



"Honour Above Honours"

*Biloela State High School*

# Year 9 2024

# Subject Information Booklet

Year 8 into year 9

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# CONTENTS

	Subjects	Pages
<b>Arts</b>		
	<ul style="list-style-type: none"> <li>• Visual Arts (elective)</li> <li>• Drama (elective)</li> <li>• Music (elective)</li> <li>• Media Studies (Elective)</li> </ul>	3-4

	Subjects	Pages
<b>Science</b>		
	Science	10

<b>English</b>		
	English	5

<b>Technologies</b>		
	<ul style="list-style-type: none"> <li>• Food and Fibre Production (elective)</li> <li>• Food Specialisation (elective)</li> <li>• Materials &amp; Technologies Specialisation (elective)</li> <li>• Engineering Principles and Systems (elective)</li> <li>• Digital Technologies (elective)</li> </ul>	11-13

<b>Health and Physical Education</b>		
	Health and Physical Education	6

<b>Wellbeing</b>		
	Wellbeing	14

<b>Humanities</b>		
	<ul style="list-style-type: none"> <li>• History</li> <li>• Geography (elective)</li> <li>• Economics and Business (elective)</li> <li>• Work Studies (elective)</li> </ul>	7/8

<b>Mathematics</b>		
	Mathematics	9

Subject	<b>Drama (elective)</b>
<b>Subject Description</b>	<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"> <li>• Creating</li> <li>• Presenting</li> <li>• Responding</li> </ul> <p>Students will also apply the same skills across the strands:</p> <ul style="list-style-type: none"> <li>- making decisions about arts elements in relation to specific styles or purposes</li> <li>- creating arts works</li> <li>- using interpretative and technical skills to modify and refine works</li> <li>- identifying risks and applying safe practices, reflecting on learning, apply new understandings and justify future applications.</li> </ul>
<b>Assessment</b>	Production Design Folio Written response to live performance Scripted Performance to live audience - Preps
<b>Cost</b>	An additional fee for compulsory drama performances
<b>Next Subject</b>	Drama

Subject	<b>Music (elective)</b>
<b>Subject Description</b>	<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"> <li>• Creating</li> <li>• Presenting</li> <li>• Responding</li> </ul> <p>Students will also apply the same skills across the strands:</p> <ul style="list-style-type: none"> <li>- making decisions about arts elements in relation to specific styles or purposes,</li> <li>- creating arts works</li> <li>- using interpretative and technical skills to modify and refine works,</li> <li>- identifying risks and applying safe practices, reflecting on learning, apply new understandings and justify future applications.</li> </ul>
<b>Assessment</b>	Assessment may include: Musical Performance Analysis Assignment Composition
<b>Next Subject:</b>	Music

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

Subject	<b>Visual Art (elective)</b>
<b>Subject Description</b>	<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"> <li>• Creating</li> <li>• Responding</li> </ul> <p>Students will also apply the same skills across the strands:</p> <ul style="list-style-type: none"> <li>- making decisions about arts elements in relation to specific styles or purposes,</li> <li>- creating arts works,</li> <li>- using interpretative and technical skills to modify and refine works,</li> <li>- identifying risks and applying safe practices, reflecting on learning, apply new understandings and justify future applications.</li> </ul>
<b>Assessment</b>	<p>Practical Folio and submission of Visual Diary. Written Theory Task. Clay sculpture</p>
<b>Next Subject</b>	Visual Art

Subject	<b>Media Studies (elective)</b>
<b>Subject Description</b>	<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"> <li>• Creating</li> <li>• Responding</li> </ul> <p>Students will also apply the same skills across the strands:</p> <ul style="list-style-type: none"> <li>- making decisions about arts elements in relation to specific styles or purposes</li> <li>- creating arts works</li> <li>- using interpretative and technical skills to modify and refine works</li> <li>- identifying risks and applying safe practices, reflecting on learning, apply new understandings and justify future applications.</li> </ul>
<b>Assessment</b>	<p>Documentary recorded and edited Written Analysis</p>
<b>Next Subject</b>	Media Studies

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Subject	English
<b>Subject Description</b>	<p>Year 9 covers a range of modes used in communication: listening, reading, viewing, speaking, writing and creating.</p> <p><b>Semester One</b> 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.</p> <p>In <b>Semester Two</b> 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. Students read a novel to understand how authors use text structures and language features to construct representations of characters, ideas and issues.</p> <p>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</p> <p>The ACE program remains in place in Year9. Students in the program do not need to reapply.</p>
<b>Assessment</b>	<p>Assessment may include:</p> <ul style="list-style-type: none"> <li>• Exams</li> <li>• Assignments</li> <li>• Spoken presentations/performances</li> </ul>
<b>Next Subject</b>	<p>English OR  English Extension</p>

