

**BRAY PARK
STATE HIGH SCHOOL**



**Challenge
The Unknown**

BRAY PARK STATE HIGH SCHOOL

YEAR 9 CURRICULUM HANDBOOK 2025



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Welcome to Middle Secondary

Middle Secondary at Bray Park State High is designed to respond to the needs of young adolescents. Every element, including the students, the curriculum, and our teaching philosophy, is designed to respond to these needs. Our school focuses on the six principles of Junior Secondary Schooling: student wellbeing, quality teaching, distinct identity, leadership, parent and community involvement and local decision making.

Students in the middle years of schooling are aged between ten and fifteen. This period of adolescence is one of intense growth and change in the lives of young people and the school must consider many developmental factors when planning for their learning. The social development of young adolescents in the Middle Secondary years of schooling (Year 9-10) is a key to self-esteem and engagement in learning. Good relationships are very important.

Our teachers develop a thorough knowledge of the changes and challenges facing young adolescents and because they spend a lot of time working together, they have the opportunity to foster good relationships. They work to develop and encourage creative and critical thinking and the ability to find new solutions to problems. Job growth is in the area of knowledge construction and these thinking skills are critical to employment in the future.

This handbook has been designed to provide information about the Middle Secondary Curriculum and assist parents/carers and students in making the best possible choices regarding the selection of elective subjects for study within Year 9, taking into consideration student strengths, interests and abilities as well as future aspirations and needs.

Key People

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GUIDANCE OFFICERS

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HEALTH AND PHYSICAL EDUCATION

Natasha Galbraith

BUSINESS

Anna Bench

INTERNATIONAL

Emily Baldry

INCLUSIVE EDUCATION

Stacy Burke

STUDENT ENGAGEMENT

Trevor Greinke

Curriculum structure

Our Year 9 curriculum represents a sequence of carefully planned and balanced learning experiences to deliver the Australian Curriculum. At the core of our curriculum is the focus on the general capabilities of Numeracy, Literacy, ICTs, Personal and social capability, Ethical understanding, Intercultural understanding and Critical and creative thinking.

Students will participate in both mandated and elective subjects. Core subjects of English, Mathematics and Science will be study for the full year, and Health and Physical Education (HPE) and History will be studied for 1 semester each. These subjects will provide students with a sound core academic program on which to build their future learning. Students will be taught by teachers with specialist training and skills in these subject areas. Students will also undertake a total of 4 elective subjects throughout the year for 1 semester each.

Extra-curricular

All students participate in sport on a Thursday afternoon in activities such as Netball, Volleyball, Soccer, Touch Football and Rugby Union to name a few. Students can also participate in a range of other activities that include: Co-Curricular Music, Tech Crew, Dance Troupe, Sport Development programs, Japanese & Chinese Enrichment, Debating, Impact & other academic enrichment activities.

Lifeskills

Students participate in a Life Skills program which provides students with a range of learning experiences focused on assisting them to begin exploring their education and career options, goal setting, learning styles, leadership abilities and team work skills. These activities support students in making effective choices about the subjects they will continue to study in Year 9 and beyond.

Parent/carer support

The following are suggestions of how you can support your child through their schooling:

- **Encourage** children to read widely.
- **Discuss** current events and affairs as a family.
- **Monitor** homework and study habits and tasks.
- **Encourage** students to seek assistance outside of class time.
- **Model** good reading practices.
- **Ensure** students are rehearsing lines for performances at home (Drama) or preparing for presentations.
- **Assist** them with organisation of workloads and assignments e.g. where to find information, how to use their diary and calendar to organise their schedule

Inclusive Education

At BPSHS, we are committed to the Department of Education's vision of *Equity and Excellence*. Staff understand and are committed to principles of access, equity and inclusion. Inclusion means that students can access and fully participate in learning, alongside their similar-aged peers, supported by reasonable adjustments and teaching strategies tailored to meet their individual needs. We have high expectations for all learners, including those with a disability or learning difficulty, and inclusion is supported by culture, policies and every day practices. At BPSHS, staff work diligently to provide every student access to high quality learning opportunities, focused on their individual needs, in a disciplined school environment.

