



Year 8  
Subject Information

# SUBJECT SELECTION HANDBOOK



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Learning through determination,  
creativity and enthusiasm

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# CARMEL COLLEGE

LET YOUR LIGHT SHINE

Dear Year 7 Students and Parents/Caregivers

From 2023, students in Year 8 at Carmel College have been able to choose their own electives to provide an opportunity to follow a more individualised learning pathway. Previously, students chose electives from Year 9 onwards. All students will study a general program of study, consisting of 'Core' subjects. This exciting change means that Core subjects and elective subjects will together form a suite of learning that allows for individual student choice, while providing our students with a broad base of learning.

Parents and students should carefully read the information contained in this handbook. It provides information about the elective subjects available for study in Year 8 at Carmel College for 2025. We hope this information is useful to you as you work together towards Year 8 subject selection. Should you require further information about a particular subject offering please email the relevant Learning and Teaching Leader. Please direct general course enquiries to Mr Frank Turtle, Assistant Principal – Learning & Teaching (Years 7- 9) via email [Frank.Turtle@carmelcollege.qld.edu.au](mailto:Frank.Turtle@carmelcollege.qld.edu.au)

Students will make their elective choices via a program called Subject Selection Online (SSO). Instructions this online system will be provided to students and families via email. Please note that students must provide a printed, signed copy of their final SSO choices to the student office before the end of term.

We look forward to working with you through this subject selection process.

Stephen Adair

Principal

# YEAR 8 COURSE STRUCTURE

We believe that student choice is an important part of learning at Carmel College and that students should engage in a wide variety of learning. This is to ensure that they have opportunities to develop different types of knowledge and participate in a variety of learning experiences, all of which emphasise different skills.

The course structure for Year 8 ensures that Carmel College students study all key Learning Areas of The Australian Curriculum, whilst choosing subjects that allow for personal choice. The course structure for Year 8 students consists of subjects as follows:

CORE SUBJECTS	ELECTIVE SUBJECTS
<ul style="list-style-type: none"> <li>• Religion</li> <li>• English</li> <li>• Mathematics</li> <li>• Science</li> <li>• Humanities and Social Science</li> </ul> <p><i>Students choose to study</i></p> <ul style="list-style-type: none"> <li>• Health &amp; Physical Education or</li> <li>• Athletic Development Program (ADP)</li> <li>• Entry into the ADP program is via application.</li> </ul>	<p>Students must choose a minimum of one Arts, one Technologies and one Language subject. Each subject runs for one semester.</p> <p>Students can choose the same elective twice, which means they will study this subject for the whole year. For example, you may choose Music the whole year and you would study it in both Semester 1 and Semester 2. The course content is different in each semester.</p> <p>Students choose to study semester long electives from the following:</p> <p><b>The Arts</b></p> <ul style="list-style-type: none"> <li>• Music</li> <li>• Visual Arts</li> <li>• Drama</li> <li>• Dance</li> <li>• Media</li> </ul> <p><b>Technologies</b></p> <ul style="list-style-type: none"> <li>• Design and Technologies: Design</li> <li>• Design and Technologies: Digital</li> <li>• Design and Technologies: Food Specialisation</li> <li>• Design and Technologies: Materials/Fibre</li> </ul> <p><b>Languages</b> - You must pick one of the following</p> <ul style="list-style-type: none"> <li>• Japanese 1-Culture and Arts- 1 Semester</li> <li>• Japanese 2-Language and Lifestyles-1 Semester</li> <li>• Japanese 3-Language, Lifestyles, Culture and Arts- (This is a year-long unit combining Japanese 1 and 2)</li> </ul> <p><b>Economics and Business</b></p> <ul style="list-style-type: none"> <li>• Economics and Business</li> </ul>





## HOW TO CHOOSE SUBJECTS





Students must choose a minimum of one Arts, one Technology and one Language subject. Each subject runs for one semester.

Students can choose the same elective twice, which means they will study this subject for the whole year.

For example, you may choose Music twice and you would study it in both Semester 1 and Semester 2. The course content is different in each semester.

