

Marist Regional College

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**YEAR 8**

# **SUBJECT SELECTION GUIDE 2024**

striving for excellence

learning for life

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Curriculum development at Marist Regional College is based on our Mission, Vision and our College Values, and the following set of guiding principles:

- Our curriculum must seek ways to show an appreciation of the richness and diversity of each member of the community.
- We are passionate about learning and celebrating the unique qualities and dignity of each member.
- The education we provide should encourage independent thinking and a responsible approach to life-long learning.
- Our curriculum should provide opportunities for students to make decisions about their own learning.
- Each student's self-image must be built up in very positive ways.
- A variety of experiences is important if students are to develop their talents, and this will only be achieved if we have a flexible approach to our planning and implementation of our programs.
- Our learning and teaching approaches offer hope and a sense of purpose.
- Every student is challenged and supported to pursue and achieve their own level of personal excellence.

‘For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future.’

*Jeremiah 29:11*

## FROM THE PRINCIPAL



**Mr Gregg Sharman**

This handbook is designed to provide students and parents/guardians with information about the curriculum for Year 8. Compulsory core subjects, as defined by the Australian Curriculum are described, as well as a range of elective subjects, from which students choose according to interest and ability.

In Year 7, students are mandated to experience a broad range of practical subjects offered by the College through a rotational timetable structure. In Year 8, students have the opportunity to choose a set of elective subjects that reflect their particular skills and passions. It is important to note that the electives a student chooses in Year 8 does not predetermine a path for them in their senior years. Elective choices should be based on interests, passions and expanding their experiences.

Students can choose to specialise in any subject they wish in their senior years, without reference to their elective choices in earlier years.

Our aim is to provide an environment where each student values and enjoys learning. Students are taught to be effective communicators, who are able to engage in high-level critical thinking, creativity, problem solving and teamwork. Students are encouraged to be self-directed, ethical and responsible. Finally, students are challenged to extend their knowledge and skills to be learners with a pursuit of personal excellence in every field of endeavour.

I encourage you to please read this handbook carefully and discuss its contents with your son or daughter. Subject teachers offer subject counselling and assistance in determining which elective subjects suit the skills, competencies and interests of your child.

Please feel free to contact teachers to discuss subject choices or answer any questions you might have after considering the information within.

In partnership

A handwritten signature in blue ink, appearing to read 'G. Sharman', written in a cursive style.

**Mr Gregg Sharman**  
Principal

## FROM THE ACTING DEPUTY PRINCIPAL LEARNING AND TEACHING

When students enter the Middle Years in Year 7, the curriculum places a deliberate focus on the core skills of literacy and numeracy whilst challenging students towards higher order thinking. This approach continues into Year 8, with a sustained commitment to fostering the values, attitudes and behaviours conducive to further learning, and to building the foundations for future success in the years beyond Middle Years. This is achieved through a balance of core subjects including Religion, English, Mathematics, Science, Humanities and Social Sciences, and Health and Physical Education. In addition, an exciting array of elective choices is offered.

As per the requirements of the Australian Curriculum, students will study a language. At Marist Regional College this is French.



**Mrs Emily Sass**

Our main aims are to ensure learners are engaged, focused and challenged; that the curriculum and teaching methods are effective and cater to students' increasingly individual interests by allowing choice.

The elective structure for Year 8 is designed to be challenging, innovative, flexible and creative; with the specific purpose of capturing the interest and imagination of students at this stage in their learning journey.

Students will select six (6) semester-long courses. They will study three per semester from: Technologies, The Arts, and two from any elective area.

The Subject Selection Guide is designed to help with planning a course of study for Year 8. It is an opportunity to begin to explore different options. Have fun!

Mrs Emily Sass  
Deputy Principal Learning and Teaching



## KEY QUESTIONS TO ASK WHEN CHOOSING YOUR ELECTIVES

<b>Values:</b>	What is important to you? What motivates you to study and work? What do you want work to provide you with?
<b>Interests:</b>	What activities are you good at? What do you enjoy doing? What would you like to do more of in the future?
<b>Work conditions:</b>	What work conditions would best suit you (indoors or outdoors)? How do you like to work (in an active role, in teams, on your own)? When would you like to work (during the day, weekends, on call)?
<b>Location:</b>	Where would you like to work and study?
<b>Knowledge:</b>	What would you like to learn about? What knowledge do you enjoy using?
<b>Life balance:</b>	How do you spend your time? What changes could/would you make if needed? What would you like to be able to achieve other than your career/work?
<b>Aspirations:</b>	What are your hopes and visions for your future? What do they tell you about your career direction and work roles that might suit you?
<b>Skills:</b>	What can you do now? What skills do you enjoy using and what skills would you like to develop?
<b>Education:</b>	What do you plan to study in the future? What do you need to learn to take you there?

