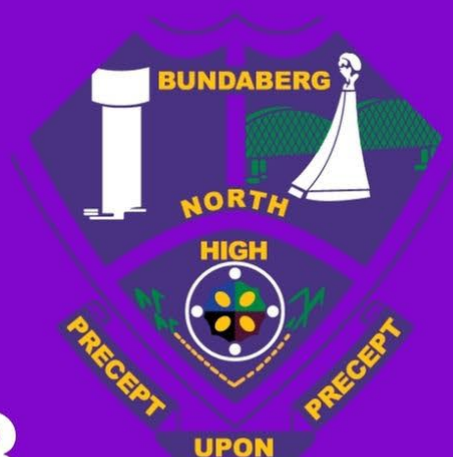


2027



YEAR 8 SUBJECT INFORMATION BOOKLET

Learn about what subjects are
being offered in 2027 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:
English (ENG) (3 lessons per week) Mathematics (MAT) (3 lessons per week) Science (SCI) (3 lessons per week) Health and Physical Education (HPE) (2 lessons per week) Humanities: (3 lessons per week) Term rotation of each of the following: History (HIS) Geography (GEO) Economics & Business (ECB)	- Total of four (4) electives, minimum of one (1) of each group studied, - Two studied per semester - 2 lessons per week The Arts Electives: Art (ART) Drama (DRA) Media (MED) Music (MUS) Technology Electives: Digital Technologies (DIG) Food Specialisation (TFD) Metal Specialisation (TML) Wood Specialisation (TWD) Agriculture (TFF)

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

ELECTIVE SUBJECTS –

ARTS

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

TECHNOLOGY

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

Agriculture

Course Description:

Year 8 Agriculture students will be introduced to the fundamentals of plant production and explore the important role plants play in providing food, fibre and other essential resources. Through practical and theoretical learning experiences, students will investigate plant growth requirements, sustainable production systems and the management of crops in agricultural environments. They will develop an understanding of how environmental factors, resource management and emerging technologies influence plant productivity and food security. Students will also examine current agricultural practices and consider how innovation can support a sustainable future for Australian agriculture.

Units of Study:

Unit 1: Introduction to plant production.

Student will learn:

- The basic needs of plants, including sunlight, water, nutrients and suitable growing conditions.
- Plant structure and functions, and how plants grow and reproduce.
- Factors that affect plant growth, such as soil quality, climate, pests and diseases.
- Sustainable farming practices that protect natural resources and the environment.
- Soil preparation, planting, crop management and harvesting techniques.
- Safe use of tools and equipment used in plant production.
- Modern technologies used in agriculture, including precision farming, irrigation systems and plant monitoring tools.
- Career pathways and opportunities within the agricultural industry.

Practical activities may include:

- Propagating and growing plants from seeds or cuttings.
- Preparing garden beds and improving soil health.
- Monitoring plant growth and recording data.
- Identifying common pests, diseases and weeds.
- Harvesting crops and evaluating production outcomes.
- Using agricultural technologies to support plant production.

Possible Assessment:

- Research Assignment
- Practical Projects
- Investigation Experiments.

Additional requirements:

- Hat
- Enclosed shoes
- A4 book
- Standard stationery items

Links to the future:

Year 9/10 subjects	Year 11 & 12 subjects	Career pathways
• Year 9 Agriculture – Agriculture science and technology integration – TBC • Year 10 – Innovation, Agribusiness and Pathways - TBC	• Year 11 Agriculture Practices • Year 12 Agriculture practices	• Farm Manager • Agricultural Consultant, Agronomist • Agribusiness Manager • Commodity Trader • Agricultural Economist • Rural Financial Advisor • Marketing and Sales Representative • Drone operator

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
• Art	• Certificate II Visual Art • Visual Art (General)	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.

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 9/10 subjects	Year 11 & 12 subjects	Career pathways
• Digital Technologies	• Cert II Applied Digital Technologies	• Web designer • ICT operations • Call centre help desk, sales support, • Digital media support • Office administration, records and data management

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
• Drama	• Drama (general)	• 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.