### EXAMPLES

Student 1	Student 2	Student 3	Student 4
Visual Art	Japanese 3	Media	Music
Visual Art	Japanese 3	Dance	Dance
DT-Digital	Dance	Japanese 1	Visual Art
Japanese 1	DT-Food	DT-Design	Japanese 1
HPE	ADP	HPE	HPE
			Must include a Technology 

Student 5	Student 6	Student 7	Student 8
Dance	Japanese 2	Drama	DT Food
Media	EcBus	Music	DT Digital
DT-Digital	Drama	Japanese 1	DT-Digital
Japanese 1	DT-Food	DT-Design	DT-Materials
ADP	HPE	ADP	HPE
			Must choose from The Arts and Language 

## SUBJECT SELECTION PROCESS

**Subject Selection Handbooks** distributed to students and parents via email.

**Student preferences** will be entered by students via **Subject Selection Online(SSO)**. Instructions for log in, and use will be provided to students and families in Week 8. Students will have the opportunity to access support from their PC teacher if they need.

**Lodgement of preferences will close on Tuesday 3rd September 2024.**

**Students must provide the student desk with a printed and signed copy of their SSO report.**

Student preferences will be used to devise subject lines, which will form the Year 8 timetable. The lines are developed so that the number of students who receive all their choices is maximised. Those students whose choices are unable to be accommodated will be placed into their reserve subjects.

Factors such as health and safety, specialist rooms and teacher availability may mean that some subjects have a cap which limits the number of places available. If more students wish to study a particular subject than the cap, one of the following may occur:

If there are enough students who wish to study that particular subject, an additional class may be run (if teacher and room resources allow); OR some students may be asked to select another subject. If the number of places in a class requires, criteria such as student attitude and effort in Year 7 may be considered.

Prior to the finalisation of subject choices, Learning and Teaching Leaders may examine the choices made. Should a subject choice be considered unwise, (based on academic performance or suitability to a subject) parents will be contacted.

We will not confirm subject selections until all student placements have been finalised. This is often a lengthy process and may not be ready until the Christmas holidays. We will keep parents/caregivers informed of when these are finalised via the College newsletter and emails to students. If you are not subscribed to the College newsletter, please do so.

## STUDENTS

Students, we recommend that you:

- choose subjects you liked previously or think you would enjoy
- choose subjects which you know you are good at

### **A few words of warning!**

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

- someone told you that you would like or dislike it;
- your friends are or are not taking it;
- you think that a particular teacher will be teaching that subject;
- only boys/girls take that subject (all subjects have equal value and purpose for everyone).

Be prepared to ask for advice.

If you are uncertain about which subjects you should take, approach any teacher of that subject for further information. They will be happy to help. Details for expert teachers are included in this handbook.

We warn against doing subjects for the wrong reasons e.g. taking Drama when a student is unwilling to attempt to perform in front of others or taking Technology-Design when a student has very little self-discipline. For safety reasons, a student who consistently does not behave in an acceptable and/or safe manner in a class may not be accepted into a class or may need to select a different subject during the year.

## PARENTS

Parents can assist your child in making subject selections. Do not advise your child to take a subject because you would like to study it, or an older sibling enjoyed or did well at that subject. Your child may have different talents. If your child really does not want to take a subject, don't force them. This is a recipe for future behavioural and academic problems.



# ATHLETIC DEVELOPMENT PROGRAM

(Subject Selection Code 08EP)

## WHAT IS THE ATHLETIC DEVELOPMENT PROGRAM?

The Athletic Development Program (ADP) commenced in 2017 and assists talented young sportspeople at the College to balance their sporting goals and academic studies. The ADP is our response to ensuring students can develop their sporting talents, as well as succeed in their academic studies. Students selected as part of the program will be involved in practical sport specific curriculum, as well as studying various theoretical concepts that align with the Australian National Curriculum for HPE, Senior Physical Education and Exercise Science career pathways. This program offers a range of additional mentoring and wellbeing support services with opportunities to access Physiotherapists, Dietitians, Sport Psychologists and online wellness content that complement the program. Students that wish to apply for the program must satisfy specific sporting, academic, attitude and behavioural criteria. Participating students are reviewed every six months, based on performance against the criteria, to determine whether they remain in the Athletic Development Program for the following semester.

## LEARNING EXPERIENCES WITHIN ADP

Each term, integrated learning will occur that involves holistic athlete development through both practical topics and theoretical topics.

