# Marymount College
## Burleigh Waters

**2025**

# Year 8 Guide

A Brisbane Catholic Education School

# Contents

# The subject selection process

**Throughout Year 7 students have studied a wide range of subjects.**

Some of the subjects offered in Year 8 will be new, and others with the same name as in Year 7 may be a little different for higher year levels.

When selecting electives, be guided by your interests and abilities and be flexible in your choices.

- Choose 4 electives and 2 reserve electives.
- We then place the subjects in groups to create a timetable.
- It's possible that clashes will 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.

**Wes Guthrie**
**Assistant Principal Junior Curriculum**

# How to use this guide

**CORE SUBJECT**

## ■ English

**The Year 10 English program is developed in accordance with the Australian 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 ATAR system.

- Students examine a range of classic and contemporary literature, as well as media material that is directly relevant to their present and future lives.
- The course is designed to further develop students' critical literacy skills, giving them the opportunity to develop and justify their interpretations of texts through analysis of evidence.
- Students create a variety of spoken and written texts to articulate complex and imaginative ideas, learning how to employ a purposeful selection of language features to achieve precision and stylistic effect.
- Comprehension is an integral part of the Year 10 English program, with students further developing their inferential and evaluative understanding.
- The English program is designed to assist students to become self-directed learners. It is anticipated that in Year 10, students are capable of independent drafting, proofreading and editing. Feedback is purposefully shaped to help students refine and extend their ideas.

**Topics Studied**
- Character Imagining
- Human Nature
- The Bard
- Media Spotlight

**Assessment**
- Written imaginative exam
- Written analytical assignment
- Written analytical exam
- Spoken persuasive assignment

**Pathways**

All aspects of the Year 10 program are designed in preparation for the senior QCE and ATAR system.

- Literature
- General English
- Essential English

Topic Studied
What topics are included in this subject.

Assessment
How students will be assessed.

Pathways to Year 11 & 12
What senior subjects can this subject can lead to.

Extension Activities
Some subjects have optional extension activities students can become involved in.

# Your options in Year 8

Students will study 6 core subjects for a full year, and will choose 4 electives to study for a semester each.

| | Core (full year) | Elective (semester) |
|---|---|---|
| | Students will study ALL of these subjects for the full year | Students will choose FOUR of these subjects to study for one semester each |
| **English** | • English | |
| **Humanities and Social Sciences** | • Religious Education<br>• History & Geography | • Aboriginal Studies<br>• Business and Civics |
| **Health & Physical Education** | • Health & Physical Education | |
| **Languages** | | • French<br>• Spanish |
| **Mathematics** | • Mathematics | |
| **Science** | • Science | |
| **Technologies** | | • Design and Technologies: GRAPHICS<br>• Design and Technologies: Food Specialisations - FOOD<br>• Design and Technologies: Food and Fibre Production - TEXTILES<br>• Digital Technologies<br>• STEAM |
| **The Arts** | | • Dance<br>• Drama<br>• Media Arts<br>• Music<br>• Visual Art |

# How to choose your subjects

### Seek information

What topics are covered in each subject? How is the subject is taught and assessed?  For example: is there a heavy emphasis on research and assignments or are they practical subjects or is the emphasis on oral work? Ask Curriculum Leaders and teachers for more details.

### Be honest with yourself

Structure your choices around your abilities, interests and ambitions. Be honest about your abilities and realistic with your career aims.

### Think ahead

Your choice of subject now may affect your choice later in the senior years. For example: 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, although it is useful (but not essential) to have taken related subjects in Years 8-10.

### Be an individual

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

# Help is available

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 for assistance.

## Curriculum Leaders

Reach out to Curriculum Leaders with questions about course content.

## 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. The Library offers students a welcoming environment in which to study and read.

## Careers Centre

The Careers Centre 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.

For students in Years 7-9 the Careers Centre can provide resources and information about career pathways that may assist their junior subject selections.

For students in Year 10 and above, assistance is available when applying for a part- time job, finding a vocational qualification, initiating School Based Apprenticeships and Traineeships (SATs) and researching tertiary courses and career options.

## 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. 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.

## 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.

# Core Subjects

→ Students will study six core subjects for the full year.

