YEAR 8

2026 Junior Subject Selection Guide

For Year 7 students going into Year 8 in 2026

Trinity Bay SHS acknowledges and pays respect to the past, present and future Traditional Custodians and Elders of our land, seas and skies, and the continuation of cultural, spiritual and educational practices of Aboriginal and Torres Strait Islander peoples. Ancestors have walked this country, and we acknowledge their special place in our school's historical, cultural and linguistic identity.

Contents

Deputy Principal's Welcome

Welcome scholars! - to that exciting time in your secondary schooling where, for the first time, you are able to combine core learning areas with three elective subjects of your own choosing. Awesome!

At Trinity Bay State High School, we are extremely proud of the diverse range of curriculum options that are on offer to our scholars. We are confident that each individual will be able to design a customised learning program that is both challenging and rewarding. All of our Year 8 scholars study English, Maths, Science, Humanities, Languages, and HPE - and are then able to select elective subjects from the learning areas of Visual Arts, Performing Arts, and Technologies.

Determining subjects for your program of learning in Year 8 can be both challenging and exciting. Finding a balance of options that enable you to be "QCE Ready" and also pursue your personal abilities and interests is an undertaking well supported by the subject information and selection processes. I encourage you to actively engage with all opportunities presented and seek the advice of our expert teaching team where you have questions.

Famous Brazilian soccer player Pele tells us that a key component of achieving success is "loving what you are doing or learning to do". Please consider this excellent advice when making your decisions.

In 2031 you will be part of the Year 12 graduating class, completing your secondary schooling and entering a world that offers opportunity for you to follow your dreams and realise your potential. The journey starts here - welcome aboard!

Mr Bruce Paris
Deputy Principal

The information provided in this booklet is correct at time of publication (15 August, 2025). The school reserves the right to modify subject offerings to meet the needs of students as they arise.

Choosing Subjects

There are many important decisions you have to make while at school. Some of the most important are concerned with the choice of subjects. These are important decisions as they can also directly affect your success at school and how you feel about school.

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects:

- in which you have already had some success
- which may help you reach your chosen career/s or at least keep many careers open to you
- which will develop skills, attitudes and knowledge useful throughout your life.

This may sound difficult, but if you approach the task calmly, follow the guidelines provided and ask for help along the way, you should come up with a list of subjects which meets your needs.

GUIDELINES

Keep your options open

Many students in Junior Secondary are still uncertain about their future career pathways. It is wise, when looking at subject choice, to "keep your options open". This means choosing a wide selection of subjects that make it possible for you to continue thinking about career choice.

Find out as much as you can about the subjects offered

Even though you have studied a wide range of subjects to date in Year 7, it is important to find out as much as possible about the subjects offered.

To find out about subjects:

- read the subject descriptions in this booklet
- ask Heads of Department and teachers of particular subjects
- look at books and materials used by students in the subjects
- listen carefully during information sessions – both online and at school

When investigating a subject to see if it is suitable for you, find out about the content (i.e. what topics are covered in the subject), how the subject is taught and assessed, and the cost of materials.

For example, you might ask: *Does the subject mainly involve learning from a textbook? Are there any field trips, practical work or experiments? How much assessment is based on exams compared to assignments, theory compared to practical work, written compared to oral work?*

Remember too, that your choice of subjects now may affect your options in later years.

For example, if you want to study Music in Year 9, 10, 11 and 12 then you ***must*** study it in Year 8.

Make a decision about a combination of subjects that suit you

It is important to remember that you are an individual and that your particular needs and requirements in subject selection will be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- someone told you that you will like or dislike it
- your friends are or are not taking it
- you like or dislike the teacher

There is little to be gained by continuing with or taking advanced levels of subjects that have proved difficult even after you have given your best effort. Similarly, if your career aims require the study of certain subjects do you have the ability and determination to work hard enough to achieve the necessary level of results in those subjects?

Thinking about careers

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions over coming years. Trinity Bay State High School has the resources to help you with career exploration:

- talk to our guidance officer and check these sources of information on subjects, courses and careers
- Queensland Job Guide and other careers information in your school at www.jobguide.dest.gov.au

After checking through this information, it is likely that you will come up with a list of subjects needed for courses and careers that interest you.

The responsibility for meeting course requirements ultimately rests with the student.

Trinity Bay State High School students who attend class and complete all assessments are eligible to make a successful transition into the senior phase of learning.

Contacts

If you would like to find out more information about any of our subject offerings, please feel free to email or phone the responsible officers on the list below. For subject specific enquiries, it is best to contact the Heads of Department directly.

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Visual Arts
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ENGLISH

English

ENGLISH IS A COMPULSORY SUBJECT

Contact: Ms. Shannon Logan, Head of Department – D Block HOD Office (Upstairs)

AUSTRALIAN CURRICULUM (ENGLISH)

In Year 8, students communicate with others for a variety of purposes. Students engage with a variety of texts for enjoyment. They listen to, read, view, analyse, interpret, evaluate, create and perform a range of spoken, written and multimodal texts. Texts may include various types of media texts including online and digital texts, novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts are influenced by context, purpose and audience. They understand how the features of texts may be used as models for creating their own work.
The range of literary texts comprises the oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors, including texts from and about Asia.

Literary texts that support and extend students in Year 8 as independent readers may be drawn from a range of realistic, fantasy, speculative fiction and/or historical genres. They may involve intertextual references, some challenging sequences and/or non-stereotypical characters. These texts may explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and/or represent a variety of perspectives. Informative texts may present technical information and abstract content from credible sources about specialised topics and concepts. Language features may include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and/or information supported by various types of images and graphics.

Year 8 students create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical; for example, narratives, performances, reports and discussions, literary analyses and reviews for different audiences.