- Topics studied include:
- Building better bodies with nutrition
- Sports psychology and growth mindsets
- Strength, stability and recovery techniques and application
- Functional anatomy and physiology of an athlete
- Speed, movement and coordination techniques and application
- Goal setting, teamwork and leadership skills
- Sports injury prevention methods

## ASSESSMENT WITHIN ADP

Assessment will comprise of integrated folios, reports and exams.

## ADP REQUIREMENTS

An application must be approved prior to being accepted into the program. Once you have indicated your desire to apply, you will be sent the application information via email.

## WHAT PATHWAYS MIGHT STUDY WITHIN ADP LEAD INTO?

Senior Subjects	Career Pathways
Physical Education (General) Certificate III Fitness (Sport & Rec embedded) (VET)	Exercise science, human movement, HPE teaching, strength and conditioning coach, sports coach, sport development, health and fitness
ADP Leader – Mr Martin Miers Email: <a href="mailto:Martin.Miers@carmelcollege.qld.edu.au">Martin.Miers@carmelcollege.qld.edu.au</a>	



## DANCE (ELECTIVE)

(Subject Selection Code 08DAN)

### WHAT IS DANCE?

Dance is a human activity of ancient tradition and an evolving form of expression.

### WHY STUDY DANCE?

Through Dance, students learn to express their ideas, thoughts, questions, understandings and opinions. They develop aesthetic knowledge and learn that the creative and critical processes of the form. The subject engages the mind, body and spirit, allowing students to explore their physical abilities whilst developing creative thinkers and reflective, independent learners. There are a multitude of 21<sup>st</sup> Century Skills used frequently in the subject of dance, not just the obvious skill of creativity but also critical thinking, collaboration and communication. Skills gained in this subject are transferable across other key learning areas.

### LEARNING EXPERIENCES WITHIN DANCE

Students will explore dance within the following categories

- Safe Dance Practices
- Hip-Hop
- Group dance work
- Analysis and evaluation of live and recorded live dance
- Creative problem-solving

### ASSESSMENT WITHIN DANCE

Assessment in this subject is divided into three dimensions: Choreography, Performance and Responding. In choreographic tasks, students use dance components and skills to explore and create dance works. Performance tasks require students to develop and demonstrate dance components and skills to interpret and communicate a choreographic intent. In responding tasks, students develop their knowledge and understanding of dance components and skills to respond to dance texts. Students are assessed on both theoretical and practical elements in Year 8 Dance.

### WHAT PATHWAYS MIGHT STUDY WITHIN DANCE LEAD INTO?

Senior Subjects	Career Pathways
Dance (General)	Education, Performing Arts Industry Practitioner, Dance Specialist, Dance Teacher, Choreographer, Performer, Performing Arts Management, Community Arts, Physical Therapist, Producer and Cinematography with international opportunities throughout all pathways.
Learning & Teaching Leader - Miss Hailee Speck Email: <a href="mailto:Hailee.Speck@carmelcollege.qld.edu.au">Hailee.Speck@carmelcollege.qld.edu.au</a>	

## TECHNOLOGIES: DESIGN (ELECTIVE)

(Subject Selection Code 08DT)

### WHAT IS DESIGN AND TECHNOLOGIES: DESIGN?

Design aims to establish in students the importance of developing creativity and problem-solving skills, creating quality designed solutions for identified needs and opportunities. Students engage in exploring, analysing, developing, producing and evaluating design solutions. Students are required to apply empathy to understand different user needs and provide design solutions appropriate to differing audiences. Students also understand how the choice and use of technologies contributes to a sustainable future. Design provides a grounding for life in a technological age with the emphasis on invention.

### LEARNING EXPERIENCES WITHIN DESIGN?

Design-led innovation is a human centred approach to solving complex problems, which fosters an innovators' mindset. The Design Process is the core principle for this subject. Students follow a design process to demonstrate how they arrived at the chosen solution for their client's problem or opportunity. Students use and develop an understanding of the properties and characteristics of materials including timber, metal and plastics. Along with appropriate construction methods, students learn to use hand tools, machinery and new technologies to create "working prototypes". While producing prototypes in the workshop students complete a workshop safety program with the expectation that they will "catch the safety habit" and be safer in their daily lives.

### ASSESSMENT WITHIN DESIGN?

Various techniques are used to assess student progress and evaluate achievement over the total course. The information obtained is used to match student performance with expectations set down in the school's work program that has been developed in accordance with the Australian Curriculum (Technologies). Students will be assessed on the completing a number of Design Tasks which include a design folio (or parts of), the practical "prototyping stage" and written evaluations of designed solutions that meet the client's criteria.