Students with a disability or learning difficulty at Bray Park State High School are supported within the general classroom setting with their peers. Additional support delivery takes many forms, such as teacher aides in classes, focused and intensive teaching with specialist Support teachers, adjustments to curriculum tasks, environmental adjustments, and social and emotional support.

The Inclusive Education team consists of:

- Head of Department – Inclusion (HOSES)
- Inclusive Education Teachers and Case Managers
- Educational Assistants (Teacher Aides)
- Administrative Officer
- Regional Support personnel

Subject pathways

English Faculty

Mathematics Faculty

Health & Physical Education Faculty

Science Faculty

Humanities Faculty

The Business Faculty

The Arts Faculty

The Design and Technologies Faculty

The International Faculty

Year 9 CORE subjects	Year 10 CORE subjects (year long)	Year 11/12 GENERAL subjects	Year 11/12 APPLIED & VET subjects
English (year long)	English	<ul style="list-style-type: none"> English English Literature Extension (Year 12 only) 	Essential English
Mathematics (year long)	Mathematics (Core for 1 semester, then students select a strand for semester 2 based on their likely preference for Yr 11/12)	<ul style="list-style-type: none"> General Mathematics Mathematical Methods Specialist Mathematics 	Essential Mathematics
<ul style="list-style-type: none"> Health & Physical Education (1 semester) Volleyball Excellence Program (Follows the HPE theory curriculum) 	Year 10 ELECTIVES (year long)		<ul style="list-style-type: none"> Sport & Recreation Certificate III/II in Sport & Recreation (Volleyball Excellence Program) Certificate III in Fitness Certificate II in Active Volunteering
	<ul style="list-style-type: none"> Health & Physical Education with extension option Volleyball Excellence Program (Follows the HPE theory curriculum) 	Physical Education	
<ul style="list-style-type: none"> Science (year long) Bray Innovate (3 year commitment that begins in Year 7) 	<ul style="list-style-type: none"> Science (core) Living Science Physical Sciences Engineering Sciences 	<ul style="list-style-type: none"> Physics Biology Chemistry Psychology 	<ul style="list-style-type: none"> Science in Practice
History (1 semester)	<ul style="list-style-type: none"> History Geography Humanities 	<ul style="list-style-type: none"> Ancient History Modern History Geography 	<ul style="list-style-type: none"> Social and Community Studies Tourism
Year 9 ELECTIVES (1 semester)			
Geography			
<ul style="list-style-type: none"> Economics & Business Civics & Citizenship 	<ul style="list-style-type: none"> Business and Legal Certificate I in Workplace Skills 	<ul style="list-style-type: none"> Legal Studies Business 	<ul style="list-style-type: none"> Certificate III in Business
<ul style="list-style-type: none"> Visual Art Drama Music Dance Media Arts 	<ul style="list-style-type: none"> Visual Art Studio Art Drama Music Dance 	<ul style="list-style-type: none"> Visual Art Drama Music Music Extension (Yr 12 only) 	<ul style="list-style-type: none"> Dance in Practice Drama in Practice Music in Practice Certificate II in Visual Art
<ul style="list-style-type: none"> Design & Technologies: Industrial Design & Technologies: Fashion Design & Technologies: Hospitality Design & Technologies: Design Digital Technologies 	<ul style="list-style-type: none"> Certificate I in Manufacturing (Pathways) Technology Studies: Design Technology Studies: Engineering Hospitality Digital Technologies 	<ul style="list-style-type: none"> Design 	<ul style="list-style-type: none"> Certificate II in Engineering Pathways Certificate II in Furniture Making Certificate II in Automotive Vocational Pathways Certificate II in Hospitality Early Childhood Studies Information & Communication Technology
<ul style="list-style-type: none"> French Japanese 	<ul style="list-style-type: none"> Japanese 	<ul style="list-style-type: none"> Japanese 	

Year 9 2025

Core Subjects

- English
- Mathematics
- Health & Physical Education
- History
- Science

Subject Overview

An understanding of English is fundamental to communicating and operating in society. With this in mind, our English course aims to both develop required skills and foster enjoyment in the communication process. This subject involves the study of language and texts to develop:

- effective communication skills
- knowledge and understanding of how texts are constructed
- the ability to interpret texts, and
- an enjoyment and appreciation of texts.