Below lists the material to be covered in the 3 Strands of English:

LANGUAGE
Language variation and change, language for interaction, text structure and organisation, expressing and developing ideas, sound and letter knowledge.

LITERATURE
Literature and context, responding to literature, examining literature, creating literature.

LITERACY
Texts in context, interacting with others, interpreting, analysing, evaluating, creating texts.

YEAR 8 ACHIEVEMENT STANDARD

By the end of Year 8, students interact with others and listen to and create spoken and/or multimodal texts including literary texts. With different purposes and for audiences, they discuss, express and elaborate on ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features and features of voice.

They read, view and comprehend a range of texts created to inform, influence and/or engage audiences. They explain how ideas are represented and how texts reflect or challenge contexts. They explain the aesthetic qualities of texts. They explain how text structures shape meaning. They explain the effects of language features including intertextual references and literary devices, and visual features.

They create written and/or multimodal texts, including literary texts for different purposes and audiences, expressing and advancing ideas with supporting evidence. They select and vary text structures to organise, develop and link ideas. They select and vary language features including literary devices, and/or multimodal features.

ASSESSMENT

- Written multi-text narrative
- Spoken imaginative monologue
- Written persuasive feature article about a novel and a film
- Spoken analytical presentation about film clips

GENERAL INFORMATION

Students will be placed in Literature (extension) or English based on their Year 8 results.

Differentiated instruction will be given and assessment results will determine the standard (A-E) that a student achieves. There is room for movement from class to class if the student improves their result.

MATHEMATICS

Maths

MATHS IS A COMPULSORY SUBJECT

Contact: Ms. Simone Richardson, Head of Department – Y Block HOD Office (Upstairs)

AUSTRALIAN CURRICULUM (MATHEMATICS)

Mathematics is presented in year levels for each year from Foundation to Year 10. Content is organised under 6 interrelated strands:

- Number
- Algebra
- Measurement
- Space
- Statistics
- Probability

An expectation of mathematical proficiency has been embedded into curriculum content across all strands to ensure that students develop mastery in mathematics through the development and application of increasingly sophisticated and refined mathematical understanding and fluency, reasoning, and problem-solving skills. The concepts, skills, procedures and processes essential to the learning of mathematics are organised under 6 interrelated strands, in a sequence of development that increases in depth and breadth across the years of schooling.

YEAR 8 ACHIEVEMENT STANDARD

By the end of Year 8, students recognise irrational numbers and terminating or recurring decimals. They apply the exponent laws to calculations with numbers involving positive integer exponents. Students solve problems involving the 4 operations with integers and positive rational numbers. They use mathematical modelling to solve practical problems involving ratios, percentages and rates in measurement and financial contexts. Students apply algebraic properties to rearrange, expand and factorise linear expressions. They graph linear relations and solve linear equations with rational solutions and one-variable inequalities, graphically and algebraically. Students use mathematical modelling to solve problems using linear relations, interpreting and reviewing the model in context. They make and test conjectures involving linear relations using digital tools.

Students use appropriate metric units when solving measurement problems involving the perimeter and area of composite shapes, and volume of right prisms. They use Pythagoras' theorem to solve measurement problems involving unknown lengths of right-angle triangles. Students use formulas to solve problems involving the area and circumference of circles. They solve problems of duration involving 12- and 24-hour cycles across multiple time zones. Students use 3 dimensions to locate and describe position. They identify conditions for congruency and similarity in shapes and create and test algorithms designed to test for congruency and similarity. Students apply the properties of quadrilaterals to solve problems.

They conduct statistical investigations and explain the implications of obtaining data through sampling. Students analyse and describe the distribution of data. They compare the variation in distributions of random samples of the same and different size from a given population with respect to shape, measures of central tendency and range. Students represent the possible combinations of 2 events with tables and diagrams, and determine related probabilities to solve practical problems. They conduct experiments and simulations using digital tools to determine related probabilities of compound events.

ASSESSMENT

Assessment is mostly through formal exams, short achievement standard tests and occasional investigation tasks.

Exams are held in class at the end of a unit of work and consist of a set of questions, with 60% classed as ‘simple familiar’, 20% considered ‘complex familiar’ and 20% ‘complex unfamiliar’. The simple familiar and complex familiar questions assess content that has been covered thoroughly in class. There are no surprises in these questions! The complex unfamiliar questions apply the content learned in class to unfamiliar situations or combine it in novel ways with previously learned content. These questions require mathematical imagination and are able to be answered by students who have developed a deep understanding of the content.

GENERAL INFORMATION

There are two streams of Mathematics in Year 8 and 9: General Maths and Advanced Maths.

General Maths is the stream which most students enter. The focus is on successfully learning the Achievement Standard content. General Maths in Year 8 and 9 prepares students to study QCAA General Maths in the senior years of high school. Students who excel in General Maths are encouraged to move to the advanced stream.

Advanced Maths covers all of the Achievement Standard content but approaches it from its algebraic roots. Students solve problems from across the domains of mathematics by forming and solving equations. Advanced maths gives students a solid foundation for further mathematical study and prepares them for Mathematical Methods and Specialist Mathematics in the senior school, and careers in the fields of Maths, Science and Technology.

In most cases, students are placed in General Maths or Advanced Maths in Year 8 based on their Year 7 results. Students may speak to the HOD of mathematics if they would like to change their stream of maths. We encourage students to be ambitious with their maths level and have options to support them to achieve in the highest level possible for them.

SCIENCE

Science

SCIENCE IS A COMPULSORY SUBJECT

Contact: Mrs. Charlotte Stewart, Head of Department – A Block HOD Office (Upstairs)

AUSTRALIAN CURRICULUM (SCIENCE)

Year 8 Science students consolidate their understanding of fundamental concepts and continue to develop essential experimental skills introduced in Year 7. Lessons are designed to engage students of all abilities, providing scaffolded support for those who need it and extension opportunities for high-achieving learners.

