



Year 8

Curriculum Handbook



Helping students achieve their Personal Best.

CONTENTS

MESSAGE FROM THE PRINCIPAL.....	2
YEAR 8 CURRICULUM OVERVIEW	3
SOME HELPFUL HINTS WHEN CHOOSING AREAS OF STUDY.....	4
SUBJECTS AND CAREER PATHWAYS.....	5
CORE SUBJECTS	7
ENGLISH.....	7
MATHEMATICS	8
HISTORY, GEOGRAPHY, CIVICS AND CITIZENSHIP, ECONOMICS AND BUSINESS.....	9
SCIENCE	10
HEALTH AND PHYSICAL EDUCATION.....	11
DIGITAL TECHNOLOGIES	12
DESIGN AND TECHNOLOGIES	13
<i>DESIGN and TECHNOLOGIES</i>	13
<i>FOOD and FIBRE PRODUCTION</i>	14
<i>FOOD SPECIALISATION</i>	15
ELECTIVE SUBJECTS.....	16
THE ARTS	16
<i>DANCE</i>	16
<i>DRAMA</i>	17
<i>MEDIA ARTS</i>	18
<i>VISUAL ARTS</i>	19
CO-CURRICULAR SUBJECTS	20
SPORT YEAR 8 (<i>COMPULSORY</i>)	20
INSTRUMENTAL MUSIC	21

MESSAGE FROM THE PRINCIPAL

Students at Beaudesert State High School have access to a comprehensive and quality curriculum that continues to develop foundation skills in the traditional areas of English, Mathematics, Science and Humanities and Health and Physical Education. At the same time, it provides some variety and flexibility through a range of exciting elective subjects.

Success at school involves hard work and commitment. This means that students at Beaudesert State High School need to give their ***personal best*** at all times. This means:

Daily commitment to:	Ongoing focus on:
Attendance Attitude Achievement	Respect for all Responsibility for your actions Readiness to work and learn

We have fully implemented the Australian Curriculum. The Australian Curriculum sets the expectations for what all young Australians should be taught, regardless of where they live in Australia or their background. ACARA draws on the best national talent and expertise, and consults widely to develop the Australian Curriculum and resources.

Education plays a critical role in shaping the lives of young Australians and contributing to a democratic, equitable and just society that is prosperous, cohesive and culturally diverse.

The rationale for the introduction of the Australian Curriculum centres on improving the quality, equity and transparency of Australia's education system.

- Quality – an Australian Curriculum will contribute to the provision of a world-class education in Australia by setting out the knowledge, understanding and skills needed for life and work in the 21st century and by setting high standards of achievement across the country.
- Equity – an Australian Curriculum will provide a clear, shared understanding of what young people should be taught and the quality of learning expected of them, regardless of their circumstances, the type of school that they attend or the location of their school.

The commitment to develop a national curriculum reflects a willingness to work together, across geographical and school-sector boundaries, to provide a world-class education for all young Australians. Working nationally makes it possible to harness collective expertise and effort in the pursuit of this common goal. It also offers the potential of economies of scale and a substantial reduction in the duplication of time, effort and resources.

This implementation will mean that there will be some changes in the subject choices and time allocations for subjects.

Please take the time to read this handbook carefully.

I extend to all students best wishes for the year ahead at Beaudesert State High School.

Grant Stephensen
Principal

YEAR 8 CURRICULUM OVERVIEW

Year 8 students study the CORE subjects of English, Mathematics, Science, Humanities, Health & Physical Education, Technologies and The Arts. Involvement in Sports activities and Get Connected is also expected within the timetable.

Key Learning Areas	Core Subject	Time Allocation
English	English	3 periods per week all year
Mathematics	Mathematics	3 periods per week all year
Science	Science	3 periods per week all year
Humanities	History Civics and Citizenship Economics and Business Geography	3 periods per week all year
Health and Physical Education	Health and Physical Education Sport	3 periods per week for 1 semester 1 period per week all year
Design and Technologies	Design and Technologies Food and Fibre Production Food Specialisation	3 periods per week, 1 subject per term
Digital Technologies	Digital Technologies	3 periods per week for 1 term

Students choose 2 different ELECTIVE subjects from The Arts.

Key Learning Areas	Core Subject	Time Allocation
The Arts	Dance Drama Media Arts Visual Arts	2 subjects only, 3 periods per week, for 1 term each

	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
Term	English	Mathematics	Science	Humanities	HPE / The Arts	Technologies
T1						
T2						
T3						
T4						

Some helpful hints when choosing areas of study

The following points should be taken into consideration when choosing areas of study for Year 8.

You need to consider:

Past Achievement

A student's past record is a very good indication of future success, consideration should, however, be given to whether a student has worked to their maximum ability. If results in Year 8 have been disappointing it may mean that the student has not worked diligently and consistently, that they did not like particular subjects or it may mean that they are not capable of high academic results.

