BSHS

HONOR SUPRA HONORES

YEAR 8 INTO 9
2025 FOR 2026

SUBJECT INFORMATION GUIDE

CONTENTS

Subject	**Drama (elective)**
Subject Description	Students will use their creativity to engage with the style of Theatre for Young People to: Explore drama works, performances, practices and contexts from a range of cultures, times and places; for example through analysis of their own drama or the work of others, including professional work Build and extend creative practices for creating and performing drama using the elements of drama: role, situation, language, place, movement, time, character, relationships, voice, tension, space, mood/atmosphere, contrast, symbol, focus and conventions relevant to selected forms and/or styles such as: improvised, devised and scripted forms such as process drama, puppetry, object theatre, short- or long-form improvisation, play building and devising, scripted drama/script Build and extend critical practices by taking opportunities to reflect on, evaluate or respond to their own work and the work of others; for example, documenting ideas and intentions for script interpretations, analysing their own and others' use of elements of drama, and evaluating their own performances
Assessment	Production Design Folio Written response to live performance Scripted Performance to live audience - Preps
Cost	An additional fee for compulsory drama performances
Next Subject	Drama

Subject	**Music (elective)**
Subject Description	Students will use their creativity to engage with the style of Music, the Blues. They will develop practices and skills by: Building and extending creative practices for listening, including aural skills, vocal and/or instrumental performance, and composition in music genres and/or styles of interest, interpreting and manipulating the elements of music: duration/time (for example, beat and rhythm, tempo, pulse, simple/compound metre, syncopation), pitch, dynamics and expression, form and structure, timbre and texture. Composing in genres/forms such as song writing, solo and/or ensemble instrumental music, music production, arranging or re-imagining, and developing interpretations of solo and/or ensemble music works for performance, using aural skills and/or available digital tools as appropriate Presenting performances to audiences; for example, for a specific target audience.
Assessment	Musical Performance Analysis Assignment Composition
Next Subject:	Music

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

Subject	**Visual Art (elective)**
Subject Description	Students will use their creativity, imagination and senses to create artworks with content including portraiture and ceramics, by: Building and extending creative practices and skills for visual arts practice, developing ideas and intentions, creating representations, and developing skills and techniques in specific visual arts processes Building and extending critical practices by taking opportunities to reflect, evaluate or respond to their own work and the work of others; for example, considering how to apply knowledge of visual arts practices in their work Creating artworks to communicate ideas, perspectives and meaning in 2D, 3D and/or 4D (time-based forms) and/or multi-disciplinary forms to communicate ideas and intentions using visual arts practices and materials Presenting artworks and practices to audiences; for example, curating exhibits of their work, as individual artists or by working collaboratively. This can include designing and preparing a space or developing supporting material such as artist statements.
Assessment	Practical Folio and submission of Visual Diary. Written Theory Task. Clay sculpture
Next Subject	Visual Art

Subject	**Media Studies (elective)**
Subject Description	Students will use their creativity to engage in specific audience film making through: Building and extending creative practices for producing media arts using media languages (technical and symbolic codes and conventions) relevant to selected forms, genres and styles, and available technologies Building and extending critical practices by taking opportunities to reflect, evaluate or respond to their own work and/or the work of others; for example, documenting ideas and intentions for media productions, evaluating audience responses to media works (including their own work) or considering relationships Creating (producing) media arts works using production processes in forms such as print, screen/moving image, audio and/or hybrid/trans-disciplinary forms Presenting/screening/distributing media arts works they have produced to audiences, in informal and/or formal settings; for example, audiences that are known to the students and/or unfamiliar audiences.
Assessment	Documentary recorded and edited Written Analysis
Next Subject	Media Studies

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Subject	English
Subject Description	Year 9 covers a range of modes used in communication: listening, reading, viewing, speaking, writing and creating. **Semester One** students listen to, read and view literary and non-literary texts featuring different perspectives of Australia's peoples, histories and cultures to evaluate how text structures, language and visual features of texts, including literary techniques, myths and symbols, are designed to appeal to audiences and create an Australian identity. 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. In **Semester Two** students develop their communication skills by reading a drama script and demonstrate their knowledge of character construction through the play *12 Angry Men*. Students use their script writing skills to present a character's point of view regarding an event in the play. Students read a novel to understand how authors use text structures and language features to construct representations of characters, ideas and issues. Unit 1 - Examining representations of Australia's peoples, histories and cultures Unit 2 – Speculative Fiction – Short Stories – Hybrid Writing Unit 3 – Drama Text – 12 Angry Men Unit 4 – Novel Study
Assessment	Assessment may include: • Exams • Assignments • Spoken presentations/performances
Next Subject	English OR English Extension