# ■ 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.

**Areas For Study**

- God's saving plan
- The mission of Jesus
- Baptism
- Responding to emerging moral questions
- Covenant and the Old Testament prophets
- Key events in the early church
- Praying with Scripture

**Assessment Types**

- Written response in exam conditions
- Oral presentation
- Investigation and Report

**Pathways to Year 11 & 12 Subjects**

- Religion & Ethics
- Study of Religion

## ■ 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, and spelling. 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.

**Topics Studied**

- Monsters: Narrative
- *A Monster Calls*: Novel Study
- Media Representations
- Advertising
- Technology: For Better or Worse?

**Assessment**

- Written imaginative exam
- Written analytical essay exam
- Written comparative essay assignment
- Spoken persuasive assignment
- Reading comprehension multiple choice exams

**Pathways to Year 11 & 12 Subjects**

- English
- Literature
- Essential English

# History & Geography

History and Geography are subjects in the Humanities and Social Sciences Department. History is studied in Semester 1 and Geography is studied in Semester 2.

History provides a study of History from the end of the ancient period to the beginning of the modern period (c.650 BCE - 1750 CE). Two societies are investigated to understand the key events, social structure,  values, beliefs and perspectives, significant individuals, groups and ideas, and the legacies of these societies.

Geography focuses on developing an understanding of place, space, environment, interconnection, sustainability and change in Australia and the world.

**History Topics Studied**
• Medieval Europe (c.590 - c 1500)
• The Vikings (c.790 - c.1066)

**Geography Topics studied**
• Landforms and landscapes
• Changing nations: Australia, United States and China

**Assessment**
• Short Response Tests
• Research Assignment
• Night of Living History live presentation
• Field Report

**Pathways to Year 11 & 12 Subjects**
• Ancient History
• Economics
• Legal Studies
• Geography
• Modern History

# ■ 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**

- Safety
- Alcohol and Drugs
- Health Benefits of Physical Activity
- Nutrition
- Waterpolo
- Touch Football/Oz tag
- Soccer/Futsal
- Movement and Performance

**Assessment**

- Practical Assessment of Performances in Physical Activities (50% of Course)
- Theory Assessment is a combination of written tasks to be completed in exam conditions (50% of course).

**Pathways to Year 11 & 12 Subjects**

- Physical Education
- Health
- Sport and Recreation

# ■ 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.

**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**
- EdPerfect Competition
- Maths Trust Problem Solving Competition

**Pathways to Year 11 & 12 Subjects**
- Essential Mathematics
- General Mathematics
- Mathematical Methods
- Specialist Mathematics

## ■ Science

Students are introduced to cells as microscopic structures and explain macroscopic properties of living systems. They explore the organisation of body systems in terms of flows of matter between interdependent organs. In chemistry, they explore changes in matter at a particle level, and distinguish between chemical and physical change.

They begin to compare different forms of energy and represent the transfer and transformation of energy in simple systems. They apply an understanding of the theory of plate tectonics to explain patterns of change in the geosphere and explain how the properties of rocks relate to their formation.

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.

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

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

**Topics Studied**

- Earth and Space Science
- Chemical Science
- Biological Science
- Physical Science

**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
- STAQ Science Competition
- Griffith University Trivia Challenge

**Pathways to Year 11 & 12 Subjects**

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

# Elective Subjects

→ Students will study four elective subjects for one semester each.

## Design and Technologies: Food Specialisations—Food

The central focus of Design and Technologies: Food and Materials—Food 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.

Students 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.

**Topics Studied**

- Food safety and preparation
- Meal planning
- Design process

**Assessment**

- Practical: continuous practical and breakfast meal

**Pathways to Year 11 & 12 Subjects**

- Food & Nutrition
- SIT30622 Certificate III in Hospitality

SIT30622 Certificate III in Hospitality is delivered by Marymount College on behalf of Prestige Service Training. A Marymount College teacher will deliver the training on site at Marymount College.
Prestige Service Training
RTO Number 31981
Southport Central, Building 3G, Level 4,
27 Garden Street, Southport, QLD 4215
Ph: 1300 368 097

# Design and Technologies: Food and Fibre Production–Textiles

Design and Technologies: Food and Materials–Textiles 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
- Fabric manipulation and embellishment
- Fashion illustration techniques
- Construction skills
- Commercial pattern use

**Assessment**

- Practical: PJ shorts and cushion
- Folio and fashion story boards

**Pathways to Year 11 & 12 Subjects**

- Fashion

## Design and Technologies - Graphics

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 and CO2 Powered race cars.

