands-on. I advise next year's Year 8s to put an immense effort into every phase of the task because if they do, they will have an amazing time.*  
Lily Kinloch (Year 8 2019)

*I chose Robin of Locksley...and had so much fun. I especially liked making the bow and arrows from sticks in the backyard and how interested people were about what you had to say on the night.*  
Bryn Larkin (Year 8 2015)

*Overall, the night was fantastic! I learnt so much throughout the assessment. The night improved my confidence and my knowledge about the Aztecs.*  
Alarna Heath (Year 8 2018)

*The Night of Living History was extremely fun. Being able to dress up and pretend I was a person from history was a fantastic way to display what I knew about my famous person. I especially enjoyed talking to the children and parents and telling them about myself – Galileo Galilei. It was such a memorable evening.*  
Will Ross (Year 8, 2018)

## Economics and Business

**Topics Studied**

Smart Consumers:  
Why consumers and businesses have both rights and responsibilities?

- Informed Consumers
- Protected Consumers
- Deceived consumers
- Persuaded consumer
- Ethical Consumers

**Work and Me**

- Types of work
- Understanding labour markets and what may affect the ways people work, now and into the future

**Assessment**

- Multi-modal: Buy Smart Competition (term 3)
- Test: Response to stimulus (term 4)

**Pathways to Year 11 & 12 Subjects**

- Accounting
- Business
- Economics
- BSB20115 Certificate II in Business
- BSB30115 Certificate III in Business
- BSB50215 Diploma of Business



**The one semester unit of Economics and Business will focus on students developing an awareness of the business world and the economy in which they live.**

Consumer and financial literacy is mandatory in the Australian Curriculum.

Students have an opportunity to develop an understanding of economics and business concepts by:

- Considering the rights, responsibilities and opportunities that arise for businesses, consumers and governments
- The influences on the ways individuals work now and in the future

These topics of study give students a wonderful insight into the markets which exist within our economy, as well as their place within it.

The skills you learn in a business program can be easily transferred and adapted to just about any future career or job position imaginable. Business programs place a huge focus on teaching students the ability to think critically, problem solve in innovative ways, and manage their time logically.

The Year 8 course leads to further study in Business, Economics, Accounting and a wide array of careers post secondary school.

# Health & Physical Education



**In Health and Physical Education students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships.**

Health and Physical Education is one of the five mandatory subjects from the Australian Curriculum. The program helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation.

As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing.

Healthy active living, benefits individuals and society in many ways. This includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities, and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe, and active communities.

## Topics Studied

- My Adolescent Relationships
- High on Life
- Cultural Understandings
- Introduction to Anatomy
- Wet Ball
- AFL 9s
- Soccer
- Tee Ball

## Assessment

- Practical Assessment of Performances in Physical Activities (50% of Course)
- Theory Assessment is a combination of content in workbooks, written tests, multi-model presentations and assignments (50% of Course)

## Pathways to Year 11 & 12 Subjects

- Physical Education
- Health
- Certificate II Sport and Recreation/Certificate III Fitness

**Topics Studied**

- Rocks—We will rock you
- Chemistry—What's the matter?
- Biology—Multiplying by dividing
- Energy—For my lifestyle

**Assessment**

- Topic exams
- Experimental lab reports
- Major science project for Science night
- Multi-modal presentations
- In-class tasks

**Extension Activities**

- Science Night
- Griffith Uni Science Competition
- STEM Cup
- STAQ Science Competition
- Griffith University Trivia Challenge

**Pathways to Year 11 & 12****Subjects**

- Agriculture Science
- Aquatic Practices
- Biology
- Chemistry
- Marine Science
- Physics
- Psychology



**Students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs.**

Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

By the end of Year 8, Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions.

They use appropriate language to communicate scientific ideas, methods and findings.

Students will complete a project for their major Science night where they will get to choose a topic that fits into one of 5 categories given. These projects will be presented to the college community on the night.

## Science Night



# MARYMOUNT COLLEGE SCIENCE NIGHT

WE INVITE YOU TO ATTEND A  
SHOWCASE OF SCIENCE  
EXCELLENCE

VIEW YEAR 8 & 9 PROJECTS IN THE FOLLOWING  
CATEGORIES: SCIENTIFIC INVESTIGATION,  
ENGINEERING & TECHNOLOGY, CLASSIFIED  
COLLECTION, ENVIRONMENTAL ACTION  
PROJECT, SCIENCE COMMUNICATION



## SCIENCE DEMONSTRATIONS

**Every year at Marymount College we hold our Annual Science Night in August around National Science week.**

This involves students from Years 8. The aim is to inspire our young scientists to create innovative insight for the world around us.

