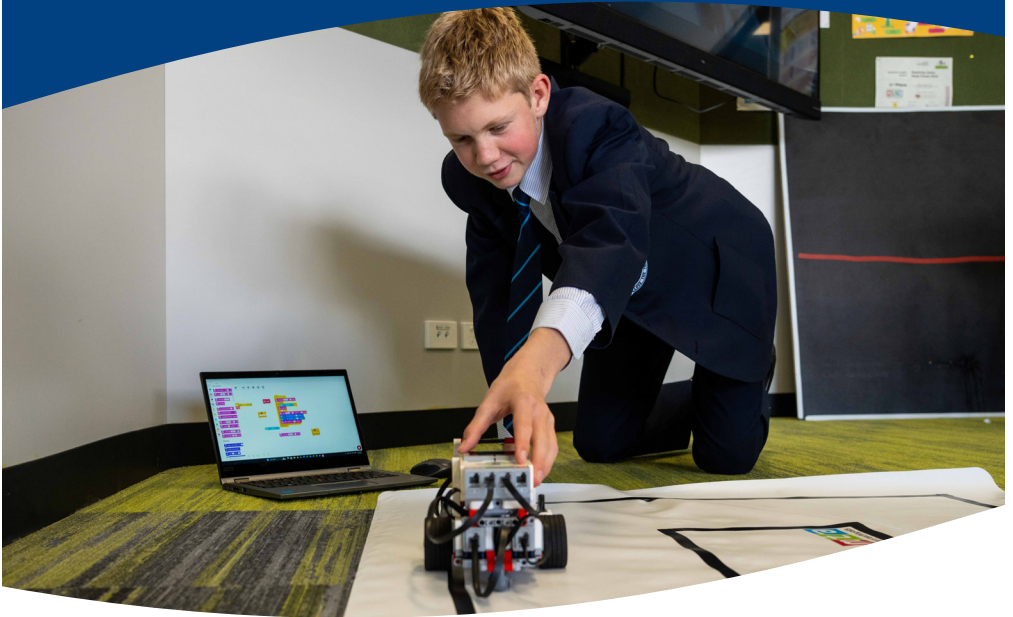




YEAR 8 2026

Subject Selection Guide



MARIST REGIONAL COLLEGE

Key School Contacts:

Principal:

Mr Shayne Kidd 03 6432 7612 principal@mrc.tas.edu.au

Acting Deputy Principal Pastoral Care and Wellbeing:

Mr Aaron Humphrey 03 6432 7600 ahumphrey@mrc.tas.edu.au

Deputy Principal Learning and Teaching:

Mrs Emily Sass 03 6432 7600 esass@mrc.tas.edu.au

Director of Middle School:

Mrs Niamh Baly 03 6432 7600 nbaly@mrc.tas.edu.au

Year 8 Level Coordinator:

Mr Damien Gale 03 6432 7600 dgale@mrc.tas.edu.au

7-8 Student Support Coordinator:

Miss Shayarne Porteus 03 6432 7600 sporteus@mrc.tas.edu.au

Enrolments:

Mrs Jennine Williams 03 6432 7612 enrolments@mrc.tas.edu.au

Front Office:

03 6432 7600 office@mrc.tas.edu.au

Student Services Office (Student Absences):

03 6432 7600 absent@mrc.tas.edu.au



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‘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

Mission Statement

“Inspired by the Marist and Mercy charisms, we invite all to a faith relationship through formation, and an excellence in holistic education”



values

Hospitality

We strive to be, as a community, open and generous towards each other.

Respect

We respect each person's dignity and uniqueness, recognising that each person is created by God.

Justice

We seek to be open and honest in our dealings with one another, reflecting our motto 'Love the Truth'.

Compassion

We commit to supporting each other sensitively in times of need.

Responsibility

We accept an obligation to work collaboratively to maintain a vibrant learning community which is inclusive, encourages excellence and is safe and enjoyable.



HOSPITALITY



RESPECT



JUSTICE



COMPASSION



RESPONSIBILITY

From the Principal



Welcome to the Year 8 Curriculum Handbook

This handbook is designed to provide students and parents/guardians with important information about the Year 8 curriculum. It outlines the compulsory core subjects, as defined by the Australian Curriculum, and presents a range of elective subjects from which students may choose based on their interests and abilities.