### WHAT PATHWAYS MIGHT STUDY WITHIN DESIGN LEAD INTO?

Senior Subjects	Career Pathways
Design (General) Industrial Technology Skills (Applied)	Design <ul style="list-style-type: none"><li>• Industrial</li><li>• Product</li><li>• Commercial</li></ul>
Learning & Teaching Leader – Mr Tony Hurley Email: <a href="mailto:Tony.Hurley@carmelcollege.qld.edu.au">Tony.Hurley@carmelcollege.qld.edu.au</a>	

## TECHNOLOGIES: FOOD SPECIALISATION

(Subject Selection Code 08DTFS)

### WHAT IS DESIGN AND TECHNOLOGIES: FOOD SPECIALISATION?

Food Specialisation is a subject offered within the Technology area which allows a central focus on the use of food to enhance the well-being of individuals and the family. It encourages the student to make informed decisions as a consumer, in the selection of ingredients for everyday living. Decision-making and problem-solving strategies enhance the development of effective living skills.

### LEARNING EXPERIENCES WITHIN DESIGN AND TECHNOLOGIES: FOOD SPECIALISATION

Food Specialisation will engage students to work through various design briefs exploring design ideas, investigating and making judgements on how the principles of food safety, preparation, presentation and sensory perceptions influence food solutions for healthy eating. Practical tasks will focus on: food selections and health; food sustainability; and students creating designed solutions which meet a challenge. Topics covered may include: food safety, food miles, sustainable food sources, sensory properties of food, food systems, basic cookery methods and nutrition.

### ASSESSMENT WITHIN DESIGN AND TECHNOLOGIES: FOOD SPECIALISATION

The aim of assessment is to promote student learning and for this reason it is an integral part of Food Specialisation. It is intended that assessments complement the learning that takes place in the classroom and therefore is seen as encouraging students to participate actively in the learning process and encouraging a realistic understanding of their own achievement. Forms of assessment include Project folios and Practical tasks (food preparation) related to a range of design briefs.

### DESIGN AND TECHNOLOGIES: FOOD SPECIALISATION REQUIREMENTS

Practical tasks constitute a substantial component of the Food Specialisation course and therefore ingredients will be supplied to students to allow for full participation in the course of study. The costs of ingredients will be factored into school fees.

### WHAT PATHWAYS MIGHT STUDY WITHIN DESIGN TECHNOLOGIES: FOOD SPECIALISATION LEAD INTO?

Senior Subjects	Career Pathways
Food and Nutrition (general)	Careers in the fields of science, health, community services & technology
Cert II / Cert III Hospitality (VET)	Food and beverage attendant, waiter, Cafe attendant, catering assistant, restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops.
Learning & Teaching Leader – Mrs Rachel Lax Email: <a href="mailto:Rachel.Lax@carmelcollege.qld.edu.au">Rachel.Lax@carmelcollege.qld.edu.au</a>	

## TECHNOLOGIES: DIGITAL

(Subject Selection Code 08DIGTEC)

### WHAT IS DIGITAL TECHNOLOGIES?

Digital Technologies in Year 8 focuses on developing understanding and skills in computational thinking such as decomposing problems and prototyping. Students engage with a range of digital solutions, such as interactive web applications and Robotics.

Student collaboration and teamwork is central to this subject as is managing individual and team projects with autonomy. Students will exchange ideas, tasks and files, and techniques for monitoring progress and feedback. Communication and collaborating is a key element of the learning process. Students develop an understanding of different social contexts, for example acknowledging cultural practices and meeting legal obligations.

### LEARNING EXPERIENCES WITHIN DIGITAL?

Students analyse and evaluate data and learn how to store and transmit it effectively. They will engage with the Design Thinking model when defining problems, identifying key elements, factors and constraints that influence the digital design process. They create increasingly complex algorithms that support computation. They manipulate user interface to respond to specific end-user expertise, accessibility and usability requirements.

Students broaden their programming experiences to include general-purpose programming languages into their solutions. They predict and evaluate their developed and existing solutions, considering time, tasks, data, and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems.