Students study in our modern laboratories, building competence in scientific techniques such as planning and conducting investigations, analysing data, and communicating findings effectively.

A variety of teaching approaches—including hands-on experiments, group projects, scientific research tasks, and inquiry-based learning—support different learning styles. Assessments are equally varied, enabling students to demonstrate their understanding through practical investigations, written responses, multimodal presentations, and authentic problem-solving activities.

Students seeking further enrichment and opportunities for advanced scientific inquiry are encouraged to apply to the Science Excellence program, described on the following pages.

TOPICS STUDIED

BIOLOGY & ECOLOGY (Term 1)
In this unit, students examine how classification systems help us to make sense of our natural world and explore how advancements in scientific knowledge have resulted in changes to these classification systems and how different classifications are used for different purposes in global contexts. Students also examine change and sustainability within an ecosystem through developing an understanding of energy flows and changes. Students consider the impacts of environmental changes to organisms within an ecosystem and how this affects predator-prey relationships, vulnerability and extinction.

CHEMISTRY (Term 2)
In this unit students are introduced to changes of state through the particle model. They apply this understanding to how physical and chemical changes occur and the impacts on use and reuse of materials through separation processes. This unit also introduces the students to using Bunsen Burners for a range of scientific investigations and a strong focus in practical scientific skills.

EARTH & SPACE (Term 3)
Students identify the work of selected early researchers that have informed our understanding of cyclic changes in the relative positions of the Earth, sun and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth.

PHYSICS (Term 4)
Students investigate and represent balanced and unbalanced forces, including gravitational force, acting on objects, and relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it

ASSESSMENT

Biology & Ecology: Research Task (Understanding and Skills criteria)

Chemistry: Written Experimental Investigation draft and final report (Understanding and Skills criteria)

Earth & Space: Research Task (Understanding and Skills criteria)

Physics: Written test (Understanding and Skills criteria)

HUMANITIES

Humanities

HUMANITIES IS A COMPULSORY SUBJECT

Contact: Mrs. Bernadette Duffy, Head of Department – G Block (Upstairs)

All Year 8 students will study one term each of **Geography, History, Economics & Business and Civics & Citizenship.** The required content material to be taught and the type of assessment to be used is taken from the Australian Curriculum.

TOPICS STUDIED

TERM 1: GEOGRAPHY

"Changing nations" focuses on the changing human geography of countries with the process of urbanisation, the reasons for the high level of urban concentration in Australia, and the influences of internal and international migration. Students can examine the distribution of population in Australia compared to other countries and shifts in population distribution over time. They also focus on the ways that sustainability of Australia's urban areas is managed. Study of this topic draws on examples from Australia, the United States of America and an Asian country.

TERM 2: HISTORY

In Year 8, students describe the historical significance of the periods between the ancient and modern past. They explain the causes and effects of events, developments, turning points or challenges in Medieval Europe (c.590−c.1500). They describe the social, religious, cultural, economic, environmental and/or political aspects related to the changes as well as the role of significant individuals, groups and institutions connected to the societies of these periods and their influences on historical events.

TERM 3: ECONOMICS & BUSINESS

The focus of learning is **"Australian markets**" within a national context. 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 that 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, support for the common good, and the importance of goal setting, budgeting and planning.

TERM 4: CIVICS & CITIZENSHIP

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.

ASSESSMENT

- Term 1 - Exam

- Term 2 - Investigation
- Term 3 - Exam
- Term 4 – Analytical essay

ASSESSMENT CRITERIA

The Criteria by which students will be assessed are:

- Knowing and Understanding
- Skills (Questioning and Researching, Analysing and Interpreting & Communicating)

GENERAL INFORMATION

Extracurricular opportunities include entry into the Australian Geography & History Competitions.

LANGUAGES

Chinese

STUDYING ONE LANGUAGE IS COMPULSORY

Contact: Ms. Wendy Chiu, Head of Department – A Block Staffroom (Downstairs)

SUBJECT DESCRIPTION

In Year 8, students will build on the foundation laid in Year 7 Chinese, deepening their understanding and improving their language skills and accuracy. This prepares them for practical language use in real-life situations and sets a strong foundation for more advanced studies in Year 9 and beyond.

In Year 8 Chinese, students will embark on an exciting journey where they will not only learn the language but also immerse themselves in the culture through engaging, hands-on experiences.

- **Role Play and Real-World Scenarios**: Students will step into various roles such as businesspeople, entrepreneurs, public relations assistants, or even teachers grading Chinese quizzes. They will also role-play as parents choosing schools for their children and as principals designing school programs for their favourite movies or fictional characters.
- **Creative and Interactive Activities**: Students will learn to write invitations in Chinese, navigate directions, and solve mysteries like detectives tracking down stolen artifacts. They will participate in activities such as creating bilingual posters, engaging in role-playing scenarios, and joining interactive games that make learning Chinese both practical and fun.
- **Snack Review**: Students will get to taste popular Chinese snacks and review them in class, sharing their opinions and comparing them with their favourite Aussie snacks—all while practicing their Chinese.
- **Practical Language Use**: Students will practice Chinese in real-life situations such as navigating customs when entering China, filling out bank applications, or leaving their details when ordering from a tech store.
- **Cultural Exploration through Media**: Students will sing along to popular Chinese songs and explore the languages and cultures they study through movies and documentaries.

In Year 8, students will build on the foundation laid in Year 7, deepening their understanding and improving their language skills and accuracy. This prepares them for practical language use in real-life situations and sets a strong foundation for more advanced studies in Year 9 and beyond.

Students will enjoy even more hands-on learning activities and resources that enhance their language experience.

