



2018

Year 8

Curriculum Handbook



Helping students achieve their Personal Best.

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MESSAGE FROM THE PRINCIPAL

Important decisions must be made while at school. Some of the most important involve choices of subjects to take in Year 8.

Fortunately, 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, while at the same time provides variety and flexibility through a significant range of elective subjects.

Students are afforded every opportunity to acquire the essential knowledge, skills and understanding for future success. This will, no doubt, be enhanced by daily commitment to:

- Learning
- Punctuality and attendance
- Cooperation and courtesy

In the end, though, success at study involves hard work and commitment. Students need to, and indeed are expected to, give their personal best at all times.

In return, the school is committed to providing high quality teaching and learning practices matched by high quantity teaching and learning time.

Now is the time for a careful selection of subjects based on students' needs and ambitions, their past achievements and their general interests.

The Beaudesert community is very proud of its local secondary school, and I am convinced that the courses of study at this school will bring great benefits to students – both now and in the future.

Alan Smith
Principal

YEAR 8 CURRICULUM OVERVIEW

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

Students can then choose four different ELECTIVE subjects from The Arts, Technology, LOTE, Health and Physical Education and Social Science.

Year 8		
Key Learning Areas	Subject	Time Allocation
English	English Extension English Functional English	3 periods per week all year
Mathematics	Mathematics Extension Mathematics Functional Mathematics	3 periods per week all year
Science	Science Science Foundation	3 periods per week for 3 terms
Humanities	Humanities and Social Sciences	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
Technology	Digital Technologies	3 periods per week for 1 term
Select four subjects from:		
The Arts	Dance Drama Media Arts Visual Arts	3 periods per week for 1 term
Technology	Agricultural Science Business Studies Food Studies Graphics Japanese	3 periods per week for 1 term

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

AGRICULTURAL SUBJECTS	BUSINESS STUDIES and ICT	COMPUTER STUDIES	HEALTH & PHYSICAL EDUCATION
Agricultural Science, Agricultural Mechanics, Animal Husbandry	Business Studies, Information and Communication Technology	Computer Studies	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	LANGUAGES OTHER THAN ENGLISH
Visual Art, Practical Art	Dance, Drama, Film & Media	Food Studies	Japanese
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	Announcer Anthropologist Archaeologist Book editor Customs officer Employment officer Flight attendant Foreign affairs and trade officer Interpreter Journalist Probation and parole officer Ship's officer Social worker Sociologist Teacher Tour guide Translator Travel consultant Writer

MUSIC	TECHNOLOGY & DESIGN		
Music	Graphics Shop A & B		
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	Architect Architectural drafter Assembler Automotive electrician Boilermaker Builder Cabinetmaker Carpenter/joiner Cartographer Drafter Engineering associate Fitter Graphic designer Industrial designer Landscape architect Leadlight worker Metal fabricator Metal machinist Panel beater Picture framer Sheet-metal worker Teacher Wood machinist		

YEAR 8

CORE SUBJECTS

DIGITAL TECHNOLOGIES

RATIONALE

Often when we think of 'Information & Technology' (IT), we think of a computer sitting on a desk in an office or at home. We all know computers are an integral part of today's work and study and that students must know how to use them effectively, efficiently and ethically. However, how many of us are aware (or have even considered) what impact IT has on our leisure/recreational time? We are seeing more forms for entertainment and recreational tools that are no longer just mechanical but now merge IT and mechanical aspects to improve their function.

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. Let's 'Play' with IT. Let's learn to use IT to help fly a camera enabled drone or to drive an app controlled vehicle around the classroom or oval. Let's learn to program these 'toys' of the future, today.

COURSE OUTLINE

Unit 1: Toys and the Great Outdoors

- Until recently, a computer game being played on a computer was the main IT device that was used for leisure
- We will look at taking games/toys away from a static computer screen and move them into a truly immersive environment – The Classroom, the Great Outdoors. How does augmented reality enhance computer games?
- Students will have hands on experience with 'toys' of the 21st Century.
Ollie (<http://www.sphero.com/ollie/>) and Sphero (<http://www.sphero.com/sphero/>) are app controlled vehicles that student will learn how to program as well as control.
Who says programming is boring?