Skills developed

Students will use a range of literary and non-literary texts as they develop the skills required to be confident and effective speakers, critical and appreciative readers and creative and proficient writers.

Unit and assessment overview

A range of assessment items will be offered to the student including in-class activities, assignments and in class tests. A variety of speaking assessments will also comprise approximately 40% of the course.

	Unit Overview	Assessment Summary
1	<i>Galactic Realms and Beyond</i> : Science fiction short story	Part A: Science fiction short story response to stimulus Part B: Reflection
2	<i>Unveiling Universals</i> : Novel study about themes	Persuasive multimodal presentation (presented live OR recorded)
3	<i>Director's Lens: Directorial Style</i> study and film analysis	Option 1: An analytical spoken (podcast) OR Option 2: An analytical article (written)
4	Echoes of the Truth: First Nations Truth-Telling (Non-fiction unit)	Transformation of texts by Indigenous authors to engage a younger audience

Special requirements

Students are required to provide a notebook and basic stationery as outlined in the Stationery List provided each year. Textbooks and other materials required for the course are provided through the Resource Contribution and Textbook Hire Scheme. Students will be required to bring a laptop and notebook to use every lesson. Class handouts, assessment tasks and worksheets will be distributed to students digitally via QLearn. All assignments are to be digitally submitted unless otherwise stated. Students will also be required to complete set tasks and practice their writing skills in their notebook each lesson.

Additional information

Nil

Subject overview

Mathematics has always held an essential role in learning programs, both as a tool for everyday living as well as being the subject of investigation and research at the highest academic level. It is important that students develop a working knowledge of the common mathematical techniques and procedures, while also being stimulated to use their knowledge and develop problem solving skills. Students will recognise the application of mathematics and its impact on experience and future life needs.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Pythagoras and Trigonometry Geometric reasoning	Exam
2	Units of Measurement	Written assignment
3	Linear and Non-Linear relationships	Exam
4	Data representation and interpretation	Written assignment
5	Real numbers Money and Financial maths Patterns and Algebra	Exam
6	Patterns and Algebra Chance	Exam

Special requirements

Students are required to provide a notebook and basic stationery, including a scientific calculator as outlined in the Stationery list provided each year. Textbooks and other materials required for the course are provided through the Resource Contribution and Textbook Hire Scheme.

Subject overview

The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances.

Skills developed

During this course of study the students will:

- apply specialised movement skills and strategies in a range of different environments
- learn to effectively communicate with those around them
- develop an understanding of the importance of teamwork in both a work and play setting
- explore movement concepts and strategies to evaluate and refine their own performance

The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Theory – Risky Behaviours Practical – Striking sports (street hockey, cricket, softcrosse, rounders)	Research Report Physical performance
2	Theory – Discrimination in sport Practical – Kicking sports (TRL, Football, Futsal, AFL, Oz Tag)	Exam - Argumentative Essay Physical Performance

Special requirements

Nil

Additional information

Students will be required to have a Bray Park hat for all practical HPE lessons.

Subject overview

In year 9 History students study the topic: The Making of the Modern World. More specifically, students study the periods of rapid change and development that have shaped Australia and the world today. In year 10 they will study the Modern World. Therefore, from year 7 to year 10, students have been exposed to a complete historical picture of various cultures from the ancient world to more modern times.

Skills developed

- Critical Analysis of sources
- Essay Writing
- Research skills
- Creative writing
- Cartoon Interpretation
- Communication skills
- Developing and proving an argument

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Industrial Revolution	Essay based on historical sources
2	The Making of a Nation	Exam
3	World War 1	World War 1 soldier's or nurse's journal

Special requirements

Nil

Additional information

Nil

Subject overview

ACARA Science offers students an opportunity to further extend their interest in science, building on their knowledge and experiences from previous years. Studying science allows students to expand their horizons, stimulating their curiosity and increasing their willingness to ask questions about and speculate on the changing world in which they live, it gives them a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences. This enables students to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of scientific knowledge. By the end of Year 9, students should become aware of their interests and abilities in science, allowing them to make the relevant subject selections, including science electives, in Year 10, in preparation for Senior Studies.

