

**BRAY PARK**  
STATE HIGH SCHOOL



Challenge  
The Unknown

# BRAY PARK STATE HIGH SCHOOL

## YEAR 9 CURRICULUM HANDBOOK 2026



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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

## PRINCIPAL

Peter Turner

## DEPUTY PRINCIPALS

Kerri Trigger – Year 7

Rhys Holmes- Year 8

Maria Williamson – Year 9

Kimberley McDonald – Year 10

Eleana Kerr – Years 11 & 12

## GUIDANCE OFFICERS

Melissa Macuga – Years 9 & 12

Leah Ongheen – Years 7 & 10

Che Gordon – Years 8 & 11

## Heads of Department

### JUNIOR SCHOOL (Years 7 & 8)

Michelle Elliott

### MIDDLE SCHOOLING (Years 9 & 10)

Carly Ballantyne

### SENIOR SCHOOLING (Years 11 & 12)

Bharati Singh

### ENGLISH

Danielle Lloyd

### MATHEMATICS

Wayne Prout

### SCIENCE

Grant Nicol

### HUMANITIES

Katrina Makings

### THE ARTS

Robert Adamson

### TECHNOLOGIES

Simon Flemming

### HEALTH AND PHYSICAL EDUCATION

Dominic Eldridge

### BUSINESS

Anna Bench

### INTERNATIONAL

Emily Baldry

### INCLUSIVE EDUCATION

Stacy Burke

### STUDENT ENGAGEMENT

Trevor Greinke

### E-LEARNING

Aman Martir

# 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/carers 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

	Year 8 subjects	Year 9 CORE subjects	Year 10 CORE subjects (year long)	Year 11/12 GENERAL subjects	Year 11/12 APPLIED & VET subjects
English Faculty	English (year long)	English (year long)	English	<ul style="list-style-type: none"> <li>English</li> <li>Literature</li> <li>English Literature Extension (Year 12 only)</li> </ul>	Essential English
Mathematics Faculty	Mathematics (year long)	Mathematics (year long)	Mathematics Mathematics A	<ul style="list-style-type: none"> <li>General Mathematics</li> <li>Mathematical Methods</li> <li>Specialist Mathematics</li> </ul>	Essential Mathematics
Health & Physical Education Faculty	<ul style="list-style-type: none"> <li>Health &amp; Physical Education (1 semester)</li> <li>Volleyball Excellence Program (Semester 2 only – this will be the student's compulsory semester of HPE and will follow the HPE theory curriculum)</li> </ul>	<ul style="list-style-type: none"> <li>Health &amp; Physical Education (1 semester)</li> <li>Volleyball Excellence Program (Follows the HPE theory curriculum)</li> </ul>	<b>Year 10 ELECTIVES (year long)</b> <ul style="list-style-type: none"> <li>Health &amp; Physical Education with extension option</li> <li>Volleyball Excellence Program (Follows the HPE theory curriculum)</li> </ul>	Physical Education	<ul style="list-style-type: none"> <li>Sport &amp; Recreation</li> <li>Certificate III/II in Sport &amp; Recreation (Volleyball Excellence Program)</li> <li>Certificate III in Fitness</li> </ul>
Science Faculty	<ul style="list-style-type: none"> <li>Science (year long)</li> <li>Bray Innovate (3 year commitment that begins in Year 7)</li> </ul>	<ul style="list-style-type: none"> <li>Science (year long)</li> <li>Bray Innovate (3 year commitment that begins in Year 7)</li> </ul>	<ul style="list-style-type: none"> <li>Science (core)</li> <li>Living Science</li> <li>Physical Sciences</li> <li>Engineering Sciences</li> </ul>	<ul style="list-style-type: none"> <li>Physics</li> <li>Biology</li> <li>Chemistry</li> <li>Psychology</li> </ul>	<ul style="list-style-type: none"> <li>Science in Practice</li> </ul>