Subject teachers and Heads of Departments will be able to give advice in this area.

The Nature of Subjects

Some students enjoy subjects with a high practical workload while others may enjoy more theoretical subjects. It is essential that students and parents carefully read subject descriptions and/or make enquiries of teachers of that subject before a final choice is made.

Aptitude/Ability

Does the student have special talent in a particular area for example; good with his/her hands, or has artistic or creative aptitude. These abilities and aptitudes should be encouraged.

Ambition/Career Plans

If a student has specific career plans/ambitions, then it would be wise to discuss with the Guidance Officer which subjects would best lead to that career. Where no specific career goals exist, a choice of subjects that keep as many options open as possible is advised.

Interests

Success in a subject is much more likely if a student is interested in that subject. After considering all the above points, try to choose subjects that you are most interested in.

The Final Choice

The selection of areas of study is made by the school in consultation with the student's parents and teachers. Please consider carefully the school's advice before final choices are made.

Final Allocation of Subjects

The final allocation of subjects will be determined by the school and may be affected by the number of places available in certain subjects.

The school reserves the right to withdraw a subject from the curriculum that year for reasons of staffing and lack of student interest.

SUBJECTS AND CAREER PATHWAYS

ENGLISH	MATHEMATICS	SCIENCE	HISTORY
English	Mathematics (Some careers will require core & extension)	Science	History
Actor Archivist Author Book editor Broadcaster Copywriter Diplomat Interpreter Journalist Lawyer Librarian Management consultant Personnel manager Printing machinist Publisher Receptionist Speech pathologist Teacher's aide Travel consultant Writer	Accountant Actuary Bank officer (Building society, credit union officer) Bookkeeper/accounts clerk Credit manager Economist Electrical fitter Engineer Geologist Mathematician Motor mechanic Pattern cutter/designer Physicist Programmer (information technology) Quantity surveyor Statistician Stockbroker Surveyor Tax agent Teacher	Automotive electrician Cane tester Chemist Computer programmer Electrical fitter Engineer Electronics service person Environmental scientist Forensic scientist Laboratory worker Medical practitioner Meteorologist Nurse Pharmacist Photographer Refrigeration and air-conditioning Mechanic Sports scientist Teacher Telecommunication technician Veterinarian Winemaker	Anthropologist Archaeologist Archivist Barrister Community development officer Criminologist Diplomat Historian Journalist Lawyer Librarian Museum curator Palaeontologist Photographer Public relations officer Religious leader Sociologist Stage manager Teacher/Lecturer Writer

FOOD and FIBRE PRODUCTION	ECONOMICS and BUSINESS, ICT	COMPUTER STUDIES	HEALTH and PHYSICAL EDUCATION
Agricultural Science Agricultural Mechanics Animal Husbandry	Economics and Business Digital Technologies	Digital Technologies	HPE
Agricultural engineer Agricultural Science Teacher Agricultural technical officer Animal attendant Botanist Economist – agricultural Environmental Scientist Food technologist Forest officer Forester Horticulturist Jackaroo/jillaroo Landscape gardener Motor Mechanic Pest controller Stock and station agent Veterinary nurse Wool classer	Accountant Bank officer Bookkeeper/accounts clerk Bookmaker Car Rental officer Cashier Court and Hansard reporter Court officer Credit officer Croupier Economist Farm manager Hotel/motel manager Law clerk Office administrator Real estate salesperson Receptionist Secretary Stock and station agent Teacher Travel consultant	Architectural drafter Business systems analyst Computer assembler Computer engineer Computer hardware service technician Data processing operator Database administrator Desktop publisher Games developer Help desk operator Multimedia developer Programmer Software developer Software engineer Systems analyst Systems designer Teacher Training consultant Technical support officer Telecommunications engineer Website developer	Acupuncturist Ambulance officer Beauty therapist Chiropractor Fitness instructor Hospital manager HPE Teacher Jockey Massage therapist Nurse Occupational health and safety officer Occupational therapist Physiotherapist Podiatrist Psychologist – sport Personal Trainer Radiation therapist Recreation officer Sports scientist Sports coach Stunt performer