Skills developed

There is an expectation that students will have learning opportunities in Australian Curriculum: Science across P–10 and the current Queensland senior secondary courses. Skills include: questioning and predicting, planning and conducting, processing and analysing information, evaluating and concluding

Unit and Assessment Overview

	Unit Overview	Assessment Summary
1	Energy on the Move	Scientific report
2	Changing Earth	Research task
3	It's Elementary	Written test
4	My Life in Balance	Written test
5	Responding to Change	Research task
6	Chemical Reactions	Scientific report

Special requirements

Nil

Additional information

Students require a Laptop (for Stileapp access) and two writing exercise books for the year. Students will take part in practical investigations and must follow all Risk Assessment protocols.

Year 9 2025

Elective Subjects

The Science Faculty

- Bray Innovate (*this program is selected in Year 7 and continues for 3 years and in Year 9 students continue Innovate on the elective line*)

The Arts Faculty

- Visual Art
- Dance
- Drama
- Music
- Media Arts

The Design and Technologies Faculty

- Materials & Technologies: Industrial
- Design & Technologies
- Materials & Technologies: Fashion
- Food Specialisation: Hospitality
- Digital Technologies

The Business and Digital Technologies Faculty

- Economics & Business
- Civics & Citizenship

The Humanities Faculty

- Geography

The International Faculty

- Japanese
- Chinese

The Health & Physical Education Faculty

- Volleyball Excellence Program

Subject overview

Highly able students with a keen interest in STEM (Science, Technology, Engineering, Art & Mathematics) are encouraged to apply for this 3 year program prior to enrolment in the school (Years 7 to 9). In Year 9, Bray Innovate aims to extend and enrich students in the area of STEM through project based learning with an Engineering theme linked to a variety of curriculum areas such as Science, Maths, Design & Technology, and Digital Technologies. Students in Bray Innovate will also have the opportunity to be involved additional STEM related activities including University enrichment events, various Science competitions and building-links with science ambassadors in the community.

Skills developed

The STEM projects integrate cooperative learning into student learning experiences. Science, Mathematics, Design & Technology and Digital Technology are primarily the focus for Year 9, with selected objectives from these areas of the Australian Curriculum blended into the program. With an Engineering Environments theme, students will be challenged to solve real world problems through hands-on experiences to plan, design, test and appraise their models.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Insulation	Portfolio
2	Black box	Portfolio
3	Human colonization	Portfolio
4	Rockets	Portfolio

Additional information

Students in 8I continuing in the Bray Innovate Program are required to select Bray Innovate on the Elective line for semester 1 and 2. This reduces your number of other electives you can choose from 4 to 2.

To be eligible for the Bray Innovate class in Year 7 to 9, students are required to complete an application form prior to enrolment which includes a referee's statement, evidence of other STEM related experiences and copies of school report cards.

Student additional entry into subject is only possible if there are places available. If non-Innovate students wish to apply to join in Year 9, an EOI must be completed and students will go on a waiting list. Eligible students will be contacted based on academic, effort and behaviour results.

Subject overview

Year 9 Visual Art is a practical subject in which students explore a variety of techniques and skills to develop their appreciation and creation of artistic works. The skills developed include working with 2D and 3D media, drawing, painting, printmaking, ceramics and sculpture. Visual Art plays a role in the development of individual expression.

Studying Year 9 Visual Art develops the skills to study the following senior subjects:

- Year 10 Art
- Year 10 Studio Art
- Year 11/12 General Art
- Year 11/12 Certificate II in Visual Art

