

BRAY PARK  
STATE HIGH SCHOOL



Challenge  
The Unknown

**BRAY PARK**  
STATE HIGH SCHOOL

Year 9 Curriculum  
Handbook  
2022



# Table of Contents

Welcome to Middle Secondary .....	1
Key People .....	2
Curriculum structure .....	3
Inclusive Education.....	4
Year 9 subject pathways.....	5
English.....	6
Mathematics.....	7
Health and Physical Education .....	8
History .....	9
Science.....	10
Visual Art .....	11
Dance.....	12
Drama .....	14
Music .....	15
Materials and Technologies (Industrial).....	16
Design & Technologies .....	17
Materials and Technologies (Fashion) .....	18
Food Specialisation (Hospitality).....	19
Digital Technologies .....	20
Geography .....	21
Economics and Business.....	22
Civics and Citizenship .....	23
Japanese .....	24
Chinese .....	25
Volleyball Excellence .....	26

# 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

Eleana Kerr

Sally Dexter

Kerri Trigger

GUIDANCE OFFICER

Courtney Shorten  
Ross Palmer

## Heads of Department

HEAD OF INCLUSIVE EDUCATION

Kimberley McDonald

MIDDLE SCHOOLING

Carly Ballantyne

SENIOR SCHOOLING

Karenne Haygarth

JUNIOR SCHOOL

Michelle Elliot

ENGLISH

Tracey Goodrum

MATHEMATICS

Wayne Prout

SCIENCE

Grant Nicol

HUMANITIES

Katrina Makings

THE ARTS

Robert Adamson

DESIGN AND TECHNOLOGY

Annette Adams

HEALTH AND PHYSICAL EDUCATION

James Francis

DIGITAL TECHNOLOGIES/ BUSINESS/STEM

Anna Bench

INTERNATIONAL

Carmel Swaine

## 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, 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, Inclusion describes all learners, including those with a disability or learning difficulty, being placed in regular classes in the company of their peers. Teachers plan for every student to participate and learn, with the support of suitable adjustments and curriculum provisions, creating a culture of successful learners. Inclusion is about maximising the outcomes for all students through identification and reduction of barriers to learning. It is about setting high expectations, valuing and celebrating diversity; and employing high quality, evidence-based teaching practices focused on success for every student.

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, team teaching with specialist Inclusive Education and Learning Support teachers, adjustments to curriculum tasks, environmental adjustments, and social and emotional support. For a small number of students, who are working on a highly adjusted curriculum in core subjects, teaching and learning may occur in a small group Focus class. Focus classes are small groups of students receiving intensive instruction to assist them to achieve their individual learning goals. Activities are often hands-on and linked to real life experiences and cater to individual learning styles and preferences.

At all times, staff model best practice in Inclusive Education principles.

The Inclusive Education team consists of:

- Head of Inclusive Education (HOSES-Head of Inclusive Education)
- Inclusive Education Teachers and Program Managers
- Learning Support teachers
- Educational Assistants (Teacher Aides)
- Administrative Officer