ART	PERFORMING ARTS	HOME ECONOMICS	DESIGN & TECHNOLOGY
Visual Art Practical Art	Dance Drama Film & Media	Food Specialisation	Design and Technologies
Architect Artist Craftsperson Diversional therapist Dressmaker Engraver Fashion designer Florist Graphic designer Hairdresser Interior decorator Industrial designer Jeweller Landscape architect Landscape gardener Make-up artist Multimedia developer Photographer Set designer Screen-printer Sign-writer Teacher Wood turner	Actor Announcer Arts administrator Choreographer Dancer Film and TV lighting operator Film and TV producer Make-up artist Model Public relations officer Receptionist Recreation officer Set designer Speech pathologist Stage manager Teacher – dance Teacher – speech & drama Teacher – film & TV Tour guide Writer	Butcher Catering manager Clothing production worker Cook/chef Craftsperson Dietician / Nutritionist Dressmaker Dry cleaner Fashion designer Food technologist Home care worker Home economist Hospital food service manager Hotel/motel manager Interior decorator Nanny Nurse Pattern cutter Retail buyer Tailor Teacher	Architect Architectural drafter Assembler Automotive electrician Boilermaker Builder Cabinetmaker Carpenter/joiner Cartographer CNC Operator CNC Programmer Drafter Engineering associate Electrical Engineer Fashion Designer Fitter and turner Graphic designer Industrial designer Landscape architect Mechanical Engineer Leadlight worker Metal fabricator Metal machinist Panel beater Picture framer Robotic Engineer Sheet-metal worker Teacher Wood machinist

MUSIC		GEOGRAPHY	
Music		Geography	
Announcer Arts administrator Composer Computer games developer Conductor Film and TV producer Music librarian Music therapist Musical instrument maker Musician Piano technician Recreation officer Singer/vocalist Sound technician Stage manager Teacher – early childhood Teacher – music Teacher – primary Teacher – secondary		Agricultural scientist Anthropologist Archaeologist Architect Armed forces officer Cartographer Civil engineering technologist Ecologist Environmental scientist Farm manager Foreign affairs and trade officer Forester Geologist Geophysicist Hydrologist Land economist Landscape architect Meteorologist Mine engineer Natural resource manager Navy officer Park ranger Pilot	Geography cont. Sociologist Surveyor Tour guide Tourist information officer Urban and regional planner Writer

CORE SUBJECTS

ENGLISH

RATIONALE

English helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, and communicate; building relationships with others and the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

AIMS

The aim of English is to ensure that students:

- learn to listen to, read, view, speak, write and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a range of contexts
- appreciate, enjoy and use the English language and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue
- creating interest and skills through inquiring into the aesthetic aspects of texts; developing an informed appreciation of literature.

COURSE OUTLINE

English is organised into three interrelated strands that support students' growing understanding and use of Standard Australian English. Together the three strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking and writing. The three strands are:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literature
- Literacy: expanding the repertoire of English usage

Learning in English builds on concepts, skills and processes developed in earlier years, which will be revisited and strengthened.

ASSESSMENT

The assessment is continuous and involves class work, assessment tasks and tests. All skill areas (listening, viewing, reading, speaking and writing) will be assessed. Students will create a range of imaginative, analytical and persuasive types of texts including narratives, multimodal presentations, reviews and literary analyses for assessment.

CONTACT PERSON

Mrs Mandy De Vivo

Head of Department - English

mdevi31@eq.edu.au

MATHEMATICS

AIMS

Through participation in the Mathematics Program at Beaudesert State High School, students will participate in a course designed from the Australian Curriculum that incorporates the topics of Statistics and Probability, Measurement and Geometry and Numbers and Algebra.

By the end of Year 8:

- Students solve everyday problems involving rates, ratios and percentages.
- They describe index laws and apply them to whole numbers. They describe rational and irrational numbers.
- Students solve problems involving profit and loss.
- They make connections between expanding and factorising algebraic expressions.
- Students solve problems relating to the volume of prisms.
- They make sense of time duration in real applications.
- They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals.
- Students model authentic situations with two-way tables and Venn diagrams.
- They choose appropriate language to describe events and experiments.
- They explain issues related to the collection of data and the effect of outliers on means and medians in that data.
- Students use efficient mental and written strategies to carry out the four operations with integers.
- They simplify a variety of algebraic expressions.
- They solve linear equations and graph linear relationships on the Cartesian plane.
- Students convert between units of measurement for area and volume.
- They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites.
- They name the features of circles and calculate the areas and circumferences of circles.
- Students determine the probabilities of complementary events and calculate the sum of probabilities.

ASSESSMENT

Assessment will take the form of mid and end semester tests and assignments/ investigations/practical tests.

CONTACT PERSON

Mr Michael Gardiner

Head of Department - Mathematics

migar1@eq.edu.au

HISTORY, GEOGRAPHY, CIVICS and CITIZENSHIP, ECONOMICS and BUSINESS

RATIONALE

The Humanities and Social Science subjects involve the study of human behaviour and interaction in social, cultural, environmental, economic and political contexts. The focus is historical and contemporary, it incorporates perspectives ranging from personal to global. Building upon Year 7 studies, Year 8 allows students to study topics that are more issues based. This provides students with the opportunity to revisit and practise higher-order thinking skills, as well as develop a deeper knowledge and appreciation of the complexity and wonder of the world in which they live.

