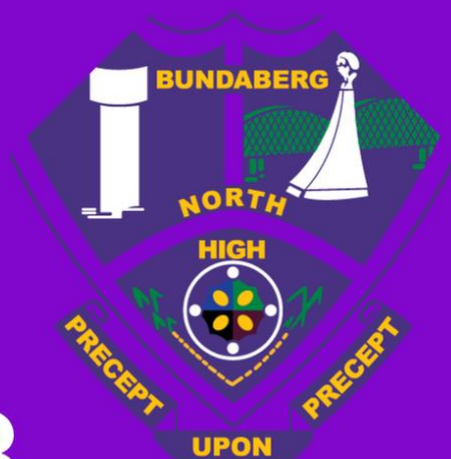
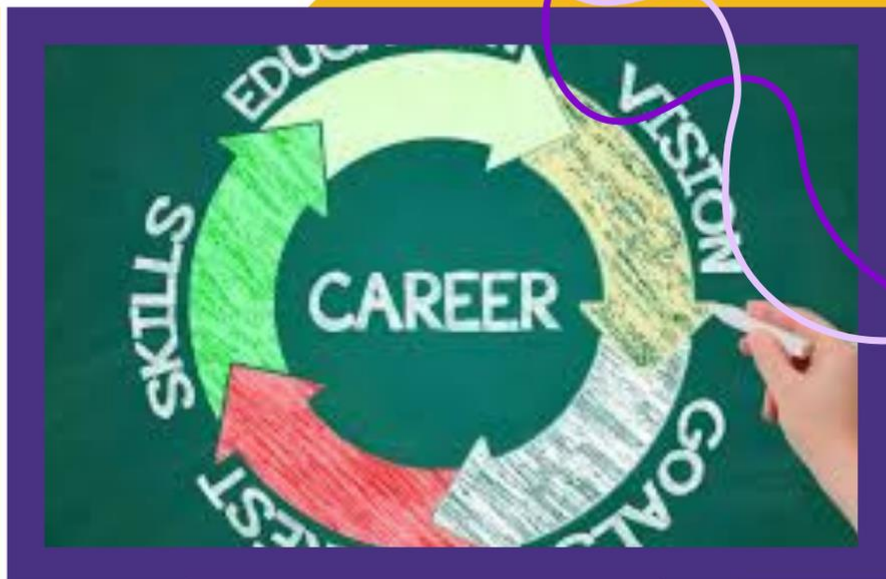


2026



# YEAR 8 SUBJECT INFORMATION BOOKLET

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

8

# Year 8 Overview

The subject selection for Bundaberg North SHS Year 8 students is quite prescriptive as the core subjects remain similar to Year 7 and include: English, Maths, Science and HPE. However, in line with Australian Curriculum requirements, students will also study a term each of the specific Humanities: History, Geography, Economics & Business and Civics & Citizenship.

Complimenting these core areas are the electives which cover the other key learning areas of The Arts and Technology. Students study four electives per year in Year 8 at Bundaberg North SHS, each run for a semester (6 months). The number of students selecting the course determines if it will run each year.

The subjects on offer to Year 8 students are illustrated in the table below:

Core Subjects:	Electives:
<b>English (ENG)</b> (3 lessons per week) <b>Mathematics (MAT)</b> (3 lessons per week) <b>Science (SCI)</b> (3 lessons per week) <b>Health and Physical Education (HPE)</b> (2 lessons per week) <b>Humanities:</b> (3 lessons per week) Term rotation of each of the following: <b>History (HIS)</b> <b>Geography (GEO)</b> <b>Economics &amp; Business (ECB)</b> <b>Civics &amp; Citizenship (CIV)</b>	<ul style="list-style-type: none"><li>- Total of four (4) electives, minimum of one (1) of each group studied,</li><li>- Two studied per semester</li><li>- 2 lessons per week</li></ul> <b>The Arts Electives:</b> Art (ART) Drama (DRA) Media (MED) Music (MUS) <b>Technology Electives:</b> Digital Technologies (DIG) Food Specialisation (TFD) Metal Specialisation (TML) Wood Specialisation (TWD)

In Term 3 of Year 7, students will be asked to **select four electives** from the Arts and Technology areas. 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. Students will submit these preferences in their preferred order eg first pick is what they really want to do. At this time, they will also be asked to nominate a fifth subject as their next preferred option. Every effort will be made to accommodate students into their first four preferences however, it cannot be guaranteed as usual timetable constraints apply eg class numbers, room allocations, staffing etc.