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Subject	Health and Physical Education
Subject Description	Year 9 students study the Australian Curriculum in Health and Physical Education for a duration of one semester. **Term 1:** Unit 1: Respectful Relationships (Theory) 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. Unit 2: Invasion (Practical) Students will devise, implement and refine movement strategies demonstrating leadership and collaboration skills when working in groups or teams. They will also transfer their understanding from previous movement experiences to create solutions to movement challenges. **Term 2:** Unit 3: My social responsibility Students explore public health and advertising campaigns to determine effectiveness on adolescent choices about using alcohol and other drugs. Students examine stereotypes surrounding adolescent alcohol and drug use and investigate information about alcohol including laws. Students 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. Unit 4: Net and court (Practical) Students will participate in modified skills and drills. Students will focus on the development of specific movement sequences and implementing movement strategies in authentic and innovative ways.
Assessment	Unit 1: Sexual Health Exam Unit 2: Physical performance – Netball Unit 3: Alcohol and the community letter to the editor assignment Unit 4: Physical Performance – Volleyball
Next Subject	Health & Physical Education

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Subject	History (CORE)
Subject Description	Year 9 students study the Australian Curriculum in History for a duration of one semester. Students have the opportunity to explore the making of the modern world from 1750 to 1918. They conduct three in depth studies into: The Industrial Revolution, the Making of a Nation and World War 1. Students will be provided with opportunities to develop historical understanding through numerous key concepts including continuity and change, cause and effect, perspectives, empathy, significance and contestability. Each concept will be demonstrated through inquiry-based tasks. Units include: • Industrial Revolution (1750 – 1914) • Making a Nation • World War 1 (1914-1918)
Assessment	A range of assessment techniques will be implemented throughout the course. This may include short response exams, research essays, orals/seminars, essay exams, multimodal etc.
Next Subject	History

Subject	Geography (elective)
Subject Description	There are two units of study in the Year 9 curriculum for Geography: 'Biomes and food security' and 'Geographies of interconnections'. Unit 1 Biomes and food security - 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. Unit 2 Geographies of interconnections - 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.
Assessment	A range of assessment techniques will be implemented throughout the course. This may include short response exams, research essays, orals/seminars, essay exams, multimodal etc.
Next Subject	Geography

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Subject	**Economics & Business (elective)**
Subject Description	Students focus on the concept of an 'economy' and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered. Students explore issues associated with financial planning, the investment asset classes (shares, property and bank interest) and skills required to achieve their financial goals. Unit 1: Risks, rewards and competitive advantage Unit 2: Australian Economy and Participants in the Workplace
Assessment	A range of assessment techniques will be implemented throughout the course. This may include short response exams, research essays, orals/seminars, essay exams, inquiry etc.
Next Subject	Economics and Business

Subject	**Work Studies (elective)**
Subject Description	Work Studies allow students to develop an understanding of themselves in relation to work, recognising their aspirations, their rights and responsibilities as workers, as well as employer expectations and the diversity of work opportunities. They learn to understand what work is, how and why it is changing and what this means for their future in working for others or themselves. They engage with the career management processes needed to adapt to multiple transitions in work and life, and use opportunities to transfer their developing knowledge, understanding and skills to a range of work-related contexts and projects. Unit 1 - Becoming an entrepreneur Unit 2 - Contemporary work challenges and opportunities
Assessment	A range of assessment techniques will be implemented throughout the course. This may include short response, research task, orals/seminars, essay exams, inquiry, projects etc.
Next Subject	

