



*Biloela State High School*

# Year 8 2023

# Subject Information

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<b>Subject</b>	<b>English</b>
<b>Subject Description</b>	<p>Year 8 covers a range of modes used in communication: listening, reading, viewing, speaking, writing and creating.</p> <p>In Semester One students read, comprehend and create a variety of short stories and picture books. Students read, view and listen to a variety of texts in different forms that explore perspectives of youth and youth issues. Students will use their understanding of these perspectives and issues to create persuasive texts that inform an audience of their position on the perspective or issue.</p> <p>In Semester Two students read, view and listen to a variety of text in different forms that create representations of real world Australian human experiences. Students view, comprehend and analyse digital texts. They will also demonstrate understanding of the audience purpose and language associated with this text type.</p> <p>Students in the ACE programme will study concepts at a quicker pace and a greater depth to develop a deeper understanding of texts. They will further their core learning and apply these skills to more complex texts or higher order thinking activities.</p> <p>Unit 1 – Creating short stories  Unit 2 – Perspectives of Teens  Unit 3 – Representing Human experience  Unit 4 – Digital Texts</p>
<b>Assessment</b>	<p>Assessment may include:</p> <ul style="list-style-type: none"> <li>• Exams</li> <li>• Assignments</li> <li>• Spoken presentations/performances</li> </ul>

<p><b>Home Learning</b></p>	<p>Students are to read each evening for approximately 15min.</p> <p>Regular home learning activities will be given to students as directed by their classroom teacher. Where novels are the focus for a unit, these need to be read both at school and home. Once assessment tasks have been distributed, it is expected students work on these at home to be ready for monitoring and due dates.</p>
<p><b>Subject</b></p>	<p><b>Mathematics</b></p>
<p><b>Subject Description</b></p>	<p>All Year 8 Mathematics students will cover the same core concepts and sit the same assessment tasks.</p> <p>Students are studying the Australian Curriculum in mathematics. This allows students to become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences. Ultimately, mathematics is about thinking and problem solving, and being able to communicate and justify decisions.</p> <p>In Year 8, students will apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Topics they will study include:</p> <ul style="list-style-type: none"> <li>• The real number system, money and financial mathematics</li> <li>• Index notation, decimals and probability</li> <li>• The Cartesian plane and linear equations</li> <li>• Perimeter and area and mathematics of the circle</li> <li>• The laws of algebra and algebraic equations</li> <li>• Trigonometry</li> <li>• Statistics</li> <li>• Solving linear equations</li> </ul> <p>Year 8 Mathematics students may also apply to be in the Accelerated Curriculum Enrichment program, ACE, which includes English and Science. Students in the ACE Maths program will focus on the skills of problem solving, higher order thinking and reasoning to develop a greater depth of understanding of mathematical concepts. They may also participate in the Australian Mathematics Competition, ICAS, and extra-curricular Mathematics projects and initiatives.</p>

<b>Assessment</b>	Assessment may include: <ul style="list-style-type: none"><li>• Exams</li><li>• Assignment</li><li>• Group work</li><li>• Practical Activities</li><li>• Investigations</li></ul>
<b>Home Learning</b>	Students will receive a variety of work to be taken home for completion, including revision tasks from class work and assignment work. There will be opportunities for students to engage in enriching activities that require both learning of basic facts and problem solving.
<b>Subject</b>	<b>Science</b>

<p><b>Subject Description</b></p>	<p>All Year 8 Science students will cover the same core concepts, sit similar assessment tasks and be graded using the same standards.</p> <p>In Year 8 Science, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs.</p> <p>Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.</p> <p>Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations.</p> <p>They make predictions and propose explanations, drawing on evidence to support their views.</p> <p>Over the year, students will study units based in the scientific disciplines of:</p> <ul style="list-style-type: none"> <li>• Chemistry</li> <li>• Earth and Environmental Science</li> <li>• Physics</li> <li>• Biology</li> </ul> <p>Year 8 Science students may apply to be part of the Accelerated Curriculum Enrichment program, which includes studying ACE Science, English and Maths. Students in the ACE program will study concepts at a quicker pace and a greater depth to develop a deeper understanding.</p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Written exams</li> <li>• Research task with scientific report</li> <li>• Experimental investigation with scientific report</li> </ul>
<p><b>Home Learning</b></p>	<p>Home learning is set in most weeks and is to be recorded in the student diary. These diaries must be brought to every class.</p> <p>If set home learning is not provided for any one night, students should take the opportunity to use this time for reading, revision and study of concepts that have been covered in class.</p>
<p><b>Subject</b></p>	<p><b>Humanities</b></p>