Students will know what electives they are allocated to for each semester of Year 9 by the end of Year 8.

## Looking Forward:

In Year 9 the range of subjects on offer to students broadens as the number of compulsory subjects reduces from those studied in Years 7 and 8. This will again reduce in Year 10 to only four compulsory subjects. For Year 9, students are still encouraged to try new subjects as well as to build on the skills in the elective subjects they have found they enjoy and / or are good at. The focus continues to be on students trying different things in order to develop a good understand of themselves, their likes and dislikes before embarking on their senior studies.

## CORE SUBJECTS –

- Subject:** English
- Subject:** Mathematics
- Subject:** Science
- Subject:** Health and Physical Education
- Subject:** Humanities:  
Term each of History, Geography, Economics & Business, Civics & Citizenship

## ELECTIVE SUBJECTS –

### ARTS

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

### TECHNOLOGY

- Subject:** Digital Technologies
- Subject:** Food Specialisation
- Subject:** Metal Specialisation
- Subject:** Wood Specialisation

# 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 Printmaking

Students will: Manipulate materials techniques and processes to develop and edition of lino prints. The artistic intention of this unit is to show the influences of key artists from different times, cultures and places. They will apply techniques and processes by:

- identifying the visual conventions used by key artists
- developing and refining preliminary prints to represent influences of key artists and subject matter
- identifying and explaining visual conventions in work they make and view
- manipulating and refining materials, techniques and processes to create an edition of lino prints that communicates their artistic intention
- reflecting and evaluating the effectiveness of representations that show key influences in own work.

### Unit 2 3D Folio

Students will: Manipulate materials techniques and processes to create subject matter that builds a folio of 3D works. The artistic intention of this developmental process is to show the influences of key artists. They 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 3D 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:

Visual Diary, pencil and access to internet ready device. An extensive range of resources and materials are supplied by the Art Department in relation to areas of study.

## Links to the future:

Year 9 & 10 subjects	Year 11 & 12 subjects	Career pathways
<ul style="list-style-type: none"><li>• 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:

In Year 8, students understand how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity, and how this contributes to active citizenship.

## Units of Study:

### Unit 1 Influences that shape Citizenship within Australia's Democracy

Student will study the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. They consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity. They will achieve this by:

- developing civic knowledge and understanding
- applying citizenship skills to investigate political and legal systems, and the nature of citizenship, diversity and identity in contemporary society
- explore ways they can actively shape their lives, value their belonging in a diverse and dynamic society, and contribute locally, nationally, regionally and globally

## Possible Assessment:

- Folio

## Links to the future:

Year 9/10 subjects	Year 11 & 12 subjects	Career pathways
<ul style="list-style-type: none"><li>• History</li><li>• Economics &amp; Business</li><li>• Civics</li><li>• Geography</li></ul>	<ul style="list-style-type: none"><li>• Ancient History (General)</li><li>• Tourism (Applied)</li></ul>	<ul style="list-style-type: none"><li>• Law</li><li>• Law enforcement</li><li>• Criminology</li><li>• Justice</li><li>• Politics</li></ul>

# Digital Technologies

## Course Description:

Year 8 Digital Technologies builds on the foundational skills developed in Year 7, offering students a deeper dive into computational thinking and design. Students will enhance their ability to create complex algorithms, apply data modelling techniques, and explore user experience. The course emphasizes the use of general-purpose programming languages to develop and debug more sophisticated solutions. Students will also investigate data transmission, network security, and personal cybersecurity measures. Students engage in project-based learning, to practice designing and evaluating solutions against user stories and design criteria, while also improving their ability to manage digital projects efficiently.

## Units of Study:

### Unit 1 Designing and implementing solutions

Student will by the end of Year 8:

- use design thinking techniques to generate and evaluate user experience ideas and solution designs.
- decompose and implement these designs using a general-purpose programming language
- test and debug solutions to meet specified criteria.
- explore network security concepts and personal cybersecurity practices
- refine ability to create and manage digital solutions effectively.

## 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>• Information &amp; Communication &amp; Technology (Applied)</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 8 Drama, students:

- build on their prior learning by exploring the exciting world of comedy and clowning.
- are provided a playful and supportive environment to take creative risks, develop expressive skills, and experience the joy of making audiences laugh.

## Unit of Study:

Aligned with the Australian Curriculum, this course

- introduces students, through a range of activities, to the elements of drama and how these can be used to engage and entertain an audience.
- opens students to the creative aspects of stagecraft and using these to improve dramatic meaning for an audience.
- provides opportunities, in both individual and in group situations, for students to devise, rehearse and present short comedic scenes, developing confidence, creativity and collaboration skills along the way.