### ASSESSMENT WITHIN DESIGN?

Various techniques are used to assess student progress and evaluate achievement over the total course. The information obtained is used to match student performance with expectations set down in the school's work program that has been developed in accordance with the Australian Curriculum (Digital Technologies). Students will be assessed on the completion of a number of digital solutions that may include design, prototyping and evaluation. Students will produce designs of a web page and Robotic solutions that are designed to be consistent with real-world applications.

### WHAT PATHWAYS MIGHT STUDY WITHIN DESIGN LEAD INTO?

Senior Subjects	Career Pathways
Digital Solutions (General) Information Communication Technology (Applied)	Careers in ICT operations, help desk support, sales support, digital media support, office administration, records and data management and ICT and computer technician.
Learning & Teaching Leader – Mr Tony Hurley Email: <a href="mailto:Tony.Hurley@carmelcollege.qld.edu.au">Tony.Hurley@carmelcollege.qld.edu.au</a>	

## TECHNOLOGIES: MATERIALS

Subject Selection Code 08DTMAT)

### WHAT IS TECHNOLOGIES: MATERIALS?

Materials is a subject offered within the Technology area which allows a central focus on the use of textiles to enhance the well-being of individuals and the family in their living environment and to consider the sustainability of textile items. It encourages the student to make informed decisions as a consumer in the selection of textiles products for everyday living that extends beyond clothing. It also provides a basis for the study of Fashion.

### LEARNING EXPERIENCES TECHNOLOGIES: MATERIALS

Materials and Technologies will engage students through practical experiences and application using contemporary materials in real life situations. Opportunities are integrated into the course to encourage creativity and originality of ideas and in the production of unique textiles items.

Focus for practical tasks will include opportunities to create designed solutions which meet a challenge. Students will further explore their sketching and annotating skills while generating their ideas.

### ASSESSMENT WITHIN TECHNOLOGIES: MATERIALS

Forms of assessment include project folios and practical tasks related to a range of design briefs.

### SUBJECT REQUIREMENTS

Practical tasks constitute a substantial component of the Materials course and therefore the provision of appropriate resources is essential which includes the provision of fabrics of students' own choice. To help keep costs down the school provides patterns and items such as bobbins, machine needles etc. In setting all practical tasks, consideration is given to keeping costs as low as possible for families with maximum notification given to help in the purchase of required resources.

### WHAT PATHWAYS MIGHT STUDY WITHIN DESIGN TECHNOLOGIES: MATERIALS LEAD INTO?

Senior Subjects	Career Pathways
Fashion (Applied)	Design, personal styling, costume design, production, merchandising, retail
Learning & Teaching Leader – Mrs Rachel Lax Email: <a href="mailto:Rachel.Lax@carmelcollege.qld.edu.au">Rachel.Lax@carmelcollege.qld.edu.au</a>	

## DRAMA (ELECTIVE)

(Subject Selection Code 08DRA)

### WHAT IS DRAMA?

Drama is core to the development of creative, confident, compassionate and resilient individuals who can think and reflect critically, celebrate and challenge ideas, people and events, and work towards making a difference in sustaining and reimagining their own and their communities' futures.

### WHY STUDY DRAMA?

Participating in quality arts experiences and practices enriches our social and emotional wellbeing. It fosters development of our imagination and enables us to reach our creative and intellectual potential. Through face-to-face communication and dramatic activities, students have the opportunity to explore and interpret their own social world.

### LEARNING EXPERIENCES WITHIN DRAMA

What students learn in drama can improve their capacity to speak in public, work cooperatively, understand spoken language and increase vocabulary, present themselves confidently in many different situations, follow timelines and meet deadlines, revise and rework material, understand the intent and motivation of others and read and interpret body language.

Students will:

- Perform practical examples of acting skills
- Improvise scenarios
- Blend skills from all Arts strands
- Write short-form and long-form scripts for theatre
- Interpret and analyse published, live and recorded live productions
- Work in groups as audience and performers

### ASSESSMENT WITHIN DRAMA

Students are presented with a range of opportunities to demonstrate their skills and understanding which include:

- Creating scenarios / scenes for performance
- Developing and presenting a variety of characters
- Researching historical, social and personal contexts
- Scriptwriting
- Investigating the elements of drama through making and responding to theatre