<p style="text-align: center;"><b>Subject Description</b></p>	<p>In Year 8, Humanities consists of Geography, History, Economics and Business, Civics and Citizenship.</p> <p>Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues and phenomena, both historical and contemporary.</p> <p>When studying Geography, students focus on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. They also focus on the process of urbanisation and its effects. They engage in two Geography units:</p> <ul style="list-style-type: none"> <li>• Unit 1 – Landscapes and Landforms</li> <li>• Unit 2 – Changing Nations</li> </ul> <p>When studying Economics and Business, students will focus on the topic of "Australian markets" within a national context. Students investigate a range of factors that influence decision-making by individuals and business. They engage in one unit:</p> <ul style="list-style-type: none"> <li>• Unit 1 - Business Opportunities in the Australian Market</li> </ul> <p>When studying History, students focus from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). They engage in 3 units:</p> <ul style="list-style-type: none"> <li>• Unit 1 – Medieval Europe</li> <li>• Unit 2 – Black Death</li> <li>• Unit 3 – The Polynesian Expansion</li> </ul> <p>Civics and Citizenship allows students to study the key features of Australia's system of government and explore how this system aims to protect all Australians. They engage in one unit:</p> <ul style="list-style-type: none"> <li>• Unit 1 - Influences that shape citizenship within Australia's democracy</li> </ul>
<p style="text-align: center;"><b>Assessment</b></p>	<p>A range of assessment techniques will be implemented throughout the course. This may include:</p> <ul style="list-style-type: none"> <li>• Short response exams</li> <li>• Research essays</li> <li>• Orals/seminars</li> <li>• Essay exams etc</li> </ul>
<p style="text-align: center;"><b>Home Learning</b></p>	<p>Written home learning may not be given for every lesson, it is expected that revision of in-class concepts and activities occurs after each lesson to consolidate learning.</p> <p>Once assessment tasks have been distributed, it is expected students work on these, consistently, at home to be ready for monitoring and due dates.</p>

<b>Subject Description</b>	<p>Health and Physical Education provides students with the opportunity to participate in physical activity on a weekly basis as a minimum.</p> <p>This subject focuses on the broader role students play in contributing to the health, safety and wellbeing of their wider community. Students examine and address health areas relevant to them, their families and community as well as developing health literacy skills. Students investigate techniques to assess the quality of movement performances and how to use a range of tools to appraise, analyse and enhance performances. In addition, they adapt and improvise their movements to respond to different movement situations, stimuli, environments and challenges.</p> <p>In this subject, units of work from personal social and community health and movement and physical activity are taught concurrently. All Year 8 HPE students will cover the same core concepts and are assessed using the same assessment tasks.</p> <p>The focus areas to be addressed in Years 7 to 8 include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Alcohol and other drugs (AD)</li> <li>• Food and nutrition (FN)</li> <li>• Health benefits of physical activity (HBPA)</li> <li>• Mental health and wellbeing (MH)</li> <li>• Relationships and sexuality (RS)</li> <li>• Safety (S)</li> <li>• Challenge and adventure activities (CA)</li> <li>• Games and sports (GS)</li> <li>• Lifelong physical activities (LLPA)</li> <li>• Rhythmic and expressive movement activities (RE).</li> </ul> <p>Theory Units include:</p> <p style="padding-left: 40px;">Unit 1 – Food for life</p> <p style="padding-left: 40px;">Unit 2 – My decisions, my life</p> <p style="padding-left: 40px;">Unit 3 – My adolescent relationships</p> <p style="padding-left: 40px;">Unit 4 – Cultural understandings</p> <p>Practical Units run on a rotational basis and can change year to year.</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Exams and/or Assignments</li> <li>• Group work</li> <li>• Practical Physical Activities</li> </ul>
<b>Home Learning</b>	<p>Revision and home learning activities as required and practice of skills and activities.</p>



<p style="text-align: center;"><b>Subject Description</b></p>	<p>All year 8 students study one Digital Technology strand and two Design Technologies strands listed below according to the Australian Curriculum, Assessment and Reporting Authority: Technologies learning area.</p> <ul style="list-style-type: none"> <li>• Food and fibre production</li> <li>• Engineering principles and systems</li> </ul> <p>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.</p> <p>As students progress through the Technologies curriculum, they will begin to identify possible and probable futures, and their preferences for the future. They develop solutions to meet needs considering impacts on liveability, economic prosperity and environmental sustainability. Students will learn to recognise that views about the priority of the benefits and risks will vary and that preferred futures are contested.</p> <p>The Australian Curriculum: Technologies describes two distinct but related subjects.</p> <ul style="list-style-type: none"> <li>• <b>Design and Technologies</b>, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities.</li> <li>• <b>Digital Technologies</b>, in which students use computational thinking and information systems to define, design and implement digital solutions.</li> </ul> <p>By the end of year 8 students will have had the opportunity to develop <i>design solutions</i> in all 4 topic areas listed below.</p> <p><b>Food specialisations</b> In this unit, students analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.</p> <p><b>Materials and technologies specialisations</b> In this unit, students analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment.</p> <p><b>Food and fibre production</b> In this unit, students analyse how food and fibre are produced when designing managed environments and how these can become more sustainable.</p> <p><b>Engineering principles and systems</b> In this unit, students analyse how motion, force and energy are used to manipulate and control electromechanical systems when designing simple, engineered solutions.</p> <p>By the end of Year 8, students will have had opportunities to create a range of <i>digital solutions</i>, such as interactive web applications or programmable multimedia assets or simulations of relationships between objects in the real world.</p>
<p style="text-align: center;"><b>Assessment</b></p>	<p>Assessment instruments could include:</p> <ul style="list-style-type: none"> <li>• Portfolios</li> <li>• Assignments</li> <li>• Theory and practical exams</li> <li>• Practical projects</li> <li>• Oral presentations</li> </ul>
<p style="text-align: center;"><b>Home Learning</b></p>	<p>Students will receive a variety of work to be taken home for completion. This home learning is to be completed by the due date. (<i>Quite often home learning will be working on their assessment tasks at home</i>)</p>
<p style="text-align: center;"><b>Subject</b></p>	<p><b>The Arts</b></p>

