CHARLEVILLE STATE HIGH SCHOOL

PO Box 314, Charleville, Qld, 4470
Telephone: 4656 8888

Year 8 Term 4 2026 Curriculum Overview

Design and Technologies (Metal-based Unit)

In this unit, students will focus on using sheet aluminium in order to create a designed solution. Students will apply design thinking as they investigate and make a solution that addresses a real-world need or opportunity. A product made from aluminium sheeting will be accompanied by a written design booklet. Students will need to familiarise themselves with workplace health and safety rules, wear PPE at all times within the workshop, and correctly select and use tools necessary to complete the project. All resources for this unit will be provided by the school.

Drama

Students will explore the conventions of realism, physical theatre and epic theatre through the study of *Boy Overboard*, examining how drama communicates ideas about displacement, courage, family and belonging. They will analyse and manipulate the elements of drama to develop characters, create dramatic tension and communicate meaning to an audience. Through practical workshops, students will explore the eight elements of movement and use voice, movement and gesture to shape their performances. Students will collaborate to rehearse and perform a scene for their peers, reflecting on how their dramatic choices communicate character relationships and key themes.

English

In this unit, students explore how fiction and film deepen empathy and understanding of others' experiences. They study a novel and its film adaptation, comparing how each presents themes like identity, growing up, bullying, and kindness. Students analyse how language and visual techniques shape meaning, mood, and audience response. Using structured responses, they compare character, plot, setting, and theme across both formats, evaluate their effectiveness, and consider which version best communicates ideas to a young audience.

Economics and Business/Civics

In this unit, students explore how sustainable transport can shape the future of their community. Through real-world case studies, they learn how young people can drive change for the common good. Students investigate the role of laws, ethics, and innovation in creating socially responsible businesses. They develop proposals for sustainable transport ventures, building skills in research, persuasive writing, and advocacy. The unit ends with a letter to a local politician, empowering students to apply their knowledge to a real-world issue.

Health and Physical Education

In this unit, students are understanding proactive behaviours and help-seeking strategies. They will investigate the online behaviours of Year 7 & 8 students, identify influencing factors, and develop a strategy to help improve their digital safety. Students will apply and transfer movement skills and movement concepts in the context of softball and select, use and refine strategies to support inclusion, fair play and collaboration in their game.

Maths

In this unit student will be focusing on the measurement and shape strands of Maths. Students will have an exam in week 4. Students will need to: use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes (two or more simple shapes combined), and volume of right prisms. They will be required to use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles and use formulas to solve problems involving the area and circumference of circles. They will finish the teaching phase of their unit with a formative task, due in week 8, to demonstrate that they can identify conditions for congruency and similarity in shapes and apply the properties of quadrilaterals to solve problems.

Science

In this biology unit, students are introduced to cells as microscopic structures that explain macroscopic features of living systems. Students should be able to describe what these structures are, what they do, and why they are important for the cell's survival and function. They should be able to identify the structural features of organs and systems and explain how these features enable the organ/system to perform its function. The students will demonstrate their knowledge of biology through short response questions in an exam in week 8.

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Design and Technologies	**Assessment Details**
Teacher: Joel Casey Email: jcase127@eq.edu.au	Technique: Project Conditions: Written (200 – 400 words) + designed product Checkpoints: weekly during class time Final: Designed product (week beginning Monday 16th November) Written booklet (week beginning 23rd November)
Drama	**Assessment Details**
Teacher name: Liz Cunningham Email: egram10@eq.edu.au	Conditions: Analysis – Individual – 250 words Performance – Pairs – 1-2 minutes per person Due Dates: • Week 2 Tuesday (13/10/26) – Assessment task Distributed, along with analysis template and exemplar. • Week 3 – Wed (21/10/26) Draft Analysis Task to be submitted and written feedback will be provided by your teacher. • Week 4 – Wed (28/10/26) Final Analysis Task Due, edited based on draft feedback from your teacher. • Week 6 – Monday, Tuesday and Wednesday (9/11/26 -11/11/26) Dress Rehearsal to be completed and written feedback will be provided by your teacher. • Week 7 - Monday, Tuesday and Wednesday (16/11/26 – 18/11/26) Final Performances.
English	**Assessment Details**
Teacher: Dani Stickler Email: drsti0@eq.edu.au	Conditions: • Examination: Short Response • 500-600 words Due Dates: • Week beginning 26/10/26: Exam Part 1 • Week beginning 9/11/26: Exam Part 2 • Week beginning 23/11/26: Exam Part 3
Economics and Business	**Assessment Details**
Teacher: Brodie Hogan Email: Bhoga60@eq.edu.au	Conditions: • Investigation • 500-600 words Due Dates: • Week 5 beginning Monday (02/11/26): Draft Part A: Politics and Democracy. • Week 6 beginning Monday (9/11/26): Draft Part B: Strategies and Laws • Week 7 beginning Monday (16/11/26): Draft Part C: Perspectives, Challenges & Opportunities • Week 8 beginning Monday (23/11/25) Students to submit edited, Final copy of Part A, B & C.

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Health and Physical Education	Assessment Details
Teacher: Brodie Hogan Email: bhoga60@eq.edu.au Teacher: Dave Thomson Email: dxtho5@eq.edu.au	Technique: Investigation Conditions: 400- 600words, 5 weeks, access to laptop and internet. Draft (Parts 1-4 and Poster): 12th November (week 6) Final: Friday 20/11/26
Maths	**Assessment Details**
Teacher: Justin Hendershott Email: jhend267@eq.edu.au	Technique: Exam Conditions: 60 minutes, unseen, calculators and formula sheet provided Due: Wed 28/10 (Week 4) Technique: Project Conditions: Up to 400 words, 2 weeks, short response, individual task. Due: Friday 27/11 (Week 8)
Science	**Assessment Details**
Teacher: Amy Roughan Email: arrou0@eq.edu.au	Technique: Examination Conditions: Supervised in class, up to 400 words, closed book exam. Final: Thursday 26th November

Leadership Team Term 4 2026	
Jarlath Scannell jscan28@eq.edu.au	Principal
Brad Lines bline1@eq.edu.au	Deputy Principal Senior Secondary
Kerrie Pheby kpheb1@eq.edu.au	Guidance Officer
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Amy Roughan arrou0@eq.edu.au	Head of Curriculum Science, Technologies and Languages
Fiona Scannell fscan2@eq.edu.au	Head of Curriculum Maths and HPE
Gina Walker gxwal5@eq.edu.au	Head of Department Students With Disabilities