# ONLINE SUBJECT SELECTION INFORMATION

## Web Preferences Access Guide

Web Preferences is a web application that allows students to enter their subject preferences online. This Access Guide details the procedures to access and use Web Preferences.

**NOTE: You can only enter your choices on 2 occasions, so please plan your selections carefully before you start.**

### ONLINE STUDENT OPTIONS

**Opens: 17 August**  
**Closes: 20 August**

### STEP ONE - Accessing Web Preferences

All Students will receive an email regarding Subject Selection. This email will have a link that takes you directly to your subject selection page.

### STEP TWO - Selecting Preferences

To select your preferences press the 'Add Preferences' button located near the top left corner of the page and the 'Preference Selection' page will display. Follow the instruction on this page to select subjects from the drop down list boxes. When you have finished, press the 'Submit Preferences' button. **You can ONLY change your preferences TWICE before they are locked in.**

### STEP THREE - Validating Preferences

The 'Preference Validation' page will display all your preferences in the order you selected them. If you are happy with your preferences then continue by pressing the 'Submit Preferences' button which will open a page titled 'Preference Receipt'.

### STEP FOUR - Finishing Up

Print your 'Preference Receipt' page by pressing the "Print Receipt" button. Continue by pressing the 'Finish' button, which will return you to the home page. Exit by pressing the 'Log Out' button. You and your parent/guardian sign the printed receipt and return it to Pastoral Care Teacher by **Monday, 21st August 2023.**

## STUDENT'S PREFERENCE RECEIPT EXAMPLE

### Student Preference Receipt

Receipt No: TSS8 – 1 – 1- 160

Date: 19/08/2022: 9:16:17 AM

Student: John Smith

### Preference List - Example

- Preference 1: Music
- Preference 2: Art
- Preference 3: French
- Preference 4: Food
- Preference 5: Metal Technology

Student Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Print off this page and submit to Pastoral Care Teacher by **Monday, 21st August 2023.**



# WHO CAN PROVIDE ADVICE?

## General questions

### **Mrs Emily Sass, Deputy Principal Learning & Teaching**

Careers advice, timetabling, subject counselling, subject changes, reporting, and faculty concerns.

Email: [esass@mrc.tas.edu.au](mailto:esass@mrc.tas.edu.au)

### **Mrs Helen Cox and Mr Damien Gale, Year 7 and 8 Year Level Coordinators**

Year 8 subject selection and curriculum.

Email: [hcox@mrc.tas.edu.au](mailto:hcox@mrc.tas.edu.au) [dgale@mrc.tas.edu.au](mailto:dgale@mrc.tas.edu.au)

### **Mrs Carolyn Winchcombe and Ms Vanessa Wright, Middle Years Learning Area Leaders**

Year 8 subject selection and curriculum.

Email: [cwinchcombe@mrc.tas.edu.au](mailto:cwinchcombe@mrc.tas.edu.au) [vwright@mrc.tas.edu.au](mailto:vwright@mrc.tas.edu.au)

### **Mr Luke Wescombe, Pathway Advisor**

Careers advice and subject counselling, work experience, post-school options including university entrance, pathways to further training and work, gap year opportunities, specialist entrance tests.

Email: [lwescombe@mrc.tas.edu.au](mailto:lwescombe@mrc.tas.edu.au)

### **Mrs Sophia Jackson, Student Support Co-ordinator**

The Student Support Centre staff assist with testing, learning support, development of IEPs and pathway planning for students with particular learning needs and students with disabilities. Aboriginal students can be provided with Personal Pathway Planning through the Student Support Centre.

Email: [studentsupport@mrc.tas.edu.au](mailto:studentsupport@mrc.tas.edu.au)

## Subject specific advice

### **Learning Area**

Religious Education

English

Mathematics

Science

Health and Physical Education

Humanities

The Arts

Design & Technologies

Languages

Vocational Education & Training (VET)

### **Learning Area Leader**

Ms Emily Sass

Ms Jen Mertes

Mr Mike Clancy

Mrs Donna Scott

Mr Alex Johnstone

Mrs Sarah Farrow

Mr Tom Lamb

Mr Stuart Cooper

Mrs Sarah Farrow

Miss Jennifer Reeves

[esass@mrc.tas.edu.au](mailto:esass@mrc.tas.edu.au)

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[jreeves@mrc.tas.edu.au](mailto:jreeves@mrc.tas.edu.au)

