

2026



# YEAR 7 SUBJECT INFORMATION BOOKLET

Learn about what subjects are  
being offered in 2026 at North High

7

# Year 7 Overview

Year 7 at Bundaberg North SHS is designed to allow students the room to settle into high school whilst giving them a taste test of a range of Arts and Technology subjects. To that end, it does not allow students any choice in their program of study. Instead, it is allowing them to try subjects in order to start to determine where their fields of interest lie, what they enjoy and what they are not suited to.

We are following the Australian Curriculum requirements in terms of the subjects offered and the amount of time students participate in them. Therefore, as students move through high school, their ability to select parts of their course will broaden as will the subjects on offer. Specifically in Year 7, students will study the following subjects for the lessons nominated. However, in Term 3 of Year 7, they will be able to select for Year 8, four of the “Elective” subjects to try in more depth in Year 8.

The subjects on offer to Year 7 students are illustrated in the table below:

Core Subjects:	Rotational Subjects:
	<ul style="list-style-type: none"><li>- Term rotation of each group</li><li>- 2 lessons per week</li></ul>
<b>English (ENG)</b> (3 lessons per week)	<b>The Arts subjects:</b>
<b>Mathematics (MAT)</b> (3 lessons per week)	Art (ART)
<b>Science (SCI)</b> (2 lessons per week)	Drama (DRA)
<b>Health and Physical Education (HPE)</b> (2 lessons per week)	Media (MED)
<b>Humanities:</b> (3 lessons per week)	Music (MUS)
<b>History</b>	<b>Technology subjects:</b>
<b>Geography</b>	Digital Technologies (DIG)
<b>Civics</b>	Food Specialisation (TFD)
<b>Economics and Business (ECB)</b>	Design and Technologies (DAT)
<b>L.O.T.E – Japanese</b> (1 lesson per week) <b>OR</b>	Agriculture (AG)
<b>Cultural Connections</b> (staffing dependant)	

## Looking Forward:

In Term 3 of Year 7, students will be asked to select four electives from the eight rotational subjects. In Year 8, every student must study one Arts and one Technology subject, the remaining two electives can be from either group. Students will complete their selection using One School to submit these preferences. More information regarding this will be given to students in Term 3.

Students will know what electives they are studying each semester of Year 8 by the end of Year 7.

## CORE SUBJECTS

<b>Subject:</b>	English
<b>Subject:</b>	Mathematics
<b>Subject:</b>	Science
<b>Subject:</b>	Health and Physical Education
<b>Subject:</b>	History
<b>Subject:</b>	Geography
<b>Subject:</b>	Civics
<b>Subject:</b>	LOTE – Japanese/Cultural Connections

## ROTATIONAL SUBJECTS

### THE ARTS

- Subject:** Art
- Subject:** Drama
- Subject:** Media
- Subject:** Music

### TECHNOLOGY

- Subject:** Design and Technologies
- Subject:** Digital Technologies
- Subject:** Food Specialisation
- Subject:** Agriculture

# Visual Art

## Course Description:

In Visual Art, students engage in the process of exploring ideas, experimenting with materials and techniques, and creating artworks. They learn to analyse and interpret their own and others' works, gaining an understanding of visual conventions and various visual art processes. Through engaging projects and authentic learning experiences, students create and present artworks that reflect their ideas and responses to the world. This is achieved through the application of critical and creative thinking, along with technical skills in various art forms.

## Units of Study:

### Unit 1 Mixed Media folio and composition

Students will: create a folio of work that explores the concept of place, experimenting with visual conventions, techniques, processes and perspectives to communicate their intention. Through an exploration of visual representations, students will apply techniques and processes by:

- identifying the visual conventions used by key artists
- developing and refining the folio to represent influences of key artists
- identifying and explaining visual conventions in work they make and view
- manipulating and refining materials, techniques and processes to create a folio of 2D works that communicates their artistic intention
- reflecting and evaluating the effectiveness of representations that show key influences in own work.