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Subject	Mathematics (AC v9.0)
Subject Description	In Year 9, students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Students further develop proficiency and positive dispositions towards mathematics and its use in the following strands: Number • apply scientific notation in measurement contexts, routinely consider accuracy in measurement and work with absolute, relative and percentage errors in a range of different measurement contexts • work with the real number line as a geometric model for real numbers that provides a continuous measurement scale; locate different fractions exactly on the common scale of the real number line using scale and similarity, and locate some irrational square roots of natural numbers using Pythagoras' theorem Algebra • use linear and quadratic functions to model a broad range of phenomena and contexts, make predictions, and represent these using tables, graphs and algebra, including with the use of digital tools • manipulate algebraic expressions involving variables, exponents, and the expansion and factorisation of simple quadratic expressions using a variety of techniques including tables, diagrams, algorithms and digital tools • formulate and solve related linear and non-linear equations exactly or approximately using numerical, graphical and algebraic approaches Measurement • solve measurement problems about the surface area and volume of objects and apply formulas to solve problems, calculating these and related dimensions of objects as required • use similarity, scale, trigonometry, enlargement transformations, the triangle inequality and Pythagoras' theorem to solve practical problems using given sets of information Probability • investigate probabilities of compound events from two-step experiments and solve related problems; use a variety of representations such as Venn diagrams, tree diagrams, two-way tables and grids to assist in determining the probabilities for these events; design experiments to gather empirical data about relative frequencies and use these to check their reasoning Statistics • compare multiple numerical data subsets in context and analyse their distributions with consideration of symmetry and skew; justify their choice of data representation with respect to data types and context, and critically review the statistical presentation of data and related arguments of others.
Assessment	Assessments include: - Exams - Problem Solving and Modelling Tasks - Statistical Investigations
Next Subject	Year 10 Mathematics (AC v9.0)

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Subject	Science
Subject Description	In Year 9 students consider the operation of systems at a range of scales and how those systems respond to external changes in order to maintain stability. They explore ways in which the human body system responds to changes in the external environment through physiological feedback mechanisms and the reproductive processes that enable a species to respond to a changing environment over time. 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 concepts of conservation of matter and energy and begin to develop a more sophisticated view of energy transfer. They explore these concepts as they relate to the global carbon cycle. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions. Over the year, students will study units based in the scientific disciplines of: • Chemistry • Earth and Space • Physics • Biology
Assessment	• Written exams • Research Investigations • Student Experiment

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Subject	**Food and Fibre Production (elective)**
Subject Description	Year 9 students will complete a semester long course covering Permaculture and Agriculture. Students will be exposed to food production in an orchard, permaculture and feedlot setting. There will be a term focused on the plant-based food systems and a term focused on animal-based food systems. Students will be learning the fundamentals of permaculture to apply to an established orchard. Additionally, students will compare finishing systems growing local lambs to be processed. Low stress livestock handling principles and techniques will be taught and employed by the year 9s to manage the sheep. This course is of a mainly practical nature which covers design concepts as well as plant and animal sciences. There will be hands on experience with animals and various tools in a farm environment.
Assessment	Assessment Instruments could include: Design portfolios, research investigations, practical demonstrations, multimodal presentations, products
Next Subject	Food and Fibre Production

Subject	**Food Specialisation (elective)**
Subject Description	This subject provides a balance between theoretical understandings and practical skills in food studies, textile studies and living environments. The course is intended to develop students' abilities to communicate, manage resources and design and create solutions to practical problems. Students are required to participate in all practical lessons and are responsible for providing and organising their ingredients and textile materials. The areas of study may include: • Basic Cookery • Nutrition • Smart Choices • International cuisine fusions • Cooking design and technologies • Hospitality and Food Job Prospects
Assessment	Assessment Instruments could include: Design portfolios, research investigations, practical demonstrations, multimodal presentations, products
Next Subject	Food Specialisation

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Subject	Materials and Technologies Specialisation (elective)
Subject Description	In the Technologies context of *Materials and technologies specialisations*, students will analyse ways to produce designed solutions through selecting and combining materials, systems, components, tools and equipment. The unit focuses on students designing, producing and evaluating a lamp that has a wooden base and recycled lamp shade. Students are challenged to extend their technological literacy when they: • 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).
Assessment	Assessment Instruments could include: • Design portfolios, research investigations, practical demonstrations, multimodal presentations, products
Next Subject	Materials and Technologies Specialisation

Subject	Engineering Principles and Systems (elective)
Subject Description	Students will investigate and make judgements on how design can be energy efficient in the context of carbon dioxide dragsters. Students look at sustainable materials, propulsion systems and use tools and equipment to design a solution. They will be challenged to explore how 3D printing can be manipulated and combine technology processes and production skills. Students are challenged to design and produce the fastest carbon dioxide racer with within strict racing parameters and design constraints. The course may include the following topics: • A general overview of design principles and the evolution of engineering to design efficient machines • Safety awareness and safe working practices • The physics of forces • Manipulation of common hand and power tools • 3D printing software, design and manipulation
Assessment	Assessment Instruments could include: • Design portfolios, research investigations, practical demonstrations, multimodal presentations, products
Next Subject	Engineering Principles and Systems