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**

- Design
- CPC10120 Certificate I in Construction
- MEM20413 Certificate II in Engineering Pathways

The CPC10120 Certificate I in Construction and MEM20413 Certificate II in Engineering Pathways qualification is delivered by Blue Dog Training for Marymount College.
Blue Dog Training RTO Number: 31193
www.bluedogtraining.com.au  07 3166 3960

# Digital Technologies

## Gaming and Designing Applications

Unit 1 has an emphasis on problem solving through following processes that allow for and enhance construction of interactivity and visualisation of graphics using Microsoft's MakeCode platform for control with an Arduino Esplora device. Through investigating and developing algorithms that provide mechanics for various popular genres of video games students are then able to blend them and develop their own interactive product. Once students evaluate their product, entrepreneurial skills are utilised to prepare a potential entry into the Australian STEM Video Game Challenge.

## Digital Amusement Appliances

In Unit 2 students are introduced to general purpose text-based programming through investigating and development of their own digital amusement appliances to be used at a carnival games fundraising event run at lunchtime on school grounds. They each develop a prototype using a microcontroller running their Python code that takes external input, performs a calculation and provides an output to screen and or sound. To simulate real world testing and evaluation students then get to see users interacting with their appliance alongside others and make improvements.

## Topics Studied

Gaming and Designing Applications

- Video game mechanics
- Algorithm design and development
- Graphical user interface design and development

Digital Amusement Appliances

- General purpose text-based programming (Python 3)
- Electronic circuit construction
- Interfacing electronic components for data collection
- User testing

## Assessment

- Project
- Folio

## Pathways to Year 11 & 12 Subjects

- Digital Solutions
- ICT30120 Certificate III in Information Technology

The ICT30120 Certificate III in Information Technology qualification is delivered by iVet for Marymount College.

iVet Institute
RTO 40548
admin@ivet.edu.au
ivet.edu.au
Ph: 1300 303 715

## ■ STEAM

### Marymount Solar Challenge

In Unit 1 students discover the diversity of approaches used when developing problem solving skills within science, technology, engineering and mathematics disciplines as they design, build, test, modify and race their own model solar boat in the Marymount Solar Challenge. With the use of solar cells students are able to investigate how we can harness renewable energies and develop a power train that could propel their watercraft to victory. Simple hydrodynamics are then introduced so students can develop hulls for the purpose of having the fastest lap of the Marymount swimming pool with a potential to join an international challenge.

### The Helpful Shelter Project

In Unit 2 students are encouraged to develop their creativity, critical thinking, communication and collaboration skills as they address various shelter related challenges. Students research and develop a design for a purpose built "Tiny House" and produce a range of presentation drawings with the option to also construct a 3D model of their design. There is scope for innovative and flexible design solutions using a range of alternative materials and sustainable technologies. This project allows for creative design solutions as well as developing skills in architectural presentation drawing, scientific enquiry and mathematical application. Easing pressure on housing people in smaller spaces and responding to worldwide demand for emergency housing. 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

- Folio
- Project

### Pathways to Year 11 & 12 Subjects

- Digital Solutions
- Mathematical Methods
- Physics
- Design
- ICT30120 Certificate III in Information Technology

The ICT30120 Certificate III in Information Technology qualification is delivered by iVet for Marymount College.

iVet Institute
RTO 40548
admin@ivet.edu.au
ivet.edu.au
Ph: 1300 303 715

## ■ Aboriginal Studies

**Aboriginal Studies develops knowledge and understanding of Aboriginal identities, communities, roles, and the range of relationships between Aboriginal Peoples and non-Aboriginal people.**

Students demonstrate knowledge of the commonalities and diversity of Aboriginal cultures, experiences, and perspectives. They recognise the continuity and dynamism of Aboriginal identities, communities, and cultural expressions. They recognise factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures, and demonstrate understanding of the effects of these perceptions.

Students develop skills in using appropriate protocols for working with Aboriginal communities. They locate, select, organise, and communicate information using relevant research techniques and technologies. Students develop an appreciation of the importance of community consultation,

ownership of cultural knowledge and the protection of data.