<b>Subject</b>	<b>Health and Physical Education</b>
<b>Subject Description</b>	<p>Year 9 students study the Australian Curriculum in Health and Physical Education for a duration of one semester.</p> <p><b>Term 1:</b>            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.</p> <p>Unit 2: Netball (Practical)            Students will devise, implement and refine 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.</p> <p><b>Term 2:</b>            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. They 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>Unit 4: Volleyball            Students will participate in modified skills and drills and volleyball games. Students will focus on the development of volleyball specific skills and implementing strategies in authentic and innovative ways.</p>
<b>Assessment</b>	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
<b>Next Subject</b>	Health & Physical Education

<b>Subject</b>	<b>History</b>
<b>Subject Description</b>	<p>Year 9 students study the Australian Curriculum in History for a duration of one semester.</p> <p>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.</p> <p>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.</p> <p>Units include:</p> <ul style="list-style-type: none"> <li>• Industrial Revolution (1750 – 1914)</li> <li>• Making a Nation</li> <li>• World War 1 (1914-1918)</li> </ul>
<b>Assessment</b>	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.
<b>Next Subject</b>	History

<b>Subject</b>	<b>Geography (elective)</b>
<b>Subject Description</b>	<p>There are two units of study in the Year 9 curriculum for Geography: 'Biomes and food security' and 'Geographies of interconnections'.</p> <p>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.</p> <p>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.</p>
<b>Assessment</b>	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.
<b>Next Subject</b>	Geography

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<b>Subject</b>	<b>Economics &amp; Business (elective)</b>
<b>Subject Description</b>	<p>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.</p> <p>Students explore issues associated with financial planning, the investment asset classes (shares, property and bank interest) and skills required to achieve their financial goals.</p> <p>Unit 1: Risks, rewards and competitive advantage</p> <p>Unit 2: Australian Economy and Participants in the Workplace</p>
<b>Assessment</b>	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.
<b>Next Subject</b>	Economics and Business

<b>Subject</b>	<b>Work Studies (elective)</b>
<b>Subject Description</b>	<p>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.</p> <p>Unit 1 - Becoming an entrepreneur</p> <p>Unit 2 - Contemporary work challenges and opportunities</p>
<b>Assessment</b>	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.
<b>Next Subject</b>	

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Subject	Mathematics
<p style="text-align: center;"><b>Subject Description</b></p>	<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"> <li>• Direct proportion, analytical geometry and trigonometry</li> <li>• Index laws, simple interest and the distributive law</li> <li>• Surface area, volume and algebraic expansions</li> <li>• Pythagoras' theorem</li> <li>• Statistics</li> <li>• Time scale and scientific notation</li> <li>• Probability</li> <li>• Trigonometry including the sine, cosine and tangent ratios</li> <li>• Solving algebraic, numeric and geometric problems</li> </ul> <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 may also participate in the Australian Mathematics Competition, ICAS, and extra-curricular Mathematics projects and initiatives.</p>
<p style="text-align: center;"><b>Assessment</b></p>	<p>Assessment may include:</p> <ul style="list-style-type: none"> <li>- Exams</li> <li>- Assignment</li> <li>- Group work</li> <li>- Practical Activities</li> <li>- Investigations</li> </ul>
<p style="text-align: center;"><b>Next Subject</b></p>	<p>Mathematics <b>OR</b> Extension Mathematics.</p>

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Subject	Science				
<p style="text-align: center;"><b>Subject Description</b></p>	<p>All Year 9 Science students will cover the same core concepts, 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="469 1010 858 1167"> <tr> <td style="text-align: center;">Physics</td> </tr> <tr> <td style="text-align: center;">Earth &amp; Science</td> </tr> <tr> <td style="text-align: center;">Biology</td> </tr> <tr> <td style="text-align: center;">Chemistry</td> </tr> </table>	Physics	Earth & Science	Biology	Chemistry
Physics					
Earth & Science					
Biology					
Chemistry					
<p style="text-align: center;"><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Supervised Assessment (Examinations)</li> <li>• Research Investigations</li> <li>• Experimental Investigations</li> </ul>				
<p style="text-align: center;"><b>Next Subject</b></p>	<p>Science OR Science Extension</p>				