- **Languages Club**: Open to all students studying Chinese, the club offers access to board games like Chinese checkers, Chinese chess, and Mahjong. Students will also have the opportunity to assist the Chinese faculty in building Lego sets that showcase Chinese architecture, festivals, and culture, including iconic landmarks like the Great Wall and celebrations like the Dragon Boat Festival.
- **Resource Library**: Students can explore a wide range of materials available for hire, from picture books to fashion magazines, textbooks to picture dictionaries, comics to recipe books, and graphic novels about daily life in Chinese history to the Harvard History of China series.

TOPICS STUDIED

Term 1 – About Myself
Begin by learning how to introduce yourself and talk about your family. It's a great way to start building your language skills!

Term 2 – My School
Discover what it's like to go to school in China. Learn the vocabulary and phrases to discuss your school day, compare it with schools in China, and even create your own school timetable in Chinese! Explore Chinese snacks and conduct a review, sharing your honest opinion.

Term 3 – Outside School
Share your hobbies in Chinese and learn how to talk about outside-of-school activities. Discover how to write invitations or emails for parties and enjoy songs and fun related to these occasions.

Term 4 – My Profile
Create your own Chinese name and personal ID, and build a personal profile that showcases everything about you, including your interests, cultural background, and favourite foods with cultural significance.

ASSESSMENT

Authentic mixed-method assessments are conducted regularly throughout the term. Speaking, listening, reading, and writing are assessed in various forms, including written tests, role plays, booklet completion, and computer work.

FUTURE PATHWAYS

Studying Chinese in the junior years allows students to continue with Chinese in their senior years if they choose. In the senior years, Chinese serves as a general subject, contributing to students' ATAR scores for university admissions.

Learning Chinese in Year 8 is just the beginning. The skills developed at this stage can lead to more advanced language studies in the future, providing a unique advantage in a world where proficiency in an Asian language is highly valued.

TECHNOLOGY EXPERIENCE

Technology-based activities are an integral part of the students' Chinese course. Students receive instruction in using iPads, laptops, digital self-paced programs, and word processing in Chinese.

OTHER INFORMATION

To continue learning Chinese into Year 9, students should aim for a 'C' grade or higher in Year 8. The more you learn, the more exciting opportunities will come your way—whether it's traveling, making new friends, or boosting your future career! It's important to note that only students who have studied Chinese in Year 8 can elect to study it in Year 9, and those who exit the course cannot re-join in Year 10, 11, or 12 if they change their mind. Exceptions to this policy may be considered depending on individual circumstances.

Japanese

STUDYING ONE LANGUAGE IS COMPULSORY

Contact: Ms. Wendy Chiu, Head of Department – A Block Staffroom (Downstairs)

SUBJECT DESCRIPTION

Students who studied Japanese in Years 7 will continue studying Japanese in Year 8. The Year 8 course allows students to continue to develop the ability to communicate through reading, writing, listening and speaking activities. Additionally, as part of the course, students further develop their understanding of Japanese culture.

The course is based around a functional approach to language learning, rather than grammar translation. Resources such as videos, voice recordings, digital-based activities, written texts, games set in “real life” contexts are utilised in learning.

In Year 8 Japanese, learning activities are aimed at encouraging students to use their language skills rather than simply studying new work. Students will participate in a variety of activities such as; tasting and discussing Japanese snacks and learning the art of origami during culture week, interacting with visiting Japanese high school students and writing nengajyou (new year’s cards) at the end of the year.

TOPICS STUDIED

Term 1- Hiragana

Students will learn that Hiragana is a key Japanese writing system, essential for reading and writing. It's phonetic, representing sounds, and is often the first step in mastering basic Japanese.

Term 2- Clothing

Students will learn about Japanese clothing, from traditional kimonos to modern fashion. They'll explore how these styles reflect cultural heritage and global influences.

Term 3- Endangered Animals

Students will learn about endangered species across the world. They'll study conservation efforts to protect these unique animals and their habitats.

Term 4-Mascots

Students will learn about Japan's mascots, or "yuru-chara," which represent cities and companies. These characters are key to promoting local tourism and cultural identity.

ASSESSMENT

Assessment is carried out at regular intervals throughout the year. Speaking, listening, reading and writing is assessed in a variety of forms including written tests, oral presentations, written assignments, booklet completion and computer work.

FUTURE PATHWAYS

Japanese is offered through to Year 12 and in senior is a general subject contributing to students’ ATAR scores for university.

A widely acknowledged truth is that Australians enhance their employability through the acquisition of an Asian language.

Studies indicate that acquiring a second language not only aids in mastering one's native language but also garners favour from employers, who value staff capable of comprehending diverse languages and cultures,

even if these are not directly pertinent to their roles. Regardless of your envisioned career path, opting to learn Japanese will bestow you with a competitive edge.

TECHNOLOGY EXPERIENCE

Technology based activities form part of the students' Japanese course. Students are educated in the use of voice recording, iPads, desktop computers, digital 'self-teach' programs and word processing in Japanese.

OTHER INFORMATION

It is important to note that only students who have studied Japanese in Year 7 can study it in Year 8. To continue learning Japanese in Year 9, students should aim for a 'C' grade or higher in Year 8.

Japanese is a cumulative course, once students exit from the course, they are unable to re-join in Year 9, 10, 11 or 12.

Exceptions to this policy will be considered depending on individual circumstances.

HEALTH & PHYSICAL EDUCATION

Health & Physical Education

HEALTH & PHYSICAL EDUCATION IS A COMPULSORY SUBJECT

Contact: Mr. Jacob Stanton, Head of Department – Sports Hall Staffroom

AUSTRALIAN CURRICULUM (HPE)

Health & Physical Education is studied by all students in Year 8. During this time, a major influence on students is the world around them, and their peers become a key source of motivation and support when managing their health and wellbeing. Students explore and reflect on topics which include:

- Factors that influence on their own health and wellbeing including their capacity to be resilient
- Respectful behaviours, discrimination, harassment and violence and how to act assertively to support their own and others' health and wellbeing.