**Topics Studied**

- Aboriginal Culture and Identity
- Aboriginal Culture and Visual Arts
- Aboriginal Culture and Sport
- Aboriginal Culture and Sustainability

**Assessment**

- Practical
- Visual Diary
- Folio of Work
- Research and Investigation task

**Pathways**

- Visual Arts
- History
- Music
- Dance
- ASP

# ■ Business and Civics

Business and Civics is a semester long elective course. Students will focus on 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 the following economics and business concepts:

- how markets influence decisions about the allocation of resources to the production of goods and services, and the effect of prices on these decisions
- the importance of Australia's system of taxation and how this system affects decision-making by individuals and businesses.

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

Civics and Citizenship will be studied in the second term of the semester. The Year 8 curriculum provides an understanding of how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government decision-making processes. Students consider how laws are made and the types of laws used in Australia and examine what it means to be Australian by identifying reasons for and influences that shape national identity, and how this contributes to active citizenship.

The skills in this course can be easily transferred and adapted to just about any future career or job position imaginable. The program prioritises the ability to think critically, problem solve in innovative ways, manage time effectively and communicate clearly and accurately for a range of purposes and audiences.

**Topics studied:**

- Different types of Markets (Retail, Financial, Labour)
- Becoming a smart consumer (Scams, Consumer rights - the future, Ethical consumption)
- Government and democracy
- Laws and citizens
- Citizenship, diversity and identity

**Assessment**

- Combination Response Exam
- Group projects
- Short Response Test

**Pathways to Year 11 & 12 Subjects**

- Accounting
- Business
- Economics
- Business Studies
- BSB30120 Certificate III in Business
- BSB50120 Diploma of Business
- Tourism
- Legal Studies
- Ancient History
- Modern History
- Geography

# ◼ Dance

Want to be...confident, coordinated, creative, communicative, critically aware? Studying Dance helps engage, inspire and enrich students to promote "positive artistic, creative, cognitive, aesthetic and cultural benefits that can impact students' lifelong health, wellbeing and social inclusion." (Australian Curriculum v9)

The Year 8 Dance unit, '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 (eg. Reggaeton, Bollywood).

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.

Students will have the opportunity participate in:

Excursions to professional performances
- QPAC (Brisbane)
- HOTA

Competitions and performances (not compulsory)
- Gold Coast Eisteddfod
- Danc'eD in the Spotlight
- Starbound
- Beenleigh Eisteddfod

Workshops
- Professional artists
- Choreography development

**Topics Studied**

Performance and choreography in various styles:
- Street dance
- Hip hop
- Stepping
- Cultural (eg. Reggaeton, Bollywood)
- Comparison of dance elements and contexts.

**Assessment**

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

Responding
- Analysis of dance concepts

**Extension Activities**

Marymount College's Extension Dance Program allows for experienced dancers to strengthen their performance skills by participating in intensive workshops and challenging routines. Selecting this elective, and participating in at least two hours of dance weekly at a studio, qualifies students to audition for the Extension Dance Team.

**Pathways to Year 11 & 12 Subjects**
- Dance
- CUA30120 Certificate III in Dance

## ■ 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 in Practice

# ■ Media Arts

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.

## Topics Studied
- Cinematography using DSLR cameras and tripods
- Editing with Adobe Premiere Pro
- Recording Audio using microphones
- Film Genres
- Power of Storytelling
- Analysing media
- Media Literacy
- Computer Animation and Stop-Motion

## Assessment
Responding Tasks:
- Written exam
- Scene and film analysis

Making Tasks:
- Pre-production
- Storyboards
- Shot-list and scripts

Production:
- Production of film scene

## Extension Activities
Students have the opportunity to attend the After School Film Club to work on creating films for film festivals, viewing and appreciating films as well as writing film reviews.

## Pathways to Year 11 & 12 Subjects
- Film, Television and New Media
- Media Arts in Practice

## ■ Music

Music is offered to students of all ability levels. It is designed to foster creativity and enjoyment by connecting students' own experiences with music in their lives to meet curriculum elements.

The course of study adopts a retro inquiry model, beginning with music that directly connects with students' own lives, and transfers these analysis skills to styles and genres of music that are new to students.