<p><b>Subject Description</b></p>	<p>All Year 8 The Arts part of the Queensland Curriculum, Assessment and Reporting Framework National Curriculum across both semesters. Students will study four of the five Arts strands for one term each: Drama, Media, Music and Visual Art.</p> <p>Students will use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, technological and economic contexts. They will enhance their aesthetic understandings of arts elements and languages. Students will also create their own works and present and respond to their own and others' arts works.</p> <p>In The Arts, all Year 8 students are assessed under the same criteria for each strand:</p> <ul style="list-style-type: none"> <li>• Creating</li> <li>• Presenting</li> <li>• Responding</li> </ul> <p>Students will also apply the same skills across the strands, such as:</p> <ul style="list-style-type: none"> <li>• Making decisions about arts elements in relation to specific styles or purposes,</li> <li>• Creating arts works (musical, dramatic or visual),</li> <li>• Using interpretative &amp; technical skills to modify and refine works,</li> <li>• Identifying risks &amp; applying safe practices,</li> <li>• Reflecting on learning, apply new understandings and justify future applications.</li> </ul> <p><b>Drama</b> Students investigate indigenous perspective to create a storyboard about dramatic action from a Dreamtime story. They then respond to dramatic action by viewing recorded live theatre.</p> <p><b>Media</b> Students investigate the use of advertising and how it targets viewers based on their demographic – e.g. gender, race and age. Reframing an existing advertisement for a different target audience and evaluation, are the tasks for this unit.</p> <p><b>Music</b> Students explore how music can tell a story and paint a picture for the audience. They create, perform, respond to and analyse different types of music with the themes in mind.</p> <p><b>Visual Arts</b> Students investigate the built world through architectural drawings, photography and painting; culminating in designing a ceramic tile for a specific place and time of one of the architectural buildings.</p>
<p><b>Assessment</b></p>	<p><b>Assessment includes:</b></p> <p><b>Drama</b> → Performing student devised work developed through their storyboard → Analysing and evaluating live theatre in an essay</p> <p><b>Media Arts</b> → Filmed advertisement and reflection</p> <p><b>Music</b> → Performance of teacher chosen pieces → Under exam conditions, analyse and evaluate music viewpoints</p> <p><b>Visual Art</b> → Architectural drawing and reflection → Ceramic tile and reflection</p>
<p><b>Home Learning</b></p>	<p>Students will receive a variety of work to be taken home for completion, including revision tasks from class work and assignment work.</p>

Subject	Wellbeing
<b>Subject Description</b>	<p>Students will participate in two weekly lessons that involves the study of age appropriate studies of adolescent and personal wellbeing.</p> <p>This is based on the Social and Emotional Continuum of the general capabilities of the Australian Curriculum. The lessons and topics are underpinned by the research backed Resilience Project resources which are combined within the school diary.</p> <p>Students will study a range of topics including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Adolescent brain development</li> <li>• Mindfulness strategies</li> <li>• Healthy Sleep Habits</li> <li>• Study techniques</li> <li>• Healthy Eating Habits</li> <li>• How to deal with stress</li> <li>• Ongoing practice of setting SMART goals and writing Empathy and Gratitude journals.</li> <li>• Group work and team challenge skill development</li> <li>• E Safety</li> <li>• Road Rules</li> </ul> <p>For more information about the Resilience Project: <a href="https://theresilienceproject.com.au/">https://theresilienceproject.com.au/</a> (or scan QR code)</p> 
<b>Assessment</b>	<p>Students will be assessed ongoingly from A-E around engagement each Semester around:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Gratitude Journals</li> <li><input type="checkbox"/> SMART Goals</li> <li><input type="checkbox"/> Participation level in weekly lessons</li> <li><input type="checkbox"/> Diary being present in class each week</li> </ul> <p>Students will also complete an end of term assessment task related to that unit of study.</p>
<b>Home Learning</b>	<p>Wellbeing is studied as a subject from years 7 to year 10 at Biloela SHS</p>