Year 9 2022

Subject Information Booklet

CONTENTS

Homework

Homework is set in every lesson and is to be recorded in the student diary. These diaries must be brought to every class.

If set homework is not provided 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.

Once assessment tasks have been distributed, it is expected students work on these, consistently, at home to be ready for monitoring and due dates.

Subject	Drama (Elective)
Subject Description	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. Students are assessed under the following criteria for each strand: • Creating • Presenting • Responding Students will also apply the same skills across the strands: - 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	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, 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. Students are assessed under the following criteria for each strand: • Creating • Presenting • Responding Students will also apply the same skills across the strands: - 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	Assessment may include: 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 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. Students are assessed under the following criteria: • Responding Students will also apply the same skills across the strands: - 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. Clay sculpture
Next Subject	Visual Art

Subject	**Media Studies** (Elective)
Subject Description	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. Students are assessed under the following criteria for each strand: • Creating • Presenting • Responding Students will also apply the same skills across the strands: - 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	Documentary recorded and edited Written Analysis
Next Subject	Media Studies

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

Subject	English
Subject Description	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 *12 Angry Men*. 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.
	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 *Worldshaker* 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.
	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.
	Unit 1 – Drama Text – 12 Angry Men
	Unit 2 – News Media
	Unit 3 – Speculative Fiction – Short Stories – Hybrid Writing
	Unit 4 – Novel Study – *Worldshaker* by Richard Harland
	Unit 5 – Dramatic Monologue Character
Assessment	Assessment may include: • Exams • Assignments • Spoken presentations/performances
Next Subject	English OR English Extension

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

Subject	Health and Physical Education
Subject Description	**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. **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 partner's batting and fielding technique based on a set criteria. **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. **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.
Assessment	**Term 1** Sexual Health Exam Physical performance – Netball **Term 2** Sustainable health concept persuasive oral Physical performance – Batting & Fielding **Term 3** Alcohol and the community letter to the editor assignment Physical performance – Training Programs **Term 4** Participation in physical activity brochure assignment Physical Performance – Volleyball
Next Subject	Health & Physical Education

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

Subject	History
Subject Description	The students will study History for semester 1. Units include: • Industrial Revolution • Making a Nation • World War 1
Assessment	A range of assessment techniques will be implemented throughout the course. This may include short response exams, research essays, orals/seminars, essay exams etc.
Next Subject	History

Subject	Wellbeing
Subject Description	Students will engage in a range of activities to work through skills and concepts suited to their adolescent age of development. 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: 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, friendship skills 4. **Social Management-** art of an apology, decision making, team work etc
Assessment	Students will be reported on for their level of engagement and participation in the subject.

Subject	Geography (Elective)
Subject Description	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. 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.
Assessment	A range of assessment techniques will be implemented throughout the course. This may include short response exams, research essays, orals/seminars, essay exams etc.
Next Subject	Geography

Subject	Economics & 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	A range of assessment techniques will be implemented throughout the course. This may include short response exams, research essays, orals/seminars, essay exams etc.
Next Subject	Economics and Business

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

Subject	Mathematics
Subject Description	All Year 9 Maths students will cover the same core concepts, sit similar assessment tasks and be graded using the same standards. 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. 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: • 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 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.
Assessment	Assessment may include: - Exams - Assignment - Group work - Practical Activities - Investigations
Next Subject	Mathematics Foundation **OR** Mathematics **OR** Extension Mathematics.

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

Subject	Science
Subject Description	All Year 9 Science students will cover the same core concepts, sit similar assessment tasks and be graded using the same standards. 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. 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. Units include: <table><tr><td>Physics</td><td>Energy on the Move Making Waves</td></tr><tr><td>Earth & Environmental Science</td><td>It's Elementary Changing Earth</td></tr><tr><td>Biology</td><td>My life in Balance Responding to Change</td></tr><tr><td>Chemistry</td><td>Chemical Patterns Heat and Eat</td></tr></table>
Assessment	• Written exams • Research task with scientific report • Experimental investigation with scientific report
Next Subject	Science OR Science Extension

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

Subject	Food and Fibre Production (Elective)
Subject Description	Year 9 students will complete a semester long course covering Horticulture and Agriculture. Under a "Paddock to Plate" course, students will study a combination of horticultural and animal sciences with an element of agribusiness included. 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. There will be hands on experience with animals and various tools in a farm environment.
Assessment	Assessment Instruments could include: Portfolios, assignments, theory exams, oral presentations, practical projects
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 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	Food Specialisation

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

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 *Design a solution* focuses on students designing, producing and evaluating a product that addresses a need or opportunity. 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, assignments, practical projects that can include designing and producing a speaker box, design a new item or modify and existing item, design a householding or cooking utensil prototype, personal hygiene items.
Next Subject	Materials and Technologies Specialisation

Subject	**Engineering Principles and Systems (Elective)**
Subject Description	In the Technologies context of *Engineering Principals and Systems*, students will investigate and make judgements on how design can be energy efficient. Students look at sustainable materials, electrical systems and use tools and equipment to design a solution. They will be challenged to explore how material properties can be manipulated and combine technology processes and production skills. 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, assignments, practical projects that can include designing and producing a LED desk lamp, solar power concept car or prototype model of shelter.
Next Subject	Engineering Principles and Systems

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

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

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