Students analyse and evaluate visual and audio performance styles, developing their ability to form judgments and justify viewpoints.

Students may choose any instrument on which to develop their skills and engage with class work.

Composition development allows students to exercise vast freedom in methods of creating music. From the recording and manipulation of everyday sounds in the environment, the fostering of electronic music styles, to a more guided understanding of chords and melody, students can set out on their own path of making music.

Students who are a part of the co-curricular instrumental ensemble program are able to receive assessment credit from ensemble performances.

### Learning an instrument or already in a Marymount Ensemble or Band?

The classroom subject Music is a perfect companion for students who are already involved in music in other areas of their lives; whether this be currently learning an instrument, or involved in an ensemble or band.

There are many benefits to studying the subject for students who are already in an ensemble or band. These include, but are not limited to:

- Increased support for student learning from Marymount College Music staff
- A wider cross-section of Music curriculum is covered by involvement in both Classroom and Ensemble/Band, which can greatly benefit student results all the

way through until Year 12 ATAR Music
- Classroom Music provides a creative and structured outlet to offset an academic plan with other STEM subjects.
- Students who have studied subjects such as Mathematical Methods, Specialist Mathematics, Chemistry, and Physics that have studied Music and Music Extension greatly appreciated this balance in their subject load.

### Topics Studied

- Basic scales and construction of melody
- Foundational theory of chords and harmony
- Popular music including electronic, jazz, and rock styles
- Romantic, Twentieth Century, and Modern Era styles
- Composing and performing technologies
- Audio software and manipulation

### Assessment

- Performance – Student choice of song on any instrument
- Composition – Student devised song or work in their choice of style and instrumentation
- Musicology – Demonstration of theoretical skills and knowledge

### Extension Activities

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

### Pathways to Senior Subjects

- Music – Year 11 and 12 ATAR subject
- Music Extension – Year 11 preparatory subject for year 12 (non ATAR in Year 11)
- Music Extension – Year 12 ATAR subject

# ■ Visual Arts

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.

**Topics Studied**

- Pop Art (2D, 3D)
- Exploring media and improve practical skills.
- Developing visual vocabulary.
- Analysing artists techniques and their artworks.

**Assessment**

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

**Extension Activities**

Students are encouraged to pursue their interests in Visual Art by visiting local galleries, participating in workshops by visiting artists and receiving extra support at lunchtimes for their own or school art projects. The school also looks for opportunities to enter students work in a range of local and national competitions.

**Pathways to Year 11 & 12 Subjects**

- Visual Art
- Visual Arts in Practice

## ■ Spanish

Spanish is a global language that is undergoing significant and steady growth. Our curriculum is designed to introduce Spanish in a practical and accessible manner, using sentences and vocabulary chunks to facilitate effective learning. Initial lessons focus on familiarising students with pronunciation and basic structures, gradually progressing to engaging activities designed to enhance oral communication and comprehension skills. This approach ensures that students not only understand Spanish but are also able to use it with increasing confidence and spontaneity in real world situations. We offer Spanish and French as our elective languages, both of which rank among the top five most spoken languages globally.

**Topics Studied**
- About Myself
- My family, friends and/or pets
- What I like and do not like to do
- Food and meals
- My school
- Extension for more advanced/motivated students

**Assessment**
- Mid-term short quizes
- Multimodal presentation (assignment) Term 1 and Term 3
- Written/spoken conversation in Term 2 and 4

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

## ■ French

French is not only one of the most widely spoken languages in the world, but also a key to accessing diverse cultures and global opportunities. As an official language in 29 countries and a leading language in diplomacy, French offers invaluable advantages in today's interconnected world. This course is taught in a quasi-immersion approach using genuine experiences about French children of the students' age which can be used as exemplars for genuine communication in French about our lives.

**Topics Studied**

- About myself
- My family, friends and/or pets
- What I like and do not like to do
- Food and meals at home or restaurant
- My school, favourite subjects, school mates
- Extension for more advanced/motivated students

**Assessment**

- Mid-term short quizzes
- Multimodal presentation (assignment) Term 1 and Term 3
- Written/spoken conversation in Term 2 and 4

**Pathways to Year 11 & 12 Subjects**

- French