



"Honour Above Honours"

Biloela State High School

Locked Bag 2, Biloela 4715 Ph: 07 4992 8666

Email: admin@biloelashs.eq.edu.au

Web: <http://biloelashs.eq.edu.au>

Facebook: Biloela State High School

ABN : 535 684 234 76

Year 9 2021

Subject Information Booklet

Locked Bag 2, Biloela 4715

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Web: www.biloelashs.eq.edu.au

<https://www.facebook.com/BiloelaSHS>



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Subject	Drama (Elective)
Subject Description	<p>Students will use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, technological and economic contexts. They will enhance their aesthetic understandings of arts elements and languages. Students will also create their own works and present and respond to their own and others' works.</p> <p>Students are assessed under the following criteria for each strand:</p> <ul style="list-style-type: none"> • Creating • Presenting • Responding <p>Students will also apply the same skills across the strands:</p> <ul style="list-style-type: none"> - making decisions about arts elements in relation to specific styles or purposes - creating arts works - using interpretative and technical skills to modify and refine works - identifying risks and applying safe practices, reflecting on learning, apply new understandings and justify future applications.
Assessment	<p>Production Design Folio Written response to live performance Scripted Performance to live audience - Preps</p>
Cost	An additional fee for compulsory drama performances
Next Subject	Drama
Home Learning	As required but always including self-study of day's lesson. Expectations to learn scripts and work on assignments in home time.

Subject	Music (Elective)
Subject Description	<p>Students will use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, technological and economic contexts. They will enhance their aesthetic understandings of arts elements and languages. Students will also create their own works and present and respond to their own and others' works.</p> <p>Students are assessed under the following criteria for each strand:</p> <ul style="list-style-type: none"> • Creating • Presenting • Responding <p>Students will also apply the same skills across the strands:</p> <ul style="list-style-type: none"> - making decisions about arts elements in relation to specific styles or purposes, - creating arts works - using interpretative and technical skills to modify and refine works, - identifying risks and applying safe practices, reflecting on learning, apply new understandings and justify future applications.
Assessment	<p>Assessment may include: Musical Performance Analysis Assignment Composition</p>
Next Subject:	Music
Home Learning	As required and own reflection. Students are expected to learn/practice music and work on assessment at home.

Subject	Visual Art (Elective)
Subject Description	<p>Students will use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, technological and economic contexts. They will enhance their aesthetic understandings of arts elements and languages. Students will also create their own works and present and respond to their own and others' arts works.</p> <p>Students are assessed under the following criteria:</p> <ul style="list-style-type: none"> • Responding <p>Students will also apply the same skills across the strands:</p> <ul style="list-style-type: none"> - making decisions about arts elements in relation to specific styles or purposes, - creating arts works, - using interpretative and technical skills to modify and refine works, - identifying risks and applying safe practices, reflecting on learning, apply new understandings and justify future applications.
Assessment	Practical Folio and submission of Visual Diary. Written Theory Task.
Next Subject	Visual Art
Home Learning	As required. Study and revision of the day's lesson. Regular visual diary activities and assignment work.

Subject	Media Studies (Elective)
Subject Description	<p>Students will use their creativity, imagination and senses to express ideas across a range of social, cultural, historical, technological and economic contexts. They will enhance their aesthetic understandings of arts elements and languages. Students will also create their own works and present and respond to their own and others' works.</p> <p>Students are assessed under the following criteria for each strand:</p> <ul style="list-style-type: none"> • Creating • Responding <p>Students will also apply the same skills across the strands:</p> <ul style="list-style-type: none"> - making decisions about arts elements in relation to specific styles or purposes - creating arts works - using interpretative and technical skills to modify and refine works - identifying risks and applying safe practices, reflecting on learning, apply new understandings and justify future applications.
Assessment	Advertisement edited based on gender roles/role reversal Written Analysis
Next Subject	Media Studies
Home Learning	As required but always including self-study of day's lesson.

PLEASE NOTE: These subjects may not run dependent on class sizes, and the school's available physical and human resources.