AIMS

Studies in the Humanities aims to support students to develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change as active and informed citizens.

Humanities subjects aim to develop in each student:

- Relevant knowledge and understanding e.g. of features of Australian democracy and how laws are made; the cause and effects of historical events and the actions and motives of individuals and groups involved; processes that influence how places are characterised and valued, and the interconnections between people and places; how markets operate and the roles and responsibilities of government, commerce and consumers.
- The capacity to design research projects through generating inquiry questions, locating and organising evidence.
- Skills of analysis and synthesising of gathered evidence to draw conclusions, develop solutions to identified issues and make recommendations for change beneficial to society.

COURSE OUTLINE

Studies of Humanities will incorporate the following units of work in Year 8:

Term 1	Law and Order in Democratic Australia
Term 2	Age of Exploration - Medieval Europe AND the Spanish Conquest of the Americas
Term 3	Markets, Business and Financial Decisions
Term 4	Natural and Built Environments - Landscapes and Landforms AND Changing Nations

ASSESSMENT

The basis of assessment for all units of work will be one assessment piece per term (i.e. 4 assessment pieces for the year) which may include a selection of the following:

- Research Assignment: based on library/internet research
- Exam: based on knowledge and analysis of source material
- Multi-modal presentation

USE OF COMPUTERS/LAPTOPS

This course is designed around access to IT and internet resources. It is therefore preferable that students are able to access the internet at home. Every effort is made to access and use computers in this course for such avenues as report and multi-modal presentation, sourcing of images for historical background, and Web Quests.

CONTACT PERSON

Ms Sandra Malmstedt
Head of Department - Humanities
smalm1@eq.edu.au

SCIENCE

RATIONALE

Science is a dynamic, hands-on, investigative, core subject that develops students understanding of the nature of the world today and a scientific approach to thinking, decision making and problem solving. To be an active participant in today's society all students will need an understanding of such key issues as genetics, the environment, our use of energy and sexual health. The science course offered at Beaudesert State High School will give students this understanding as well as important thinking skills to work with new ideas.

AIM

The aim of this course is to provide our students with the thinking skills and knowledge to make better decisions and better understand the world in which they live. An understanding of science is critical to being an informed citizen of today. Advances in medicine and genetic research demands that citizens be involved in making ethical decisions where deep knowledge is required. How science interacts with our society is an important aspect of Science. Students are asked to think about this and learn to understand and question the scientific ideas that underpin much of our society.

COURSE OUTLINE

There are five key components in Science. These are:

- Science as a Human Endeavour – examining issues with how science impacts on our lives and how we can be actively involved as citizens
- Chemistry – studying materials and how they are used, scientific theories and the patterns with which they interact
- Biology – examining the human body, ecology and environmental issues, genetics and heredity
- Physics – examining forces and energy, the ways they interact and sources of energy
- Earth Sciences – our universe and the use of resources on our planet are examined

Students will develop deep knowledge of science through real life inquiries. Examples of possible tasks in Year 8 include:

- How is energy used and converted in machines?
- How do the different ways animals, plants and humans reproduce for their survival?
- Are there patterns in the way's chemicals react?
- Is radiation useful to us?
- How was the Earth formed and what dynamic processes are still in place today?

Laboratory work is important in the sciences and there is a strong expectation that students will come prepared for this. This includes being well equipped, organized and ready to work! As safety is paramount, students involved in inappropriate behavior will be excluded from practical work. If exclusion is for an extended period, parents will be notified.

ASSESSMENT

Science assessment has two main aspects: The knowledge and understanding of science concepts, and scientific skills. Both are important for attaining a good result in Science.

Students will be given regular opportunities to demonstrate their understandings of scientific concepts in as many ways as possible, including daily activities, journals, conversations, models, reports, displays, experiments and of course exams. Every major assessment activity (one per term), will be used to gain credit towards the semester Level of Achievement.

CONTACT PERSON

Mr Keith Tyrrell
Head of Department - Science
ktyr9@eq.edu.au

HEALTH AND PHYSICAL EDUCATION

RATIONALE

Health and Physical Education is a physically based subject that uses knowledge from a wide variety of areas to assist students in the promotion of their own health. HPE provides opportunities for students to:

- learn about different types of health
- experience different forms of physical activity
- recognise the value of physical activity to health
- develop the necessary physical and social skills for life long participation in physical activity

AIMS

Health and Physical Education aims to:

- Develop students who can perform a range of skills and tactics across a variety of sports
- Prepare students for future study in Health and Physical Education and Sport and Recreation courses
- Show students how physical education can be used to improve physical performance and health
- Develop students who are healthy – physically, mentally, emotionally and socially
- Provide a foundation for developing active and informed members of society