Students are given six weeks to produce a science project that is aligned with one of the following five categories:

- Scientific Investigation
- Classified Collection
- Engineering & Technology
- Environmental Action project
- Communicating Science

All student projects are set up and showcased on the night for viewing by friends and family. Judging is carried out by our Science team with prizes awarded for each year level winner and runner up of each category, as well as an overall competition winner and runner up. All major prize winners have the opportunity to send their projects onto state competitions in which Marymount College has had great success.

On the night Science teachers with the help of senior Science students run workshops and demonstrations showcasing our Senior Science subjects that is fun for the whole family.

## French

**Topics Studied**

- Nationality
- Numbers
- Pets
- Descriptions

**Assessment**

Students learn to listen, speak, read and write in the foreign language. Tests in all four skills are conducted throughout the course.

- Listen and understand
- Speak with confidence
- Read simple texts and practical examples of the written language
- Write short answers

**Pathways to Year 11 & 12 Subjects**

- French



**The benefits of learning a Language for the individual student are significant. Children who have an early start and continue to learn a language maintain advantage in all areas of language, literacy and learning.**

**Improved brain development**

- Faster rates of development in cognitive functioning
- Improved brain functionality
- Better analytical skills which transfer across all subjects
- Improved skills of observation and ability multi-task.

**Higher academic performance**

- Students who study languages tend to score better on standardised tests than their monolingual peers, particularly in categories of maths, reading and vocabulary.

**Improved literacy**

- Learning languages teaches the students about the nature of language – about languages as a concept, communication, context and culture. These insights into language aid and increase literacy skills.

**Increased opportunities in the Global Economy**

- Emotional intelligence increases employability. Culture is a key component in relating to and interacting with others.
- Global integration and international mobility have increased rapidly in the past decade – communication, travel and business between countries is more common.

(BCE Briefing Paper No. 1 2018)

## Japanese



**The benefits of learning a Language for the individual student are significant. Children who have an early start and continue to learn a language maintain advantage in all areas of language, literacy and learning.**

#### **Improved brain development**

- Faster rates of development in cognitive functioning
- Improved brain functionality
- Better analytical skills which transfer across all subjects
- Improved skills of observation and ability multi-task.

#### **Higher academic performance**

- Students who study languages tend to score better on standardised tests than their monolingual peers, particularly in categories of maths, reading and vocabulary.

#### **Improved literacy**

- Learning languages teaches the students about the nature of language – about languages as a concept, communication, context and culture. These insights into language aid and increase literacy skills.

#### **Increased opportunities in the Global Economy**

- Emotional intelligence increases employability. Culture is a key component in relating to and interacting with others.
- Global integration and international mobility have increased rapidly in the past decade – communication, travel and business between countries is more common.

(BCE Briefing Paper No. 1 2018)

#### **Topics Studied**

- Food and drink
- Month, dates, & days of the week
- Hobbies
- Daily routines and activities

#### **Assessment**

- Reading exam
- Writing exam
- Listening exam
- Speaking exam
- Multimodal projects
- Hiragana & Katakana tests

#### **Pathways to Year 11 & 12 Subjects**

- Japanese

# Mathematics

## Topics Studied

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

## Proficiency Strands

- Understanding
- Fluency
- Problem Solving
- Reasoning

## Assessment

- Unit test
- Semester exam
- Modelling and problem solving task
- (PSMT – written report)

## Extension Activities

- Mangahigh Competition
- Maths Trust Problem Solving Competition

## Pathways to Year 11 & 12

### Subjects

- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics



**Mathematics is organised around the interaction of three content strands and four proficiency strands, following the Australian Curriculum.**

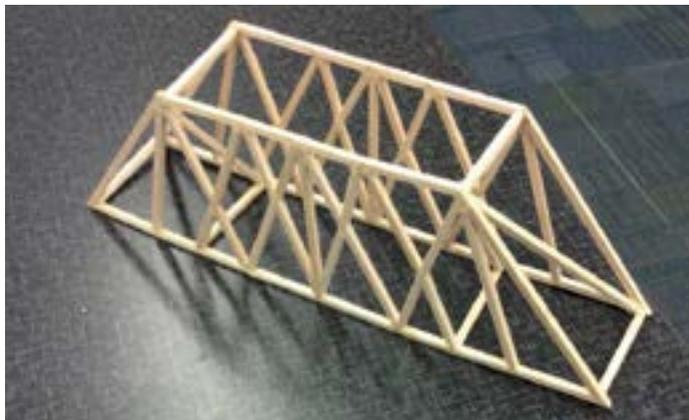
The proficiency strands are Understanding, Fluency, Problem Solving and Reasoning. These strands describe how content is explored or developed, that is, the thinking and doing of mathematics.