## WHAT PATHWAYS MIGHT STUDY WITHIN MUSIC LEAD INTO?

<b>Senior Subjects</b>	<b>Career Pathways</b>
Drama (General)	Acting - Film, TV or Theatre, Journalism, Teaching, Performing Arts, Event Management, Stage Management, Youth and Community Work, Arts Administration, Marketing, Production (stage management, directing, dramaturgy, lighting and sound operation, digital technologies).
Learning & Teaching Leader - Miss Hailee Speck Email: <a href="mailto:Hailee.Speck@carmelcollege.qld.edu.au">Hailee.Speck@carmelcollege.qld.edu.au</a>	



## JAPANESE 1 (ELECTIVE)

(Subject Selection Code 08JPN)

### WHY STUDY JAPANESE 1: CULTURE AND ARTS?

The Japanese Culture and Arts Program is an exciting new program for Year 8 Carmel College students in 2025! Students will learn about Japan's fascinating culture by being engaged in a range of cultural and artistic activities including participating in cultural celebrations such as The Cherry Blossom Festival, Star Festival and Children's Day. Cultural and language skills will be integrated into engaging and entertaining role plays of traditional Japanese folktales, Japanese drama, dance, and calligraphy. Students will learn the traditional Japanese art of origami and create festival inspired artworks. Knowledge of Japanese tourist destinations will form a central theme in the creation of innovative design activities. Further, students will also acquire some foundational Japanese language skills so that they can participate in karaoke competitions, musical renditions, songs, and restaurant scenarios.

Students who elect to study Japanese Culture and Arts will experience a positive, interactive, and engaging classroom environment. The course will provide students with a foundational understanding of Japanese culture and arts.

Studying a foreign language is beneficial to students in several ways. In addition to what students learn of the language and culture, they also acquire basic language learning strategies transferable to other subjects, gain valuable higher order thinking skills and broader world perspectives. Students, who engage in language learning, develop confidence as well as creative thinking and problem-solving abilities as they draw on knowledge and language skills to communicate in the second language.

### ASSESSMENT WITHIN JAPANESE 1

Students are exposed to culturally and artistically rich experiences frequently. Interactive resources and teaching and learning strategies are utilised to motivate students.

Similarly, assessment mirrors the learning in the classroom. Students will be assessed in a variety of ways including Japanese drama scenarios, the creation of innovative culturally and artistically rich activities and quizzes.

### WHAT PATHWAYS MIGHT STUDY WITHIN JAPANESE LEAD INTO?

Senior Subjects	Career Pathways
Japanese (General)	Translator, Interpreter, Liaison Officer, Specialist Language Teacher, Consulate Officer, Tourism and Trade Liaison, Airline Industry Spokesperson
Learning & Teaching Leader – Mrs Rachel Ward Email: <a href="mailto:Rachel.Ward@carmelcollege.qld.edu.au">Rachel.Ward@carmelcollege.qld.edu.au</a>	

## JAPANESE 2 (ELECTIVE)

(Subject Selection Code 08JPN)

### WHY STUDY JAPANESE 2: LANGUAGE AND LIFESTYLE?

The Japanese Language and Lifestyle Program is an exciting language-rich course for Year 8 Carmel College students in 2025! Students will acquire fundamental linguistic skills and learn how to communicate with others about themselves, their family, and friends, and so will be ready to communicate when Japanese students visit later in the year. Students will also practise their communicative skills via Teams with our visiting Japanese exchange students before they arrive.

Students will learn how to read and write hiragana, and some common kanji and katakana. They will be immersed in a language-rich environment, learn a range of vocabulary and grammatical patterns that will equip them with the skills to communicate in Japanese in authentic contexts.

Students who elect to study Japanese Culture and Lifestyle will experience a positive, interactive, and engaging classroom environment. The course will provide students with opportunities to use their language skills in authentic scenarios and will be a springboard into Year 9 Japanese language study.

### ASSESSMENT WITHIN JAPANESE 2: LANGUAGE AND LIFESTYLE

Students are exposed to culturally and linguistically rich communicative experiences frequently. Resources and teaching and learning strategies are utilised to motivate students to continue their love of language learning in Year 9 and beyond.