TOPICS STUDIED

Physical Activity

- Individual and team skills, knowledge and tactics in a range of practical sports
- Aquatics: Stroke Improvement; water safety

Personal, Social and Community Health

- Interacting with others
- Promoting inclusion
- Self-managing emotions

ASSESSMENT

Theory

- Written Test, journals and assignments.

Practical

- Ongoing teacher observation skills and performance in a range of environments.

ELECTIVE SUBJECTS

English, Maths, Science, Humanities, Languages, and Health & Physical Education are known as Compulsory Subjects. Every student MUST study these subjects in Year 8 (unless you have been designated a Special Program – such as I.E.P. Reading Intervention).

Students also get the opportunity to choose THREE **Elective Subjects**. These subjects are more specialised subjects, and generally cater more closely to specific student interests and career pathway choices.

The following pages describe the huge range of Elective Subjects on offer at Trinity Bay SHS. Read all of the choices and please choose carefully.

VISUAL ARTS

Visual Arts

VISUAL ARTS IS AN ELECTIVE SUBJECT

Contact: Mrs. Janelle Williams, Head of Department – N Block HOD Office

SUBJECT DESCRIPTION

The Visual Arts course is designed to develop confidence in students in the making and analysis of Art through the teaching of the elements of visual literacy such as tonal values, colour relationships, perspective.

Students are encouraged to think creatively in response to their social, cultural and physical environment and are taught to value the contribution of artists and craftspeople in our society.

TOPICS STUDIED

The Visual Arts course comprises practical and short written tasks. Students will be assessed in Exploring, Creating and Presenting their work.

Tasks include:

Task 1: Symbolic Clay Sculpture – create a personal representation of yourself in clay
Task 2: Digital Design – experiment with digital transformations
Task 3: Experimental Landscapes – learn new and exciting media to create fantasy landscapes.
Task 4: Symbolic Landscape – create a resolved landscape painting that contains symbols that represent your personal identity.

ASSESSMENT

Students complete a wide range of practical and written assessment tasks including resolved artworks, developmental folios, visual diaries, critical analysis and personal reflections. Students will also take part in preparing their work for display in the Gallery. The emphasis on this subject is thinking creatively and thinking independently. Students need to be willing to 'risk take' with their work and try new media and materials to expand their knowledge of communicating creatively with others.

PATHWAYS TO YEAR 9 AND SENIOR STUDIES

Completing Year 8 and Year 9 **Visual Arts** will prepare students who wish to select Introduction to Visual Arts in Year 10 and Visual Art in Year 11 and 12 which is a preparation for university pathways. As such, this subject has a more academic emphasis and a focus on theory and analysis.

PERFORMING ARTS

Dance

DANCE IS AN ELECTIVE SUBJECT

Contact: Mrs. Jeanette Gibbins, Head of Department – M Block HOD Office

SUBJECT DESCRIPTION

Dance is an active, creative and challenging subject that allows students to present, create and respond to dance in a range of contexts. Dance develops confidence and teamwork alongside an understanding of the body as a means of expression and communication.

TOPICS STUDIED

Year 8 Dance students will study Musical Theatre styles and present, create and respond to 'Just Dance' videos. Students learn to apply, manipulate and analyse dance components to create meaningful choreographic works. They also learn physical, expressive and interpretive performance skills.. Students develop literacy and ICT skills through dance appreciation, with the opportunity to analyse their own and professional dance works.

ASSESSMENT

The assessment instruments used in this course are as follows:

Creating
- Constructing dances in various dance styles with both teacher and student devised themes.
- Group tasks.

Presenting
- Performance of teacher and student choreography
- A range of dance styles.
- Performed in groups but assessed individually
- An opportunity to perform for a large audience at the annual 'Dance Night'.

Responding
- Written assignments and exams

OTHER INFORMATION

If you enjoyed this subject in Year 7, then you should consider choosing DANCE for Year 8.

Students will be required to bring costumes for assessment and should expect to participate in group rehearsals outside of normal class time.

Year 8 Dance students will perform at Trinity Bay's annual Dance Night.

If a student is in the **Junior CAD Dance Program**, it is ESSENTIAL that they choose Dance as a classroom subject.

Drama

DRAMA IS AN ELECTIVE SUBJECT

Contact: Mrs. Jeanette Gibbins, Head of Department – M Block HOD Office

SUBJECT DESCRIPTION

Drama is a fun and creative subject where we explore the world of acting, storytelling and performance. In Drama, students will learn how to express themselves through different characters, using voice, body language and emotions. Students work with others to create scenes and plays that help them understand the world, and each other.

Drama helps students to build confidence, improve communication skills, think creatively, and learn to work as part of a team.

TOPICS STUDIED

Drama introduces students to a range of dramatic styles and concepts, including acting skills, characterisation, improvisation, physical theatre and realism.

Study is divided into three equally weighted areas, allowing students the opportunity to form drama (creating), perform drama (presenting) and analyse drama (responding).

ASSESSMENT

Both practical and written tasks are weighted equally. Students complete assessment in each of the three areas:

- Creating: Practical tasks such as improvisation and making stories.
- Presenting: Performing scripted and non-scripted work.
- Responding: Written responses analysing viewed drama works

FUTURE PATHWAYS

As well as being an introduction to Senior Studies in Drama (a General Subject), Drama allows students to build life skills such as teamwork, collaboration, self-confidence and public speaking. Drama gives students a solid grounding to follow any job pathway – communication skills, collaboration and creativity are valuable skills in any job. There are also opportunities in the expanding realm of creative industries, including acting, directing, stage management, publicity, media, television and script writing.