COURSE OUTLINE

Health and Physical Education requires students to engage in both theoretical and practical components. Over the semester, students will be engaged in the following activities and concepts:

- **Social Networking & Change and Fitness** – Theoretically, students recognise that they are becoming independent, and explore risk-taking behaviours and identity experimentation as they grow up. They explore respectful relationships with peers and how to conduct these relationships in real life and online. They explore a range of strategies and practices to prevent cyberbullying and to ensure their safety when engaging in online social-networking situations. Practically, students will participate in a range of fitness-based activities from training sessions to team games. They will create and execute fitness programs that are based upon training in order to reach individual goals
- **Drugs in Sport and Kick Catch Throw** – Theoretically, students will examine the reasons why young people use alcohol and drugs, peer pressure and how to make good decisions using assertive behaviour. They will identify the family's role in decision making and how to communicate and support peers in situations involving alcohol and drugs, as well as the steps to follow in an emergency situation. Practically, students will identify concepts and principles of kicking, catching and throwing through purposeful and authentic learning in and about a selected physical activity. They will demonstrate their application of these skills while applying personal and social skills to improve teamwork and fair play.

Students have the option to trial for an academy class in Year 8. In 2023 these are Rugby League (boys and girls) and Soccer (boys and girls). Levy fee will be \$150. If students choose to apply for the Academy classes (Soccer and Rugby League) and are successful at trialling, their academy class will follow the same outline as above. However, the focus sport in each unit will be their academy sport.

Students will be expected to wear clothing suitable (particularly footwear) for each practical activity and will be assessed in all units. **Hats must be worn for practical sessions.** If students cannot participate physically for any reason a note explaining must be supplied and they will be required to complete written tasks related to the physical activity. Academy classes are required to bring appropriate footwear, mandated safety equipment (if required) and full training kit. A formal uniform will need to be purchased for students to wear to games.

ASSESSMENT

Students will be required to demonstrate their abilities to analyse, investigate, evaluate, demonstrate and compose through a range of theoretical and performance tasks.

CONTACT PERSON

Mrs Lisa Callaghan

Head of Department - Physical Education

llcall62@eq.edu.au

DIGITAL TECHNOLOGIES

RATIONALE

The Technologies curriculum provides students with opportunities to consider how solutions that are created now will be used in the future. Students will identify the possible benefits and risks of creating solutions. They will use critical and creative thinking to weigh up possible short and long term impacts.

In Digital Technologies, digital systems and data are considered in terms of networking, human interaction, security, gaming and data integrity.

AIMS

This course is designed around the use of computers and associated software to enhance and build upon students' previously acquired ICT knowledge and skills through coding.

COURSE OUTLINE

Digital Technologies is organised into three interrelated strands that support students' growing understanding and use of technology through coding.

Unit name	Coding Basics
Unit description	Students learn how to code using Python coding language. Students learn how to use excel spreadsheets and formula. They learn basic coding principles via Minecraft Education Edition code builder.
Assessment	Coding: Python & Minecraft Code Builder

ASSESSMENT

All assessment will be carried out during class time. This will involve accessing computers to complete any necessary programming and uploading completed coding tasks.

COURSE REQUIREMENTS

Students will need ready access to computers both at school and at home. The computer needs to be capable of running the software packages listed below (in some cases a similar software package will be acceptable).

Software Packages required: GROK learning, An Office Suite (eg Microsoft Word, Excel or similar), Internet Explorer (or similar), and Audacity (or similar).

CONTACT PERSON

Mr Kerry Scarth
Head of Department - The Arts & Information Technology
kscar15@eq.edu.au

DESIGN AND TECHNOLOGIES

One subject per term:

DESIGN and TECHNOLOGIES

RATIONALE

In an increasingly technological and complex world, it is important to develop knowledge and confidence to critically analyse and creatively respond to design challenges. Knowledge, understanding and skills involved in the design, development and use of technologies are influenced by and can play a role in enriching and transforming societies and our natural, managed and constructed environments.

Design and Technologies enables students to become creative and responsive designers. When they consider ethical, legal, aesthetic and functional factors and the economic, environmental and social impacts of technological change, and how the choice and use of technologies contributes to a sustainable future, they are developing the knowledge, understanding and skills to become discerning decision-makers.

AIMS

Design and Technologies actively engages students in creating quality designed solutions for identified needs and opportunities across a range of technologies contexts. Students manage projects independently and collaboratively from conception to realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, produce and evaluate designed solutions. They develop a sense of pride, satisfaction and enjoyment from their ability to develop innovative designed products, services and environments.