In Year 7, students engage in a broad range of practical subjects offered through a rotational timetable, allowing them to explore different areas of learning. In Year 8, students begin to shape their own learning journey by selecting elective subjects that reflect their individual passions, strengths, and interests. It is important to emphasise that the choices made in Year 8 do not limit future pathways. Students can pursue any area of study in their senior years, regardless of their elective choices in earlier years.

At Marist Regional College, we strive to create a learning environment where each student values and enjoys the process of learning. We are committed to nurturing students who are effective communicators, critical and creative thinkers, collaborative problem-solvers, and ethical, responsible citizens. Our students are encouraged to take ownership of their learning and to strive for personal excellence in all aspects of school life.

Our College values — *Hospitality, Respect, Justice, Compassion, and Responsibility* — are embedded in everything we do. These values guide our relationships, our learning culture, and our expectations of students.

We believe that parents and guardians are vital partners in a young person's education. Open communication and shared commitment to supporting each student's growth underpin our work together. We ask that families take time to review this handbook carefully and engage in conversations with their child about the opportunities available in Year 8.

We also hold a clear expectation that all students give their best effort in everything they undertake. Encouraging a growth mindset and resilience in the face of challenges is key to developing lifelong learners.

Subject teachers are available to provide guidance and counselling in selecting electives that align with your child's interests, competencies, and future aspirations. Please do not hesitate to contact teachers if you have questions or would like further support in making subject choices.

We look forward to working with you in supporting your child through this exciting stage of their learning journey.

In partnership

Mr Shayne Kidd
Principal

From the Deputy Principal – Learning & 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.



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. In some cases, subject areas offer a year long alternative.

As per the requirements of the Australian Curriculum, students will continue to study languages in Year 8.

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

Subject selection procedure

1 **STEP 1** – Use the subject Selection Booklet, Subject Advice Night, Pathways Advisor, Parents, Teachers, other students and anyone else to help you form ideas about which subjects you would like to select. Have these written in a list with your first preference at the top, followed by your second and third preference and then two reserve choices.

2 **STEP 2** – You will receive an email that has a link which takes you to an online subject selection platform (Web Preferences). **Please select electives (including reserves) in order of preference. This is important as subjects are assigned according to this order.** Make sure you print **two copies** of your online subject selection receipt.

NOTE: You can only enter your selections twice, so make sure you have a clear plan (Step 1) before you start.

3 **STEP 3** – Hand in one copy of your Subject Selection Receipt to your Pastoral Care Teacher by Monday, 18 August 2025.

- Please sign the receipt yourself.
- Please have your parent/caregiver sign the receipt as well.

IMPORTANT INFORMATION

Your choices indicated on the online Subject Selection platform (Web Preferences) will be used by the College to decide which subjects can actually be offered. **When a subject is withdrawn, your reserve preference will be allocated, so consider your reserves carefully. If you do not get your first few preferences because they clash, your reserves will be automatically allocated, so please order your preferences carefully and be happy with your reserve choices.**

Your subjects should be finalised online by Sunday 17 August, 2025.

Will I get all of my choices? *Not necessarily.*

- Subjects and subject lines are computer generated to maximize student options, sometimes subjects clash. Final approval for a subject to go ahead will be dependent upon the numbers choosing that particular subject.
- Enrolments in some subjects may have to be limited. If necessary, entrance to a subject will be allocated on the basis of performance in related courses in 2025.

Can I change subjects later? *Yes, you can make some subject changes before the cut-off date early in 2026. However, once the timetable is finalised in 2026 change can 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.*

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

Online subject selection information

Online Student Options

Opens: Thursday 14 August ~ Closes: 17 August

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 two occasions, so please plan your selections carefully before you start.

1

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.

2

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.

3

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'.

4

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 Group Leader by **Monday 18 August 2025**.

Who can provide advice?

When making your subject selections the following staff are available to assist:

General Questions

Mrs Emily Sass Deputy Principal – Learning & Teaching

Careers advice, timetabling, subject counselling, subject changes, reporting, faculty concerns
Email: esass@mrc.tas.edu.au

Mrs Marion Weeks Careers & Pathways 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: mweeks@mrc.tas.edu.au

Mr Steven King Acting Timetable Coordinator

Curriculum, Systems and Timetable Operations Careers advice, timetabling, subject counselling and subject changes
Email: subjectqueries@mrc.tas.edu.au

Miss Bobbi-Jo Bailey Director of Curriculum & Pedagogy

Subject information and subject counselling
Email: bbailey@mrc.tas.edu.au

Ms Rebekah Taylor Director of Student Support

Development of individual learning programs for students with disabilities or learning support and extension, as well as pathways planning support and programs to meet your students' needs.
Email: rtaylor@mrc.tas.edu.au

