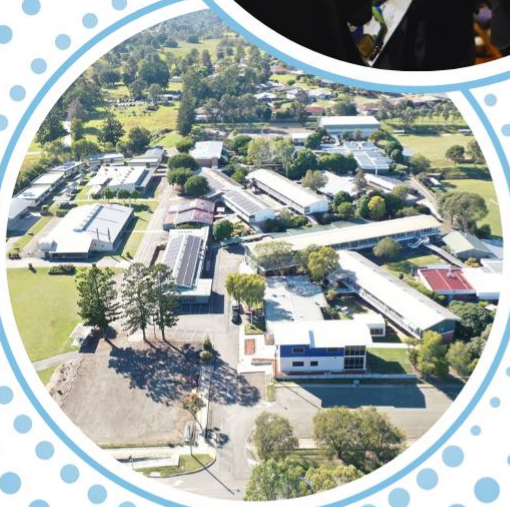
2026

Year 8 Curriculum Handbook



BEAUDESERT HIGH SCHOOL
WORK CONQUERS ALL

Engaged, inspired students achieving their personal best

CONTENTS

MESSAGE FROM THE PRINCIPAL 1

YEAR 8 CURRICULUM OVERVIEW 2

SOME HELPFUL HINTS WHEN CHOOSING AREAS OF STUDY 3

SUBJECTS AND CAREER PATHWAYS 4

CORE SUBJECTS 6

ENGLISH 6

MATHEMATICS 7

HISTORY, GEOGRAPHY, CIVICS AND CITIZENSHIP, ECONOMICS AND BUSINESS 8

SCIENCE 9

HEALTH AND PHYSICAL EDUCATION 10

DIGITAL TECHNOLOGIES 11

DESIGN AND TECHNOLOGIES 12

FOOD and FIBRE PRODUCTION 13

FOOD SPECIALISATION 14

ELECTIVE SUBJECTS 15

THE ARTS 15

DANCE 15

DRAMA 16

MEDIA ARTS 17

VISUAL ARTS 18

CO-CURRICULAR SUBJECTS 19

SPORT YEAR 8 (COMPULSORY) 19

INSTRUMENTAL MUSIC 20

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	Respect for all
Attitude	Responsibility for your actions
Achievement	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.

Damien Burke
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 Paleontologist 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 Jackeroo/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

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 the 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

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MATHEMATICS

Rationale

Learning mathematics creates opportunities and enriches the lives of all students. Mathematics equips students with essential skills and knowledge in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It also develops the numeracy capabilities needed for personal, civic, and work life, while laying the foundation for more advanced mathematical applications and professional fields.

Aims

The Mathematics curriculum aims to ensure that students:

- Become confident, creative users and communicators of mathematics, capable of investigating, representing, and interpreting various situations in their personal and professional lives as active citizens
- Develop a deep understanding of mathematical concepts and fluency in processes, enabling them to pose and solve problems and reason in Number and Algebra, Measurement and Geometry, and Statistics and Probability
- Recognise connections between mathematical areas and other disciplines, and appreciate mathematics as an accessible and enjoyable subject to study

Key Ideas

The Mathematics curriculum is underpinned by four key ideas: **Understanding, Fluency, Problem-Solving**, and **Reasoning**. These proficiencies work together to develop students into confident and capable mathematicians. Students build conceptual understanding by making connections and seeing patterns, develop fluency through efficient and accurate use of procedures, apply problem-solving strategies to real-world and unfamiliar contexts, and use reasoning to justify their thinking, evaluate solutions, and communicate ideas clearly. Together, these elements support deep mathematical learning and prepare students for future academic and everyday challenges.

Course Outline

The mathematics curriculum is organised into three interrelated strands: **Number and Algebra, Measurement and Geometry, and Statistics and Probability**. Together, these strands develop students' numerical fluency, spatial reasoning, and data analysis skills. Students engage in real-world problem-solving, explore patterns and relationships, measure and construct objects, and interpret and evaluate data to make informed decisions.

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:

- PSMT: A problem solving and modelling task
- **Examinations** assessing content knowledge and skills
- **Ongoing monitoring strategies** to collect evidence of learning progress

Support

To support all learners, the Mathematics faculty offers **free after-school tutoring**. This service is available weekly and aims to provide students with ongoing academic support to reinforce classroom learning and improve outcomes.

CONTACT PERSON

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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 abi9lity 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

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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
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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
- 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.