## YEAR 8 2024 ELECTIVES

YEAR 8 SUBJECT STRUCTURE	
CORE SUBJECTS	
<ul style="list-style-type: none"><li>• Religious Education</li><li>• Mathematics</li><li>• Science</li><li>• Global Connections: English/Humanities and Social Sciences (HaSS)</li><li>• Health and Physical Education</li><li>• Languages – French / Japanese / Curriculum Support</li></ul>	
ELECTIVE SUBJECTS	
SEMESTER ONE	SEMESTER TWO
<p>Students study 3 electives per semester from:</p> <ul style="list-style-type: none"><li>• Design and Technologies</li><li>• The Arts</li><li>• Free Choice</li></ul> <p>Year 8 students must choose electives in each of these areas.</p> <p><b>NOTE: One semester is equal to two terms, eg. Semester One - Terms 1 &amp; 2. Semester Two - Terms 3 &amp; 4.</b></p>	

# YEAR 8 2024 ELECTIVES

(3 electives per semester)

## Short Course Electives

TECHNOLOGIES	FIBRES TECH	Textile Art	In-Style Textiles	Students must choose one (1) Technologies course (Green course) in each semester and one (1) reserve course in each semester
	DIGITAL TECH	Radical Robots	Creating with Computers	
	METAL TECH	Metal Fusion	Metal Manipulation	
	WOOD TECH	Design in Wood Innovations	Designed Storage Solutions	
	FOOD TECH	Sustainable Table	Festive Foods	
THE ARTS	DRAMA	Life’s a Stage	Improv!	Students must choose one (1) Arts course (Blue course) in each semester and one (1) reserve course in each semester
	MUSIC	Music Tech 101	Music Explorations	
	VISUAL ARTS	Art - DCP Art - PPS	Art - Just Painting Art - Just Clay	
FREE CHOICE ELECTIVES	FIBRES TECH	Textile Art	In-Style Textiles	Students must choose one (1) free choice course (Blue or Green) in each semester and one (1) reserve free choice course in each semester
	DIGITAL TECH	Radical Robots	Creating with Computers	
	METAL TECH	Metal Fusion	Metal Manipulation	
	WOOD TECH	Design in Wood Innovations	Designed Storage Solutions	
	FOOD TECH	Sustainable Table	Festive Foods	
	DRAMA	Life’s a Stage	Improv!	
	MUSIC	Music Tech 101	Music Explorations	
	VISUAL ARTS	Art - DCP Art - PPS	Art - Just Painting Art- Just Clay	
	STEM	STEM - Independent Inquiry	STEM Enrichment	
	Please note, students are unable to choose two of the same subjects from the same field in the one semester. For example, students cannot choose Metal Fusion and Metal Manipulation in the same semester.  If they want to do both they should choose one subject Metal Tech subject in semester one and the other in Semester Two.			

## YEAR 8 SUBJECT SELECTION 2024

SEMESTER ONE			SEMESTER TWO		
Line 11	Line 12	Line 13	Line 21	Line 22	Line 23
ART Creative Art Just Painting	ART Creative Art DCP	ART Creative Art Just Clay	ART Creative Art Just Clay	ART Creative Art PPS	ART Creative Art Just Painting
MUSIC Music Tech 101	MUSIC Music Explorations	MUSIC Music Explorations	MUSIC Music Explorations	MUSIC Music Tech 101	MUSIC Music Tech 101
DRAMA Improv!	DRAMA Life's A Stage	DRAMA Improv!	DRAMA Life's A Stage	DRAMA Improv!	DRAMA Life's A Stage
FIBRES Textile Art	FIBRES In-Style Textiles	FIBRES In-Style Textiles	FIBRES In-Style Textiles	FIBRES Textile Art	FIBRES Textile Art
FOOD Sustainable Table	FOOD Festive Foods	FOOD Festive Foods	FOOD Festive Foods	FOOD Sustainable Table	FOOD Sustainable Table
DIG TECH Robotics and Embedded Systems	DIG TECH Creating Digital Solutions	STEM Independent Inquiry	DIG TECH Creating Digital Solutions	DIG TECH Robotics and Embedded Systems	STEM Enrichment
METAL Metal Manipulation	METAL Metal Fusion	METAL Metal Manipulation	METAL Metal Fusion	METAL Metal Manipulation	METAL Metal Fusion
WOOD Designed Storage Solutions	WOOD Design in Wood Innovations	WOOD Designed Storage Solutions	WOOD Design in Wood Innovations	WOOD Designed Storage Solutions	WOOD Design in Wood Innovations

## ELECTIVE SELECTION PROCESS FOR YEAR 8

Students choose one (1) elective from each of the 8 lines (11, 12, 13, 21, 22, 23). You

MUST choose:

- 1 Arts elective (Blue course) in each semester + 1 reserve in each semester
- 1 Technologies elective (Green course) in each semester + 1 reserve in each semester
- 1 Free Choice elective in each term (Arts, Technologies or STEM) + 1 reserve in each semester