Ms Shayarne Porteus 7-8 Student Support Coordinator

Development of individual learning programs for students with disabilities or learning support and extension, as well as pathways planning support and programs to meet your students' needs.
Email: sporteus@mrc.tas.edu.au

Subject/Learning Area Advice

Learning Area	Learning Area Leader / Heads of Department	
Art	Mrs Celena Kapene-Laing	claing@mrc.tas.edu.au
Design & Production (Metal/Wood)	Mr Joshua Mackie	jmackie@mrc.tas.edu.au
Digital Technologies	Mr Steve King	sking@mrc.tas.edu.au
Dramatic Arts	Mr Tom Lamb	tlamb@mrc.tas.edu.au
Global Connections	Mrs Jen Dent	jdent@mrc.tas.edu.au
Food and Fibres	Ms Karina Lemon	klemon@mrc.tas.edu.au
Health & Physical Education	Mr Alex Johnstone	alexjohnstone@mrc.tas.edu.au
Languages	Mrs Sarah Farrow	sfarrow@mrc.tas.edu.au
Mathematics	Vanessa Wright	vwright@mrc.tas.edu.au
Religious Education	Mrs Emily Sass	esass@mrc.tas.edu.au
Science	Vanessa Wright	vwright@mrc.tas.edu.au
The Arts (Music and Media)	Mr Tom Lamb	tlamb@mrc.tas.edu.au

For other subject-specific advice, please refer to the teacher delivering the subject or the Learning Area Leaders.

YEAR 8 2026 ELECTIVES

YEAR 8 SUBJECT STRUCTURE

CORE SUBJECTS

- Religious Education
- Mathematics
- Science
- Global Connections: English/Humanities and Social Sciences (HaSS)
- Health and Physical Education
- Languages – French and Japanese OR What I Need (WIN) Time

ELECTIVE SUBJECTS

SEMESTER ONE and SEMESTER TWO

Students study 3 electives per semester* from:

- Design and Technologies
- The Arts
- Free Choice

Year 8 students must choose electives in each of these areas.

* Some areas offer year long electives

**NOTE: One semester is equal to two terms,
eg. Semester One - Terms 1 & 2.
Semester Two - Terms 3 & 4.**

YEAR 8 SUBJECT SELECTION 2026

SEMESTER ONE				SEMESTER TWO				
Elective 1	Elective 2	Elective 3	Elective 1	Elective 2	Elective 3	Elective 1	Elective 2	Elective 3
ART Creative Art Just Clay	ART *Visual Art	ART Creative Art Just Painting	ART Creative Art Just Painting	ART Creative Art DCP	ART Creative Art DCP	ART Creative Art Just Painting	ART *Visual Art	ART Creative Art Just Clay
ART Creative Art PPS	ART Creative Art DCP	ART Creative Art DCP	ART Creative Art DCP	ART Creative Art DCP	ART Creative Art DCP	ART Creative Art DCP	ART Creative Art PPS	ART Creative Art PPS
MUSIC Music Tech T01	MUSIC Music Explorations	MUSIC *Music Performance	MUSIC *Music Performance	MUSIC Music Explorations	MUSIC *Music Performance	MUSIC Music Explorations	MUSIC Music Tech T01	MUSIC *Music Performance
DANCE Contemporary & Ballet	DRAMA Life's A Stage	DRAMA Improv!	DRAMA Improv!	DANCE Jazz & Broadway	DRAMA Life's A Stage	DANCE Jazz & Broadway	DRAMA Improv!	DRAMA Life's A Stage
MEDIA Branding and Digital Influence	MEDIA Branding and Digital Influence	STEM Independent Inquiry	STEM Independent Inquiry	MEDIA Branding and Digital Influence	MEDIA Branding and Digital Influence	MEDIA Branding and Digital Influence	MEDIA Branding and Digital Influence	STEM Enrichment
HPE Fitness through Play	HPE Fitness through Play	HPE Fitness through Play	HPE Fitness through Play	HPE Fitness through Play	HPE Fitness through Play	HPE Fitness through Play	HPE Fitness through Play	HPE Fitness through Play
FIBRES Textile Art	FIBRES In-Style Textiles	DESIGN Technical Drawing	DESIGN Technical Drawing	FIBRES In-Style Textiles	FIBRES In-Style Textiles	FIBRES In-Style Textiles	FIBRES Textile Art	DESIGN Technical Drawing
FOOD Nutrition Ninjas	FOOD Nutrition Ninjas	FOOD Nutrition Ninjas	FOOD Nutrition Ninjas	FOOD Nutrition Ninjas	FOOD Nutrition Ninjas	FOOD Nutrition Ninjas	FOOD Nutrition Ninjas	FOOD Nutrition Ninjas
FOOD Celebration Creations	FOOD Celebration Creations	FOOD Celebration Creations	FOOD Celebration Creations	FOOD Celebration Creations	FOOD Celebration Creations	FOOD Celebration Creations	FOOD Celebration Creations	FOOD Celebration Creations
DIG TECH Intro to Game Development	DIG TECH Design Thinking with Minecraft	DIG TECH Lego Robotics	DIG TECH Lego Robotics	DIG TECH Design Thinking with Minecraft	DIG TECH Design Thinking with Minecraft	DIG TECH Design Thinking with Minecraft	DIG TECH Lego Robotics	DIG TECH Intro to Game Development
METAL Metal Manipulation	METAL Metal Fusion	METAL Metal Fabrication	METAL Metal Fabrication	METAL Metal Fabrication	METAL Metal Fabrication	METAL Metal Fabrication	METAL Metal Manipulation	METAL Metal Fusion
WOOD Designed Storage Solutions	WOOD Designed Storage Solutions	WOOD Designed Storage Solutions	WOOD Designed Storage Solutions	WOOD Designed Storage Solutions	WOOD Designed Storage Solutions	WOOD Designed Storage Solutions	WOOD Designed Storage Solutions	WOOD Designed Storage Solutions
WOOD Design in Wood Innovations	WOOD Design in Wood Innovations	WOOD Design in Wood Innovations	WOOD Design in Wood Innovations	WOOD Design in Wood Innovations	WOOD Design in Wood Innovations	WOOD Design in Wood Innovations	WOOD Design in Wood Innovations	WOOD Design in Wood Innovations