Students will complete three types of assessment:

1. Online Language quizzes
2. Speaking Assessment – recorded and submitted.
3. Written Assessment using Genkoyoshi paper (traditional square writing paper)

### WHAT PATHWAYS MIGHT STUDY WITHIN JAPANESE LEAD INTO?

Senior Subjects	Career Pathways
Japanese (General)	Translator, Interpreter, Liaison Officer, Specialist Language Teacher, Consulate Officer, Tourism and Trade Liaison, Airline Industry Spokesperson
Learning & Teaching Leader – Mrs Rachel Ward Email: <a href="mailto:Rachel.Ward@carmelcollege.qld.edu.au">Rachel.Ward@carmelcollege.qld.edu.au</a>	

**NOTE: JAPANESE 3 IS A YEAR LONG UNIT COMBINING ELEMENTS OF JAPANESE 1 AND 2.**

## MUSIC (ELECTIVE)

(Subject Selection Code 08MUS)

### WHAT IS MUSIC?

Through music, people share stories, ideas, knowledge and understanding. Music engages our senses and give us ways to imagine, celebrate, communicate and challenge ways of knowing, being, doing and becoming.

### WHY STUDY MUSIC?

Music will enable students to develop personally in many ways. Music provides opportunities to identify, value and extend the student's academic, personal and social capabilities by offering multiple pathways to learning. It has been proven by many researchers that students who study music, greatly improve their academic results in all areas of their schooling.

### LEARNING EXPERIENCES WITHIN MUSIC

Students develop musicianship skills to complement and develop all aspects of music performance. Music involves:

- Practical Music Making - playing or singing in groups and individually.
- Reading and Writing Music - composing and arranging music in all styles.
- Listening and Understanding Music - becoming aware and informed listeners.

### ASSESSMENT WITHIN MUSIC

Assessment in music is distributed across three dimensions: analysing music, performing music and composing music. Students are required to play and/or sing in groups or individually based on their musical ability and choice. Students will engage in listening tasks and complete various 'in class' individual and group projects for informal and formal assessment.

### WHAT PATHWAYS MIGHT STUDY WITHIN MUSIC LEAD INTO?

Senior Subjects	Career Pathways
MUSIC (General)	Music Therapy, Instrumental Music Teaching, Theatrical work and Sound Engineering, Music Producer, Song Writer, Radio, Recording Engineer, Vocalist, Composer, and Program Director, Primary/Secondary Teaching.
Learning & Teaching Leader - Miss Hailee Speck Email: <a href="mailto:Hailee.Speck@carmelcollege.qld.edu.au">Hailee.Speck@carmelcollege.qld.edu.au</a>	

## VISUAL ARTS (ELECTIVE)

(Subject Selection Code 08VARTS)

### WHAT IS VISUAL ARTS?

Visual Arts is one of the most important means by which people can express their feelings, emotions, innate creativity and communicate visually in their daily lives. Visual Arts is the study of this aspect of human existence.

### WHY STUDY VISUAL ARTS?

Visual Arts encourages the development of creative critical, imaginative and inventive thinking

- Disciplined working
- The ability to work independently or in a team, where required.
- Self-motivation, self-direction
- An openness to new experiences
- Pushing boundaries and
- Exploring new expressions
- Visual and kinaesthetic communication
- The ability to see things through to completion, resolving ideas
- The exploration of ideas and concepts

### LEARNING EXPERIENCES WITHIN VISUAL ARTS

Visual Arts offers a diverse range of experiences of both Practical and Theoretical aspects of the Australian Curriculum the Arts – Visual Arts. All students are involved in the creative learning experiences in the following areas: Drawing, Ceramics, Painting, Photography/Digital, Electronic Imaging, Sculpture, Printmaking, Computer Aided Design, and Associated Art History from a range of cultures, times and locations.

### ASSESSMENT WITHIN VISUAL ARTS

The Visual Arts assessment has two criteria that provide the framework for the course and its assessment based on The Australian Curriculum the Arts – Visual Arts: Responding and Making.

Students are assessed continuously and their work is kept in a Visual Journal and Major Portfolio. Over the year, a profile of student achievement is compiled over the year. A typical semester's assessment will comprise of Visual Journal work, two Responding Appraising tasks and two Making Major tasks. Teachers will use the achievement standards from the Australian Curriculum to make judgements about the quality of learning demonstrated by each student.