## Possible Assessment:

Over the course of the unit, students will undertake two assessment tasks:

- a design task, featuring set and costume ideas for a text studied in class.
- an individual or small group performance of a text studied in class.

## Links to the future:

Year 9/10 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:

Students investigate a range of factors that influence decision-making by individuals and business. These include the allocation of resources to produce goods and services in the operation of markets, and the different ways businesses may adapt to opportunities in markets or respond to the changing nature of work.

Students also examine the influences on decision-making within consumer and financial contexts through a focus on the role of Australia's system of taxation, particularly in relation to spending by individuals and businesses, and the importance of goal setting, budgeting and planning.

## Units of Study:

### Unit 1 Australian Markets

Students will:

- Explain how markets influence the allocation of resources to the production of good and services
- Explain ways businesses adapt to opportunities in markets and respond to the work environment
- Investigate the importance of the Australian Taxation System and its effect
- Investigate the importance and reasons for budgeting and planning
- Develop key questions to investigate an economic issue
- Use relevant data and interpret information to identify economic issues and trends
- Investigate the cause-and-effect relationship
- Evaluate potential costs and benefits

## Possible Assessment:

- Exam
- Assignment

## 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>• 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 Specialisations

## Course Description:

Throughout this course, students will build skills in the kitchen. Students will gain practical experience in food preparation, design principles, and the application of technology to enhance food production processes whilst creating innovative and sustainable food products.

## Units of Study:

### Unit 1 Ready, Steady, Cook!

Student will use the design brief to create and adapt a product to be healthier and more sustainable by:

- Understanding sustainability
- Demonstrate safety and hygiene practices
- Following recipes
- Utilising kitchen equipment and technologies
- Incorporate sustainability principles

## Possible Assessment:

- Assignment
- Practical

## Additional requirements:

- Fully enclosed leather or vinyl shoes
- Ingredients supplied by home
- Completed all induction procedures and obtained parent permission

## Links to the future:

Year 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:

Year 8 Geography focuses on the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, and hazards associated with landscapes. Students explore the distribution of Australia's distinctive landscapes and significant landforms. They also consider the ways that the sustainability of significant landscapes and the impacts of hazards are managed.

## Units of Study:

### Unit 1 Landscape and Landforms

Students will explore the geographical processes that occur to form and transform landscapes and landforms and respond to seen and unseen stimuli. Students then examine the social, economic & environmental advantages & disadvantages of different management strategies for minimising coastal beach erosion. They achieve this by:

- identifying and describing various landforms and landscapes in Australia and Asia, focusing on their distinctive characteristics and the processes that shape them.
- explaining the geological and environmental processes that create and modify landforms and analysing how these processes contribute to the formation of different landscapes
- exploring how diverse cultures value and perceive different landforms and landscapes, and evaluating the significance of these values in the context of environmental and cultural heritage
- assessing the impacts of natural hazards on landscapes and describing how these hazards affect the environment and human activities
- investigating the sustainability practices related to managing significant landscapes and interpreting how these practices aim to preserve environmental and cultural values

## Possible Assessment:

- Exam
- assignment

## Links to the future:

Year 9/10 subjects	Year 11 & 12 subjects	Career pathways
<ul style="list-style-type: none"><li>• Geography</li></ul>	<ul style="list-style-type: none"><li>• Tourism (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>

# Media

## Course Description:

As part of the social-media generation, teenagers are active media consumers and contributors. Educating students on the choices media artists make to engage them as a target audience will help empower students to be more conscious and critical media consumers.

## Units of Study:

### Unit 1 Are you talking to me?

Students will:

- explore the way representations have been constructed in media artworks through the selection and manipulation of the media language in a range of stimuli.
- examine how animation has developed throughout history, and how the purposeful use of media languages and narrative elements are used to tell stories.
- experiment with sequencing still images to create their own design for a 2D animation and produce an animation that communicates a school value to a school community audience.
- discuss protocols and describe respectful practices used when creating and producing First Nations Australian moving-image media.
- explore and develop an understanding of their responsibilities as media consumers and producers
- describe the relationship between their role as an individual, and community values, rights and responsibilities and ethical norms when responding to ethical issues relevant to their context.
- analyse and evaluate mise-en-scène in animation stills and sequences, and analyse how a theme has been addressed through technical and symbolic choices.