FREE CHOICE ELECTIVES

THE ARTS

TECHNOLOGIES

* Indicates Full Year Course

ELECTIVE SELECTION PROCESS FOR YEAR 8

Students are to choose threes elective and three reserves for each Semester.

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

EXAMPLE: STUDENT SUBJECT SELECTION

SEMESTER ONE			SEMESTER TWO		
Elective 1	Elective 2	Elective 3	Elective 1	Elective 2	Elective 3
Music Tech 101	Festive Foods	Metal Technologies	Design Thinking with Minecraft	Branding and Digital Influence	Creative Art PPS
RESERVE					
Creative Art PPS	In-Style Textiles	Improv!	Sustainable Table	Visual Art	Music Performance

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)
- ✓ Each reserve is from the same 'area' as the preference

YOUR TURN:

SEMESTER ONE			SEMESTER TWO		
Elective 1	Elective 2	Elective 3	Elective 1	Elective 2	Elective 3
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 2025. However, once the timetable is finalised in 2026 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

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.

CORE SUBJECTS

KEY LEARNING AREAS (KLAs)

Religious Education

Religious Education

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

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.

CORE SUBJECTS

Year 8 Inter-Cultural Studies (Languages)

The study of languages allows for students to develop into informed global citizens. Year 8 Inter-Cultural Studies focuses on students being tolerant, adaptable, compassionate and hospitable citizens of Australia and the wider world. In this compulsory course, students will learn about other cultures, specifically those cultures who speak French and Japanese.

In Year 8 students are required to continue studying a language other than English, unless students are eligible for the criteria of WIN (Whatever I Need) Time.

The year will be broken into two semesters, similarly to Year 7 Languages, so that students develop a broader understanding of European culture (French) and Asian culture (Japanese).

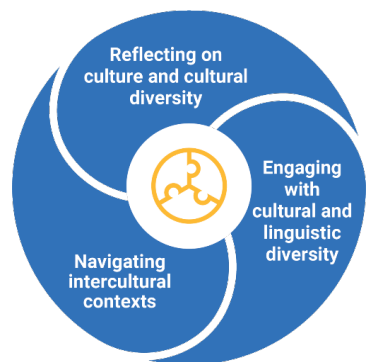
Students will complete one of two pathways below for a Semester of each language. Classes will be organised based on teacher feedback and results from Year 7 languages.