Skills Developed

Visual Art will develop skills and techniques in 2D and 3D media creation, drawing, painting, printmaking, ceramics and sculpture. It will also help develop and explore individual expression.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	2D Media Students explore personal themes and concepts related to self-portraits. Students develop an artwork to explore the theme from a variety of personal viewpoints. Learning opportunities should allow development of independent approaches and responses while experimenting with representation of subject and expression of viewpoint throughout the body of work. Learning opportunities should allow development of independent approaches and responses while experimenting with representation of subject and expression of viewpoint throughout the body of work.	Making Task – Drawing, Painting
2	3D Media Students develop skills and basic techniques in sculpture or ceramics. The unit culminates in a 3D artwork. Learning opportunities should allow development of independent approaches and responses.	Making Task – Printmaking, Collage, Painting, Clay and Sculptural Media
3	Art Analysis Students analyse a range of artworks by Australian artists as well as Artists with diverse cultural backgrounds. They complete a written analysis using the model of description, analysis, interpretation and evaluation	Responding Task – Extended Writing

Special requirements

Nil

Additional information

Nil

Subject overview

Year 9 Dance is a practical performance subject in which students explore a variety of dance styles, techniques and performance skills to develop their appreciation and understanding of the elements of dance. The skills developed include performing, choreographing, and responding to dance. Dance is a subject for students who already participate in extracurricular dance or who have an interest in learning and want to develop their skills, knowledge and abilities in dance- no prior dance experience is necessary.

Studying Year 9 Dance develops the skills to study the following senior subjects:

- Year 10 Dance
- Year 11/12 General Dance
- Year 11/12 Dance in Practice

Skills Developed

Dance will allow students to develop skills in performing choreographed dance works in different styles, choreographing dance works in different styles and responding to dance works.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Everybody Dance Now Students will understand the role of Dance in society through the Elements of Dance in a practical and theoretical form and understand and apply Safe Dance practices in the classroom. Throughout this unit, students will develop their understanding of the elements of dance, functions of dance and performance skills.	Responding Task – Exam Making Task – Dance Performance
2	Dance Fusion In this unit students will learn about creating personal style through the fusion and integration of different dance styles, production elements and other art forms. Styles may include traditional dance forms, musical theatre, jazz, folk/ethnic, contemporary, Bollywood or street dance forms.	Making Task- Choreography

Special requirements

- Students will need black $\frac{3}{4}$ or full length, plain black, tights (no bike pants) on each day they have dance.
- Students need to participate in all areas of the dance program and be a cooperative member of various groups that they will participate in.
- Students must be prepared to perform in front of the class on multiple occasions through the course of study.

Additional information

Nil

Subject overview

Year 9 Drama is a practical performance subject in which students explore a variety of dramatic techniques and acquire many skills to develop their appreciation of dramatic works. The skills developed include acting, devising dramatic concepts and works, script writing and responding to professional dramatic productions. Drama focuses on students expressing and communicating understandings about human issues and experiences, through the enactment of real and imagined events.

Studying Year 9 Drama develops the skills to study the following senior subjects:

- Year 10 Drama
- Year 11/12 General Drama
- Year 11/12 Drama in Practice

Skills developed

Drama develops skills in creating performances using voice, movement and staging, design as well as devising and scriptwriting techniques and interpreting and analysing dramatic works.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Elements of Drama Students explore the elements of drama and apply this through performance and responding to recorded live theatre.	Making Task – Scripted Performance Responding Task – In class essay
2	Collage Drama Students explore how Drama can be used to inform audiences on political and social issues. They apply script-writing techniques to create Collage Drama episodes.	Making Task – Devised Performance

Special requirements

Students need to participate in all areas of Drama and be a cooperative member of various groups that they will participate in. Students must be prepared to perform in front of the class on multiple occasions through the course of study. Students will also need to be able to source costumes and props for performance assessments.

Additional information

Nil

Subject overview

Year 9 Music is a practical performance subject in which students explore a variety of music techniques and performance skills to develop their appreciation of musical works. The skills developed include performing, composing, and analysing music. Music is a subject for students who already play an instrument or sing, or for those who have recently started learning and want to develop their skills, knowledge and abilities in music.