## Assessment:

- Produce a storyboard for an animation for a school community audience, which communicates a value supported by a day of action at school. Evaluate their storyboard in communicating the chosen value to a school community audience.
- Produce the animation, including planning where and how they could distribute the animation and explain the use of responsible media approaches in their choices.

## 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></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 in parts 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 a song or an instrumental piece in parts, 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 in parts.
- Writing reflections evaluating musical choices made in performance to communicate meaning as a performer of music from different cultures, times and places.

### Making: Composition

Student will manipulate the elements of music and stylistic conventions to compose music.

- Ensure dynamics for each instrument in composition is balanced to present a cohesive piece of music.
- Focus on musical elements and how they work together.
- Stylistic conventions of instrumental theme songs (motifs/patterns)
- Identifying and notating metre and rhythmic groupings

## Possible Assessment:

- Performance
- Composition
- 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>

# Metal Specialisation

## Course Description:

Year 8 is designed to continue to introduce students to the basics of metalworking, focusing on foundational skills, safety, and creativity. Students will explore different types of metal, fasteners and joining techniques, learn to use basic hand tools, and master essential metalworking techniques. Through a guided project, students will design and create a simple metal object, fostering a sense of accomplishment while building a strong foundation for more advanced metalworking in the future. The unit places a strong emphasis on safety, encouraging students to work confidently and responsibly, both individually and collaboratively in a workshop setting.

## Unit of Study:

The Year 8 Metal Specialisation unit introduces students to the basics of metalworking, focusing on foundational skills, safety, and creativity. Students will learn about different types of metals, basic hand tools, and essential metalworking techniques. Through a guided project (such as a pencil holder, keyring, wall hook, BBQ spatula, etc), students will develop their ability to design and create a simple metal object, fostering a sense of accomplishment and a foundation for more advanced metalworking in future years. The unit also emphasizes safety in the workshop, encouraging students to work confidently, individually, responsibly and collaboratively.

## Possible Assessments:

**Design Project** – This task is designed to assess students' ability to plan and design a metalworking project and give the students an introduction into the graphical side of the design process.

**Guided Metal Project** – This task is designed to evaluate students' practical metalworking skills through the fabrication of a simple project, this will involve measuring, cutting, joining and finishing the metal project and set the students up for success with the physical build of their design project.

## 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 – Metal Specialisation (TMS)</li></ul>	<ul style="list-style-type: none"><li>• Graphics (Applied)</li><li>• Engineering (VETiS)</li></ul>	<ul style="list-style-type: none"><li>• Boilermaker/Welder</li><li>• Machinist</li><li>• Fabricator</li><li>• Fitter</li><li>• Mechanic</li></ul>

# Wood Specialisation

## Course Description:

Year 8 is designed to continue to introduce students to the basics of woodworking, focusing on foundational skills, safety, and creativity. Students will explore different types of wood, plastics and fasteners, learn to use basic hand tools, and master essential woodworking techniques. Through a guided project, students will design and create a simple wooden object, fostering a sense of accomplishment while building a strong foundation for more advanced woodworking in the future. The unit places a strong emphasis on safety, encouraging students to work confidently and responsibly, both individually and collaboratively in a workshop setting.

## Unit of Study:

The Year 8 Wood Specialisation unit introduces students to the basics of woodworking, focusing on foundational skills, safety, and creativity. Students will learn about different types of wood, basic hand tools, and essential woodworking techniques. Through a guided project (such as a bag tag, light box, keyring, pencil holder, etc), students will develop their ability to design and create a simple wooden object, fostering a sense of accomplishment and a foundation for more advanced woodworking in future years. The unit also emphasizes safety in the workshop, encouraging students to work confidently, individually, responsibly and collaboratively.

## Possible Assessments:

**Design Project** – This task is designed to assess students' ability to plan and design a woodworking project and give the students a deeper dive into the graphical side of the design process.

**Guided Woodworking Project** – This task is designed to evaluate students' practical woodworking skills through the construction of a simple project, this will involve measuring, cutting, joining and finishing wood and set the students up for success with the physical build of their design project.

## 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></ul>	<ul style="list-style-type: none"><li>• Furnishing (Applied)</li><li>• Industrial Graphics Skills (Applied)</li><li>• Construction</li></ul>	<ul style="list-style-type: none"><li>• Furniture Maker</li><li>• Cabinetmaker</li><li>• Carpenter/Builder</li><li>• Interior Designer</li><li>• Furniture Restoration/ Manufacturing</li><li>• Upholsterer</li></ul>