## Possible Assessment:

Assessment will be balanced over the semester and is ongoing, with students receiving regular feedback.

- Making tasks (Collection of practical works)
- Responding tasks (using One Note and laptops)

## Additional requirements:

Pencil and access to internet ready device. A range of resources and materials are supplied by the Art Department in relation to areas of study.

## Links to the future:

Year 8, 9 & 10 subjects	Year 11 & 12 subjects	Career pathways
<ul style="list-style-type: none"><li>• Visual Art</li></ul>	<ul style="list-style-type: none"><li>• Certificate II Visual Art</li><li>• Visual Art General</li></ul>	Studying visual art can open doors to various career pathways including creative industries, design and innovation, visual storytelling, art and culture, education, wellness professions, entrepreneurship, and cross-disciplinary roles.

# Civics and Citizenship

## Course Description:

Year 7 Civics and Citizenship studies the key features of democracy and Australia's federal system of government, and explore how values shape our democracy. Students learn about the key features and principles of Australia's legal system. They look at how the rights of individuals are protected through the legal system, which aims to provide justice. Students also explore how Australia's secular system of government supports a diverse society with shared values that promote community cohesion.

## Units of Study:

### Unit 1: Australia's legal and political systems in a diverse society

Student will

- explain features of Australia's Constitution, including the process for constitutional change
- explain how Australia's legal system is based on the principle of justice
- explain the diverse nature of Australian society and identify the importance of shared values in promote a cohesive society
- identify ways they can be active and informed citizens
- develop and present arguments on civics and citizenship issues using appropriate texts, terms and concepts

## Possible Assessment:

- Examination
- Assignment

## Links to the future:

Year 9/10 subjects	Year 11 & 12 subjects	Career pathways
<ul style="list-style-type: none"><li>• Civics (elective)</li></ul>	<ul style="list-style-type: none"><li>• Legal studies (general)</li><li>• Business (general)</li><li>• Ancient History (general)</li></ul>	<ul style="list-style-type: none"><li>• Law</li><li>• Law enforcement</li><li>• Criminology</li><li>• Justice studies</li><li>• Politics</li></ul>

# Design and Technologies

## Course Description:

Year 7 is designed as the foundational concepts in the design process of industrial materials and technologies. This unit prepares students for future studies in either woodwork or metalwork by providing hands-on experience through a series of small projects, each designed to be completed within a few weeks. Students will explore various materials, including wood and metal, and learn the basics of working with these materials using hand tools and simple machinery. Additionally, they will be introduced to basic engineering principles, such as force, motion, and mechanical systems, which will be applied in their projects. Emphasis is placed on safety, creativity, problem-solving, and collaboration in the workshop.

## Unit of Study:

The Year 7 unit, "Foundations in Materials and Design," provides students with an essential introduction to the world of materials and basic engineering principles. This unit is designed to equip students with the foundational skills and knowledge required for future studies in woodworking or metalworking. Over the course of the term, students will engage in hands-on learning through small, focused projects that emphasize the safe use of tools, understanding material properties, and applying simple engineering concepts. Each project is designed to be completed within a few weeks, allowing students to gain confidence in their abilities while fostering creativity and problem-solving skills. The unit emphasizes the importance of safety, collaboration, and responsible workshop practices, setting the stage for more advanced work in subsequent years.

## Possible Assessments:

Students will be assessed on their ability to utilise the design process in their practical projects. Whilst assessable projects change each cohort, students are assessed on a minimum of one metal project (pencil holder, keyring, wall hook, BBQ spatula, etc) and one timber project (bag tag, light box, keyring, pencil holder, etc).