Studying Year 9 Music develops the skills to study the following senior subjects:

- Year 10 Music
- Year 11/12 General Music
- Year 11/12 Music in Practice
- Year 12 Music Extension

Skills developed

In music, students will develop performance and compositional skills using musical elements and concepts. They will also develop skills in interpreting and analysing musical works.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Feeling Blue Students gain knowledge and skills relevant to the blues genre by learning common blues chord progressions on guitar/piano, developing aural recognition, reading/ writing notation, researching blues history, and engaging with the elements of music.	Responding Task – Exam Making Task – Composition Making Task – Performance

Special requirements

Students need to participate in all areas of the music program and be a cooperative member of various groups that they will participate in. Students must be prepared to perform in front of the class on multiple occasions through the course of study.

Additional information

Nil

Subject overview

Year 9 Media arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Students learn to be critically aware of the ways the media are culturally used and negotiated and explore and interpret diverse and dynamic cultural, social, historical and institutional factors.

Skills developed

In media arts, students will become equipped with the skills to discern the truth from the re-presentation of reality. This knowledge together with an understanding of how to analyse texts, assists in developing student awareness of the role of the media in our society and its power as a form of mass communication in today's technological world.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Showcase the Subject! Students explore the dynamics of marketing, advertising, and promotional strategies. In this unit, students will engage in the creative journey of conceptualising and crafting an advertisement. Students will delve into the myriad influences underpinning different advertising formats, while also reflecting on advertising's pervasive role in society. Students will then showcase their advertisement on the big screen.	Students will create a 45-second to 1-minute video advertisement promoting a specific subject department in the school. This project aims to combine creative storytelling, technical skills in video production, and persuasive advertising strategies.
2	Film in Focus: Exploring Australian Identity Through Media Arts. In this unit, students delve into the rich and complex depiction of Australian identity through media arts, analysing films, documentaries, or media segments. This educational journey encourages students to critically evaluate how storytelling, visual techniques, sound, and editing shape narratives that reflect, critique, and celebrate Australian culture and societal issues. This immersive experience not only enhances student understanding of content but also their appreciation for the artistry and influence of media in shaping perceptions of national identity.	Students will watch a full piece of selected media (or a segment of media) and create a 2–3-minute multimodal presentation to express their analysis and personal response. Students will evaluate how media arts are used to celebrate and challenge perspectives of Australian identity. This presentation will integrate various forms of media such as spoken word, visuals, text, and audio to provide a comprehensive and engaging response.

Special requirements

Nil

Additional information

Nil

Subject overview

Students participate in a course for three lessons a week for one semester, focussing on the practical uses of timber metals and acrylic, when designing answers to solve problems. The Design Process is taught to optimise solutions to problems, involving the correct use of different materials. The focus on using tools safely in the creation of projects involving timber, metal and acrylic to produce usable items, is the foundation level for greater development in Year 10, when students can choose which area they prefer to develop their skills in.

Skills developed

The focus is on development of hand skills and use of different workshop machinery, using timber, metal and acrylic to produce usable items. Students develop skills in design to produce usable solutions to real life problems.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Safety in the Workshop	Completion of OnGuard training modules
2	Timber theory and practice	Timber project
3	Metal theory and practice	Metal project

Special requirements

Nil

Additional information

The school provides all materials as part of the Student Resource Scheme. All students are required to participate in safety training through OnGuard Machine Safety Training Online before accessing equipment in the workshop. This includes teacher demonstration and training and is a minimum requirement to participate in this practical area.

All students must wear correct footwear with impervious uppers (shoes that do not allowing fluid to pass through) in the workshop, as per the school uniform rules. Protective equipment such as face shields and ear protection will be supplied by the school. The purchase of personal protective equipment such as safety glasses and ear muffs would be of benefit to the student, but there is a supply of these in the workshops.

Subject overview

Students participate in a course on Design for three lessons a week for one semester, focussing on the process of designing solutions for problems. The course develops skills in sketching, ideation, computer generated drawing, analysis and presentation to a fabrication level. 3D printing and CNC routing skills, as well as project production, validate the design process to prove the success from ideas to creation.

Skills developed

The focus is on developing the process of how to take ideas that solve problems, present the best solution in a folio for others to understand and create the solution to test for success.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Logo Design	Design brief, sketching, design process CAD design prototyping (design folio)
2	Break Space	Design brief, sketching, design process, CAD design, presentation (design folio)

Special requirements

Nil

Additional information

Nil

Subject overview

Materials and Technologies focus on students becoming creative and responsive designers. In year 9, students use design and technologies, knowledge and understanding, processes and production skills and design thinking to produce designed solutions to identified needs or opportunities of relevance to individuals and communities.