Unit 2: Look, it's a bird. It's a plane. No it's a flying Drone

- Students will be introduced to drones that actually FLY. They will learn to use 3D imagery (Google Maps etc.) to program a drone to follow a pre-set route.
- Aerial photography. Attach a camera to a drone and program the drone to fly a predefined route, taking video and images from above. We will look at different types of digital cameras and drones and how affordable they are becoming.

Unit 3: What's next?

- Where is it all going to end? What is the next 'toy' gadget we can expect to see in the future? Students will research future 'technology' that will likely impact on our leisure and recreational time.

All 3 units will be brought together and presented in a digital folio, to explain what each student has achieved and learnt during this course.

ASSESSMENT

- All assessment will be carried out during class time, involving programming drones and app controlled vehicles. This will involve accessing computers to complete any necessary programming and uploading completed programs directly to drones and app controlled vehicles
- Completed programming for drones and app controlled vehicles will be tested and operated in open areas (e.g. school ovals etc.). This process will be used towards assessment
- A visual presentation of what each student did and achieved during the term (e.g. PowerPoint Presentation) will go completed as an ongoing exercise by all students

COURSE REQUIREMENTS

Students will need ready access to a computer at school and relevant software for the topics that will be covered. 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: An Office Suite (e.g. *Microsoft Word*, *PowerPoint*, *Excel* or similar), *Drone Software*, 'Ollie' and 'Sphero' software, *Adobe Photoshop*, *Internet Explorer* (or similar), and *Audacity* (or similar). Laptops provided as part of the Beaudesert SHS Student Laptop Scheme will come with all necessary software preinstalled or the software will be installed as required. Further information about the Student Laptop Scheme will be available late in 2015.

CONTACT PERSON: Mr G Ward (Head of Department)

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

Year Eight English consists of two programmes:

- English
- English Extension

Students studying English Extension will be studying the same course as English students; however, their skills will be extended through analysing and responding to more complex texts.

To be considered for English Extension, students' class results and NAPLAN results will be reviewed.

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: Ms M DeVivo (Head of Department)

HEALTH & 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 and recreational pursuits
- Prepare students for future study in Health and Physical Education and Sport and Recreation courses
- Show students how knowledge of physical education can be used to improve physical performance and health
- Develop students who are healthy – physically, mentally, emotionally and socially
- Develop an appreciation of the benefits of being healthy and active
- 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:

- **World of Dance** – Theoretically, students will examine the reasons why young people use alcohol and drugs, peer pressure and how to make good decisions using assertive behaviour. Practically, students will apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity within cultural dance experiences and performances.
- **My Decisions, My Life** – Theoretically, students will examine the reasons why young people use alcohol and drugs, peer pressure and how to make good decisions using assertive behaviour. Practically, students will participate in a variety of sports games and team building activities. They will apply and refine movement concepts and strategies to suit different movement situations within games, sports and fitness.
- **Our Relationships to the Internet** – Theoretically, students recognise that they are becoming independent, and explore risk-taking behaviours and identity experimentation as they grow up. Practically, students will contribute within team building and challenge activities.

Students will be expected to wear clothing suitable (particularly footwear) for each practical activity and will be assessed in all units. **Broad brimmed 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.

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: Ms A Savage (Head of Department)

HUMANITIES and SOCIAL SCIENCES

RATIONALE

Humanities and Social Science is a combination of Geography and History in a course of study that allows students to investigate how both contemporary and historic events have influenced and continue to influence society today. Drawing from and expanding upon previous study in Year 7, Humanities and Social Science in 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 developed previously, as well as develop a deeper knowledge and appreciation of the complexity and wonder of the world in which they live.

AIMS

Humanities and Social Science aims to equip students with a deeper understanding of the world in which they live. In Year 8 students get the opportunity to expand and broaden their knowledge and understanding of our wider world as well as develop skills to critically analyse the impacts of events and evaluate historic or possible solutions. This provides students with the appreciation of the wider and complex world as well as equips students with the skills required for success in all studies, including future studies in History and Geography.

Humanities and Social Science aims to develop in each student:

- knowledge and understanding of the past and the forces that shaped both nature and societies
- understanding and appreciation of historical concepts including evidence, continuity and change, cause and effect, significance, empathy, perspectives and contestability
- capacity to undertake historical enquiry, including skills in the analysis and use of sources, communication and explanation
- practise and develop skills of Geography i.e. sketching, graphing, mapping, reporting
- interest in study for lifelong learning and work, including their capacity and willingness to be active and informed citizens

COURSE OUTLINE

Studies of Society and Environment will incorporate the following units of work in Year 8:

Term 1	Rainforests and Endangered Animals
Term 2	Viking Expansion
Term 3	Natural Hazards and Disasters
Term 4	The Industrial Revolution

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 report: based on library/internet research
- Essay: based on analysis of source material
- 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 P Veverka (Head of Department)

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.