A) Languages Progression:

A course designed with the intention for students to be capable of studying French or Japanese in Year 9 and above. Students will have the opportunity to also experience aspects of culture, like food. This course will continue the foundational requirements for further languages study in the future. The content for this pathway aligns with Languages Learning Area in the Australian Curriculum Version 9.

B) Languages & Culture:

A course designed for students who may not intend to study languages in the future. This course will focus on the importance of intercultural understanding with a focus on our two specific cultures, through aspects of culture like food, music and art. There will continue to be some language learning requirements as part of this course. This content for this pathway aligns with the Intercultural General Capability from the Australian Curriculum Version 9. See the diagram below:



What I Need (WIN) Time

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 what is catered for in a traditional classroom setting.

'What I Need' (WIN) Time is designed to empower students by allowing them dedicated time to focus on their own specific learning needs and goals. This approach recognises that each student has unique strengths, weaknesses, and learning styles.

Here's some examples of what students can expect during WIN Time:

Personalised Support: WIN Time operates in small groups, allowing for a more personalised approach to learning. This class facilitates tailored support to address individual learning needs effectively.

Enhancement of Study Skills: The program includes modules focused on improving essential study skills such as time management, note-taking, test preparation, and research techniques. By completing these modules, students can develop more efficient learning habits. Students will then be able to employ these skills and gain assistance from key staff in their Assessment Tasks throughout the year with an emphasis of ensuring tasks are handed in on time.

Empowerment and Accountability: WIN Time promotes student agency by encouraging them to take ownership of their learning and identify areas of growth with the Teacher and/or Teacher Assistant. This emphasis on self-assessment

and personal accountability helps students build responsibility and pride in their academic work.

Long-term Success: Ultimately, WIN Time aims to equip students with the skills and confidence they need to succeed academically and in their future endeavours. By fostering self-directed learning and providing necessary supports, the program prepares students for long-term success.

Eligibility for the program is based on criteria designed to identify students who will benefit most from additional support. Prospective families are informed about the program and its benefits directly by the Student Support Team. Students must commit to the tailored learning and support provided. The subject class size is intentionally small and intended for students who are responsible for their conduct and dedicated to learning. If selected during the Subject Selection Process, the Student Support Team will confirm the student's suitability.

Please note that WIN Time in year 8 runs concurrently with the Languages classes over the full year.

For further information contact:

Rebekah Taylor
Director of Student Support

or

Shayarne Porteus
7-8 Student Support Coordinator

Dramatic Arts

In Dramatic Arts in Year 8, students have the opportunity to select courses in both Dance and Drama..

Both of these courses offer 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 dance and theatre, students develop higher intellectual skills, empathy, social and communication competencies.

Through a study of Drama and Dance, 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, choreography, skills and discipline.



Drama: 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.

Drama: 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.

Dance: Contemporary & Ballet

Semester Course

During Semester 1, students will focus on Ballet and Contemporary styles. Students will develop their technique and skills, while learning about safe dance practice. Students will complete both individual and ensemble performances, as well as building on their choreography skills. Students will also undergo theoretical work in relation to the history of dance, reviewing the work of Contemporary and Classical dance.

Dance: Jazz & Broadway

Semester Course

During Semester 2, students will focus on Ballet and Jazz & Broadway styles. Students will develop their technique and skills, while learning about safe dance practice. Students will complete both individual and group ensemble performances, as well as building on their choreography skills. Students will also undergo theoretical work in relation to the history of dance, reviewing the work of Jazz and Broadway dance.

Music

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.



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.

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.

Music Performance

Full Year Course

We are very excited to offer this brand new, full year course, specifically designed for those students who want to extend their performance skills and music knowledge. The course primarily centres around building and developing existing performance skills through practice, refinement and performance of pieces of music. Students will be given the opportunity to work in ensembles, work as a soloist, focus on technical skills development, gain knowledge and experience in different Music genres and styles and publicly perform their items. Students will also have the opportunity to research and analyse a range of music pieces and styles for Artistic effect throughout the year.

Successful completion of the course will place students in a position of strength leading into Year 9 and 10 Music and lays strong foundations for the pathway into TASC and Utas Music courses.

Visual Arts

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.

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

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

- Pablo Picasso



Creative Art DCP

Semester Course

- Drawing, Ceramics and Printmaking

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.

Creative Art PPS

Semester Course

- Painting, Photography and Sculpture

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.

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.

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.

Creative Art - Visual Art

Full Year Course

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.

Media Arts

Media Arts prepares students for working with digital technology and for further study in design and creative subjects.