Humanities Faculty	<ul style="list-style-type: none"> <li>History, Geography and Civics (these 3 subjects will be covered throughout the year)</li> </ul>	History (1 semester) <b>Year 9 ELECTIVES (1 semester)</b> Geography	<ul style="list-style-type: none"> <li>History</li> <li>Geography</li> <li>Humanities</li> </ul>	<ul style="list-style-type: none"> <li>Ancient History</li> <li>Modern History</li> <li>Geography</li> </ul>	<ul style="list-style-type: none"> <li>Social and Community Studies</li> <li>Tourism</li> </ul>
The Business Faculty	<ul style="list-style-type: none"> <li>Economics &amp; Business (1 term)</li> </ul>	<ul style="list-style-type: none"> <li>Economics &amp; Business</li> <li>Civics &amp; Citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Business Studies</li> <li>Legal Studies</li> <li>Certificate I in Workplace Skills</li> </ul>	<ul style="list-style-type: none"> <li>Legal Studies</li> <li>Business</li> </ul>	<ul style="list-style-type: none"> <li>Certificate III in Business</li> <li>Diploma of Business</li> <li>Certificate II in Financial Services</li> </ul>
The Arts Faculty	<ul style="list-style-type: none"> <li>Performing Arts: Drama and Music (1 semester)</li> </ul>	<ul style="list-style-type: none"> <li>Visual Art</li> <li>Drama</li> <li>Music</li> <li>Dance</li> <li>Media Arts</li> </ul>	<ul style="list-style-type: none"> <li>Visual Art</li> <li>Studio Art</li> <li>Drama</li> <li>Music</li> <li>Dance</li> </ul>	<ul style="list-style-type: none"> <li>Visual Art</li> <li>Drama</li> <li>Music</li> <li>Music Extension (Yr 12 only)</li> </ul>	<ul style="list-style-type: none"> <li>Dance in Practice</li> <li>Drama in Practice</li> <li>Music in Practice</li> <li>Certificate II in Visual Art</li> <li>Media Arts</li> </ul>
E-Learning Faculty	<ul style="list-style-type: none"> <li>Digital Technologies (1 term)</li> </ul>	<ul style="list-style-type: none"> <li>Digital Technologies (1 semester electives)</li> </ul>	<ul style="list-style-type: none"> <li>Digital Technologies</li> </ul>		<ul style="list-style-type: none"> <li>Certificate III in Information Communication Technology</li> </ul>
Technologies Faculty	<ul style="list-style-type: none"> <li>Design</li> </ul>	<ul style="list-style-type: none"> <li>Design &amp; Technologies: Industrial</li> <li>Design &amp; Technologies: Fashion</li> <li>Design &amp; Technologies: Hospitality</li> <li>Design &amp; Technologies: Design</li> </ul>	<ul style="list-style-type: none"> <li>Certificate I in Manufacturing (Pathways)</li> <li>Technology Studies: Design</li> <li>Technology Studies: Engineering</li> <li>Hospitality</li> </ul>	<ul style="list-style-type: none"> <li>Design</li> </ul>	<ul style="list-style-type: none"> <li>Construction Skills</li> <li>Early Childhood Studies</li> <li>Hospitality Practices</li> <li>Certificate II in Engineering Pathways</li> <li>Certificate II in Furniture Making</li> <li>Certificate II in Automotive Vocational Pathways</li> <li>Certificate II in Hospitality</li> <li>Early Childhood Studies</li> <li>Certificate II in Early Childhood</li> </ul>
The International Faculty	<ul style="list-style-type: none"> <li>Chinese, Japanese, French (1 semester - where possible you will continue to study the language you studied in Year 7)</li> </ul>	<ul style="list-style-type: none"> <li>French</li> <li>Japanese</li> </ul>	<ul style="list-style-type: none"> <li>Japanese</li> </ul>	<ul style="list-style-type: none"> <li>Japanese</li> </ul>	

# Year 9 2026

## 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>What If?</i> Infinite Possibilities of Speculative Fiction	<b>Part A:</b> Create a thriller short story <b>Part B:</b> Writer's 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	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 order TBC.