Subject	English
Subject Description	<p>Year 9 covers a range of modes used in communication: listening, reading, viewing, speaking, writing and creating. In Semester One students develop their communication skills by reading a drama script and demonstrate their knowledge of character construction through the play <i>12 Angry Men</i>. Students use their script writing skills to present a character's point of view regarding an event in the play. Student then move into a study of News Media and the techniques used by producers to position audiences. They compare two news media items examining how the event/person has been portrayed.</p> <p>In Semester Two students further their study of narratives by studying a range of speculative fiction stories and hybrid elements.. They also create their own hybrid speculative fiction short story. Finally students read <i>Worldshaker</i> by Richard Harland. They demonstrate their understanding of how authors use language and text structures in their own book review. Students then perform a dramatic monologue that fills a gap within the novel to illustrate their understanding of character.</p> <p>Year 9 English students may apply to be in the Accelerated Curriculum Enrichment Programme, which includes studying ACE Science and Maths. Students in the ACE programme will study concepts at a quicker pace and a greater depth to develop a deeper understanding of texts. They will further their core learning and apply these skills to more complex texts or higher order thinking activities.</p> <p>All Year 9 English students will cover the same core concepts, study the same texts and sit the same assessment tasks. ACE students will apply additional skills or consolidate their skills in extension activities.</p> <p>Unit 1 – Drama Text – 12 Angry Men Unit 2 – News Media Unit 3 – Speculative Fiction – Short Stories – Hybrid Writing Unit 4 – Novel Study – <i>Worldshaker</i> by Richard Harland Unit 5 – Dramatic Monologue Character</p>
Assessment	<p>Assessment may include:</p> <ul style="list-style-type: none"> • Exams • Assignments • Spoken presentations/performances
Next Subject	English
Home Learning	<p>Regular home learning activities will be given to students as directed by their classroom teacher. Students are encouraged to read each evening. Where novels are the focus for a unit, these need to be read both at school and home. Once assessment tasks have been distributed, it is expected students work on these at home to be ready for monitoring and due dates.</p>

Subject	Health and Physical Education
Subject Description	<p>Term 1 – Respectful Relationships and Netball Students will identify factors that contribute to healthy, respectful relationships and how these impact on decision making. They also study adolescence, sexually transmitted infections and contraceptive methods.</p> <p>Term 2 – Personal, social and community health and Batting & Fielding Students will identify factors that contribute to sustainable health and examine influences that impact their ability to make good decisions. They will plan a response that promotes community health and addresses an identified sustainable health concern. They then study batting & fielding games while also evaluating a partners batting and fielding technique based on a set criteria.</p> <p>Term 3 – My social responsibility and Training Programs Students explore public health and advertising campaigns to determine effectiveness on adolescent choices about using alcohol and other drugs. Students will examine stereotypes surrounding adolescent alcohol and drug use and investigate information about alcohol including laws. They will examine scenarios and use a decision making process to make smart choices in regards to alcohol. Students propose and evaluate an intervention to improve fitness and physical activity levels in their community.</p> <p>Term 4 – Active Aussies and Volleyball Students examine the role physical activity has played historically in defining cultural identity. Propose a response to increase participation in physical activity and the effectiveness in the 21st century including choices and access to resources. They will examine scenarios and use a decision making process to make smart choices in regards to physical activity. Students will participate in Volleyball and study tactics and strategies to achieve team goals.</p>
Assessment	<p>Term 1 Sexual Health Exam Physical performance – Netball</p> <p>Term 2 Sustainable health concept persuasive oral Physical performance – Batting & Fielding</p> <p>Term 3 Alcohol and the community letter to the editor assignment Physical performance – Training Programs</p> <p>Term 4 Participation in physical activity brochure assignment Physical Performance – Volleyball</p>
Next Subject	10 Health & Physical Education
Home Learning	Revision and home learning activities as required. Assignment work needs to be planned and worked on at home.