Students use photographic equipment, digital design applications and techniques using the Adobe Creative Suite to produce visual and printed media. Students will work with industry standard software such as Adobe Photoshop, Illustrator and Premier Pro, which they can upload onto their own laptop. The courses contain online tutorial material students can access outside of class or at home. Students are expected to work independently but there will be some collaborative assignments during the year.

These courses will interest students who enjoy working with cameras and on computers and are interested in a career in graphic design, film production, web design or an arts or technology related creative field.

Students must be prepared to supplement in-class teaching with online course material and to practise software techniques covered in class.

Experience in this course can lead students to Media Arts in Year 10 and Media Production 2 or 3 in Senior College.

Branding and Digital Influence

Semester Course

"Media Arts: Branding and Digital Influence" is an engaging elective where students explore creativity in marketing and branding using digital skills. They learn to take photos and videos, edit them, and prepare them for online use. They work hands-on with design projects, using technology to share their ideas.

In this elective, students discover how social media marketing influences people and how to use social media responsibly and ethically to share their own ideas. They create media projects that express their thoughts and feelings in creative ways, working together with classmates on planning and managing tasks.

This elective also teaches critical thinking by studying how social media affects us, and helps students make visually appealing media projects that clearly communicate their message. They learn about making media responsibly, including how social media can affect us and the rules about using others' work, including copyright.

Learning these skills prepares students for a future where technology is a big part of their lives. This course follows the Media Arts v9 Australian Curriculum for Year 8 and can lead to further study in Year 9 and 10 Media Arts and Media Production 2 or 3 in Senior College.

Technical Drawing is a new subject for the MDT area for Grade 8 in 2024. It will aim to give students the opportunity to learn drawing techniques that relate to the design/manufacturing/trades industries.

Students will be introduced to 2D and 3D drawing with a view to developing an understanding of the skills and understandings that are required by industry-based workers. They will learn how to create images using Isometric, Orthographic Projection and Perspective Drawing both on paper and on computer

General Aims:

- Use specialised drawing equipment to complete tasks.
- Introduce students to computer aided drawing.
- Learn essential skills that can be applied in career paths such as graphic design, wood and metal trades, engineering and architecture.
- Give an understanding of recognised drawing techniques that are essential to industry.

This course can lead to further study in Computer Graphics & Design in Y9-12, Wood and Metal MDT subjects and Housing and Design in Y11-12.



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.



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.

Metal Technology

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.

There are 3 subject variations in Year 8 Metal:

- Metal Fusion

- o Key Focus: Joining Metal through fusion (Forge & Bronze Welding)
 - OnGuard
 - Metal Coaster with Bronze Inlay (New Project)
 - Nut Man & Evaluation
 - Fire Poker & Evaluation
- o Extension options:
 - YLA Extension program: MIG Welding

- Metal Manipulation

- o Key Focus: Bending Metal
 - OnGuard
 - Pad Bolt
 - Dust Pan & Evaluation
 - Tool Box & Evaluation
- o Extension Options:
 - YLA Extension Options: Pipe Bending (Hydraulic)

- Metal Fabrication (& Joining Techniques)

- o Key Focus: Metal Joining Processes
 - OnGuard
 - Nut and Bolt
 - Metal Puzzle Bolt Keychain (Tap & Die Focus) & Evaluation
 - Metal picture Frame (Oxy/Acet Welding) & Evaluation
- o Extension Options:
 - YLA Extension Options: MIG Welding

Metal Fusion

Semester Course

In *Metal Fusion*, Year 8 students will continue building their skills in metalwork with a focus on heat-based processes and precision fabrication. This course introduces students to industry-relevant techniques, including oxy-acetylene torch operation and bronze welding, while reinforcing safe workshop practices and correct tool use.

Students will develop confidence in using both hand tools and machinery, learning how to join, cut, and manipulate metal through practical, hands-on projects. Alongside the technical skills, you will also strengthen your design thinking—planning and evaluating your projects through folios and written reflections.

- Use a variety of hand and machine tools to safely and accurately complete metalwork projects.
- Learn the fundamentals of oxy-acetylene torch operation and bronze welding.
- Conduct research, develop project ideas, and critically evaluate outcomes through folio work.
- Identify and solve common problems during the fabrication process.
- Deepen your understanding of workshop tools, processes, and material properties.
- Apply safe working procedures in all areas of the workshop environment.
- Explore the design process from initial concept to finished product through planning, making, and reflection.