	Unit Overview	Assessment Summary
1	Number	Exam
2	Measurement	Exam
3	Ratio, Scale and Errors	Exam
4	Geometry	Examt
5	Probability	Written Assignment
6	Statistics and Data	Written Assignment
7	Algebra	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
<b>1A</b>	Theory – Risky Behaviours	Research Report
<b>1B</b>	Striking sports (street hockey, cricket, softcrosse, rounders)	Practical demonstration
<b>2A</b>	Theory – Discrimination in sport	Exam - Argumentative Essay
<b>2B</b>	Practical – Kicking sports (TRL, Football, Futsal, AFL, Oz Tag)	Practical demonstration

## 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	It's Elementary	Written test
3	Earth's spheres	Research task
4	My Life in Balance and reproduction	Written test

## Special requirements

Nil

## Additional information

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

# Year 9 2026

## 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 Faculty

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

### The E-Learning Faculty

- Digital Technologies

### The Business Faculty

- Economics & Business
- Civics & Citizenship

### The Humanities Faculty

- Geography

### The International Faculty

- Japanese
- French

### 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 and ceramics. Visual Art plays a role in the development of individual expression, personal aesthetic and creative thinking.

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

- Year 10 Visual 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 manipulating materials, techniques and processes to represent ideas and subject matter. Artworks from different cultures, times and places are analysed and evaluated. Connections are made between visual conventions, practices and viewpoints that represent student's ideas and the ideas of others. 2D and 3D media creation, drawing, painting, ceramics and sculpture. It will also help develop and explore individual and creative expression.

## Unit and assessment overview

	Unit Overview	Assessment Summary
<b>1</b>	<b>2D Media</b> - Students explore personal themes and concepts related to portraits and personal viewpoints. Learning opportunities will allow development of independent approaches and responses while experimenting with media, techniques and conventions.	Making Task – Drawing, Painting
<b>2</b>	<b>3D Media</b> - Students develop skills and basic techniques in sculpture or ceramics. The unit culminates in a 3D artwork with a cultural theme. Learning opportunities will allow development of independent approaches and responses.	Making Task – Clay and Sculptural Media
<b>3</b>	<b>Art Analysis</b> - Students analyse a range of artworks by artists with diverse cultural backgrounds. They complete a written analysis using the model of description, analysis, interpretation and evaluation.	Responding Task – Short Written Responses

## 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 all students who have an interest in learning dance 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 Dance in Practice
- Year 11/12 General Dance

## Skills Developed

- Dance will allow students to develop skills in performing and choreographing dance works in different styles and responding to dance works.
- Students form and develop interpersonal skills by building self-confidence and self-awareness, apply effective communication in group-work, and build upon their decision-making and problem-solving skills.
- Students develop their creativity and expression through the creation and choreography of dance works.

## Unit and assessment overview

	Unit Overview	Assessment Summary
1	1. <b>Multi-Cultural Moves:</b> Students will explore movements from ritual and folk dances from various cultures and gain an understanding of the cultural specificity of symbols in dance. Through the use of various choreographic devices and techniques students will adapt cultural movements to develop their own movement vocabulary. Students will study the elements of dance, choreographic devices, form and production elements exploring how these can be manipulated to communicate meaning.	<p>Making: Performance - Students perform a teacher devised cultural dance.</p> <p>Making: Choreography - Students choreograph a dance from a chosen culture.</p> <p>Responding: Short Response - Students analyse dance works.</p>

## Special requirements

- Students must be prepared to perform in front of the class on multiple occasions through the course of study.

## Additional information

Nil

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	<b>Elements of Drama</b> 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	<b>Collage Drama</b> 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

Please be aware that if you choose drama you may be expected to participate in performances for a public audience outside of school hours. Due to the collaborative nature of drama, it is important that if you choose this subject you are willing to commit to the appropriate time and dedication it takes to be involved in productions.