### EXAMPLE: STUDENT SUBJECT SELECTION

SEMESTER ONE			SEMESTER TWO		
Line 11	Line 12	Line 13	Line 21	Line 22	Line 23
Music Tech 101	Festive Foods	Metal Manipulation	Life's A Stage	Designed Storage Solutions	Just Painting
RESERVE					
Designed Storage Solution	Music Explorations	Just Clay	Design in Wood Innovations	Art PPS	Textile Art

This student has chosen:

- ✓ An elective in each group
- ✓ An Arts elective in both semesters (Blue course)
- ✓ A Technologies elective in both semesters (Green course)
- ✓ A Free Choice elective in both semesters from any area (Blue, Green or Grey course)

## YOUR TURN:

SEMESTER ONE			SEMESTER TWO		
Line 11	Line 12	Line 13	Line 21	Line 22	Line 23
RESERVE					

### Remember:

- You must choose an Arts and a Technologies course in each semester. Your Free Choice electives can be from any area
- Your reserve course can be the same as your first preference, if it appears in a different group.

### Will I get all of my choices?

*It is very important* that students choose wisely because their decisions determine which courses will run.

It may be that, after students have made their subject selections, some classes may be too small to be viable. This means that this particular elective class will not be available and the students' reserve electives will be referred to.

It may also be that a particular elective subject proves very popular. Often, we are then able to create more than one class of that elective, however, this is not always possible.

We value student choice in guiding our timetable and the subjects that are available. However, there will occasionally be classes which are too small to run, where the class has a student limit or where the completed timetable determines staffing availability.

### Can I change subjects later?

Yes, you can make some subject changes before the cut-off date early in 2024. However, once the timetable is finalised in 2023 change may not be possible if the subject you wish to change to is no longer available. It can also be very difficult with many classes having size restrictions. You need to be aware that subject changes may result in changes to your other classes.

If you wish to change your class, please email [subjectqueries@mrc.tas.edu.au](mailto:subjectqueries@mrc.tas.edu.au)

**Please be aware that cut-off dates are strictly adhered to so there are minimal disruptions to classes and to ensure that students can successfully complete all course requirements. We encourage you to make considered and planned choices.**

## SUBJECT SELECTION PROCEDURE

All students in Years 8 will be required to select their subjects using the online process.

### Step 1

Use this **Subject Selection Guide** select your preferences. Please make sure that you choose a balanced selection of subjects.

### Step 2

Using the information on page 33 of this handbook as a guide, use your password and go online to record your subject selections. Please make sure you print **two copies** of your online subject selection receipt. You can only enter your selections twice, so make sure you have a clear plan before you start.

### Step 3

Hand in your online receipt to Pastoral Care Teachers by **Monday, 21st August**.

- Please check that your parent/guardian has signed the form.

#### IMPORTANT INFORMATION

Your choices indicated on the online Subject Selection Form will be used by the College to decide which subjects can actually be offered.

**Where a subject is no longer available, your reserve preference will be allocated; so consider your reserves carefully, and be happy with your reserve choices.**

## KEY DATES

**Tuesday 15 August** - Subject Advice Evening

**Thursday 17 August** - Online Subject Selection opens during Pastoral Care Group time

**Sunday 20 August** - Online Subject Selection closes

**Monday 21 August** - Web preferences receipt submission to Pastoral Care Group Leader

## CORE SUBJECTS: KEY LEARNING AREAS (KLAs)

### Religious Education

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At Marist Regional College we endeavour to introduce students to a view of the world founded on scripture and the ongoing tradition of the Church. This is embedded in the religious identity and culture of the school as expressed through the charisms of the Marist Fathers and Mercy Sisters.

Religious Education is organised into three interrelated strands: Knowledge and Understanding, Inquiry and Communication and Discernment and Making Connections. These strands are used to assess the learning of students from Years 7 to 10 and act as a continuum between the primary and secondary curriculums offered at Catholic schools within Tasmania.

Central to Religious Education at Marist is an understanding of Jesus Christ. Over their time at the school, students explore this within the context of Catholic spirituality and how they come to understand who they are in their own beliefs and where they belong in the world.

Students have opportunities to examine other world religions and world views as they compare and contrast principles, values and identities within Catholic Christianity. They investigate and shape their own thoughts and views in a considered and reflective way.

### Core Australian Curriculum: English, Mathematics, Science, Humanities & Social Sciences, Health & Physical Education

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English, Mathematics, Science, Humanities and Social Sciences, and Health and Physical Education courses are developed from the Australian Curriculum. These Australian Curriculum subjects will be assessed against national standards, and detailed descriptors can be found on the ACARA website <http://www.australiancurriculum.edu.au/> and through the Marist Regional College links on the College webpage [www.mrc.tas.edu.au](http://www.mrc.tas.edu.au)

### Languages: French or Japanese

You will be able to choose the option between French and Japanese in Year 8. This option will not occur at Subject Selection time, but later in the year.