OTHER INFORMATION

If you enjoyed this subject in Year 7, then you should consider choosing DRAMA for Year 8.

Students are required to bring theatre blacks (black shirt and pants) or costumes for assessment. Students may also be asked to perform at Drama Night. Excursions to view local theatre also form part of this course and may occur outside of class time.

If a student is in the **Junior CAD Drama Program**, it is ESSENTIAL that they choose Drama as a classroom subject.

Music

MUSIC IS AN ELECTIVE SUBJECT

SUITABLE FOR STUDENTS WHO PLAY AN INSTRUMENT OR SING

Contact: Mrs. Jeanette Gibbins, Head of Department – M Block HOD Office

SUBJECT DESCRIPTION

Music is a creative subject that gives students the opportunity to learn a musical instrument and develop their performance skills to eventually be able to perform in a Band. If students do not already play an instrument, they will learn to play the drums, bass guitar, electric guitar, keyboard and/or sing. Students will also learn to create their own music using technology. The subject Music will develop confidence, working as a team, creativity and time management skills.

TOPICS STUDIED

Students perform, create and respond to music in various styles such as Pop, Rock, Reggae, EDM & Hip Hop.

ASSESSMENT

A variety of assessment strategies are used, such as formal and informal assessment:

- Creating – composing music in a particular style & for various instruments
- Presenting – performance of music in groups
- Responding – short response questions in QLearn

FUTURE PATHWAYS

Students interested in developing their music skills will be well prepared for the future study of Music from Year 9 - 12, whilst others will leave the course with an appreciation of many styles of music, skills in music technology, an understanding of other cultures, skills in vocal and instrumental playing, and their own sense of communication and enjoyment through music.

TECHNOLOGY

Technology is a key component of the Music course. Students use the classroom computers to compose music. They learn to manipulate musical elements to create new and innovative end products that they are then able to keep. The Music course relies on students attending class with their BYO Device or a leased/borrowed laptop.

OTHER INFORMATON

If you enjoyed this subject in Year 7, then you should consider choosing MUSIC for Year 8.

If you are in the **Junior CAD Music Program**, it is ESSENTIAL that you choose Music as a classroom subject for Year 8.

TECHNOLOGIES

Fibre Specialisations

FIBRE SPECIALISATIONS IS AN ELECTIVE SUBJECT

Contact: Ms. Vikki Macdonald – B Block Staffroom

SUBJECT DESCRIPTION

This subject is available to all students with an interest in textiles and fashion, no prior textile experience is necessary. It focuses on learning how products can be made from textiles using a variety of construction techniques, dyeing methods and a range of fabrics.

TOPICS STUDIED

Unit 1: Night Night - Students will build basic sewing skills in using tools of the trade, including the sewing machine, they will learn basic dyeing techniques to dye their fabric and produce a unique cushion/pillow case from this fabric.

Unit 2: Zip It! - Students build knowledge of fibres and fabrics to understand how different fabrics are produced. Students utilise dyeing samples produced last term to produce a lined, zippered pouch to hold their personal items such as phone, pencils or toiletries

ASSESSMENT

Students' knowledge, understanding and skills will be assessed by a variety of methods, including:

- Design Folio for each sewing project (a record of experiments and decisions made when solving problems during the design process)
- Production of practical textile items

FUTURE PATHWAYS

Senior Fashion (QCE), TAFE, and University studies in fashion, textiles, art and design. Employment opportunities in fashion retail, or "work from home" making and selling craft and fashion for the growing niche craft market.

OTHER INFORMATION

- A small subject fee is charged for this course to cover resources used by students.

Food Specialisations

FOOD SPECIALISATIONS IS AN ELECTIVE SUBJECT

Contact: Ms. Rebecca O'Brien, Subject Area Coordinator – B Block Staffroom

SUBJECT DESCRIPTION

Food Technology explores how we select, prepare and eat food. This course aims to give students basic cooking skills and knowledge to take ownership of their food choices.

The course also gives students the opportunity to investigate chemical reactions in how foods are sourced, processed and consumed. This knowledge can then be used to design their own food products.

TOPICS STUDIED

Unit 1: Let's Get Cracking – A healthy breakfast is recommended for both emotional and physical wellbeing. With a focus on preparing eggs*, students will put breakfast under the lens and explore a variety of options before designing and producing their own healthy breakfast recipe.

Unit 2: World on my Plate – Food is so much more than just nutrition. It also serves roles in community and cultural connection and forms part of our individual identity. Students bring a recipe from home and share what it means to them. The students then become the teacher, as they work in teams to teach the rest of the class how to prepare one team-member's recipe.

*Allergies can be catered for on request.

ASSESSMENT

Students' knowledge, understanding and skills will be assessed through:

- Written Tests
- Designing and producing products
- Process journal

FUTURE PATHWAYS

This course leads directly into year 9 and 10 Food and Nutrition subjects and Certificate courses in Hospitality. Career pathways include: chef, dietician, nutritionist, food product developer following further study.

TECHNOLOGY

Students will use kitchen equipment and appliances relevant to food preparation and service. They will investigate and test existing recipes, as well as create their own.

OTHER INFORMATION

- A subject fee is charged for students who take this course to cover resources used by students.

Digital Technologies

DIGITAL TECHNOLOGIES IS AN ELECTIVE SUBJECT

Contact: Ms Tracy Shorten HOD of Technologies – Y Block Staffroom

SUBJECT DESCRIPTION

Digital Technologies enables students to learn about algorithms, data and analysis, hardware, networking and cyber security through the exciting world of Esports and game design.

Students will determine and list primary parts and components of tournaments, develop rules and rounds as well as list the computer hardware required for a tournament. Students will explain how networking for tournaments occurs and the importance of cybersecurity of information for tournaments (How do you store players names and details and results?).