## 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	<b>Feeling Blue</b> 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	<b>Film in Focus – A Multimodal Response:</b> Students will learn various Media Arts codes and conventions such as cinematography and sound design. They 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.	Welcome aboard! The Bray Screen Crafters has recently brought you on board for an exciting project. Your first assignment involves delving into the world of Australian cinema. You've been directed to watch a specific Australian film, then explore how it uses various media elements to portray, challenge, and celebrate perspectives of the Australian identity. Your insights will contribute to a broader discussion on the role of film in cultural expression and national identity, enhancing our understanding of digital media's power in storytelling.
2	<b>Get Involved @ Bray – A Media Arts Advertisement Project.</b> Students will learn visual design principles, persuasive advertising strategies and technical Media Arts skills such as operating digital cameras to capture photography and video. Students will then use these skills to construct a multimodal, digital e-poster that aims to promote a specific extra-curricular activity within the school. Students will then critically reflect upon their creative choices.	Students will create a multimodal e-poster that aims to promote a specific extra-curricular activity within the school. Students will combine design knowledge, persuasive advertising strategies, and technical skills in text, graphics, photography, sound and video! When students create their content, they should keep this question at the front of their mind: "Why should students get involved at Bray Park State High?" Students will then critically reflect upon their creative choices.

## Special requirements

Nil

## Subject overview

In this semester-long course, students attend three lessons per week, engaging in hands-on learning focused on understanding how the characteristics and properties of materials, systems, components, tools, and equipment can be combined to create functional design solutions.

This practical subject introduces students to working with timber, metals, and acrylics, with an emphasis on selecting and using the appropriate tools and techniques for each material. Through the structured use of the Design Process, students will respond to design challenges by developing and producing items that are both creative and purposeful.

A strong focus is placed on safe work practices, especially in the use of tools and machinery. The skills developed form a foundational base that prepares students for further specialisation in Year 10, where they have the opportunity to focus on specific materials or areas of interest.

## 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	Co2 Drag Racer	Design folio and Practical project
3	Desk top planter	Design folio and Practical project

## Special requirements

To comply with Workplace Health and Safety (WHS) requirements, **all students must wear appropriate footwear** with impervious (fluid-resistant) uppers to enter the workshop, in accordance with the school uniform policy.

## 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.

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 undertake a Design course three lessons per week for one semester, with a focus on applying the Design Process to develop solutions to identified design problems. This course provides students with the foundational knowledge, understanding, and production skills necessary for success in senior Design studies.

Throughout the course, students will build capabilities in sketching, ideation, computer-aided design (CAD), analysis, and presenting their ideas to a fabrication-ready level. Technologies such as 3D printing and laser cutting will be used to bring their concepts to life, validating the design process from initial ideas through to final creation.

## Skills developed

The focus is on the Design Process—transforming ideas that solve real-world problems into clearly presented solutions through a design folio, and then creating and testing those solutions to evaluate their 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

Students we require a laptop to conduct research and to create designs digitally.

## Additional information

Nil

## Subject overview

Food and Fibre is a dynamic subject that is part of the Australian Curriculum: Design Technologies. Students will investigate food and fibre production to design and create solutions to support current and future products. Challenges for world food and fibre production include an increasing world population and an uncertain climate and competition for resources such as land and water. These pose challenges for economic, environmental and social sustainability; and ethical considerations. Students will also demonstrate processes and production skills in both food and fibre.

## Skills developed

They should progressively develop knowledge and understanding about the managed systems that produce food and fibre through creating designed solutions. Skills developed through innovative and sustainable use of both textiles and food to investigate and define; generate and design; produce and implement; evaluate; and collaborate and manage.

## Unit and assessment overview

	Unit Overview	Assessment Summary
1	Fibre: The Textile Industry	Written investigation Practical examination
2	Food: Feast program	Project: Design process + production

## Special requirements

Students are required to supply their own material for the fibre unit and their own weekly cooking ingredients for the food unit (1 Semester).

To comply with Workplace Health and Safety (WHS) requirements, **all students must wear appropriate footwear** with impervious (fluid-resistant) uppers to enter the kitchens, in accordance with the school uniform policy.

## Additional information

Students may take both Food & Fibre and Food Specialisations subjects. Please be aware that you may be required to purchase ingredients for practical cooking twice in the week.

## Subject overview

Food specialisations includes the application of nutrition principles and knowledge about food, its systems and technologies, selection and preparation; and contemporary technology-related food issues. Community awareness of and interest in accessing quality nutritious food from ethical and sustainable food systems is increasing. Individuals and communities should be empowered to make informed food selection and preparation choices to meet their needs. Students will demonstrate food processes and production skills in food.