In year 8 HPE, students have the option to trial for an academy class. The academy classes will follow the same outline as above, however, the focus sport in each unit will be their academy sport. In 2024, the academy focus sports will be Rugby League, Soccer and Volleyball (both males and females in all three sports). If the student is successful in their trial and offered a position in the academy of their choice, a levy fee of $200 is required to be paid to secure their place.

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

Mr Brendan Rayner
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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	1: Computer Hardware, Data and Security
Unit description	Students acquire, interpret and model data with spreadsheets to select appropriate hardware for tasks. They explain how data is represented and transmitted in computers and networks. Students are able to identify cyber security threats and manage their own digital footprints to improve their cyber security.
Assessment	Multi modal assignment

Unit name	2: Coding
Unit description	Students decompose real-world problems using user stories to develop and modify digital solutions to those problems using the BBC Micro:bit. Students design and trace algorithms implements in the General-purpose programming language Python.
Assessment	Multi modal assignment

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, Coding software, An Office Suite (eg Microsoft Word, Excel or similar), Internet Explorer (or similar), and Audacity (or similar).

CONTACT PERSON

Mrs Gemma Wuersching
Head of Department - The Arts & Information Technology
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DESIGN AND TECHNOLOGIES

One subject per Semester:

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

Safe work practices - 2 dimensional and 3-dimensional sketching - Design Process
Human Centered Design – Student design project
Technologies and Sustainable Design – Student design project
Timber Trade Skills – Wooden board game
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

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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
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FOOD SPECIALISATIONS

RATIONALE

Food Specialisation is a practical subject supported by theory components. This subject focuses on the study of foods, their nutritive value, preparation and presentation methods. 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 to 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

Back to Basics/Upwards Health

With autoimmunity (including food intolerances), obesity and mental health issues on the rise our medical system is about ready to burst. It is time to get back to basics; let's get back into the kitchen to cook real food, by using real ingredients and work towards a healthier Australia. As we see a change in the demand for healthier alternatives for foods it is vital to be able to recognise real food by familiarising students with ingredients that are made by science and/or technology (fake food) and ingredients that are grown and/or raised (from farm to plate) to ensure students have the knowledge and understanding of how (and where) to access and create nutritious meals all the while paving the way to good health and prevent chronic illness.

In this subject, students will gain knowledge and understanding of safety and hygiene (personal/kitchen/food), equipment usage, food production and nutrition terminology and productions skills such as baking, dry and moist cookery, boiling, frying, chopping, slicing, dicing and various food presentation techniques. They will also be investigating, designing, producing, reflecting and evaluating recipes to ensure application of the theoretical component is applied to their lives to support good health.

ASSESSMENT

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

COURSE REQUIREMENTS

The school will supply ingredients for the weekly cooking. Most food products will be taken home; however, some may be eaten at school. This is dependent on the nature of the task. Parents/Carers will need to supply some ingredients for their assessment task.

CONTACT PERSON

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ELECTIVE SUBJECTS

THE ARTS

All ARTS disciplines will be studied across Year 7 (2 subjects across 1 semester) and Year 8 (2 subjects across 1 semester) on a rotation basis. These will be predetermined and in the combination of Dance-Media and Visual Art – Drama.

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	Back in time
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	Practical performance Supporting written response

All Dance students will have the opportunity to attend excursions and perform at the annual Dance Drama Night (Semester 1) and Arts Night (Semester 2).

ASSESSMENT
Assessment is in the two key areas of performing and responding. This may take the form of class or individual performances and written assignments, tests or oral responses.

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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	Dreams and Fears
Unit description	Exploring the concept of Fears and Dreams, students will develop self-awareness as an artist to develop a personal motif and symbol they will explore their place and the world around them, considering the question 'How am I influenced by Fears and Dreams?
Assessment	Performance Supporting written response

All Drama students will have the opportunity to attend excursions and perform at the annual Dance Drama Night (Semester 1) and Arts Night (Semester 2).

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

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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	Back in Time
Unit description	Students work through critique, design and production of a short documentary.
Assessment	Exploring and responding Making and creating

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.

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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	Exploring and responding Making and creating

Two-dimensional artwork 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

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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 (April) and Athletics (June) 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:	**GIRLS:**
Rugby League	Netball
Soccer	Rugby League
Touch Football	Soccer
Volleyball	Touch Football
Basketball	Volleyball
	Basketball

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.

d) 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

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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

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