Skills developed

Skill development, using textiles and equipment to design and make wearable items of clothing. The process must focus on sustainability and economy.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	The fashion industry	Investigative essay
2	Textiles and designing for purpose	Process Journal
3	Manufacturing	Producing a garment

Special requirements

The school will supply materials for the first product. Students are expected to supply all materials for their personal design process, including blue/black pens and a display folder.

Additional information

Nil

Subject overview

Food specialisations (hospitality) gives students the opportunity to develop knowledge of design and technologies occupations and their impact on design decisions. Students will evaluate the features of technologies, select and use appropriate safety, hygiene and cookery principles to create and produce design solutions independently and collaboratively. The Hospitality Industry focus provides students with the opportunity to learn the correct processes and etiquette required for successful restaurant practices.

Skills developed

Skill development is based on the best way to prepare food hygienically and to a restaurant standard, preparing the student for a future in the Hospitality industry.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Hospitality Basics and Cooking Techniques	Weekly practical cooking; exam; process journal
2	New Look Kids Menu	Investigations and process journal

Special requirements

Apron and tea-towel for cooking. Students supply their own ingredients for practical cookery. An A4 notebook, black/blue pens, highlighter and glue stick is required.

Additional information

Nil

Subject overview

Digital Technologies provides students with practical opportunities to be innovative developers of digital solutions and knowledge. This course focuses on developing skills in computational thinking with students analysing problems and designing, implementing and evaluating digital solutions.

Skills developed

Throughout this course, students will be able to:

- Manipulate software to create solutions for a designated audience.
- Develop websites based on the outlined requirements.
- Design, develop and display spreadsheets using data

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Website Development	Project
2	Data	Project

Special requirements

Nil

Additional information

Skills developed in Digital Technologies in Year 9 will open opportunities for further studies within our school environment and beyond into the workplace.

Subject overview

Studies in Economics and Business prepare students for the real world. Students will develop an understanding of economics and business concepts by exploring the risks and rewards with starting a business, financial and basic business operations and the influence of consumers on business.

Skills developed

Through the study of Economics and Business, students will develop the following skills:

- ability to question
- think critically
- solve problems
- communicate effectively
- make decisions
- adapt to change.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Global Business	Assignment
2	Risky Business	Combination Response Exam

Special requirements

Nil

Additional Information

Students will learn how to participate as active and informed citizens. Skills developed in Economics and Business in Year 9 will open opportunities for further studies within our school environment and beyond into the workplace.

Subject overview

Studies in Civics and Citizenship prepare students for the real world. Students will develop an understanding of Civics and Citizenship (Legal Studies) concepts by exploring the legislative process and political process through analysing the role of the constitution, the court system and being global citizens.

Skills developed

Through the study of Civics and Citizenship, students will develop the following skills:

- ability to question
- think critically
- solve problems
- communicate effectively
- make decisions
- adapt to change.

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Australia's Political and Legal System	Combination Response Exam
2	Giving It - Philanthropy	Project

Special requirements

Nil

Additional Information

Students will learn how to participate as active and informed citizens. Skills developed in Civics and Citizenship in Year 9 will open opportunities for further studies within our school environment and beyond into the workplace.

Subject overview

Year 9 Geography is an elective course for one semester. This course aims to equip students with skills necessary to undertake Geography in year 10 and senior. Students, at this age, are increasingly interested in the environment and the world around them and this course caters for this by using real life experiences and relevant case studies.