## Requirements:

- Shoes with impervious uppers (shoes that are made from leather or vinyl)

## Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
<ul style="list-style-type: none"><li>• Technologies – Wood Specialisation (TWS)</li><li>• Technologies – Metal Specialisation (TMS)</li></ul>	<ul style="list-style-type: none"><li>• Furnishing (Applied)</li><li>• Graphics (Applied)</li><li>• Engineering (VETiS)</li><li>• Construction (VETiS)</li></ul>	<ul style="list-style-type: none"><li>• Furniture Maker</li><li>• Cabinetmaker</li><li>• Carpenter</li><li>• Interior Designer</li><li>• Furniture Restorer/Manufacturing</li><li>• Upholsterer</li><li>• Boilermaker/Welder</li><li>• Machinist</li><li>• Fabricator</li><li>• Fitter</li><li>• Automotive Mechanic</li></ul>

# Digital Technologies

## Course Description:

In Year 7 Digital Technologies, students will investigate the world of digital problem-solving and creation. They will develop foundational skills in computational thinking and learn to apply these skills through engaging activities. Students will explore basic programming concepts, data handling, and the principles of designing user-friendly solutions. Students will be introduced to the concepts of data collection, transformation, and visualisation using basic digital tools and platforms. Students will also investigate how to break down problems into smaller, manageable parts and how to represent these solutions using simple algorithms and flowcharts.

## Units of Study:

### Unit 1 Exploring algorithms and data

Student will:

- Investigate how data is transmitted and secured in wired, wireless and mobile networks, and how the specifications affect performance
- Explain how text, image and audio data can be represented, secured and presented in digital systems.
- Implement and modify programs with user interfaces involving branching, iteration and functions in a general-purpose programming language
- Design algorithms represented diagrammatically and in English, and trace algorithms to predict output for a given input and to identify errors
- Test, modify and implement digital solutions
- Evaluate existing and student solutions against the design criteria, user stories and possible future impact

## Possible Assessment:

- Game building
- Evaluation
- Assignment

## Additional requirements:

- Headphones

## Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
<ul style="list-style-type: none"><li>• Digital Technologies</li></ul>	<ul style="list-style-type: none"><li>• Digital Technologies</li></ul>	<ul style="list-style-type: none"><li>• Web designer</li><li>• ICT operations</li><li>• Call centre help desk, sales support,</li><li>• Digital media support</li><li>• Office administration, records and data management</li></ul>

# Drama

## Course Description:

In Year 7 Drama, the focus is on students:

- will begin their creative journey into the world of performance, where they are introduced to the basic concepts of drama and the ways these can be used to create meaning for an audience.
- encourages creative expression, teamwork and communication, providing a supportive environment where students can discover the joy of making and sharing drama.

## Unit of Study:

Aligned with the Australian Curriculum, this course

- develops students' understanding of the elements of drama and basic performance skills.
- uses fun and practical activities to explore how to devise, perform and collaborate in groups to bring ideas to life.
- develops skills in describing and reflecting on own work and the work of others, building confidence and critical thinking skills.

## Possible Assessment:

Over the course of the unit, students will undertake one assessment task:

- individual demonstration of an original activity.

## Links to the future:

Year 8 - 10 subjects	Year 11 & 12 subjects	Career pathways
<ul style="list-style-type: none"><li>• Drama</li></ul>	<ul style="list-style-type: none"><li>• General Drama</li></ul>	<ul style="list-style-type: none"><li>• A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.</li></ul>



# Economics and Business

## Course Description:

Economics and Business is a fun and relevant subject whereby students will research trending businesses to analyse and evaluate individuals, businesses and entrepreneurs. The goal of the subject is to prepare you for a successful life outside of school. The target inquiry questions for Economics and Business in year 7 are;

- How and why are economic decisions made to allocate limited resources to meet unlimited needs and wants in the Australian economy?
- What are the different types of businesses that provide goods and/or services?
- What is entrepreneurship and how do entrepreneurial characteristics contribute to the success of a business?
- Why do individuals contribute to their community and how do they derive an income?
- Why do consumers and businesses have both rights and responsibilities?