Subject	Humanities
Subject Description	<p>The students will study History for semester 1</p> <p>History Units</p> <ul style="list-style-type: none"> • Industrial Revolution • Making a Nation • World War 1
Assessment	<p>A range of assessment techniques will be implemented throughout the course. This may include:</p> <ul style="list-style-type: none"> • Short response exams • Research essays • Orals/seminars • Essay exams etc
Next Subject	<p>In the senior school 10, 11 and 12, students will have the opportunity to select Geography, Ancient History, Modern History, Economics or Legal Studies as specialised subjects.</p>
Home Learning	<p>Written home learning may not be given for every lesson, however, it is expected that revision of in-class concepts and activities occurs after each lesson to consolidate learning. Once assessment tasks have been distributed, it is expected students work on these, consistently, at home to be ready for monitoring and due dates.</p>

Subject	Well Being
Subject Description	<p>Students will have 70 min per week to engage in a range of activities to help acclimatise to high school and work through skills and concepts suited to their adolescent age of development.</p> <p>Junior Secondary wellbeing topics and activities are organised around 4 areas: self-management, social-awareness, self-awareness and social management. The program evolves to suit the needs of the students. Possible topics are listed below :</p> <ol style="list-style-type: none"> 1. Self Management-Time management, healthy sleep patterns, Living in balance etc 2. Social Awareness-Recycling, emotional literacy, bullying, conflict resolution etc 3. Self awareness-Hidden emotions, body language, + and –friendships, friendship skills 4. Social Management-art of an apology, decision making, team work etc
Assessment	<p>Students will be reported on for their level of engagement and participation in the subject.</p>
Home Learning	<p>Students may be set weekly tasks to come home and discuss or share concepts covered in class.</p>

Subject	Humanities Geography - Elective
Subject Description	<p>In Geography 2 units are studied throughout the course:</p> <ul style="list-style-type: none"> • Unit 1 Biomes and Food Security • Unit 2 Geographies of Interconnections <p>Unit 1 examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges on expanding food production in the future.</p> <p>Unit 2 investigates how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. It also examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.</p>
Assessment	<p>A range of assessment techniques will be implemented throughout the course. This may include:</p> <ul style="list-style-type: none"> • Short response exams • Research essays • Orals/seminars • Essay exams etc.
Next Subject	<p>In the senior school year 10, 11 and 12, students will have the opportunity to select Geography, Ancient History, Modern History, Economics, Tourism, Accounting or Legal Studies as specialised subjects.</p>
Home Learning	<p>Written home learning may not be given for every lesson, however, it is expected that revision of in-class concepts and activities occurs after each lesson to consolidate learning. Once assessment tasks have been distributed, it is expected students work on these, consistently, at home to be ready for monitoring and due dates.</p>

PLEASE NOTE: *These subjects may not run dependent on class sizes, and the school's available physical and human resources.*

Subject	Humanities Economics and Business - Elective
Subject Description	Students explore issues associated with financial planning, the investment asset classes (shares, property and bank interest) and skills required to achieve their financial goals.
Assessment	<p>A range of assessment techniques will be implemented throughout the course. This may include:</p> <ul style="list-style-type: none"> • Short response exams • Research essays • Orals/seminars • Essay exams etc.
Next Subject	In the senior school year 10, 11 and 12, students will have the opportunity to select Geography, Ancient History, Modern History, Economics, Tourism, Accounting or Legal Studies as specialised subjects.
Home Learning	Written home learning may not be given for every lesson, however, it is expected that revision of in-class concepts and activities occurs after each lesson to consolidate learning. Once assessment tasks have been distributed, it is expected students work on these, consistently, at home to be ready for monitoring and due dates.

PLEASE NOTE: *These subjects may not run dependent on class sizes, and the school's available physical and human resources.*