Metal Manipulation

Semester Course

In *Metal Manipulation*, Year 8 students will take their first steps into more advanced metalworking skills through a series of fun, creative and hands-on projects. This course builds on the basic knowledge gained in Year 7, introducing new tools, materials, and techniques that allow you to shape, join, and work with metal in exciting new ways.

You will learn how to safely use a variety of hand tools and machines, follow workshop drawings, and calculate the materials you need to complete each project. You'll also be introduced to new equipment and processes not used in Year 7, helping you grow your confidence in the workshop and take on more challenging tasks.

- Safely use a range of hand tools and machines to complete metal-based projects.
- Read and follow simple workshop drawings and calculate materials for tasks.

Metal Manipulation cont.

Semester Course

- Conduct basic research, develop project ideas, and reflect on outcomes using written folio work.
- Identify common problems in metalwork tasks and suggest practical solutions.
- Gain hands-on experience with new tools and processes introduced at Year 8 level.
- Follow correct safety procedures for all tools, equipment, and materials in the workshop.
- Develop a clearer understanding of the design process—planning, making, testing, and evaluating your own work.

Metal Fabrication (and Joining Techniques)

Semester Course

In Metal Fabrication and Joining Techniques, you will continue to develop and expand on your existing skills in the Metalwork area. This course blends the key elements of Metal Fusion and Metal Manipulation, offering students the opportunity to work with a broader range of tools, materials, and processes.

You will explore cutting, shaping, threading, and joining metals through practical, hands-on projects. New skills introduced in this course include the use of taps and dies to create threaded components, and oxy-acetylene welding and brazing to join metal parts with precision and control.

- Use specialised hand tools, threading tools (tap and die), and metalworking machines safely and effectively.
- Learn the fundamentals of oxy-acetylene welding and brazing, including heat control and filler rod application.
- Conduct research, develop designs, and assess a diverse range of project outcomes through critical evaluation.
- Identify and solve simple fabrication problems through applied design thinking and hands-on experimentation.
- Develop and follow safe operating procedures for all tools and processes in the workshop environment.
- Build a deeper understanding of the design and fabrication process, including sketching, prototyping, measuring, and evaluating.
- Apply core fabrication techniques to create precision-based and creative projects involving cutting, shaping, threading, and joining metal components.

Wood Technologies

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 woodwork 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.

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.



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.

Food Technology

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.



Nutrition Ninjas

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.



Celebration Creations

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.



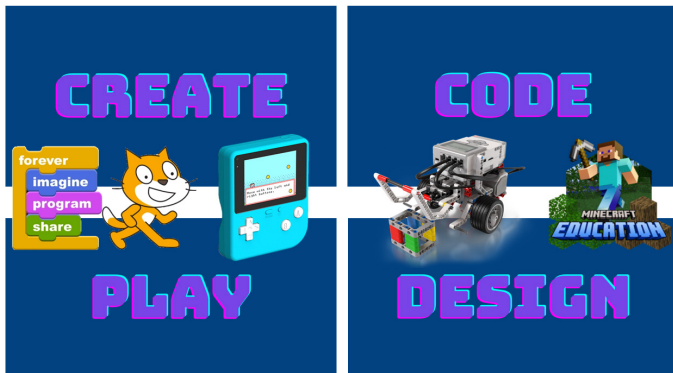
Design & Digital Technologies

'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.

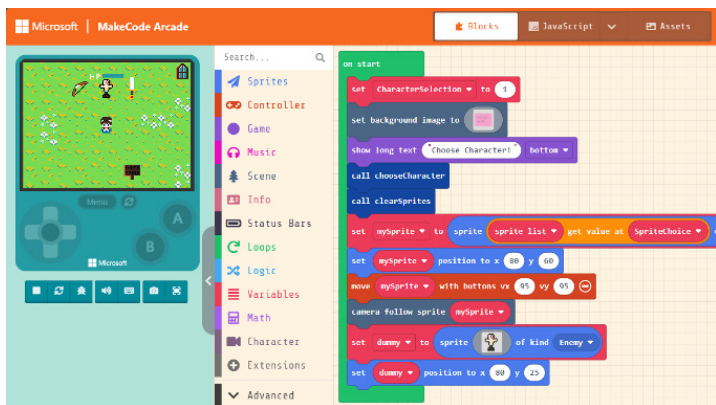


In the Introduction to Game Development course, students will embark on an educational journey through the game creation process. This course is designed to foster a deep understanding of programming concepts and problem-solving strategies within the context of interactive media.