The Mathematics curriculum provides the opportunity to apply mathematical understanding and skills in context, both in other learning areas and in real world contexts. Students will use online programs to support their classroom activities and provide alternative learning experiences.

Students develop the capacity to recognise and understand the role of mathematics in the world around them and the confidence, willingness and ability to apply mathematics to their lives.

Teachers set homework and class tasks as part of the ongoing assessment of the progress and application of the individual. Results of assessment in Year 8 Mathematics and the Progressive Assessment Task - Mathematics will give the information required to guide placement of students in Mathematics classes in Year 9.

# Design and Technologies



**During this course, participants will develop an understanding of the use, development and impact of technologies in people's lives.**

Design and Technologies is a subject within the Design and Technologies subject area of the Australian Curriculum.

Design students will acquire processes and production skills through the critiquing, exploring and investigating of real world needs or opportunities. They will generate, develop and evaluate design ideas for designed solutions. The students will then plan, produce (make) and evaluate these designed solutions.

Design solutions include Balsa Wood Bridges , Laser Cut Night Lights, and 3D Printed USB cases.

These design solutions will be produced using the various skills, processes and materials available within the Industrial Technology and Design disciplines of Metal, Wood, Plastics, Graphical Communication and latest manufacturing technologies and software.

## Topics Studied

- Materials and technologies
- Engineering principles and Systems
- Graphical Communication

## Assessment

- Design Folios
- Logbook/Project Evaluation
- Practical Projects

## Pathways to Year 11 & 12 Subjects

- Certificate I in Construction
- Certificate II in Electrotechnology
- Certificate II in Engineering Pathways
- Design Pathways

# Design and Technologies (Food and Materials 1) FOOD

## Topics Studied

- Food and Nutrition

## Assessment

- Practical
- Work Book
- Design Brief Folio

## Pathways to Year 11 & 12

### Subjects

- Food and Nutrition
- SIT20316 Certificate II in Hospitality *with option of*
- SIT30316 Certificate III in Hospitality (Traineeship)



**The central focus of Design and Technologies (Food and Materials 1) is the wellbeing of people within their personal, family, community and work roles.**

This course encourages personal independence and effective living within wider society, and promotes preferred futures for self and others. It is an interdisciplinary study drawing on the fields of nutrition, the built environment, human development, relationships and behaviour.

Students become increasingly aware of the processes of growth and development and take increasing responsibility for their own growth and development. They make decisions and take actions to promote healthy eating and develop a sensitive approach to interpersonal relationships.

They contribute to environments that are supportive of human growth and development, and develop a respect for the lifestyle choices of other people. Informed people who think critically and creatively make socially and ethically responsible actions that enhance wellbeing. People who promote wellbeing and design their futures understand that the decisions and actions taken by them and others have consequences.

## Design and Technologies (Food and Materials 2) TEXTILES



**Design and Technologies (Food and Materials 2) will contribute to the overall education of students by enabling them to confidently use a range of technologies and create an awareness of related career pathways and leisure pursuits.**

This course encourages students to be proactive, competent, creative, responsible and reflective learners able to take part in further study, work or training.

Textiles have played a significant role throughout human history, satisfying both functional and aesthetic needs. Textiles continue to satisfy needs in society by being a means of self-expression, by having social meaning and cultural significance, and by performing specific functions in commercial, industrial and personal settings.

Project Work that includes investigation and experimentation will enable students to discriminate in their choices of textiles for particular uses. Students will document and communicate their design ideas and experiences and make use of contemporary technology in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques.

Students will develop an appreciation of the factors affecting them as textile consumers. Current technologies and innovations that continue to emerge in the textile industry will be addressed with emphasis on their economic, social and environmental consequences.

### Topics Studied

- Basics of Textiles

### Assessment

- Practical
- Work Book
- Journal

### Pathways to Year 11 & 12 Subjects

- Fashion

## Digital Technologies

**Topics Studied****Gaming and Designing Applications**

- Game design and development
- Web design and development
- Coding in Python
- GUIs (graphical user interface design)

**Automation and Efficiency of Business and Scientific Processes**

- Spreadsheets, formulas
- Databases and database design
- Visualising data
- Gathering reliable data
- Making decisions from data
- Introduction to artificial intelligence (AI)

**Assessment**

- Project
- Folio of work

**Pathways to Year 11 & 12 Subjects**

- Digital Solutions
- ICT30115 Certificate III in Information, Digital Media and Technology



Unit 1, Gaming and Designing Applications, has an emphasis on problem solving through designing and visualising graphics using Python's turtle library, GUI design and Game Maker. Entrepreneurial and design skills will be utilised to code and generate a digital solution. Apps may include a soccer scoring app, a personality tester, study plan organiser or a game which interacts with students.

