



"Honour Above Honours"

Biloela State High School

Year 8 2024

Subject Information

Year 7 into Year 8

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Subject	English
Subject Description	<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>
Assessment	<p>Assessment may include:</p> <ul style="list-style-type: none"> • Exams • Assignments • Spoken presentations/performances

Subject	Mathematics
Subject Description	<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"> • The real number system, money and financial mathematics • Index notation, decimals and probability • The Cartesian plane and equations • Mathematics of shapes • The laws of algebra and algebraic equations • Trigonometry • Statistics • Probability • Solving linear and non linear equations <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>
Assessment	<p>Assessment may include:</p> <ul style="list-style-type: none"> • Exams • Assignment • Group work • Practical Activities • Investigations


Subject	Science		
<p style="text-align: center;">Subject Description</p>	<p>In Year 8 students are introduced to cells as microscopic structures that explain macroscopic features of living systems. They connect form and function at an organ level and explore the organisation of a body system in terms of flows of matter between interdependent organs. They continue to develop a view of Earth as a dynamic system, in which change occurs across a range of timescales. They classify different types of energy and describe the role of energy in causing change in systems, including the role of energy and forces in the geosphere. They learn to classify matter at the atomic level and distinguish between chemical and physical change. They understand that chemical reactions also involve energy. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They consider the magnitude of properties and events and use appropriate units to describe proportional relationships. Inquiry questions can help excite students' curiosity and challenge their thinking.</p> <p>Units include:</p>		
	<table border="1"> <tr> <td data-bbox="469 707 820 958" style="text-align: center;">Biology</td> <td data-bbox="820 707 1481 958"> <p><i>recognise cells as the basic units of living things, compare plant and animal cells, and describe the functions of specialised cell structures and organelles</i></p> <p><i>analyse the relationship between structure and function of cells, tissues and organs in a plant and an animal organ system and explain how these systems enable survival of the individual</i></p> </td> </tr> </table>	Biology	<p><i>recognise cells as the basic units of living things, compare plant and animal cells, and describe the functions of specialised cell structures and organelles</i></p> <p><i>analyse the relationship between structure and function of cells, tissues and organs in a plant and an animal organ system and explain how these systems enable survival of the individual</i></p>
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<p style="text-align: center;">Assessment</p>	<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> <ul style="list-style-type: none"> • Supervised Assessment - written exams & data tests • Investigation - research task with scientific report <ul style="list-style-type: none"> • Student Experiment – experiment with scientific report 		

Subject	Humanities
Subject Description	<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"> • Unit 1 – Landscapes and Landforms • Unit 2 – Changing Nations <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"> • Unit 1 - Business Opportunities in the Australian Market <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"> • Unit 1 – Medieval Europe • Unit 2 – Black Death • Unit 3 – The Polynesian Expansion <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"> • Unit 1 - Influences that shape citizenship within Australia's democracy
Assessment	<p>A range of assessment techniques will be implemented throughout the course. This may include:</p> <ul style="list-style-type: none"> • Short response exams • Research essays • Orals/seminars • Essay exams etc

Subject	HPE
Subject Description	<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"> • Alcohol and other drugs (AD) • Food and nutrition (FN) • Health benefits of physical activity (HBPA) • Mental health and wellbeing (MH) • Relationships and sexuality (RS) • Safety (S) • Challenge and adventure activities (CA) • Games and sports (GS) • Lifelong physical activities (LLPA) • Rhythmic and expressive movement activities (RE). <p>Theory Units include:</p> <p>Unit 1 – Food for life Unit 2 – My decisions, my life Unit 3 – My adolescent relationships Unit 4 – Cultural understandings</p> <p>Practical Units run on a rotational basis and can change year to year.</p>
Assessment	<ul style="list-style-type: none"> • Exams and/or Assignments • Group work • Practical Physical Activities
Home Learning	<p>Revision and home learning activities as required and practice of skills and activities.</p>

Subject	<h1>Technologies</h1>
Subject Description	<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"> • Food and fibre production • Engineering principles and systems <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"> • Design and Technologies, in which students use design thinking and technologies to generate and produce designed solutions for authentic needs and opportunities. • Digital Technologies, in which students use computational thinking and information systems to define, design and implement digital solutions. <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>Food specialisations In this unit, students analyse how characteristics and properties of food determine preparation techniques and presentation when designing solutions for healthy eating.</p> <p>Materials and technologies specialisations 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>Food and fibre production In this unit, students analyse how food and fibre are produced when designing managed environments and how these can become more sustainable.</p> <p>Engineering principles and systems 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>
Assessment	<p>Assessment instruments could include:</p> <ul style="list-style-type: none"> • Portfolios • Assignments • Theory and practical exams • Practical projects • Oral presentations

Subject	The Arts
<p>Subject Description</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"> • Creating • Presenting • Responding <p>Students will also apply the same skills across the strands, such as:</p> <ul style="list-style-type: none"> • Making decisions about arts elements in relation to specific styles or purposes, • Creating arts works (musical, dramatic or visual), • Using interpretative & technical skills to modify and refine works, • Identifying risks & applying safe practices, • Reflecting on learning, apply new understandings and justify future applications. <p>Drama 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>Media 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>Music 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>Visual Arts 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>Assessment</p>	<p>Assessment includes:</p> <p>Drama → Performing student devised work developed through their storyboard → Analysing and evaluating live theatre in an essay</p> <p>Media Arts → Filmed advertisement and reflection</p> <p>Music → Performance of teacher chosen pieces → Under exam conditions, analyse and evaluate music viewpoints</p> <p>Visual Art → Architectural drawing and reflection → Ceramic tile and reflection</p>

Subject	Wellbeing
<p data-bbox="181 595 389 678">Subject Description</p>	<p data-bbox="456 208 1401 275">Students will participate in in a program that focuses on both adolescent development and physical and mental wellbeing.</p> <p data-bbox="456 309 1485 376">The Wellbeing focus will be embedded within HPE lessons with a focus on key Resilience Project GEM principles at key junctures through the year.</p> <p data-bbox="456 409 1538 544">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 data-bbox="456 577 1294 611">Students will study a range of topics including, but not limited to:</p> <ul data-bbox="507 616 1206 898" style="list-style-type: none"> <li data-bbox="507 616 951 649">• Adolescent brain development <li data-bbox="507 651 847 685">• Mindfulness strategies <li data-bbox="507 687 831 721">• Healthy Sleep Habits <li data-bbox="507 723 778 757">• Study techniques <li data-bbox="507 759 836 792">• Healthy Eating Habits <li data-bbox="507 795 855 828">• How to deal with stress <li data-bbox="507 831 1206 864">• Group work and team challenge skill development <li data-bbox="507 866 663 898">• E Safety <p data-bbox="456 931 1163 999">For more information about the Resilience Project: <a data-bbox="456 965 916 999" href="https://theresilienceproject.com.au/">https://theresilienceproject.com.au/ (or scan QR code)</p> 
<p data-bbox="175 1081 399 1120">Assessment</p>	<p data-bbox="456 1104 967 1133">Embedded in HPE Theory assessment</p>