## Skills developed

They should develop an understanding of skills in food preparation when making food decisions to support health eating. They should progressively develop knowledge and understanding about food, food systems and technologies, and how to make informed and appropriate food preparation choices when experimenting with and preparing food. Skills developed through innovative and sustainable use of food to investigate and define; generate and design; produce and implement; evaluate; and collaborate and manage.

## 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

Students are required to supply their own weekly cooking ingredients for Food Specialisation.

To comply with Workplace Health and Safety (WHS) requirements, **all students must wear appropriate footwear** with impervious (fluid-resistant) uppers to enter the kitchens, in accordance with the school uniform policy.

## Additional information

Students may take both Food & Fibre and Food Specialisations subjects. Please be aware that you may be required to purchase ingredients for practical cooking twice in the week.



## Subject overview

Digital Technologies Year 9 provides students the opportunity to understand, create and evaluate digital solutions across a variety of contexts. Students apply computational thinking by breaking real world problems into parts and designing algorithms, and they gain practical experience programming in languages such as Python and JavaScript or using block based tools. They collect, model and analyse data, design user centred interfaces and explore how hardware, software and networks work together. Learners investigate cyber security risks, apply privacy principles and develop responsible practices for digital citizenship. Through hands on projects and collaborative workflows, students build creativity, critical thinking and the technical skills needed for further study and future careers.

## Skills developed

*Students will be able to:*

- **Create web content:** structure pages with HTML and style them with CSS
- **Program interactivity:** implement algorithms and event-driven code using JavaScript
- **Apply computational thinking:** decompose problems and design step-by-step algorithms
- **Model and visualise data:** represent and analyse information for web and game contexts
- **Use object-oriented programming:** develop, modify and debug code in game development
- **Identify cyber-security risks:** model threats and apply measures to protect data
- **Communicate designs:** use flowcharts, diagrams and precise technical vocabulary
- **Collaborate effectively:** plan and manage agile workflows in pairs
- **Manage digital footprints:** apply privacy principles and ethical technology practices

## Unit and assessment overview

Unit Overview		Assessment Summary
1	<b>Web Development</b> Students use HTML, CSS and JavaScript to decompose real world problems, design and validate algorithms, model and visualise data and build responsive user centred web pages.	<i>Project:</i> <ul style="list-style-type: none"> <li>• Spanning 8 weeks</li> <li>• Digital solution development</li> <li>• Written and graphical components</li> </ul>
2	<b>Game Development</b> Students apply object-oriented programming to craft interactive games, manage complex data structures, model cyber security threats and explore vulnerabilities.	<i>Project:</i> <ul style="list-style-type: none"> <li>• Spanning 8 weeks</li> <li>• Digital solution development</li> <li>• Written and graphical components</li> </ul>

## Special requirements

Students require a laptop with internet access to complete class activities and assessment.

## Additional information

- Skills developed in Year 9 Digital Technologies open pathways to advanced digital studies at school and career opportunities beyond.
- All practical coding and hardware activities must follow the school's and Department's ICT processes and protocols.
- Collaborative projects will use the school's approved version-control platform.

## Subject overview

Do you have a business idea? Want to know how companies succeed or fail? In Economics and Business, students explore the world of money, markets, and entrepreneurship. From understanding how global businesses operate to weighing up the risks and rewards of starting your own venture, this subject offers real-world learning for real-life decisions. Students also examine how consumer choices shape business decisions and the economy.

Whether you're interested in starting a business, working in finance, or just want to better understand the world around you, this subject gives you the foundations for smart decision-making.

## Skills developed

Students will gain transferable skills that are highly valued in both study and work, including:

- Critical and creative thinking
- Problem-solving and risk evaluation
- Effective communication
- Decision-making and adaptability

These skills are valuable for any career path and provide a strong foundation for future studies in Business, Legal Studies and beyond.

## Unit and assessment overview

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

## Special requirements

Nil

## Additional Information

Students may have the chance to take part in enriching programs and excursions, including the Griffith University Business Ambassadors Program and other industry-related experiences (subject to availability). These activities provide insights into the business world and help students see their learning in action.