COURSE OUTLINE

Week 1	Safe work practices - 2 dimensional and 3-dimensional sketching - Design Process
Weeks 2 & 3	Human Centered Design – Student design project
Weeks 4 - 6	Technologies and Sustainable Design – Student design project
Weeks 7 - 9	Timber Trade Skills – Wooden board game
Week 10	Design Consolidation – Personal design challenge

ASSESSMENT

- Student Design Folio
- Practical Tasks

FUTURE PATHWAYS

This course is a preparatory course for students intending to undertake Design and Technology in years 9 and 10, as well as Senior Design in years 11, and 12. It provides a valuable foundation for students wishing to pursue a career in architecture, digital media design, engineering, fashion design, graphic design, industrial design, interior design, robotics and systems design.

CONTACT PERSON

Ms Amanda Johnston

Acting Head of Department - Design and Technology

ajohn799@eq.edu.au

FOOD and FIBRE PRODUCTION

RATIONALE

Food and Fibre Production provides students with opportunities to experience the scientific principles and practices that are engaged in modern agricultural production. These experiences are delivered in an agricultural context by employing the assets of a well-resourced school farm and an additional grazing property on the outskirts of Beaudesert.

AIMS

Upon completion of this course, students will have developed:

- Knowledge and understanding of the sciences within the framework of an agricultural context
- A range of communication and processing skills and techniques employed in agricultural and scientific practices
- Appreciation of the role that responsible farming, food and fibre production play in Australian society
- Appreciation of the importance of sustainable agriculture in a world of finite resources

COURSE OUTLINE

1. Agricultural Crop Production and Hydroponics
 - Cropping Systems & Cycles (Agronomy and Horticulture)
 - Crop Production Practices (Cultivation, Pest Control and Harvesting)
 - Crop Management Techniques (Processing, Sales and Marketing)
 - Sustainable and ethical agriculture (sustainable production)
2. Animal Science
 - Intro to animal studies

ASSESSMENT

Students will be assessed through a range of the following methods:

- Formal Tests
- Assignments
- Practical Tests
- Experiment & Practical Reports
- Student notebooks/folders
- Informal/diagnostic in-class tests

Practical work will be conducted as required. Use of the Agriculture Department computer laboratory will occur from time to time for the purposes of research and information processing. Please note that Q fever and other zoonotic diseases are a minor risk factor when working with animals.

CONTACT PERSON

Ms Kate Bandrowski
Head of Department - Agriculture
kband3@eq.edu.au

FOOD SPECIALISATION

RATIONALE

Food Specialisation is a practical subject supported by theory components. This subject focuses on the study of foods, their selection, preparation and presentation. The subject allows students to enjoy a range of experiences and equips them with basic skills that can be transferred to general life including home, school and work.

AIMS

Food Specialisation supports students to develop the capacity to make decisions, solve problems and develop critical and creative responses to practical concerns of individuals, families and communities in the local and global context. This will enable students develop the knowledge, understanding and skills to make healthy choices about food and nutrition. Students will explore the range of influences on these choices and build the skills to access and assess nutritional information that can support healthy choices. Food Specialisation encourages students to experiment with new foods and flavours and provides opportunities for students to research, design and create food products for specific purposes. The learning experiences provided will enable students to further develop their decision-making, personal interaction, problem solving and resource management skills.

COURSE OUTLINE

Perfecting our food choices

In this unit students gain a knowledge & understanding of kitchen safety, hygiene (personal, kitchen & food), equipment, cookery terminology, stove use, measuring, healthy food choices, Australian Guide to Healthy Eating, Healthy Eating Pie, Food & Nutrition. This will include researching information about healthy meal choices and observing teacher demonstrations. They will also be investigating, designing, producing, reflecting and evaluating recipes for good health.

ASSESSMENT

- Theory Exam
- Project – written and Practical
- Weekly practical tasks

COURSE REQUIREMENTS

The school will supply ingredients for the weekly cooking however parents/carers need to supply appropriate take home containers for the prepared recipes. Most food products will be taken home; however, some may be eaten at school. This is dependent on the nature of the task.

CONTACT PERSON

Mrs Denise Plunkett

Head of Department - Home Economics

dplun1@eq.edu.au

ELECTIVE SUBJECTS

THE ARTS

Choose two subjects, each studied for one term:

DANCE

RATIONALE

Dance provides another mode of learning and developing special interests, needs and talents. Dance heightens awareness of, and develops respect for, the body and increases the quality of a person's physical well-being. Dance allows students to achieve their unique potential in and through the Arts.