# Year 9 subject pathways

YEAR 9 SUBJECTS (CORE)	YEAR 10 Subjects	Year 11 and 12 Subjects	
		General	Applied/ VET
<b>English</b>	English	English	Essential English
<b>Mathematics</b>	Mathematics or Extension Mathematics	General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics
<b>Health &amp; Physical Education</b>	Physical Education Extension Health & Physical Education Volleyball Excellence	Physical Education	Sport & Recreation Certificate III in Fitness Certificate III in Health Services
<b>History</b>	History	Ancient History Modern History	Social and Community Studies Tourism
<b>Science</b>	Science Core Living Science (Science for Biology & Psychology) Physical Science (Science for Chemistry & Physics)	Physics Chemistry Biology Psychology	Science in Practice
<b>YEAR 9 ELECTIVES</b>			
<b>Visual Art</b>	Visual Arts Studio Art	Visual Art	Certificate II Visual Arts Visual Arts in Practice
<b>Dance</b>	Dance	Dance	Dance in Practice
<b>Drama</b>	Drama	Drama	Drama in Practice
<b>Music</b>	Music	Music Music Extension	Music in Practice
<b>Materials and Technologies (Industrial)</b>	Design and Technologies Materials and Technologies (Engineering) Certificate I Manufacturing (Pathways)		Certificate II Furniture Making Certificate II Engineering (Pathways) Certificate II Automotive
<b>Design and Technologies</b>	Design and Technologies	Design	
<b>Materials and Technologies (Fashion)</b>	Materials and Technologies (Fashion)		Fashion
<b>Food Specialisation</b>	Food Specialisation		Certificate II Hospitality
<b>Geography</b>	Geography	Geography	Social and Community Studies Tourism
<b>Digital Technologies</b>	Digital Technologies		Information Communication and Technology
<b>Economics and Business</b>	Business & Legal Studies	Business Legal Studies	Certificate III in Business Diploma of Business
<b>Civics and Citizenship</b>			
<b>Japanese</b>	Japanese	Japanese	
<b>Chinese</b>	Chinese	Chinese	
<b>Volleyball Excellence</b>	Health & Physical Education Volleyball Excellence	Physical Education	Sport & Recreation Certificate III in Fitness
	Certificate I in Business		Certificate II Active Volunteering

## 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.

	<b>Unit Overview</b>	<b>Assessment Summary</b>
<b>1</b>	Speculative Fiction	A) Creative Writing- The Short story B) Feature Film Study- online Vlog
<b>2</b>	Novel Study- Exploring character through language	Analytical Essay
<b>3</b>	Non-Fiction: Back to Reality and representations in the Media	Feature Article
<b>4</b>	Issue: Refugees Study	Multi-Modal Informative presentation



### 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	Using units of measurement	Students will complete 4 tests and 2 PSMT's (assignments) over the course of the year.
2	Rates, Ratio and Proportion	
3	Patterns & Algebra & Geometric Reasoning	
4	Pythagoras & Trigonometry	
5	Statistics	
6	Algebra and Financial Maths	
7	Chance	
8	Time and scientific notation	

### 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.

### Additional information

Mathematics tutoring operates Wednesdays 3:00 pm- 4:00 pm in the library. All students are welcome to attend, they need to bring some work that they need support with and their textbook.

### Subject overview

The Year 9 Health and Physical Education 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. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

### Skills developed

During this course of study the students will:

- apply specialised movement skills and strategies in a range of different environments
- explore movement concepts and strategies to evaluate and refine their own performance
- analyse how physical activity and sport can influence personal identity
- explore the role sport plays in shaping cultures

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

	<b>Unit Overview</b>	<b>Assessment Summary</b>
<b>1</b>	Theory - Teenage Health Issues Practical – Games and sports	Research Assignment Physical Performance
<b>2</b>	Theory - Respectful Relationships Practical – Games and sports	Report Physical Performance

### Course 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

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

## 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

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

## 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.

Additionally, science tutoring operates Wednesdays 3:00 pm- 4:00 pm in the library. All students are welcome to attend, they need to bring some work that they need support with and access to Stileapp.

## 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 including drawing, painting, printmaking, ceramics and sculpture. Visual Art plays a role in the development of individual expression where the resulting art form is a personal resolution of the conceptual and media selected.

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 Visual Art in Practice
- Year 11/12 Cert 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

	<b>Unit Overview</b>	<b>Assessment Summary</b>
<b>1</b>	2D Media	Making Task – Drawing, Painting
<b>2</b>	Mixed Media	Making Task – Printmaking, Collage, Painting, Drawing
<b>3</b>	3D Media	Making Task - Clay
<b>4</b>	Art Analysis	Responding Task – Extended Writing

## 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 analysing 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 routines in different styles, choreographing dance routines in different styles and analysing dance routines.

## Unit and assessment overview

	Unit Overview	Assessment Summary
1	<b>Everybody Dance Now</b> 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
	<b>Dance Fusion</b> 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. These are to be changed into for class only- complete school uniform to be worn for the remainder of the day. (Students who have jazz/ballet shoes can bring these but they are not compulsory, bare feet/socks will suffice).
- 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.