## Units of Study:

### Unit 1: individuals, businesses and entrepreneurs

Student will investigate the nature and purpose of informed and responsible decision-making by individuals and businesses, with attention to the allocation of limited resources to meet unlimited needs and wants, types of businesses, how entrepreneurial characteristics contribute to business success, and the ways work is undertaken. They also examine the rights and responsibilities that individuals and businesses have within consumer and financial contexts.

## Possible Assessment:

Assessment Item 1: Inquiry Research Assignment

- Undertaken in class time

## Additional requirements:

- BYO Laptop is required in every lesson

## Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
<ul style="list-style-type: none"><li>• Economics and Business</li></ul>	<ul style="list-style-type: none"><li>• Business (General)</li><li>• Accounting (General)</li><li>• Social and Community Studies (Applied)</li><li>• Tourism (Applied)</li></ul>	<ul style="list-style-type: none"><li>• Business management</li><li>• Business development</li><li>• Entrepreneurship</li><li>• Business analytics</li><li>• Economics</li><li>• Business law</li><li>• Accounting and finance</li><li>• International business</li><li>• Marketing</li><li>• Human resources management</li><li>• Business information systems.</li></ul>

# Food Specialisation

## Course Description:

Throughout this course, students will master essential skills that every budding chef should know. From learning the importance of safety and hygiene in the kitchen to honing their knife skills for precise cutting techniques. Students will also walk away with basic skills that will set them up for future cooking adventures.

## Units of Study:

### Unit 1 Kitchen Confidence

Student will demonstrate their knowledge and understanding of food safety practices and procedures by:

- Demonstrate safety and hygiene practices
- Following recipes
- Utilising kitchen equipment and technologies

## Possible Assessment:

- Exam
- Practical

## Additional requirements:

- Fully enclosed leather or vinyl shoes
- Completed all induction procedures and obtained parent permission

## Links to the future:

Year 8/9/10 subjects	Year 11 & 12 subjects	Career pathways
<ul style="list-style-type: none"><li>• Food Specialisation</li></ul>	<ul style="list-style-type: none"><li>• Certificate II in Hospitality</li></ul>	<ul style="list-style-type: none"><li>• Chef, kitchenhand, bar attendant, gaming attendant, barista, front of house service, cook, caterer, flight attendant, waiter/waitress, event manager, event planner, hotel manager</li></ul>

# Geography

## Course Description:

The Year 7 Geography unit on "Place and Liveability" focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed.

## Units of Study:

### Unit 1 Place and liveability

Student will explore the concept of liveability and the factors that influence how places are perceived and valued. It examines the characteristics that make a place liveable, how these factors are distributed, and how planning and management affect liveability. The unit also focuses on sustainability and improving the quality of life in different places by:

- Defining the concept of liveability
- Describing the factors that contribute to a place being considered liveable, including access to services, quality of environment, and resource availability Perception and value
- Investigating the distribution of essential services and facilities (e.g., healthcare, education, recreation)
- Evaluating how this distribution affects the liveability of different areas.
- Examining how places are planned and managed to enhance liveability
- Interpreting the effectiveness of various planning and management strategies.
- Assessing the role of sustainability in improving liveability
- Applying principles of sustainable development to real-world examples to evaluate their impact

## Possible Assessment:

- Assignment

## Links to the future:

Year 9/10 subjects	Year 11 & 12 subjects	Career pathways
<ul style="list-style-type: none"><li>• Geography (elective)</li></ul>	<ul style="list-style-type: none"><li>• Tourism (applied)</li><li>• Social community studies (applied)</li><li>• Ancient History (general)</li></ul>	<ul style="list-style-type: none"><li>• Archaeology, history, education, psychology sociology, law, business, economics, politics, journalism, media, health and social science, writing, academia, research, urban planner</li></ul>

# History

## Course Description:

Year 7 provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 years ago – c.650 (CE), and a study of early First Nations Peoples of Australia. It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies from places including Egypt, Greece, Rome, India and China.