Students studying Mathematics in Year 8 at Beaudesert State High School consolidate and extend concepts, skills and processes developed by students in Years 1 to 7 at a level most suited to their ability. In order to achieve this, Mathematics is subdivided into three separate courses of study:

- Mathematics Extension
- Mathematics

COURSE OUTLINE

Mathematics Extension

PREREQUISITE: An achievement of B or above in Year 7 Mathematics.

This course is suited to higher ability students. Greater depth of treatment of many topics occurs, including Algebra, Deductive Geometry, Trigonometry and Analytical Geometry.

Mathematics

PREREQUISITE: A mid D or above in Year 7 Mathematics.

This course is suited to average ability. It requires less abstract reasoning ability than does Mathematics Extension. The topics concentrate on further development of basic Mathematics concepts, skills and processes and their application in a wide range of real life situations.

ASSESSMENT

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

NOTES

1. At the end of Year 7, the Mathematics teachers and the Head of Department will discuss students' results and make recommendations as to the Mathematics course they consider it to be in each student's best interests to study in Year 8. These decisions will be made very clear to Yr7 students so that appropriate choices are made going in to Yr8. A letter home will also be presented to Yr7 students with these recommendations.
2. Changes in levels of Mathematics ("up" or "down") are possible at the end of each semester in Year 8. Parent consultation will take place in these instances.

CONTACT PERSON: Mr S Wilson (Head of Department)

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 5 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 ways 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 tests. Every activity that students participate in will be used as an opportunity for students to gain credit for their knowledge and understanding of the course outcomes.

CONTACT PERSON: **Mr Keith Tyrrell (Head of Department)**

LEARNING DIVERSITY STUDIES

These courses are highly modified individualised programs suited to students with a disability:

- Functional Mathematics
- Functional English
- Science Foundation

CONTACT PERSON: Mrs S Kinsella (Head of Department)

YEAR 8

ELECTIVE SUBJECTS

AGRICULTURAL SCIENCE

RATIONALE

Agricultural Science 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 and agricultural science 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 K Bandrowski (Head of Department)

BUSINESS STUDIES

RATIONALE

The focus of Business Studies in Year 8 is the world of commerce and the influence of advertising. Business Studies is a subject that promotes students' investigation and practical application of 'idea' to determine the 'ideal' outcome. With many students set to embark or expand upon their life as consumers, Business Studies offers students an opportunity to learn about the tools used in the marketing and advertising industry to sell products to consumers, as well as gain a greater understanding of themselves as consumers.

AIMS

Business Studies aims to provide students with the opportunity to develop their understanding of the world of marketing. The specific aims of the course are developed around three key concepts:

1. How do markets operate within the economy?
2. Why do producers develop new products?
3. What difference does advertising make ?

Skills gained in the course will help students with their future transactions as a consumer. Students will study the concepts of marketing and advertising. In this course students will assume the role of 'campaign creator' to investigate how advertisements are created and how and why they impact the decision of the consumer. As 'campaign creators' students will have the opportunity to create a product and develop the advertising campaign for their product. Through this course students will develop their inquiry, problem solving and decision-making and reasoning skills and be equipped with the knowledge that will help them in determining products that truly meet their needs.

COURSE OUTLINE

Broadly, the following areas will be covered in this subject:

Theme: "Buy my product"	
Supply and Demand	2 weeks
Marketing Mix	3 weeks
Advertising	2 weeks
Marketing a product	3 weeks

ASSESSMENT

Students will be assessed during a knowledge exam and the development of a practical project where students will develop a marketing campaign for their product.

CONTACT PERSON: Ms P Veverka (Head of Department)

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 appreciation of and responses to dance and dance making.

The following areas will be covered in this subject:

Theme: Dance of the People	
Cultural dance around the world	3 weeks
Dance Seminar	2 weeks
Elements of dance	2 weeks
Student devised student Dance	3 weeks

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

ASSESSMENT

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

CONTACT PERSON: Mr K Scarth (Head of Department)

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

In Drama, students explore and depict real and fictional worlds through use of body language, gesture and space to make meaning as performers and audience. They create, rehearse, perform and respond to drama.