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<b>Subject</b>	<b>Food and Fibre Production (elective)</b>
<b>Subject Description</b>	<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>
<b>Assessment</b>	<p>Assessment Instruments could include: Portfolios, assignments, theory exams, oral presentations, practical projects</p>
<b>Next Subject</b>	Food and Fibre Production

<b>Subject</b>	<b>Food Specialisation (elective)</b>
<b>Subject Description</b>	<p>This subject provides a balance between theoretical understandings and practical skills in food studies.</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 theory and practical lessons. Student’s fees cover the costs of ingredients.</p> <p>The areas of study may include:</p> <ul style="list-style-type: none"> <li>• Basic Cookery</li> <li>• Nutrition through the life cycle</li> <li>• Main Meals</li> <li>• Smart Choices</li> <li>•</li> </ul>
<b>Assessment</b>	<p>Assessment Instruments could include: Portfolios, assignments, theory exams, oral presentations, practical projects</p>
<b>Next Subject</b>	Food Specialisation

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<b>Subject</b>	<b>Materials and Technologies Specialisation (elective)</b>
<b>Subject Description</b>	<p>In the Technologies context of <i>Materials and technologies specialisations</i>, students will analyse ways to produce designed solutions through selecting and combining materials, systems, components, tools and equipment. The unit <i>Design a solution</i> focuses on students designing, producing and evaluating a product that addresses a need or opportunity.</p> <p>Students are challenged to extend their technological literacy when they:</p> <ul style="list-style-type: none"> <li>• design technology solutions (products, processes and services)</li> <li>• use resources (information, materials and systems)</li> <li>• manage technological processes (efficiently, appropriately and safely)</li> <li>• evaluate the appropriateness of solutions (aesthetic, cultural, economic, environmental, ethical, sustainable, functional and social).</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Assessment Instruments could include:</li> <li>• Design Portfolios, assignments, practical projects that can include designing and producing a LED lamp from recycled materials, a speaker box, design a new item or modify an existing item, design a householding or cooking utensil prototype, personal hygiene items.</li> </ul>
<b>Next Subject</b>	Materials and Technologies Specialisation

<b>Subject</b>	<b>Engineering Principles and Systems (elective)</b>
<b>Subject Description</b>	<p>In the Technologies context of <i>Engineering Principles and Systems</i>, 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.</p> <p>Students are challenged to extend their technological literacy when they:</p> <ul style="list-style-type: none"> <li>• design technology solutions (products, processes and services)</li> <li>• use resources (information, materials and systems)</li> <li>• manage technological processes (efficiently, appropriately and safely)</li> <li>• evaluate the appropriateness of solutions (aesthetic, cultural, economic, environmental, ethical, sustainable, functional and social).</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Assessment Instruments could include:</li> <li>• Design Portfolios, assignments, practical projects that can include carbon dioxide canister car, solar power concept car or prototype model of shelter.</li> </ul>
<b>Next Subject</b>	Engineering Principles and Systems

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<b>Subject</b>	<b>Digital Technology (elective)</b> Preferred BYOD device to study
<b>Subject Description</b>	<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"> <li>• Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics.</li> <li>• Implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language.</li> <li>• 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</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Assessment Instruments could include:</li> <li>• Portfolios, assignments, theory exams, oral presentations, practical projects</li> </ul>
<b>Next Subject</b>	Digital technology

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<b>Subject</b>	<b>Wellbeing</b>
<p><b>Subject Description</b></p>	<p>Students will participate in in a program that focuses on both adolescent development and physical and mental wellbeing.</p> <p>The Wellbeing focus will be embedded within HPE lessons with a focus on key Resilience Project GEM principles at key junctures through the year.</p> <p>This is based on the Social and Emotional Continuum of the general capabilities of the Australian Curriculum. The lessons and topics are underpinned by the research backed Resilience Project resources which are combined within the school diary.</p> <p>Students will study a range of topics including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Adolescent brain development</li> <li>• Mindfulness strategies</li> <li>• Healthy Sleep Habits</li> <li>• Study techniques</li> <li>• Healthy Eating Habits</li> <li>• How to deal with stress</li> <li>• Group work and team challenge skill development</li> <li>• E Safety</li> </ul> <p>For more information about the Resilience Project:  <a href="https://theresilienceproject.com.au/">https://theresilienceproject.com.au/</a> (or scan QR code)</p> 
<p><b>Assessment</b></p>	<p>Embedded in HPE Theory assessment</p>
<p><b>Next Subject</b></p>	

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