## Units of Study:

### Unit 1 Deep time history of Australia

Student will explore the vast timeline of Australia's history from the earliest human communities to the development of complex societies and cultures, focusing particularly on the First Nations Peoples of Australia by:

- Understanding and describing Historical Significance
- Identifying Causes and Effects
- Describing Social and Cultural Aspects
- Analysing Heritage Sites
- Sequencing and Explaining Historical Events

### Unit 2 The ancient world

Student will develop a broad understanding of the context and chronology of the period, the patterns of historical continuity and change over time, and related historical themes by:

- Identifying Distinctive Features and Achievements
- Analysing Legacies
- Comparing and Contrasting Societies

## Possible Assessment:

- Exam
- Research assignment

## Links to the future:

Year 9/10 subjects	Year 11 & 12 subjects	Career pathways
<ul style="list-style-type: none"><li>• History</li></ul>	<ul style="list-style-type: none"><li>• Ancient History (general)</li></ul>	<ul style="list-style-type: none"><li>• Archaeology, history, education, psychology sociology, law, business, economics, politics, journalism, media, health and social science, writing, academia, research</li></ul>

# Media

## Course Description:

Students interact with media representations of people daily. Understanding how concepts are used to represent people in media enables students to be informed media consumers. This unit provides an opportunity for students to create media content with intentional purpose.

## Units of Study:

### Unit 1 Are you buying this?

Students will:

- Explore diverse media artworks and examine how media languages and technologies can be selected and manipulated to construct representations of people
- Consider how meaning, ideas or perspectives can be communicated to audiences and the way representations of people in media artworks can be constructed respectfully
- Explore the conventions of advertising formats (e.g. colours, fonts, layout, hierarchy)
- Apply their understanding to plan and produce a digital advertisement
- Participate in class activities to select and manipulate media languages and technologies to construct respectful representations
- Develop capacity to generate and experiment with ideas using software

## Assessment:

- Students use media concepts (languages and technologies), to independently produce a digital advertisement for a futuristic product using software. They plan how they select and manipulate technical and symbolic codes to construct a representation of their subject respectfully. Students analyse the representations they create.

## Additional requirements:

- Nil

## Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
<ul style="list-style-type: none"><li>• Media Arts</li></ul>	<ul style="list-style-type: none"><li>• Film, Television and New Media</li></ul>	<ul style="list-style-type: none"><li>• advertising</li><li>• arts administration and management</li><li>• blogger/vlogger, digital content producer</li><li>• creative industries, e.g. animator, photographer, screenwriter, game developer</li><li>• film and television</li><li>• public relations</li></ul>

# Music

## Course Description:

Students explore the musical elements and how they can be used in their performances and compositions. They evaluate musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.

Students manipulate the elements of music and stylistic conventions to compose music. They will interpret, rehearse and perform songs and instrumental pieces in unison demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to recognise, memorise and notate features, such as melodic patterns in music they perform and compose.

## Units of Study:

### Making: Performance

Student will interpret, rehearse and perform an instrumental piece as an ensemble, demonstrating technical and expressive skills by:

- Making choices with a partner regarding musical element use in performance to ensure a fluent performance is delivered when performing.
- Writing reflections evaluating musical choices made in performance to communicate meaning as a performer of music from different cultures, times and places.

## Possible Assessment:

- Performance
- Written analysis and evaluation of own performance and/or composition

## Additional requirements:

- Plug-in (preferably 3.5mm) headphones may be required for some activities.

## Links to the future:

Year 10 subjects	Year 11 & 12 subjects	Career pathways
<ul style="list-style-type: none"><li>• Music</li></ul>	<ul style="list-style-type: none"><li>• Music in Practice</li></ul>	<ul style="list-style-type: none"><li>• A course of study in Music in Practice can establish a basis for further education and employment in areas such as performance, critical listening, music management and music promotions.</li></ul>