## Full Year Course

In any educational setting there is a wide spectrum of learners, learning styles and learning needs. Each student has a unique learning journey. Within the classroom, teachers are aware of and plan for students and differentiation – allowing them to access the curriculum at their level. A small number of students require additional assistance beyond that catered for in a traditional classroom setting.

The aim of the Curriculum Support Program is to encourage students who have learning barriers to experience success. Support Staff focus on breaking down assessment tasks with students. They assist and develop students' skills in researching, summarising, note-taking and organisation. Due dates are reinforced. Where possible and/or necessary, Support Staff liaise with the subject teachers.

It is important to note that the Curriculum Support Program is not for the completion of tasks, but for an understanding of what a task requires and to enable progression with work that might otherwise present a barrier to completion. There is an expectation that students will continue to work on assessments in the classroom and at home, as required.

Participation in the Curriculum Support Program is determined collaboratively with parents, teachers, the Deputy Principal, Learning and Teaching, and the Student Support Coordinators.

**This is by invitation only, and following discussion with the Deputy Principal, Learning and Teaching, and the Student Support Coordinators.**

Students must meet eligibility criteria. The placement of the Curriculum Support Program will be determined following the timeline construction. Eligible students will need to forego their Languages course in order to undertake the program.

Please contact Sophia Jackson, Student Support Coordinator, for further information.

# THE ARTS: DRAMA

## Semester Courses

Drama is one of the world's great art forms. It is a unique way for students to blend intellectual and emotional experience, in order to help define their identity both within their own community and the broader society. Through making, performing and studying plays and the theatre, students develop higher intellectual skills, empathy, social and communication competencies.

Through a study of Drama, students are provided with experiences which develop self-confidence, self-discipline and social skills. It teaches the effective use of the voice, non-verbal language and scripted drama. These courses aim to further develop students' voices and character skills. They will gain the presentation skills to speak clearly and effectively to make their voices heard. They will learn to act in an ensemble and to perform a role individually.



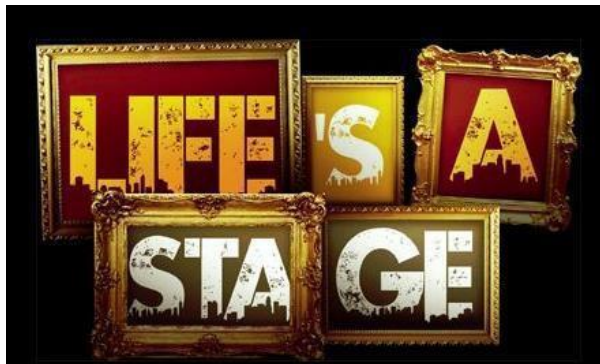
## THE ARTS: DRAMA

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### Year 8 Life's a Stage

#### *Semester Course*

In this course, students will focus on performance basics. They will develop skills in creating a character, using the performance space, designing and creating sets, costumes and props, developing scenes and short plays, and will work in a group to present a one-act play in the Burnie Eisteddfod.



### Year 8 Improv!

#### *Semester Course*

In this course, students will develop their improvisation skills through the creation of a process drama. A process drama requires students to work in and out of role to explore a theme or issue of importance to them. They will finish the semester by competing in a Theatre Sports competition, which will require them to use the improvisation skills learnt throughout the course.



# YEAR 8

# THE ARTS: MUSIC

## Semester Courses

Music is a powerful tool and an important part of cultural life.

It makes a significant contribution to personal, social and cultural identities, and offers a unique form of self-expression and communication.

Fundamental to the study of Music is the development of creativity and expression, which goes hand in hand with fostering concentration, listening skills and fine motor skills.

Music helps students develop important interpersonal skills and a sense of responsibility and teamwork. Students who study Music can be inspired to create and enjoy music. They gain insight, discover sensibility and learn to balance self-discipline with artistic freedom.



# THE ARTS: MUSIC

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## Year 8 Music Tech 101

### *Semester Course*

Music Tech 101 is an ideal course for students with a keen interest in exploring digital technology as a creative pursuit and does not require any prior knowledge of playing an instrument or working with other music media programs.

Music Tech 101 has links to sound recording and engineering, mixing, DJ opportunities and composition. Students will use Mixcraft 7 or similar to compose music and experience performing their compositions digitally.

Students will also explore the influence of technology over music and identify significant changes in how music is produced and performed now, in comparison to the past.



## Year 8 Music Explorations

### *Semester Course*

The aim of Music Explorations is to provide students with a strong foundation of musicianship to lead to further study in this area and to foster enjoyment in music making for pleasure and leisure.