Students will use design concepts in their own mini-project to document the process and algorithms, the key features that change during the game and the processes that make those changes. Students will also identify one feature they could add or remove from the game to improve it before developing their game.

This course leads to Games and programming, Robotics, STEM enrichment, Digital solutions, ICT applied (Esports) and Design subjects.

TOPICS STUDIED

- Unit 1 integrates technology skills with practical applications in Esports, emphasizing both technical knowledge and hands-on tasks. The term culminates with the development of an E-Sports tournament and the collection of data from a game to help analyse and improve players' performance.

- Unit 2 focuses on game design and programming fundamentals providing a range of activities that allow students to experiment with the design and construction of games. Students will use practical activities to apply and understand fundamentals of logic and programming, creating a range of game mechanics, culminating in the development of their own game.

Digital Design

DIGITAL DESIGN IS AN ELECTIVE SUBJECT

Contact: Ms Tracy Shorten HOD of Technologies – Y Block Staffroom

SUBJECT DESCRIPTION

Design is an innovative subject that empowers students to delve into the realm of creative technology and bring their imaginative ideas to life.

Design is a project-focussed subject that will develop skills in computer assisted design and associated software, and critical and creative thinking. Students will learn about the design process and ways of interpreting the world. Through the design process they will engage in sketching and technical drawing, physically building prototypes and creating media (moving and still), working both individually and in small groups.

By navigating the intricacies of Design, students cultivate essential skills in problem solving, critical thinking, and collaboration, as they collaborate on projects that range from architecture and scale to building working cars.

This subject not only ignites a passion for the boundless possibilities of technology-driven creation but also equips students with the practical expertise to shape the future through innovative design.

This subject provides pathways to study the following subjects in Year 9:

- Design
- Digital Art and Design
- Robotics
- Games Programming

TOPICS STUDIED

Students will complete a semester of work that fulfils two design briefs. The first brief covers aspects of architectural design, robotics and programming. This will culminate the building of a 3D physical prototype. The second design brief will cover aspects of engineering, project management and working in a team to build a working model.

ASSESSMENT

Students' knowledge and understanding will be assessed using the following techniques

- Classwork folios
- Projects

Why you should choose this subject:

- If you love hands on learning
- If you love problem-solving
- If you love creating on computers
- If you loved Year 7 Design!

Materials & Technologies Specialisations

INDUSTRIAL TECHNOLOGY SKILLS IS AN ELECTIVE SUBJECT

Contact: Ms Tracy Shorten HOD of Technologies – Y Block Staffroom

SUBJECT DESCRIPTION

This is a dynamic and engaging semester long course where students develop skills and use a combination of both hand and battery powered tools and machines in the workshop.

The course offers the opportunity to build a variety of predominantly wooden projects focusing on cutting, finishing, accuracy and joinery. Students are taught to work safely and sustainably in a workshop environment.

TOPICS COVERED

Examples of projects undertaken by students may include:

- Design and build a Serviette holder
- Build an Acrylic Bowl
- Build an Acrylic Phone Holder
- Build a small Tin Tray

Timber is the primary material used but students are also provided the opportunity to build small, skill building projects using plastics and sheet metal.

Students will routinely use the full range of “making” technologies in the practical workshops.
In accordance with safe work practices, students are expected to follow all safety rules as appropriate to a semi-industrial environment (such as a workshop).

ASSESSMENT

Assessment is continuous throughout the semester.

STEAM Enrichment Programme

SUBJECT DESCRIPTION

The Year 8 STEAM Enrichment program is a hands-on, future-focused course for curious and creative minds. Students explore real-world challenges through the lens of Science, Technology, Engineering, the Arts, and Mathematics in our dedicated Makerspace classrooms. Students will develop problem-solving skills as they learn to think like innovators of tomorrow and bring their bold ideas to life. This program empowers learners to innovate with purpose—and make a difference in their world.

TOPICS COVERED

Examples of projects undertaken by students may include:

- Sustainable homes for the future – prototyping. Design a small eco home.
- Social Issues – Build a digital story
- Make like Nature (biomimicry in action)
- Drone Building

ASSESSMENT

Students' knowledge and understanding will be assessed using the following techniques

- Classwork folios
- Projects
- Prototyping

If you love hands on learning, creating, and seeing your ideas come to life; then the STEAM enrichment programme is for you!

HEALTH AND PHYSICAL EDUCATION

Talented Athlete Academy

ENTRY INTO THIS SUBJECT IS BY APPLICATION ONLY

Contact: Mr. Jacob Stanton, Head of Department – Sports Hall Staffroom

SUBJECT DESCRIPTION

The Talented Athlete Academy is an Excellence Program for elite and like-minded athletes to develop success in a broad range of sporting areas through exposure to a range of sports and expertise. Students will be provided with a challenging environment that enhances an athlete physically, academically, mentally, and socially.

Students will gain exposure to community partners in a range of sporting areas useful for talent ID, and further build on their current skills and knowledge of their chosen sport utilising expert community coaches and facilities.

Students in the Talented Athlete Academy will also select HPE as an elective subject.

ENTRY INTO THE ACADEMY

Current Academy students will be assessed during their sessions for suitability in following years. New applicants must submit a paper application (available from HPE department) and have attended the trial day earlier in the year to be considered eligible for this subject.

Successful applicants will sign a contract prior to entry to the Academy. Academy students will be expected to represent Trinity Bay in a range of carnivals, and sporting teams. An Academy fee of approx. $190 (subject to change) will need to be paid upon acceptance into program. Fee includes venue hire, coach fees, and some travel.

TOPICS STUDIED

Duathlon

- Students train for and participate in Duathlon. Students learn the physiology of training and the effects on the body.

AFL

- Students have access to specialised facilities, coaches and programs in developing skills and strategies.