Unit 2 will centre on data and wisdom, analysing and visualising information. Students will be introduced to ways of automating the extraction of information from large sets of data, allowing analysis and evaluating results for accuracy. Data is everywhere, from a file on the computer to machine learning Artificial Intelligence (AI).



**Discover the diversity of approaches to problem solving with science, technology, engineering and mathematics skills.**

Students are encouraged to develop their creativity, critical thinking, communication and collaboration skills as they address the challenges.

Projects include designing solutions for eco-friendly travel and addressing the problem of easing pressure on housing Australians in smaller spaces.

Can you make a difference?

### Topics Studied

- Solar energy
- Electronic circuits
- Hydrodynamics
- Speed and acceleration
- Design and modelling
- Digital communication
- Project processes
- Scientific enquiry
- Mathematical application

### Assessment

- Projects

### Pathways to Year 11 & 12 Subjects

- Digital Solutions
- ICT30115 Certificate III in Information, Digital Media and Technology
- Mathematical Methods
- Physics
- Design

## Dance

**Topics Studied**

Unit- TikTok to Traditional Performance and choreography in various styles:

- Street dance
- Hip hop
- Stepping
- Cultural

Comparison of dance elements and contexts.

**Assessment**

Making

- Performance of dances in various styles
- Choreography of movement sequences and dances (within a group)

Responding

- Analysis of dance concepts

**Pathways to Year 11 & 12****Subjects**

- Dance
- CUA30113 Certificate III in Dance



**Want to be...confident, coordinated, creative, communicative, critically aware?**

‘TikTok to Traditional’ engages students to make and respond to dances that reflect identify, self-expression and community. This unit focuses on dance cultures from local, Australian and global contexts from current and past eras.

Styles studied include: street dance, hip hop, stepping and cultural dance.

This unit empowers students with the ability to be more confident and creative by exploring the expressive capacity of their bodies.

Competitions in Brisbane and the Gold Coast allow for the extension of performance skills, while excursions to view the work of professional companies provide students with an insight into the inspiring heights that this unique art form can take.

Students improve their fitness, expressive and presentation abilities to ensure a healthy body and mind. The study of Dance heightens students’ personal and physical wellbeing, improving self-confidence and fostering their creative problem-solving abilities.

It is not necessary for students to have studied dance prior to choosing this subject.

## Drama



**Drama enables students to participate in dramatic play, drama and formal theatrical performances.**

Students make, create and re-create drama through improvisation, role-play, characterisation and interpretation of texts as they plan, rehearse and present their drama to others. Students also reflect on their own drama and the dramatic work of others.

Drama builds on:

- Creativity, the ability to respond to situations and seek solutions
- Confidence, the ability to act and react to situations and people
- Critical thinking, the identification and evaluation of evidence to guide decision making
- Collaboration, the ability to work with others on a shared event
- Communication, the expression of ideas to others (within the class and to the audience)
- Culture, the exploration of difference and unity, be that historical or geographical.

### Topics Studied

- Script work
- Mask Work
- Physical Theatre

### Assessment

- Performances
- Assignment
- Short answer Test

### Pathways to Year 11 & 12 Subjects

- Drama
- Drama in Practice
- English
- Film, Television and New Media

## Media Arts

## Topics Studied

- **Topic 1: Introduction to Media Arts**  
Film Language Codes and Conventions.
- **Topic 2: The Art of Storytelling**  
Genre and Narrative Structure

## Assessment

## Responding Tasks:

- Written exam
- Scene and film analysis

## Making Tasks:

- Pre-production
- Storyboards
- Shot-list and scripts

## Production:

- Production of film scene

## Pathways to Year 11 &amp; 12

## Subjects

- Film, Television and New Media
- Media Arts in Practice



**Media Arts involves students making and responding to media arts independently, and with their classmates, teachers and communities. They explore media arts as an art form.**

Students build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artworks. They build on their understanding and use of time, space, sound, movement, lighting and technologies. They examine the ways in which audiences make meaning and how different audiences engage with and share media artworks.

By the end of Year 8, students:

- Identify and analyse how film language creates media representations for audiences
- Combine use of sound and image to construct and reconstruct meaning for a general audience
- Use genre and media conventions and shape technical and symbolic elements for specific purposes and meaning
- Will understand all elements of the pre-production, filming and editing process.