## 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	Making Task – Scripted Performance Responding Task – Essay under exam conditions
2	Collage Drama	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.



## 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

	<b>Unit Overview</b>	<b>Assessment Summary</b>
<b>1</b>	Feeling Blue	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.

### 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

	<b>Unit Overview</b>	<b>Assessment Summary</b>
<b>1</b>	Safety in the Workshop	Completion of Onguard training modules
<b>2</b>	Timber theory and practice	Timber project
<b>3</b>	Metal theory and practice	Metal project

### Additional information

The school provides all materials as part of the Student Resource Scheme. Student must complete the online Onguard training modules prior to working in the workshops and therefore must have access to their laptop.

## 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

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

### Subject overview

Three lessons a week covering fashion design, manufacturing and textile study. Students will investigate aspects of contemporary fashion trends, the processes of designing and sewing clothing and the correct use and care of textiles.

### 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	
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.

### Subject overview

Three lessons a week, which cover student's personal cooking, demonstration and a theory lesson. Students will learn the processes and etiquette required for successful restaurant practices. Their practical cooking focuses on correct food preparation techniques, hygiene and safety and the presentation skills required for the Hospitality industry.

### 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	Food groups, cooking and presentation	Practical cooking every week. Exam
2	The Hospitality Industry	Menu development. (process journal)

### Special requirements

Apron and tea-towel for cooking. Students supply their own ingredients.

## 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.
- Understand the process of design through the use of storyboards or wireframe software.
- Review and analysis the purpose and effectiveness of print media
- Understand the basic of programming, through game design and/or Robotics.

## Unit and assessment overview

	Unit Overview	Assessment Summary
1	Internet of Things (IoT)	Investigation
2	Programming/Coding	Project

## Additional information

All assessment products will be produced in class to ensure authenticity of student work. Assessment tasks will be completed at the end of each topic.

## 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><b>Wetlands</b> Students will learn about wetlands and their importance. A highlight will be the mandatory excursion to the Boondall wetlands where students will:</p> <p>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 based on field trip
2	<p><b>Biomes and Food Security:</b> 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>	Examination
3	<p><b>Geography of Chocolate</b> 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>	Examination

## Special requirements

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

## 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

	<b>Unit Overview</b>	<b>Assessment Summary</b>
<b>1</b>	Business Finances	Exam
<b>2</b>	Eco-entrepreneur	Research Assignment

## 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. This will be done through the use of mock trials and mock parliaments.

## 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

	<b>Unit Overview</b>	<b>Assessment Summary</b>
<b>1</b>	Court System	Mock Trial
<b>2</b>	Global Citizenship	Persuasive Essay

## 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

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 are able to 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

	<b>Unit Overview</b>	<b>Assessment Summary</b>
<b>1</b>	Milestones	Multimodal presentation – Writing and speaking
<b>2</b>	School around the world	Examination – Reading, writing and speaking

## Subject overview

Modern Standard Chinese is the most widely spoken language in the world. China has a long and rich history encompassing many aspects of literature, art, architecture, music and philosophy. There are many opportunities for students to interact with and experience Chinese culture. Modern Standard Chinese will provide students with unique opportunities to study a character-based language, which is quite different from their own. It offers them a different dimension of thinking and understanding of other cultures.

## Skills Developed

- A mastery of Mandarin and gain an understanding of sound variation in the pronunciation of words.
- Use of a greater number of Mandarin and increasingly apply their understanding of known vocabulary to predict the meaning of unfamiliar words.
- Reading, viewing and interacting with texts

## Unit and assessment overview

	<b>Unit Overview</b>	<b>Assessment Summary</b>
<b>1</b>	Greetings	Speaking, reading, writing and listening – Exam and presentation
<b>2</b>	Student life in China	Speaking, reading, writing and listening – Exam and interview/roleplay

## 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.

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

	<b>Unit Overview</b>	<b>Assessment Summary</b>
<b>1</b>	Theory - Teenage Health Issues Practical – Volleyball	Research Assignment Physical Performance
<b>2</b>	Theory - Respectful Relationships Practical – Volleyball	Report Physical Performance