Skills developed

Through the study of geography, students will have the opportunity to develop skills in:

- Field work
- Decision making
- Graphing and mapping skills
- Paragraph and report writing
- Analysis and interpretation of maps and graphs
- GIS – producing maps and graphs using ICTs

Unit and assessment overview

	Unit Overview	Assessment Summary
1	<p>Biomes and Food Security: Where and how is food grown? Do we grow enough food to feed the growing world population? How can we be more sustainable in how we grow food? How can we ensure that everyone in the world has reliable and safe access to the food they need in order to survive?</p>	Exam
2	<p>Wetlands Students will learn about wetlands and their importance. A highlight will be the mandatory excursion to the Boondall wetlands where students will: Observe the wetlands environment Go yabby pumping and bait netting to determine the health of the wetlands, and Identify a challenge faced by the wetlands and propose recommendations on how to address this challenge.</p>	Field Report
3	<p>Geography of Chocolate How is chocolate produced, sold and marketed? What are the environmental, social and economic implications of this global industry? What is fair trade and how can this improve conditions within the chocolate industry?</p>	Exam

Special requirements

Fieldwork is an integral part of the course and as such at least one excursion will be required.

Additional information

Nil

Subject overview

Japanese offers an opportunity for learners to study a unique language that uses a variety of character-based scripts. The Japanese language deeply reflects the complexity and cultural heritage of Japanese society. Through studying Japanese, our students can develop a sensitivity towards the values and perspectives of the Japanese people.

Skills Developed

Through the study of Japanese, students will develop the following skills:

- Writing in Kanji
- Speaking Japanese
- Reading Hiragana and Katakana

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Milestones	Weekly writing log
2	International Connections	Exam – Reading and writing
3	Express yourself	Spoken task

Special requirements

Previously studied Japanese in years 7 and 8.
Recommended B or A result in year 8 Japanese.

Additional information

Year 9 Japanese builds on knowledge of grammar, vocabulary and written scripts developed through years 7 and 8. Students wishing to study Japanese in year 9 should have a strong understanding of:

- Self-introductions vocabulary and grammar (name, age, greetings, likes and dislikes)
- Family members vocabulary
- Adjectives, vocabulary and grammar
- Animals and body parts vocabulary and grammar
- School subjects and timetables vocabulary and grammar
- Hiragana (46 base and sound changes) and kanji characters for above vocabulary

French

International Faculty

FRE

Subject overview

French in year 9 continues the journey started in years 7 and 8. French offers an opportunity for learners to study a unique and versatile language. Students use French to describe their people and the world around them. It lays the foundation to communicate with others from different cultures. Students demonstrate awareness that the French language is connected with culture and identity.

Skills developed

- Listening and understanding French language
- Speaking with increased fluency and confidence
- Reading and comprehending simple French texts
- Writing skills
- Increased cultural awareness

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Describing people	Written script and speech
2	Food	Reading, writing and listening exam

Special requirements

Year 8 French

Additional information

Wired headphones will be required for some assessment pieces.

Subject overview

The Volleyball Excellence Program recognises the importance of providing students with a fulfilling and challenging education that allows young student athletes to develop their sporting talent, while building confidence, communication and leadership skills.

The Volleyball Excellence Program combines curriculum time with both theoretical and practical lessons. Students will study the general Health and Physical Education curriculum and is designed for students who are interested in developing their skills with a view to making them more competent not only as a player but as a coach, manager, trainer or official. The Volleyball Excellence Program has a values-based focus with a clear goal of holistically developing students who can contribute positively to society. To maintain their position in the program students must uphold a high standard in behaviour, effort and self-discipline.

Skills developed

The Volleyball Excellence Program provides students with a pathway into elite sport. With a focus on the four pillars of Long-Term Athletic Development; physical, technical, tactical and mental, this program provides a comprehensive program to prepare athletes for elite level competition. This program provides opportunities for students to compete in multiple competitions throughout the year.

Further to the skills develop in Health and Physical Education, students involved in the Volleyball Excellence Program will also develop:

- Leadership skills
- Time management
- Goal setting
- Communication skills
- Performance analysis

Unit and assessment overview

	Unit Overview	Assessment Summary
1	Rules and Regulations of Volleyball	Exam – Short response Physical performance – Umpiring
2	Coaching and Training	Develop and run a coaching session
3	Theory – Risky Behaviours Practical – Volleyball	Research Report Physical performance
4	Theory – Discrimination in sport Practical – Volleyball	Exam - Argumentative Essay Physical Performance

Special requirements

Effort, behaviour expectations and costs are outlined in the Volleyball Excellence Handbook

Additional information

Nil