The following areas will be covered in this subject:

Theme: Comedy	
Comedy in performance	3 weeks
Element in Drama performance	2 weeks
Comedy & Love on stage	2 weeks
Creating Comedy	3 weeks

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

Please note: Average cost per student is \$10 per term, due to excursions for assessment. Please see stationary lists for more information. Subject to change.

ASSESSMENT

The three equally weighted areas of assessment are Forming, Presenting 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 K Scarth (Head of Department)

FOOD STUDIES

RATIONALE

Food Studies 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. Food studies content is drawn from content in both Health and Physical Education (HPE) and Technologies in the Australian Curriculum.

AIMS

Food Studies 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 Studies 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

'Kitchen Capers'

- Students will investigate, select and practice a variety of cookery techniques.
- Further develop their knowledge & understanding of safety, hygiene (personal, kitchen & food), equipment, terminology, stove use, measuring, healthy food choices, Australian Guide to Healthy Eating, Food & Nutrition.
- Researching healthy food choices.
- Observing teacher demonstrations.
- Investigating, designing, producing, reflecting and evaluating recipes for good health.

ASSESSMENT

A range of assessment tasks will be completed over the course of study:

- Research assignment/report
- Written tests
- Weekly practical tasks

COURSE REQUIREMENTS

Students will be required to provide food for practical cookery each week. All food products will be taken home.

CONTACT PERSON: Mrs H Philp (Head of Department)

GRAPHICS

RATIONALE

Graphics is the 'universal language' that transcends spoken or written forms of communication. It is especially valuable and essential in any form of Engineering trade or work area, where detailed specifications and technical information needs to be conveyed without the risk of misunderstanding or misinterpretation.

Creative and analytical thinking have become highly sort after qualities in our young learners and Graphics encapsulates these designing and creative processes and marries them with technical knowledge and digital expertise.

AIMS

The year 8 Graphics program is designed to teach students how to communicate through the many forms of graphical communication but specificity through technical drawing mediums. The skills learnt by students will be invaluable to them as they move into a society where graphical communication plays an ever increasing and important part in the modern world.

This semester length course provides students with a wide range of foundation skills, in both manual and digital drawing techniques; necessary to communicate and interpret information graphically.

It aspires to develop graphic literacy in areas as diverse as: product design, technical drawings, drafting, sketching and presentational graphics.

COURSE OUTLINE

- Sketching and free hand drawing skills
- Revisiting Graphics Principles using 2D computer program
- Plane geometry
- 3 Dimensional computer generated Drawing
- Working Drawings - computer generated Orthographic Drawings
- Manufacturing Design - Creating and developing products
- Communication in the Media - Charts, Diagrams, Logos etc.
- Rendering and presentational graphics
- Computer work will be integrated into the course where-ever possible using a variety of programs. Including: Autocad / Autodesk / M.S. Inventor

ASSESSMENT

Course work and skill acquisition will be assessed on a continual basis through assignment work, as well through a formal exam at the end of the semester.

Problem solving skills and knowledge and understanding will also be evaluated through the production of folios of work based upon a theme and drawing software.

FUTURE PATHWAYS

This course is a preparatory course for students intending to undertake Graphics in year 9, 10, 11, and 12. It provides a valuable foundation for students wishing to pursue a career in: Engineering, Surveying, Electrical and Building.

CONTACT PERSON: Ms K Bandrowski (Head of Department)

JAPANESE

RATIONALE

Situated as it is, equidistant from the increasingly multicultural centres of Brisbane and the Gold Coast, Beaudesert State High School recognises the importance of the study of a foreign language for all students as a window to the appreciation and understanding of cultural diversity in our society. Learning another language extends, diversifies and enriches the language learner's way of thinking. It promotes a greater sensitivity to and understanding of languages in general, including English. The year 8 course of study incorporates the Content Descriptors and Achievement Standards of the Australian Curriculum: Japanese.

AIMS

By the end of Year 8, students should be able to read, write, speak and listen with understanding to authentic Japanese, through situations in which they are most likely to be involved. Students should be able to communicate on a simple level as visitors to Japan, or when meeting a Japanese person. Students will develop a deeper understanding and appreciation of Japanese culture and society.