Course Overview:

- **Programming Skills:** Students will gain proficiency in both block-based and Python programming languages, enabling them to bring their game ideas to life.
- **Problem-Solving Techniques:** The course emphasises the importance of error handling and debugging, equipping students with the skills to identify and resolve issues within their code.
- **Project Management:** Through practical experience, students will learn to manage a game development project from conception to completion, using agile and iterative methods.
- **Design Principles:** Fundamental game design concepts will be explored, allowing students to create engaging user experiences and game prototypes.

This course provides a platform for students to apply theoretical knowledge in a practical setting, encouraging creativity and innovation. Students will plan, program and test a game prototype and then develop promotional material for their concept. They will have the opportunity analyse and visualise data relating to the gaming industry and explore text-based programming using Python.



Dive into the realm of Minecraft, where creativity meets technology in our cutting-edge elective. Students will harness the power of design thinking to forge essential digital skills within Minecraft Education. This course invites students to:

- **Master Minecraft Mechanics:** Gain fluency in the game's interface and controls to navigate and shape virtual worlds.
- **Code with Purpose:** Employ block-based and textual programming to breathe life into dynamic, interactive environments.
- **Innovate:** Apply the design thinking cycle—empathise, define, ideate, prototype, test—to craft solutions that resonate with users.
- **Collaborate and Communicate:** Plan effectively with peers to manage large scale projects that push the boundaries of imagination.

Key Learning Outcomes:

- **Computational Thinking:** Analyse and tackle complex challenges by breaking them down into simpler elements, crafting logical pathways to solutions.
- **Creative Design:** Construct virtual spaces that are not only visually stunning but also supremely functional, fulfilling the desires of the end-user.
- **Ethical Insights:** Engage in meaningful dialogue about the societal and environmental impact of our digital footprints.

Aligned with the Australian Curriculum, this course is designed to empower students with the skills to create digital solutions, collaborate, and develop digital literacy skills preparing them for a future where technology and innovation are intertwined.



Embark on a journey into the world of **Lego Robotics**, a subject that combines the excitement of construction with the fundamentals of programming and engineering. This course offers students a hands-on experience in designing, building, and programming robots to navigate real-world challenges.

Throughout the term, students will engage in a series of projects culminating in the Robo Olympics, a friendly competition showcasing their robotic creations. The course emphasises practical skills in computational thinking and problem-solving, encouraging students to apply these concepts to various tasks and objectives.

Key Learning Areas:

- **Programming Fundamentals:** Students will learn to code and control their robots, understanding how software commands result in physical actions.
- **Engineering Principles:** The design and construction of robots will introduce students to basic engineering concepts, fostering an appreciation for how components work together to create functioning machines.
- **Critical Thinking:** Students will be challenged to think critically about hardware choices, ensuring their robots are equipped to perform the tasks at hand efficiently.
- **Ethical Considerations:** Discussions will explore the ethical implications of technology, automation, and AI, preparing students to consider the broader impacts of their work.

Lego Robotics is not just about the mechanics; it's a platform for creativity, collaboration, and communication. Students will work together to overcome obstacles and share ideas, developing skills that extend beyond the classroom.

Utilising the College's well-equipped Digital Technologies Learning Area, students will have access to Lego Mindstorm EV3 kits, enabling them to bring their imaginative concepts to life.

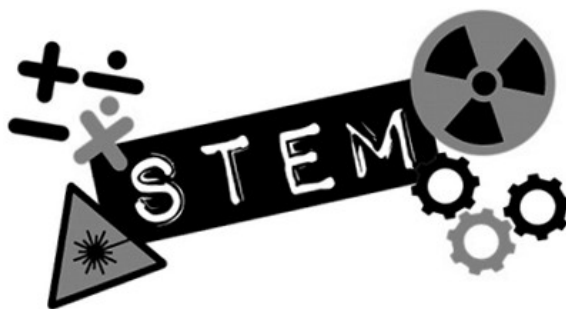


Science

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.



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.

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.

Fitness Through Play is a semester-based HPE elective that offers students a unique opportunity to enhance their overall fitness through engaging activities and games. Rather than focusing on general ability levels, this subject emphasizes the importance of application and attitude, assessing students based on their participation and enthusiasm. Students who select this subject require a genuine interest in fitness, a strong motivation to improve, and the ability to work cooperatively in groups and teams. Through this elective, students will not only boost their physical health but also develop teamwork and cooperative skills in a fun and supportive environment.



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