Subject	Mathematics
Subject Description	<p>All Year 9 Maths students will cover the same core concepts, sit similar assessment tasks and be graded using the same standards.</p> <p>At Biloela State High School students are studying the Australian Curriculum in mathematics. It will allow students to become self-motivated, confident learners through inquiry and active participation in challenging and engaging experiences. Ultimately, mathematics is about thinking and problem solving, and being able to communicate and justify decisions.</p> <p>In Year 9, students will apply a variety of mathematical concepts in real-life, life-like and purely mathematical situations. Topics they will study include:</p> <ul style="list-style-type: none"> - Direct proportion, analytical geometry and trigonometry - Index laws, simple interest and the distributive law - Surface area, volume and algebraic expansions - Pythagoras' theorem - Statistics - Time scale and scientific notation - Probability - Trigonometry including the sine, cosine and tangent ratios - Solving algebraic, numeric and geometric problems <p>Year 9 Mathematics students may also apply to be in the Accelerated Curriculum Enrichment program, ACE, which includes English and Science. Students in the ACE Maths program will focus on the skills of problem solving, higher order thinking and reasoning to develop a greater depth of understanding of mathematical concepts. They should also participate in the Australian Mathematics Competition, ICAS, and extra-curricular Mathematics projects and initiatives.</p>
Assessment	<p>Assessment may include:</p> <ul style="list-style-type: none"> - Exams - Assignment - Group work - Practical Activities - Investigations
Next Subject	<p>Year 10 Mathematics OR Year 10 Extension Mathematics.</p>
Home Learning	<p>Students will receive a variety of work to be taken home for completion, including revision tasks from class work and assignment work. There will be opportunities for students to engage in enriching activities that require both learning of basic facts and problem solving.</p>

Subject	Science								
Subject Description	<p>All Year 9 Science students will cover the same core concepts, sit similar assessment tasks and be graded using the same standards.</p> <p>In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.</p> <p>Year 9 Science students may apply to be in the Accelerated Curriculum Enrichment program, which includes studying ACE English and Maths. Students in the ACE program will study concepts at a quicker pace and a greater depth to develop a deeper understanding.</p> <p>Units include:</p> <table border="1" data-bbox="470 1003 1321 1529"> <tbody> <tr> <td data-bbox="470 1003 858 1106">Physics</td> <td data-bbox="858 1003 1321 1106">unit 1: Energy on the Move unit 2: Making Waves</td> </tr> <tr> <td data-bbox="470 1106 858 1279">Earth & Environmental Science</td> <td data-bbox="858 1106 1321 1279">unit 3: It's Elementary unit 4: Changing Earth</td> </tr> <tr> <td data-bbox="470 1279 858 1429">Biology</td> <td data-bbox="858 1279 1321 1429">unit 5: My life in Balance unit 6: Responding to Change</td> </tr> <tr> <td data-bbox="470 1429 858 1529">Chemistry</td> <td data-bbox="858 1429 1321 1529">unit 7: Chemical Patterns unit 8: Heat and Eat</td> </tr> </tbody> </table>	Physics	unit 1: Energy on the Move unit 2: Making Waves	Earth & Environmental Science	unit 3: It's Elementary unit 4: Changing Earth	Biology	unit 5: My life in Balance unit 6: Responding to Change	Chemistry	unit 7: Chemical Patterns unit 8: Heat and Eat
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Biology	unit 5: My life in Balance unit 6: Responding to Change								
Chemistry	unit 7: Chemical Patterns unit 8: Heat and Eat								
Assessment	<ul style="list-style-type: none"> • Written exams • Research task with scientific report • Experimental investigation with scientific report 								
Home Learning	<p>Home learning is set in most lessons and is to be recorded in the student diary. These diaries must be brought to every class.</p> <p>If home learning is not set for any one night, students should take the opportunity to use this time for reading, revision and study of concepts that have been covered in class.</p>								

Subject	Design Technology Food and fibre production
Subject Description	<p>Year 9 students will complete a semester long course covering Horticulture and Agriculture.</p> <p>Under a “Paddock to Plate” course, students will study a combination of horticultural and animal sciences with an element of agribusiness included .</p> <p>Students will be learning the fundamentals of running their own business by growing and propagating various plants and animals for market. This course is of a mainly practical nature which covers business concepts as well as plant and animal sciences.</p> <p>There will be hands on experience with animals and various tools in a farm environment.</p>
Assessment	Assessment Instruments could include: Portfolios, assignments, theory exams, oral presentations, practical projects
Next Subject	Year 10 Rural Operations Preparation
Home Learning	<p>Home learning is given when required.</p> <p>Students are encouraged and expected to see the teacher for individual assistance if they have trouble with their home learning.</p> <p>If home learning is unable to be completed due to unforeseen circumstances a signed and dated note should be sent to the teacher.</p>