Students will collaborate with others in design and production processes, and control equipment and technologies to achieve their intentions.

# Music



**Music is offered to students of all ability levels. It is designed to introduce students to basic music literacies through an aural-based, student-centred approach including the study of the elements of music, performance techniques, and traditional and modern Composition styles utilising technology.**

Music will introduce students to a variety of styles and repertoire ranging from the Baroque Era, Romantic Era, and Modern Popular Music.

Music is a sequential course that builds self-discipline, confidence, creativity, teamwork, creative problem-solving, and resilience. It also possesses many cross-curricular elements that can benefit other subjects, particularly in literacy and numeracy.

The program focuses on developing music literacy, aural skills, and the ability to sing and play on students' chosen instrument in increasingly complex parts. Beginning with the most accessible instrument we all have—the voice—students will develop their musical literacy through a study of Indigenous Australian Music, songs in the Western Folk Tradition, Classical Art Music, and Popular Song. Knowledge and skills gained through engaging with this repertoire is then applied to performance and composition utilising instruments and modern technology.

Students studying music are encouraged to develop their skills and knowledge through participation in the co-curricular Music ensemble program. Information about ensemble groups and performance opportunities is available on the College website.

## Topics Studied

- Pentatonic Scale and Transposition
- 2-Part Work
- Staff Notation
- Western Folk Songs
- Popular Music
- Popular Technology
- Aural Development
- Performance
- Composition

## Assessment

- Performance
- Composition – Reading and Writing
- Composition – Popular Music
- Analysis – Aural and Visual

## Pathways to Year 11 & 12 Subjects

- 11 Music
- 12 Music
- 11 Music Extension
- 12 Music Extension

## Visual Arts

### Topics Studied

- Pop Art (2D, 3D)
- Messing with Media 2D

### Assessment

- Practical folio of work involving- researching, developing, resolving
- Visual Diary
- Artist Investigation

### Pathways to Year 11 & 12 Subjects

- Visual Art
- Visual Arts in Practice



**The Visual Arts course provides students with the opportunity to develop their inherent imagination, creative problem solving and art making skills.**

Through this course students are encouraged to create artworks that communicate, challenge and express their own ideas as artists and develop an understanding of visual language. Students are challenged to build skills, creativity and understanding by exploring a variety of different techniques and media. Through the two units' they will have the opportunity to investigate artmaking processes such as drawing, painting, sculpture, ceramics, printmaking, photography and digital art. Students are also encouraged to respond to and evaluate their own and others artworks.

Creating art is challenging and enjoyable, students learn perseverance, accountability and the importance of maintaining focus and dedication to a task.

Students are encouraged to develop aesthetic sensitivity, knowledge, understanding and skills in line with the National Curriculum.

### Visual Art Extension

Students have the opportunity to attend the 'Fairweather Art Group' after school to work on their own art, participate in extension activities or complete art assignments.

## Year 8 Camp



**Due to COVID-19 the 2020 Year 7 Camp was cancelled. This camp has been scheduled for 2021. Year 8 students will attend camp in Term 2 Week 2 from Wednesday 28 - Friday 30 April.**

This camp is an integral part of our College Induction Programme and has been designed to help develop your child through skills that are socially, mentally and physically challenging. The main aim of the camp is for the students to get to know one another and their teachers, as well as being the culminating activity of their Induction into Secondary School.

We advise students to ensure they have a good breakfast on the morning of departure. We will not be stopping the buses for morning tea and food items cannot be consumed on the bus. Students who suffer from travel sickness need to make the teachers on the bus aware and sit towards the front of the bus. Taking travel sickness medication prior to the bus trip is advisable.



**Departure Date:** 28 April 2021

**Departure Time:** Meet pastoral group in P&F Courtyard Wednesday 8.30am sharp.

**Depart Time:** 8:45 am

**Return Date:** 30 April 2021

**Return Time:** 2:45pm

**Venue Name:** QCCC Mapleton

**Venue Address:** 170 Obi Obi Rd, Mapleton QLD 4560

**Transport:** Coach

**Requirements:** A list of all requirements will be provided closer to the event. All meals will be supplied at the camp.

**Dress:** Appropriate free dress

**Accompanying Teachers:** Pastoral Teachers, Heads of Year 8 Peter Carroll and Hannah Richardson

**Cost:** The cost of this camp will be included in school fees



MARYMOUNT  
*College*

261-285 Reedy Creek Road

Burleigh Waters QLD 4220

Phone: (07) 5586 1000

[www.marymount.qld.edu.au](http://www.marymount.qld.edu.au) | [info@marymount.qld.edu.au](mailto:info@marymount.qld.edu.au)