Economics and Business

Course Description:

Year 8 Economics and Business combine the Year 7 and Year 8 Australian Curriculum content, providing students with practical knowledge and skills for life beyond school. Students investigate how individuals, businesses and entrepreneurs make decisions, analyse contemporary businesses and market trends, and examine how resources are allocated to produce goods and services. They explore how businesses respond to changing markets and the future of work, while developing an understanding of consumer and financial decision-making through Australia's taxation system, goal setting, budgeting and financial planning.

Units of Study:

Unit 1 Individuals, businesses and entrepreneurs

Students 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.

Unit 2 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 9/10 subjects	Year 11 & 12 subjects	Career pathways
• Economics and Business	• Business (General) • Accounting (General) • Tourism (applied)	• Business management • Business development • Entrepreneurship • Business analytics • Economics • Business law • Accounting and finance • International business • Marketing • Human resources management • Business information systems

Food Specialisations

Course Description:

In year 8, 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
- Cookery skills

Possible Assessment:

- Assignment
- Practical

Additional requirements:

- Fully enclosed leather shoes, with leather uppers
- 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
• Food Specialisation	• Certificate II in Hospitality	• Chef, kitchenhand, bar attendant, gaming attendant, barista, front of house service, cook, caterer, flight attendant, waiter/waitress, event manager, event planner, hotel manager

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
• Geography	• Tourism (Applied) • Ancient History (general)	• Archaeology, history, education, psychology sociology, law, business, economics, politics, journalism, media, health and social science, writing, academia, research, urban planner

History

Course Description:

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period (c.650–1750 CE). This was when major societies around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

An overview of the study of the periods that led to the emergence of the modern world requires students to develop an understanding of the context and chronology to the end of the ancient world, particularly in Europe, as well as the broad patterns of historical continuity and change over this time. This includes being introduced to the importance of religion in this era, particularly the major faiths of Christianity and Islam. It also includes an understanding of the key features of the medieval world such as feudalism, trade routes, voyages of discovery, contacts and conflicts between cultures and groups, as well as the emergence of significant ideas that shaped the early modern world during and after this period.

Units of Study:

Unit 1 Medieval World

Students explore key features of this period, including feudalism, social structures, religious influences, and the impact of significant events and developments on the shape of Europe and the world by:

- Understanding medieval society
- Analysing Key Developments
- Exploring Religious Influences
- Examining Continuities and Changes

Unit 2 Spanish in the Americas

Students explore the impacts of Spanish exploration and colonization on indigenous cultures, the causes and effects of these encounters, and the lasting legacies of Spanish rule in the Americas by:

- Understanding the Conquest
- Analysing Impacts on Indigenous Cultures
- Examining Historical Significance
- Exploring Perspectives
- Constructing Historical Arguments

Possible Assessment:

- Exam
- Assignment

Additional requirements:

- N/A

Links to the future:

Year 9/10 subjects	Year 11 & 12 subjects	Career pathways
• History	• Ancient History (general)	• Archaeology, history, education, psychology sociology, law, business, economics, politics, journalism, media, health and social science, writing, academia, research

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 9/10 subjects	Year 11 & 12 subjects	Career pathways
• Media Arts	• Film, Television and New Media	• advertising • arts administration and management • blogger/vlogger, digital content producer • creative industries, e.g. animator, photographer, screenwriter, game developer • film and television

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 9/10 subjects	Year 11 & 12 subjects	Career pathways
• Music	• Music in Practice	• 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.

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 9/10 subjects	Year 11 & 12 subjects	Career pathways
• Technologies – Metal Specialisation (TMS)	• Industrial Graphics Skills (Applied) • Engineering (VETiS)	• Boilermaker/Welder • Machinist • Fabricator • Fitter • Mechanic

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 9/10 subjects	Year 11 & 12 subjects	Career pathways
• Technologies – Wood Specialisation (TWS)	• Furnishing (Applied) • Industrial Graphics Skills (Applied) • Construction (VETIS)	• Furniture Maker • Cabinetmaker • Carpenter/Builder • Interior Designer • Furniture Restoration/ Manufacturing • Upholsterer