Subject	Design Technology Food Specialisation
Subject Description	<p>Home economics provides a balance between theoretical understandings and practical skills in food studies, textile studies and living environments.</p> <p>The course is intended to develop students’ abilities to communicate, manage resources and design and create solutions to practical problems.</p> <p>Students are required to participate in all practical lessons and are responsible for providing and organising their ingredients and textile materials.</p> <p>The areas of study may include:</p> <ul style="list-style-type: none"> • Basic Cookery • Nutrition through the life cycle • Main Meals • Smart Choices • Patchwork • Textile Embellishments and Designs • Introduction to Sewing • Upcycling • Hospitality
Assessment	Assessment Instruments could include: Portfolios, assignments, theory exams, oral presentations, practical projects
Next Subject	Preparation for Hospitality practices, Preparation for Food and Nutrition
Home Learning	<p>Home learning is given when required.</p> <p>Students are encouraged and expected to see the teacher for individual assistance if they have trouble with their home learning.</p> <p>If home learning is unable to be completed due to unforeseen circumstances a signed and dated note should be sent to the teacher.</p>

Subject	Design Technology Materials and technologies specialisation
Subject Description	<p>Technology education plays a vital role in preparing students to appropriately respond to technical advances and to shape technological futures. It provides the means to extend human capabilities to solve problems and to improve the human condition. Students are challenged to extend their technological literacy when they:</p> <ul style="list-style-type: none"> • design technology solutions (products, processes and services) • use resources (information, materials and systems) • manage technological processes (efficiently, appropriately and safely) • evaluate the appropriateness of solutions (aesthetic, cultural, economic, environmental, ethical, sustainable, functional and social). <p>The areas of study may include:</p> <ul style="list-style-type: none"> • Design and Technology
Assessment	<ul style="list-style-type: none"> • Assessment Instruments could include: • Portfolios, assignments, theory exams, oral presentations, practical projects
Next Subject	Materials and technologies specialisation
Home Learning	<p>Home learning is given when required. Home learning is to be completed by the due date.</p> <p>Students are encouraged and expected to see the teacher for individual assistance if they have trouble with their home learning. This is done in out of class time i.e. before school or during the breaks.</p>

Subject	Digital Technology
Subject Description	<p>Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.</p> <p>Students are challenged to extend their technological literacy when they:</p> <ul style="list-style-type: none"> • Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics. • Implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language. • Evaluate critically how student solutions and existing information systems and policies, take account of future risks and sustainability and provide opportunities for innovation and enterprise
Assessment	<ul style="list-style-type: none"> • Assessment Instruments could include: • Portfolios, assignments, theory exams, oral presentations, practical projects

Next Subject	Preparation for Engineering skills, Preparation for Building and Construction, Preparation for Industrial Graphics Studies, Food and Nutrition
Home Learning	Home learning is given when required. Home learning is to be completed by the due date. Students are encouraged and expected to see the teacher for individual assistance if they have trouble with their home learning. This is done in out of class time ie before school or during the breaks.

Subject	Design Technology Engineering Principles and Systems
Subject Description	Engineering principles and systems is focused on how forces can be used to create light, sound, heat, movement, control or support in systems. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions. Students need to understand how sustainable engineered products, services and environments can be designed and produced as resources diminish. Students will develop knowledge and understanding of how forces and the properties of materials affect the behaviour and performance of designed engineering solutions. The areas of study may include: <ul style="list-style-type: none"> • Design and Technology
Assessment	<ul style="list-style-type: none"> • Assessment Instruments could include: • Portfolios, assignments, theory exams, oral presentations, practical projects
Next Subject	Engineering Systems and Principles
Home Learning	Home learning is given when required. Home learning is to be completed by the due date. Students are encouraged and expected to see the teacher for individual assistance if they have trouble with their home learning. This is done in out of class time ie before school or during the breaks.

PLEASE NOTE: These subjects may not run dependent on class sizes, and the school's available physical and human resources.