Tennis

Students access speciality coaches and facilities to develop skills and strategies.

Soccer

- Students have access to specialised facilities, coaches and programs in developing skills and strategies.

Rugby League Excellence

ENTRY INTO THIS SUBJECT IS BY APPLICATION ONLY

Contact: Mr. Shannon Riles, Program Manager – HPE Staffroom

SUBJECT DESCRIPTION

The Rugby League School of Excellence (RLSOE) Program is a selective program designed for gifted and talented students who demonstrate advanced ability/considerable potential in rugby league. It is an opportunity for students to pursue rugby league excellence in a supportive educational environment and apply skills and knowledge to compete at a regional or state level. Selection for this subject is dependent on an application process.

Students in the Talented Athlete Academy will also select HPE as an elective subject.

ENTRY INTO THE PROGRAM

Current students in the RLSOE program will be assessed during their sessions for suitability in following years. New applicants must submit a paper/digital application (available from HPE department and website) to be considered eligible for this subject.

Successful applicants will sign a contract prior to entry to the Program. Students selected in the Program will be expected to represent Trinity Bay in a range of Rugby League games. An Academy fee of approx. $100 (subject to change) will need to be paid upon acceptance into program. Fee includes RLSOE apparel, venue hire, bus travel, playing apparel, equipment fees and competition costs.

TOPICS STUDIED

- Strength and conditioning for Rugby League.
- Rugby League on field skills and tactics.
- Drugs in Sport.
- Making smart choices as an athlete.

SCIENCE

Science Academy

Contact: Ms. Charlotte Stewart, Head of Department – A Block Staffroom (Upstairs)

SUBJECT DESCRIPTION

Science Academy is a highly sought-after full-year subject for Year 8 students with a strong interest and proven ability in Science. As part of Trinity Bay's status as a Science School of Excellence, the Academy offers enriched, inquiry-based learning experiences and direct preparation for senior sciences. The program offers extension to students who are really interested in, and passionate about Science and studied in addition to mainstream Science classes. There is a strong focus on developing practical, problem-solving and data analysis skills through a range of short- and long-term projects. Projects may vary from year to year but typically include presenting interactive Science activities to parents and / or primary school students, chemical analysis, building the best marble rollercoaster ride ever and analysing the effects of outside conditions on microscopic creatures.

Due to high demand, places are limited. Students currently enrolled in Year 7 Science Academy will be automatically enrolled in Year 8 Science Academy. Students joining Trinity Bay from other schools must complete an application form. For students wishing to apply after the start of Year 7, applications forms can be sourced from their Science teacher or the Head of Department, Ms Charlotte Stewart. Your science teacher can provide a recommendation including attesting to your academic performance and program suitability. Demonstrated curiosity and enthusiasm, with high performance in Science and excellent behaviour are criteria for entry.

TOPICS STUDIED

Science Academy content is tailored each year based on student interests and emerging opportunities. Students engage with advanced scientific concepts, undertake independent and collaborative investigations, and participate in a range of extension activities. Topics and programs that have featured in the course include:

- Astronomy and the StarLab experiences
- Student Experiments on both student-driven and teacher-selected topics
- Parent Science Showcase
- Preparatory modules for senior science, including laboratory skills and safety
- "Science on the Oval" program
- Guest talks from past students working in science-related fields

In 2025, students participated in the following highlights:

- The Big Science Competition
- National Science Week activities
- Marble Run
- Microscopy Experimental Report.
- Chemical Analysis
- Guest talks from STEM Professionals working in science-related fields.

ASSESSMENT

On the advice of experts in gifted and talented education, and because it happens outside the regular timetable, there is no formal assessment in Science Academy. However, students are required to actively participate in all activities, including writing up the results of their experiments. Students also need to act as positive ambassadors for TBay Science.

Students participate in one 70-minute lesson each week, in addition to their mainstream Science lessons. These keen students meet each Wednesday morning at 7.30 am to hone their Science skills.

Subject Selection in OneSchool

1.

- Log on to OneSchool - oslp.eq.edu.au or the desktop OneSchool icon if at school
- Use your school logon and password
- Accept Agreement if this is the first time logging on to OneSchool

2.

- Select - My Education Plan

3.

- Complete your Subject Selection - ***open from Wednesday 4th September 2024.***
- You must choose 3 elective subjects and one HPE subject
- You must select 2 preferences in case you miss out on your first choice.
- Subject Selections ***close Wednesday 11th September 2024***.

Hints

- OneSchool works best on the Microsoft Edge browser (but you can use Chrome or Safari). It is also best to login on a computer - NOT a phone or tablet.
- Always hit **SAVE**!!!

Year 8 2026 Subject Selection Form

Subject Selections are done via One School.

All students in Year 8 undertake a core learning program of English, Maths, Science, and Humanities.

Students may also select FOUR elective options from those listed in the table below (but one of these must be HPE).

You will also need to indicate TWO preferences from the same table should your first choice/s become unavailable.

NOT YET IN ONE SCHOOL TO ADD UPDATED VERSION OF IMAGE BELOW

Subject Selection Structure - Year 8 2026 Subject Selection Survey

Number of Subjects to Select: **3**

Additional Preferences: **2**

Mandatory KLAs:

Student Instructions:
Please select 3 elective subjects.

Only select Talented Athlete Academy or Rugby League Excellence if you have been selected in these programs.

Also select 2 preferences, these must be different to your other selected subjects.

HPE	☐ Rugby League Excellence	☐ Talented Athlete Academy	
THE ARTS	☐ Dance	☐ Drama	☐ Music
	☐ Visual Arts	☐	☐
TECHNOLOGIES	☐ Digital Design	☐ Digital Technologies	☐ Fibre Specialisations
	☐ Food Specialisations	☐ Materials and Technologies Specialisations	☐ Steam