## WHAT PATHWAYS MIGHT STUDY WITHIN VISUAL ARTS LEAD INTO?

<b>Senior Subjects</b>	<b>Career Pathways</b>
Visual Art (General) Visual Arts in Practice (Applied)	Art Education, Fine Arts and Crafts, Graphic Design, Photography, Interior Design, Fashion Design, Entertainment Design, Industrial Design, Art Museums and Galleries, Architecture and Publication Design.
Learning & Teaching Leader - Miss Hailee Speck Email: <a href="mailto:Hailee.Speck@carmelcollege.qld.edu.au">Hailee.Speck@carmelcollege.qld.edu.au</a>	

# ECONOMICS AND BUSINESS

(Subject Selection Code 08ECBUS)

## WHAT IS BUSINESS?

Students who study Business will have the opportunity to develop enterprising behaviours and capabilities that will equip them to face challenges in their lifetime. Through authentic learning opportunities, the Australian Curriculum: Economics and Business fosters enterprising individuals who are able to effectively embrace change; seek innovation; work with others; show initiative, flexibility and leadership; use new technologies; plan, organise and manage risk; and use resources efficiently.

Developing foundational business skills will ground each student's financial literacy allowing them to actively and effectively participate in economic and business activities now and into the future.

## LEARNING EXPERIENCES WITHIN BUSINESS

Throughout the course the emphasis is on contemporary issues and events, and students will develop their understanding with reference to case studies, entrepreneurial programs and scenarios. They will develop their skills of explanation, analysis and evaluation. This knowledge and skill development will enable students to interpret and understand financial and economic data in a way that will empower them to become informed citizens and decision-makers.

Students will explore:

- The economy and the basic economic problem.
- Financial risks and rewards and how to manage these.
- Employees and employers' responsibilities in the world of work.
- How to get best out of your business in the business environment.
- The role of the Australian taxation system and how it supports individuals and business.

## ASSESSMENT WITHIN BUSINESS

Assessment is varied to suit different learning styles. Types of assessment include examinations and research assignments.

## WHAT PATHWAYS MIGHT STUDY WITHIN BUSINESS LEAD INTO?

Senior Subjects	Career Pathways
Business (General) Legal Studies (General) Certificate III in Business Diploma of Business	Employment in the fields of business management, business development, entrepreneurship, business analytics, economics, business law, accounting and finance, international business, marketing, human resources management, business information systems, banking, and commerce.
Learning & Teaching Leader – Mrs Diana Platt Email: <a href="mailto:Diona.Platt@carmelcollege.qld.edu.au">Diona.Platt@carmelcollege.qld.edu.au</a>	

## **MEDIA ARTS (ELECTIVE)**

(Subject Selection Code 08MED)

### **WHAT IS MEDIA ARTS?**

Media arts involve creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media arts connect audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, media arts have the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

### **WHY STUDY MEDIA ARTS?**

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. Media Arts students will explore:

- Twenty-first century skills
- Imagery, text and sound
- Creating meaning through artworks
- Collaboration and taking on responsibilities
- Planning, designing and producing media artworks

### **LEARNING EXPERIENCES WITHIN MEDIA ARTS**

Media Arts offers a diverse range of experiences of both Practical and Theoretical aspects of the Australian Curriculum the Arts – Media Arts. All students are involved in using communications technologies to design, produce and distribute media artworks. As well as respond to Media Arts to explore, view, analyse and participate in media culture.

### **ASSESSMENT WITHIN MEDIA ARTS**

The Media Arts assessment has two criteria that provide the framework for the course and its assessment based on The Australian Curriculum the Arts – Media Arts: Responding and Making.

Students experiment with creating their own film, working with multi-media, and editing programs as well as analysing movies and television series.

In making and responding students engage with the key concepts, story principles and elements of media (technical and symbolic). The five interrelated key concepts provide a framework for students to create and analyse media artworks. They develop understanding of how the five key concepts explore media artworks representations – that is, constructed realities – of the world, communicated through languages and technology for an audience in community and institutional contexts.



## WHAT PATHWAYS MIGHT STUDY WITHIN MEDIA ARTS LEAD INTO?

<b>Senior Subjects</b>	<b>Career Pathways</b>
<i>Film &amp; TV (General)</i>	Media & Communications, editor, lighting and sound technician, location manager, researcher, writer, animator, runner, communication specialist, production assistant, director, video editor, social media specialist, editorial assistant, public relations and more.
Learning & Teaching Leader - Miss Hailee Speck Email: <a href="mailto:Hailee.Speck@carmelcollege.qld.edu.au">Hailee.Speck@carmelcollege.qld.edu.au</a>	