## Subject overview

Ever wondered how laws are made or what your rights are as an Australian citizen? In Civics and Citizenship, students explore the real-world workings of Australia's political and legal systems. From understanding the role of the Constitution to investigating how courts operate and how citizens influence change, this subject equips students with knowledge that's not just useful – it's empowering. Students also consider Australia's role in the global community and what it means to be an active, informed citizen.

## Skills developed

Throughout the course, students will develop key life and learning skills including:

- Critical and ethical thinking
- Problem-solving and decision-making
- Effective communication
- Inquiry and analysis
- Adaptability in real-world situations

These skills are valuable for any career path and provide a strong foundation for future studies in Legal Studies, Business, and beyond.

## Unit and assessment overview

	Unit Overview	Assessment Summary
1	Australia's Political and Legal System	Combination Response Exam
2	Citizenship, Government & Society	Project

## Special requirements

Nil

## Additional Information

Students may have the chance to participate in real-world learning experiences such as excursions to the Queensland Police Museum or Brisbane's Crime Walking Tours (subject to availability). These engaging experiences bring classroom learning to life and deepen understanding of Australia's legal and civic systems.

## 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	<b>Biomes and Food Security:</b> <ul style="list-style-type: none"> <li>• Take a virtual tour of the world's major biomes, from lush tropical rainforests to the icy tundra</li> <li>• Track your journey using your very own Geography passport</li> <li>• Explore the connection between biomes and the food we eat</li> <li>• Find out if we grow enough food to feed the growing world population</li> <li>• Create digital maps about real world case-studies</li> <li>• Identify ways to be more sustainable in how we grow food</li> </ul>	Exam
2	<b>Geography of Chocolate - Bridging Unit</b> <ul style="list-style-type: none"> <li>• Identify where chocolate is produced, sold and marketed</li> <li>• Observe environmental, social and economic implications of this global industry</li> <li>• Understand what fair trade is and how can this improve conditions within the chocolate industry?</li> </ul>	No assessment
3	<b>Geographies of Interconnections</b> Students will learn about how Brisbane is connected to the rest of the world and about wetlands and their importance to Moreton Bay. A highlight will be the mandatory excursion to the Port of Brisbane and Boondall wetlands where students will: <ul style="list-style-type: none"> <li>• Take a tour and observe unloading of ships at the Port of Brisbane</li> <li>• Visit Nudgee Beach and go yabby pumping and bait netting to determine the health of the wetlands,</li> <li>• Observe plankton under a microscope, and</li> <li>• Identify a challenge faced by the wetlands and propose recommendations on how to address this challenge.</li> </ul>	Field Report

## Special requirements

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

## 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:

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

## Unit and assessment overview

	Unit Overview	Assessment Summary
1	Milestones	Weekly writing log
2	International Connections	Exam – Reading and writing

## 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
- Time, days of the week, months and days vocabulary and grammar
- School subjects and timetables vocabulary and grammar
- Hiragana (46 base and sound changes) and kanji characters for above vocabulary

## 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	Dream Holiday	Vlog/Multimodal Presentation
2	Your health	Reading, writing and listening exam

## Special requirements

Has studied French in year 7 and 8.

Recommended grade of an A or B in year 8 French.

## Additional information

Wired headphones and a laptop will be required for 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 – Volleyball Scoresheet Physical performance – Refereeing
2	Coaching and Training	Assessment – Plan a coaching session Physical performance - Run a coaching session
3	Theory – Risky Behaviours Practical – Volleyball	Assessment - Research Report Physical performance - Volleyball
4	Theory – Discrimination in sport Practical – Volleyball	Exam - Argumentative Essay Physical Performance - Volleyball

## Special requirements

The Volleyball Excellence Program has associated fees which are detailed in the Player Handbook.

## Additional information

Students enrolled in the Volleyball Excellence Program are expected to meet specific standards for behaviour and effort, as outlined in the Volleyball Excellence Handbook. These expectations are agreed upon by both students and their parents at the time of enrolment.