This course exposes students to a variety of musical styles through an emphasis on practical application, including The Blues and Australian music. All students will learn an instrument so that they can participate in class ensembles and/or school bands and be given the skills to perform as a soloist if they so desire. Included in this course will be an introduction to theory, listening to different styles of music and performing.



# THE ARTS: VISUAL ARTS

## Semester Courses

Art students will consider the work of other artists and identify and analyse how these artists use visual conventions and viewpoints to communicate ideas. The students will apply this knowledge in their own art making and evaluate how they are influenced by their research. They will also gain an understanding of how presentation and display can enhance meaning.

Students have the opportunity to create art through the exploration and use of a variety of techniques and mediums in the studio areas of painting, drawing, printmaking, sculpture, multimedia, ceramics and digital photography. They will plan their art making in response to the exploration of techniques and processes used by others. Students will be encouraged to develop individual expression and creativity and will demonstrate the use of visual conventions, techniques and processes to communicate meaning in their artworks.

These courses will be of interest to students who enjoy being creative and working with varied art mediums.





## THE ARTS: VISUAL ARTS

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**All children are artists. The problem is how to remain an artist once we grow up.**  
**- Pablo Picasso**

### **Year 8 Creative Art DCP - drawing, ceramics and printmaking** *Semester Course*

This course encompasses the studio areas of drawing, ceramics and printmaking.

It builds on skills and techniques introduced in Year 7 and provides a diverse and valuable range of experiences through which students can fully explore and develop their creativity.

### **Year 8 Creative Art PPS - painting, photography and sculpture** *Semester Course*

This course encompasses the studio areas of painting, photography and sculpture. It builds on skills and techniques introduced in Year 7 and provides a diverse and valuable range of experiences through which students can fully explore and develop their creativity.

### **Year 8 Creative Art - Just Painting** *Semester Course*

This course is for students who love to work in the paint medium. Students will express themselves in a range of painting styles and mediums, producing a personal response to a range of tasks.

### **Year 8 Creative Art - Just Clay** *Semester Course*

This course is for students who love to work in the clay medium and 3D format. Creative response and expression through a range of hand building techniques will be the focus.



# TECHNOLOGIES: FIBRES TECHNOLOGY

## Semester Courses

Fibres Technology provides students with a broad knowledge of the properties, performance and uses of textiles.

Work will include the investigation and experimentation of textile items, which will enable students to discern their choices of textiles for particular uses.

Students will document and communicate their design ideas and experiences and make use of contemporary technology.

Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles; demonstrate responsibility in decision-making and encourage individuals to express ideas and opinions.





# TECHNOLOGIES: FIBRES TECHNOLOGY

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## Year 8 Textile Art

### *Semester Course*

Students undertake a variety of textile-based projects through which they learn about the practical application of the Elements and Principles of Design.

Through the gradual introduction to the use of technological equipment, they will produce a range of practical items for personal use. Through creative design and production, students will develop their machining, embellishment, fabric printing and tie-dyeing skills.



## Year 8 In-Style Textiles

### *Semester Course*

In this course, students will further develop design and production skills whilst using a range of specialist equipment.

They will be provided with the opportunity to continue building confidence with the use of the sewing machine as well as being introduced to the overlocker.

Students will explore and apply various skills associated with textile construction such as reading pattern instructions, tacking, cutting out patterns, sewing seams and embellishing to produce projects in response to Design Briefs.



# YEAR 8

# TECHNOLOGIES: METAL TECHNOLOGY

## Semester Courses

Metal Technology focuses on the underpinning practices and production processes required to create predominately metal products. This is a practical course that introduces students to a range of tools, equipment, shaping and joining techniques and safety protocols associated with metal machinery and fabrication. In addition to these practical skills, students will also learn to produce drawings and written reports to develop and communicate ideas and information relating to projects.

By studying this subject, students enhance their opportunities regarding potential Senior College and employment pathways, leisure and lifelong learning. This subject provides an opportunity for students to experience the challenge and personal satisfaction of undertaking practical work while developing beneficial vocational and life skills.



# TECHNOLOGIES: METAL TECHNOLOGY

## Year 8 Metal Fusion

### *Semester Course*

In this course, students will develop and strengthen their skills in the Metalwork area, using tools and materials relevant in industry. Students will refine their use of hand tools and advance their skills in the safe use of machinery. They will learn the basics in Oxy Torch operation, Bronze Welding, Safety Procedures and further enhance their research and designing skills.

If you have an interest in designing and making, this course will give you the opportunity.

General Aims:

- Use hand and machine tools in the workshop to produce completed projects
- Identify simple metalwork problems and suggest possible solutions
- Gain and enhance understanding of tools and equipment in the workshop
- Observe safety precautions
- Participate in the design process.