COURSE OUTLINE

The course will include the following units of study:

1. Family and Daily Life in Japan
2. Japanese Housing
3. Living in Japan

Students are encouraged to speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. Expressions and phrases commonly used in real life situations are introduced and studied. Students will apply this knowledge in simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds. The cultural aspect is included in order to impart an appreciation and understanding of the lifestyle of the Japanese people. Direct contact with Japanese people is attained through home stays with students, the Japan Tour and exchange students. The Japan Tour is offered every second year.

Students are exposed to all three scripts, hiragana, katakana and kanji, and develop a working knowledge of how these are used to make and create meaning.

FEATURES OF JAPANESE LANGUAGE USE

Students will become familiar with spoken Japanese through exposure to a variety of oral texts. They will use Japanese in classroom interactions and short communicative tasks. Students will participate in scaffolded activities to exchange information and complete transactions in Japanese Language. They use modelled examples and apply knowledge of language features to create texts for a variety of purposes. Students will develop an awareness of different cultural perspectives. They identify words, phrases and behaviours that convey Japanese traditions and values such as politeness and respect and use these appropriately.

ASSESSMENT

Students are assessed on their ability to use vocabulary, sentence patterns and common expressions through the four skills of speaking, listening, reading and writing. Each of the four skills is assessed within the Year 8 semester course. Consistent study of the language is necessary to achieve success.

OTHER INFORMATION

The Queensland State Government in the Global Schools initiative recognises the many benefits of studying a language for our students. Skills in languages provide personal, social and employments benefits. For students, quality languages education enhances understanding of their own language and culture and assists them to reflect on their identity and place in the world. It provides insights into the languages and cultures that shape their own and others' beliefs, values and attitudes. Beaudesert State High School supports this initiative by offering a semester of Japanese in the Year 7 and 8.

CONTACT PERSON: Mrs H Philp (Head of Department)

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

The following areas will be covered in this subject:

Theme: Identity Documentary	
Analysis Identity documentary	3 weeks
Pre-Production of Film	3 weeks
Production	3 weeks
Post Production	1 weeks

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 K Scarth (Head of Department)

VISUAL ARTS

RATIONALE

To develop a high degree of visual literacy and engage in experiences involving creativity, interpretation and evaluation of visual art forms.

Please note – In the first week of Art, students will be required to purchase canvases and art kits. To keep prices reasonable, these are sold at the school.

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

The following areas will be covered in this subject:

Theme: Connection to Environment	
Appraising task: Environmental Artist	3 weeks
Photography	2 weeks
Printmaking: lino	2 weeks
Mixed media	3 weeks

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. In 3D studies, students explore the possibilities of media such as clay, plastics and fabrics in a range of construction techniques and are involved in such activities as sculpture and pottery.

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.

Please note: Average cost per student is \$10 per term, due to supplies. Please see stationary lists for more information. Subject to change.

ASSESSMENT

Assessment is based upon achievement in three areas: Making, Displaying and Appraising images and objects. Making involves the process involved in developing an idea and experimenting with various techniques. Displaying relates to the assessment of a finished piece of work. Appraising is the theoretical component. Here, students are assessed on their ability to analyse and interpret various art works in both written and oral form.

CONTACT PERSON: Mr K Scarth (Head of Department)

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:	Australian Rules	Basketball	GIRLS:	Australian Rules	Basketball
	Golf	Rugby League		Golf	Netball
	Rugby Union	Soccer		Rugby League	Soccer
	Super 8 Cricket	Tennis		Super 8 Cricket	Tennis
	Touch Football	Volleyball		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, rugby union, AFL, soccer, netball, cricket, futsal and touch. You will need to check with coaches to see if Year 11 students have the opportunity to be represented.

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.

f) Recreational Sport

Students in Year 10 and 11 play recreational sports competition on Wednesday afternoons. The year 10 Recreational Sports program includes opportunities for students to experience squash, volleyball, skateboarding, beach volleyball, street hockey, indoor soccer, 3 on 3 basketball, flag football and scuba diving.

CONTACT PERSON(S): Mrs N Bennett (Interschool and Recreational Sport), Ms A Savage (Head of Department)

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. musical aptitude
3. physical characteristics pertinent to a particular instrument
4. 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 other group.
- Take part as required in all concerts and camps.
- Attend lessons, rehearsals and other classes regularly as required.

Initial enrolment in the class is for a minimum period of one year, subject to a trial period of one month.

COSTS

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 K Scarth (Head of Department)