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Subject	**Digital Technology (elective)** Must be BYOD student to study this subject
Subject Description	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. Students are challenged to extend their technological literacy when they: • 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	• Assessment Instruments could include: • Portfolios, assignments, theory exams, oral presentations, practical projects
Next Subject	Digital technology

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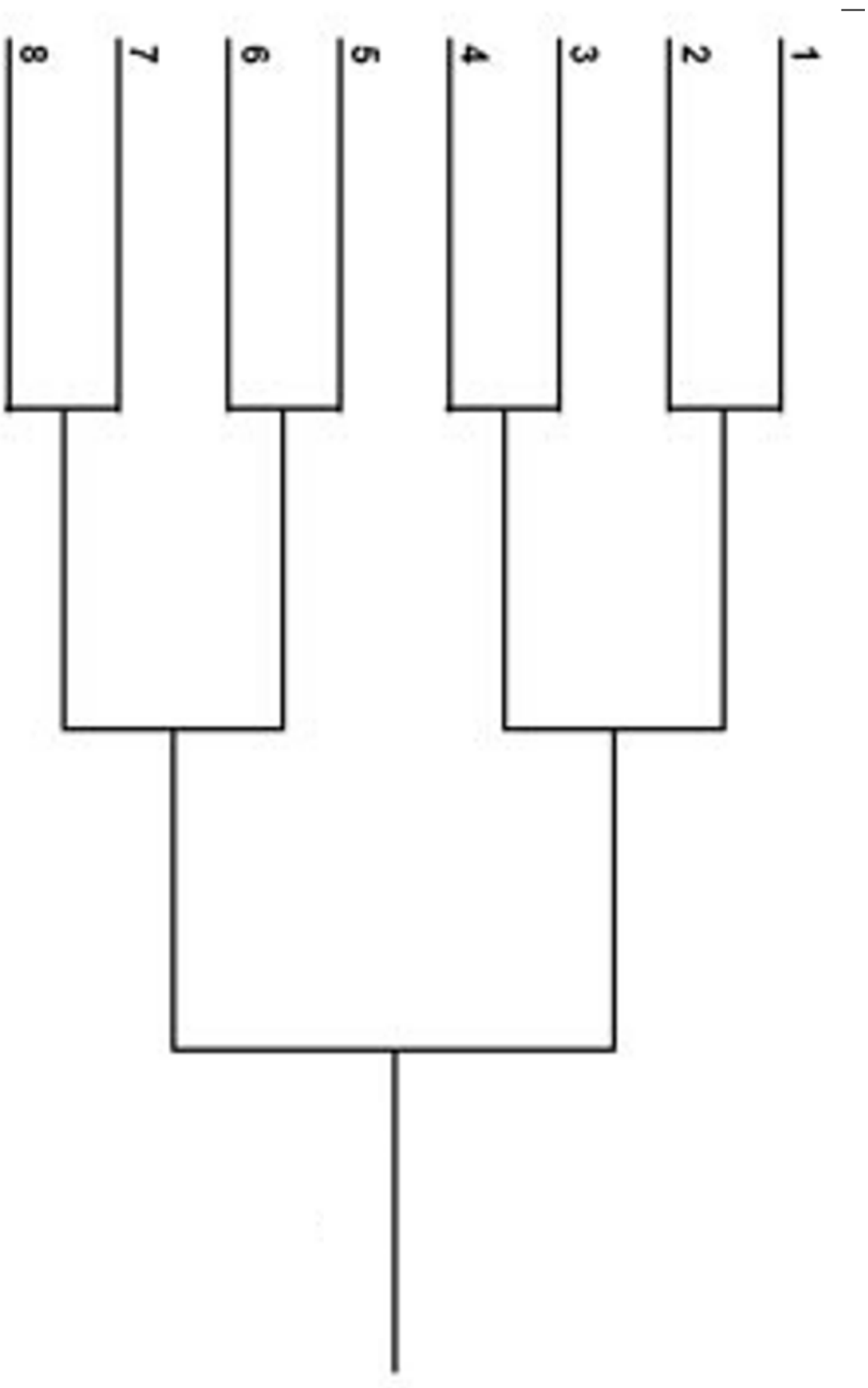
Elective Elimination Draw



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