AIMS

Dance aims to:

- develop physical coordination, discipline and self confidence
- understand that movement can have ritual, social and artistic purposes
- develop self-expression and motivation
- promote and realise creative, imaginative and inventive potential
- foster positive relationships with others
- develop critical analysis skills
- realise that dance is an intrinsic part of culture and heritage
- develop a well-rounded knowledge and appreciation of different dance styles, and to enhance performance and choreography skills

COURSE OUTLINE

In Dance, students use the body to communicate and express meaning through purposeful movement. Dance practice integrates choreography, performance, and responding to dance and dance making.

Unit name	Dance evolution
Unit description	To make and respond to dance functions and genres that have evolved over time from local, Australian and global contexts to reflect identity, self-expression and community.
Assessment	Making and Responding: Collection of Work – Project (Performance, Choreography& Responding)

***Within this course of study, an option of an Academy may be available. Students will be required to apply, through an application process, where it is at the Departments discretion for entry. Students will be advised when this becomes available.**

All Dance students will have the opportunity to attend excursions and perform at the annual Arts Night.

ASSESSMENT

Assessment is in the three key areas of performing, choreography and responding. This may take the form of written tests, assignments, orals, performances, self-evaluations and choreography tasks.

CONTACT PERSON

Mr Kerry Scarth

Head of Department - The Arts & Information Technology

kscar15@eq.edu.au

DRAMA

RATIONALE

Drama is more than just learning lines and acting. Drama can develop students' artistic and creative skills. It can also provide knowledge and skills that are transferable to a variety of artistic, social and work-related activities. It focuses on students expressing and communicating understandings about human issues and experience through the enactment of real and imagined events. Students as dramatic artists and critics develop confidence and self-awareness as they collaborate to prepare and present performances. They also develop understanding of the forms, styles and purpose of drama.

AIMS

Drama encourages the development of:

- creative, critical, imaginative and inventive thinking
- disciplined working
- the ability to work alone or in groups
- self-motivation
- being open to new experiences
- communication
- the ability to see things through to completion
- the exploration of ideas

COURSE OUTLINE

Unit name	Clowning
Unit description	Students explore the techniques, purpose and history of clowning and mime. Throughout the unit students will interpret and analyse a clowning performance and, devise their own clowning performance where they will manipulate the elements of drama, and clowning conventions.
Assessment	Student devised performance, Exam & Written Response

***All Drama students will have the opportunity to attend excursions, workshops and perform on the annual Arts Night.**

***Within this course of study, an option of an Academy may be available. Students will be required to apply, through an application process, where it is at the Departments discretion for entry. Students will be advised when this becomes available.**

ASSESSMENT

The two equally weighted areas of assessment are Making and Responding. Practical assessment is both individual and group and includes; improvisation, scripted performance work and monologues. Written assessment includes; journals, analysis of performance, directing plans and programmes and script writing.

CONTACT PERSON

Mr Kerry Scarth

Head of Department - The Arts & Information Technology

kscar15@eq.edu.au

MEDIA ARTS

RATIONALE

In Media Arts, students create and communicate representations of the world and tell stories through film. Students learn to be critically aware of ways that the media is culturally used and negotiated. Media Arts practice integrates Making and Responding.

Making in Media Arts involves students using communications technologies to design, produce and distribute media artworks. Responding in Media Arts involves students learning to explore, view, analyse and participate in media culture.

In Making and Responding students engage with the five key concepts of the curriculum, story principles and elements of media to create and analyse media artworks.

AIMS

Students will be able to:

- communicate information and ideas
- use and explore technology, and multi-media production
- create for a purpose
- produce for an audience
- work in teams
- persevere through to completion
- explore new ideas and concepts
- be critical of what they see, hear or read

COURSE OUTLINE

Unit name	Mini Documentary – Capturing your World
Unit description	Students work through critique, design and production of a short documentary.
Assessment	Making and Responding: Storyboard, Film and Written Exam.

***Within this course of study, an option of an Academy may be available. Students will be required to apply, through an application process, where it is at the Departments discretion for entry. Students will be advised when this becomes available.**

ASSESSMENT

Students will be assessed using a variety of techniques. Video productions created using computer technology are the main form of practical assessment. Written assignments assessing theoretical components may be submitted on paper or in any electronic format approved by the teacher.

CONTACT PERSON

Mr Kerry Scarth

Head of Department - The Arts & Information Technology

kscar15@eq.edu.au

VISUAL ARTS

RATIONALE

By the end of Year 8, students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making. They explain how an artwork is displayed to enhance its meaning. They evaluate how they and others are influenced by artworks from different cultures, times and places.

Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks. They demonstrate use of visual conventions, techniques and processes to communicate meaning in their artworks.