## Year 8 Metal Manipulation

### *Semester Course*

In Metal Manipulation, students will work with a variety of materials to complete challenging and engaging projects. Learning to read workshop plans and calculate material will challenge, and inspire, the participants of this course. Students will use various materials, tools and equipment and further enhance their skill level with newly introduced equipment, not available to them in Year 7.

Metal Manipulation is a great way to learn the skills you need to do odd jobs around the house, or lead you on to the pathway of a lifelong career.

General Aims:

- Use hand and machine tools in the workshop to produce completed projects
- Identify simple metalwork problems and suggest possible solutions
- Enhance understanding of tools and equipment in the workshop
- Observe safety precautions
- Gain greater understanding of the design process.

# YEAR 8

# TECHNOLOGIES: WOOD TECHNOLOGY

## Semester Courses

Wood Technology offers students the opportunity to design and produce projects using Tasmanian timbers and learn about the qualities and characters of different timbers. Students will be introduced to a range of technologies – materials, systems, tools and equipment. Students will develop a knowledge of safe workshop practices, and personal safety. They will consider the ways in which characteristics and properties can be combined to design solutions to problems for individuals and communities in a sustainable way. Students use creativity, innovation, and enterprise skill with increasing independence and collaboration.

The skills that students are exposed to in this subject area will enable them to enjoy woodworking as a hobby, and may lead on to future career paths or lifelong involvement with wood.

Who might be interested in Wood Technology?

This course would be of interest to a range of students:

- those that wish to explore their creative talents in a more hands-on practical subject
- those considering an occupation that deals with working in timber, such as carpentry, joinery or cabinet making
- those who would like to carry out home repairs and manufacture articles for themselves
- those interested in creating original designs in timber
- those who would like to have a greater appreciation of the design and function of consumer goods so they can appraise other constructions and designs
- those who are thinking of pursuing VET Construction and/or Wood and Metal Construction in Senior College.

### Year 8 Design in Wood Innovations

### *Semester Course*

In the first part of this course, students will develop their skills and knowledge to use a range of tools and machinery in the wood area. Students will then apply these skills to design and construct innovative projects in response to design briefs. An example of this would be to construct a toy that stimulate the interest of children and young people. The design process will allow learners to respond individually to a design challenge and experience the pleasure of coming up with innovative designed solutions.



### Year 8 Designed Storage Solutions

### *Semester Course*

By the end of this course, students will develop skills in the construction of woodworking joints through the fabrication of project-based learning activities that encourage students to think not only creatively but practically as well. They will develop specific knowledge, understanding and skills related to timber-related technologies, with opportunities to design and create a small storage items, such as a basic two-drawer cabinet, a small sliding or hinged lid box or other negotiated storage projects.



# YEAR 8

# TECHNOLOGIES: FOOD TECHNOLOGY

## Semester Courses

Food Technology develops skills, techniques and knowledge to broaden students' understanding of what is current in food trends here in Australia and overseas.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing and preparation. It addresses the importance of hygiene and safe working practices. It also provides students the opportunity to explore the richness, pleasure and variety food adds to life. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

Students will cook each week; explore cookery techniques and work with fresh ingredients, creating nourishing, tasty food that suits our modern lifestyle.



### Year 8 Sustainable Table

### *Semester Course*

The key focus of this course is on developing skills in the preparation and presentation of various sweet and savoury dishes. Students will explore sustainable food practices including the production of healthy dishes aligned with the Australian Guide to Healthy Eating and have the opportunity to apply the 'paddock to plate' concept.

Health and safety procedures required in food production will be practised, including personal hygiene, cross-contamination, and food safety strategies. These will be used in conjunction with various cooking techniques to produce healthy, yet tasty meals.



### Year 8 Festive Foods

### *Semester Course*

In this course, students will utilise food preparation and production skills; learn how to use a wide range of kitchen equipment safely and gain knowledge of the role each ingredient plays in the creation of dishes. A wide variety of recipes will be prepared and students will have opportunities to design and make food products to specified Design Briefs. This can include using fondant to decorate a cake for a purpose. Students will also look at a variety of reasons for special occasion celebrations and the foods that are customary to be eaten at these times.



# YEAR 8



# TECHNOLOGIES: DIGITAL TECHNOLOGIES

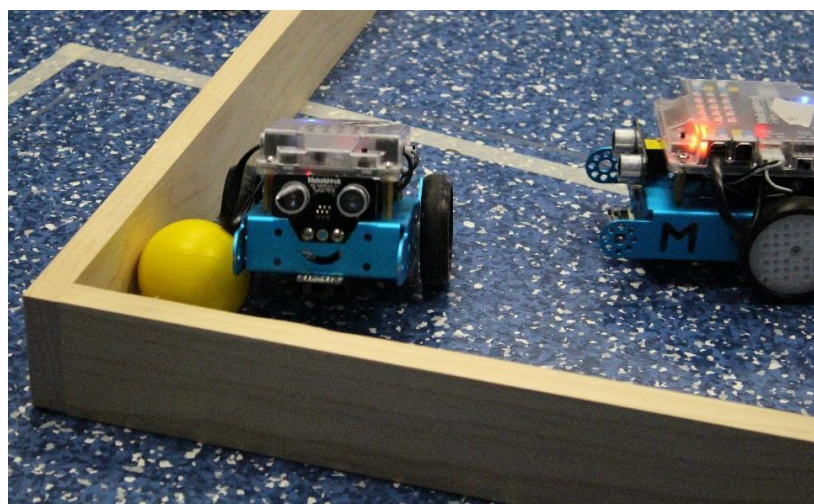
## Semester Courses

'Digital Technologies gives students a range of skills that allow them to express themselves creatively in ways that we haven't even thought of before.'

Digital Technologies provides hands-on experience using creative thinking to create innovative solutions to problems. These courses build student resolve and resilience through the use of computational thinking and information systems to implement digital solutions.

Choosing to study Digital Technologies can unlock the skills required to create applications, program robots and develop games, leading to careers in fields such as engineering and software development.

Students are led to develop their own solutions using a range of differing hardware and software whilst always practicing the most fundamental skills, and creative problem solving. Effective use of technologies is critical in being a successful modern learner, and greater exposure to the concepts and theories of how technology is developed is essential in a rapidly changing world.





# TECHNOLOGIES: DIGITAL TECHNOLOGIES

## Year 8 Robotics and Embedded Systems

### Semester Course

Robotics and Embedded Systems is a hands-on and fun way to explore how digital systems interact and core programming concepts. Students will have opportunity to design, build and program robots to complete a set of challenges.

Students will learn the fundamentals of programming using a block-based programming language and explore issues such as networks and data storage.

Robotics and Embedded Systems is both a practical and theoretical subject, with opportunities for students to explore the internet of Things (IoT) and the ethical impacts of advancing technology.

The course utilises the well-resourced Digital Technologies Learning Area and students will use the College's Lego Mindstorm EV3's.

Students can develop skills and knowledge in the following:

- Project Management
- Computational Thinking
- Design Analysis
- EV3 Construction and Programming
- Error Handling and Debugging.



## Year 8 Creating Digital Solutions

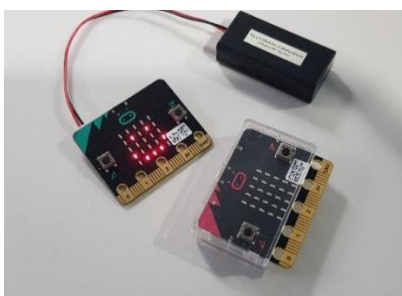
### Semester Course

Creating Digital Solutions focuses on further developing understanding and skills in computational thinking. In this course, students will have the practical opportunities to develop their block programming skills to design user experiences and algorithms using the BBC micro:bit.

Students will also learn to distinguish between different types of networks and defined purposes. They will learn how text, image and audio data can be represented, secured and presented in a web design context. Students will plan and manage a website project.

Students can develop skills and knowledge in the following:

- Computational Thinking
- Block Programming on Micro:bits
- Error Handling and Debugging
- Project Management
- Design Thinking



# SCIENCE: STEM

## Semester Courses

The Year 8 STEM Elective aims to support and compliment the delivery of the YEAR 8 ACARA Curriculum – Science, for STEM-minded students, by offering opportunity to deepen their knowledge and skills in age-appropriate curricular areas.

Over Years 7 to 10, students develop their understanding of microscopic and atomic structures; how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

In Year 8, 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 while considering other points of view.

## SCIENCES: STEM

### Year 8 STEM Independent Inquiry

#### *Semester Course*

This course will give students an opportunity, through STEM, to develop skills that include; problem solving, creativity and critical thinking. Students will have the opportunity to conduct hands on experiments that require them to think and apply skills developed from science, technology, engineering and mathematics.

In Semester one, the course will included STEM based learning, with the main focus on creating a project for Science Fair, allowing opportunities for students to enter the Tasmanian Science Talent Search and have the opportunity to be selected for the BHP Foundation Science and Engineering Awards.

### Year 8 STEM Enrichment

#### *Semester Course*

Student enrichment through diversification in age-appropriate and (ACARA) curriculum - appropriate areas.

Components:

#1: Microscopic skills development:

FOCUS (from ACARA – Yr 8): In Year 8, 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.

#2: Energy and Energy transfer

FOCUS (from ACARA – Yr 8): Students 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.

#3: Interrelationships in complex systems

FOCUS (from ACARA – Yr 8): 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 while considering other points of view.



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