AIMS

Students will be able to:

- create, critique, imagine and invent
- work independently or in a team, where required
- push boundaries and explore new expressions
- communicate visually and kinaesthetically
- see things through to completion by resolving ideas
- explore ideas and concepts

COURSE OUTLINE

Unit name	Personal Journeys
Unit description	To explore representations of ideas and concepts related to the theme of personal journey within environments. These representations can communicate our connection to a particular location or type of environment
Assessment	Making and Responding: Drawing, Printmaking and Written Analysis

***Within this course of study, an option of an Academy may be available. Students will be required to apply, through an application process, where it is at the Departments discretion for entry. Students will be advised when this becomes available.**

Two-dimensional art work covers areas such as drawing and painting, screen printing and lino printing and design related activities, including computer graphics, which involve the use of a variety of media techniques.

We explore the representation of landscapes, still life, portraits and abstract environments through various art techniques. We study how other artists have approached such subjects in their own work throughout history.

ASSESSMENT

Assessment is based upon achievement in two areas: Making & Responding. Making involves the process involved in developing an idea and experimenting with various techniques. Responding is the theoretical component. Here, students are assessed on their ability to analyse and interpret various art works in written form.

CONTACT PERSON

Mr Kerry Scarth

Head of Department - The Arts & Information Technology

kscar15@eq.edu.au

CO-CURRICULAR SUBJECTS

SPORT YEAR 8 (COMPULSORY)

RATIONALE

All students are involved in the school sport program as it:

- provides time for regular physical activity, which is an important lifelong habit
- allows school teams to be chosen for inter-school carnivals
- provides opportunities to interact with other students from other schools
- builds team work, communication and decision-making skills

AIMS

At Beaudesert SHS we aim to provide:

- A wide range of sporting options in both a competitive and recreational environment
- Time to improve their student's physical skills
- Practical situations for students to develop team skills, resolve conflict, set goals and develop problem solving strategies
- Encouragement for students to realise the health benefits of regular physical activity and fitness
- Opportunity for students who wish to pursue a career in representative sport

Sport and Activities is scheduled within the student timetable for one lesson per week. This will continue through the full school year but changes to the sport and activity will be made each trimester. For trimesters 1 and 2, students will be with their Roll Class and rotate through a range of sport and cultural activities. For the final trimester, students will select an offered sport or activity.

Sport in the school is offered through Intra-school (recreational) competition and Inter-school competition.

COURSE OUTLINE

a) Interhouse

Inter-house carnivals are conducted in Swimming (February), Cross Country (May) and Athletics (August) and all students in the school are required to participate. Students are placed in a house according to their surname - Cunningham (A-D), Fraser (E-K), Kennedy (L-Q), Leichhardt (R-Z) and from these carnivals students are chosen to represent the school in the district (Pacific), regional (South Coast) and State titles.

b) Interschool Sports Available

Three seasons will be conducted for interschool sport. Each season will involve two full round robin days against other schools.

BOYS: Basketball

Rugby League

Soccer

Touch Football

Volleyball

GIRLS: Basketball

Netball

Rugby League

Soccer

Touch Football

Volleyball

District premiers will progress to compete at the Gold Coast finals.

c) Knockout Competitions

The school participates in various interschool competitions, both carnival and knock out style. Teams are normally nominated in rugby league, soccer, netball, futsal and touch.

e) Representative Sports

All students are eligible to represent their District, Region or State at their chosen sport and these students are selected at the various competitions conducted by each sport throughout the year. Pacific and South Coast sports days are held in term one, two and three and from these days the representative teams to participate in the State titles are selected.

CONTACT PERSON

Mrs Lisa Callaghan

Head of Department - Physical Education

lcall62@eq.edu.au

INSTRUMENTAL MUSIC

Instrumental Music is offered at Beaudesert High School in addition to students' regular subjects. Tuition is provided in the following areas:

- Strings
- Brass
- Woodwind
- Percussion

Ensemble experience is provided through the formation of concert bands, orchestras and other ensembles. The program becomes an integral part of the student's music education. Instruction takes place on a group basis with 3-10 students learning together.

SELECTION CRITERIA

Students will be selected for the program according to the various criteria:

1. student's willingness to learn
2. physical characteristics pertinent to a particular instrument (e.g. Student must be able to reach all the keys)
3. commitment of student and parent both to daily practice and to regular attendance at lessons and rehearsals

Every student must agree to:

- Practice regularly - a short period every day
- Become a member of the school concert band or orchestra or another group
- Take part as required in all concerts and camps
- Attend lessons, rehearsals and other classes regularly as required

COSTS

Fees are consistent with those charged by cluster schools:

- \$30 per year levy using own instrument, PLUS
- \$20 per year if hiring a school instrument.

Regular expenses are required at various intervals for reeds, strings, oils, etc. and these must be met by parents.

Where parents are considering the purchase of an instrument for their child, they are requested to consult with the instructor before arranging any purchase.

CONTACT PERSON

Mr Kerry Scarth

Head of Department - The Arts & Information Technology

kscar15@eq.edu.au