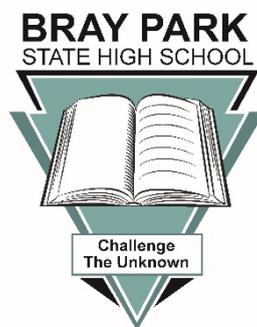


BRAY PARK STATE HIGH SCHOOL



A supportive, innovative community of learners

JUNIOR SECONDARY HANDBOOK

YEAR 9 2021

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WELCOME TO JUNIOR SECONDARY

Junior 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 Junior Secondary years of schooling (Year 7-9) 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 Junior 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.

PEOPLE WHO CAN HELP

PRINCIPAL	Peter Turner
DEPUTY PRINCIPALS	Eleana Kerr
	Sally Dexter
	Kerri Trigger
GUIDANCE OFFICER	Courtney Shorten Kate Ogilvie
HEAD OF SPECIAL EDUCATION SERVICES	Kimberley McDonald
SENIOR SCHOOLING HEAD OF DEPARTMENT	Karenne Haygarth
JUNIOR SCHOOL HEAD OF DEPARTMENT	Emma Wilson
Heads of Department	
ENGLISH / LOTE	Tracey Goodrum
MATHEMATICS	Christopher Powell
SCIENCE	Grant Nicol
HUMANITIES	Katrina Makings
THE ARTS	Robert Adamson
DESIGN AND TECHNOLOGY	Annette Adams
HEALTH AND PHYSICAL EDUCATION	John Tabrett
DIGITAL TECHNOLOGIES/ BUSINESS/STEM	Gaye Launder 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 CURRICULUAR

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

YEAR 9 SUBJECT PATHWAYS

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

COURSE 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.

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

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

STUDY REQUIREMENTS

- 20 min homework per night
- Personal reading or reading of class novel
- Key Assessment Task work
- Research for Assessment tasks
- Revision of spelling/grammar/punctuation rules taught in class

POSSIBLE CAREER PATHWAYS

Actor	Editor	Telephonist
Broadcaster	Author	Lawyer
Speech Writer	Advertising	Communications
Teacher	Journalist	Critic
Librarian	Travel Consultant	Paralegal
Archivist	Administrator	Researcher
Diplomat	Public Relations	HR Management
Interpreter	Teacher Aide	Local, State, Federal Govt
Publisher	Receptionist	

COURSE 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	PSMT Mathematical Report
2	Rates, Ratio and Proportion	Exam
3	Patterns & Algebra & Geometric Reasoning	Exam (unit 3 and 4)
4	Pythagoras & Trigonometry	
5	Statistics	PSMT Mathematical Report
6	Algebra and Financial Maths	Exam
7	Chance	Exam (unit 7 and 8)
8	Time and scientific notation	

STUDY REQUIREMENTS

Homework relating to class work is set but even if specific tasks are not required, all students are expected to review the work completed in class.

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.

POSSIBLE CAREER PATHWAYS (YEAR 9 SUBJECTS ONLY)

The concepts learnt, together with problem solving and higher order thinking skills, assist students in identifying and undertaking pathways for their Senior education. The course will provide students with the skills to be a numerate member of society and to engage with mathematical ideas in their everyday life.

ADDITIONAL INFORMATION

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

COURSE OVERVIEW

Students use their interests in and experiences of health and physical activity issues to explore how the dimensions of health are dynamic, interrelated and interdependent. They develop the knowledge, skills, processes and dispositions to promote health and wellbeing, actively engage in physical activity and enhance personal development. Topics relate to the positive mental health, alcohol & drugs, relationships & wellness and physical activities that challenge, inspire and create lifelong participants of physical activities.

UNIT AND ASSESSMENT OVERVIEW

	Unit Overview	Assessment Summary
1	Teenage Health Issues & Fundamental movement skills in games	Research Assignment Physical Performance
2	Games of the World	Report Physical Performance

Areas of Study

- How to take positive actions to enhance their own and other teenager's health, safety & wellbeing.
- A unit focused on investigating world games & sports throughout history.
- A unit focused on the development of a student's tactical awareness within traditional and non-traditional sports.
- A variety of sports used to develop acquisition of movement skills and concepts.

Assessment

- Individual & Group Projects
- Practical Assessment
- Learning portfolios, reflections and presentations will provide variety and a clear indication of student progress and achievement.

Resources

- Health and Physical Education for the Australia Curriculum

Pathway to future study

Health & Physical Education leads to Year 10 Health, Fitness & Recreation and Physical Education Extension. These subjects lead to Physical Education (General), Sport & Recreation, Certificate III in Fitness and Certificate III in Health Services.

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.

UNIT AND ASSESSMENT OVERVIEW

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

SKILLS DEVELOPED

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

STUDY REQUIREMENTS

- Homework sheets
- Key Historical terms and definitions
- Read over notes each night
- Research and assignment work

POSSIBLE CAREER PATHWAYS

Students who are good at and enjoy History can choose History in year 10 followed by Ancient History and/or Modern History in Senior. The research and writing skills learnt in this course are invaluable particularly for students intending to study at university. Furthermore, the study of History can lead to careers in teaching, journalism, law, research and archaeology.

COURSE 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.

	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

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

STUDY REQUIREMENTS

Students will have 3 lessons a week of timetabled science, plus homework and study for written tests and assignments (up to 1 hour per week). All students use Stileapp (an online science learning tool) available through payment of the Resource Hire Scheme.

POSSIBLE CAREER PATHWAYS

The study of science can lead to many vocational and professional careers. Some require science as a pre-requisite, whilst with others the scientific way of thinking offers a way of looking at the world that aids problem solving, giving enhanced reasoning which is required in all job situations.

Vocational careers include trades and apprenticeships; hairdressing, the hospitality industry, wildlife rangers, the care industry etc. Professional careers include; the armed forces, teaching, the health industry, radiography, medicine and nursing, engineering, pure sciences and research, forensics etc.

ADDITIONAL INFORMATION

Students require two Notebooks, a Practical as well as a writing exercise book; also students will take part in practical investigations and must follow all Risk Assessment protocols.

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

COURSE 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

UNIT AND ASSESSMENT OVERVIEW

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

Unit 1 – This unit will begin with a focus on drawing techniques of tonal rendering. Students will explore personal themes and concepts related to self-portraits using 2D painting and drawing media.

Unit 2 - Students will explore personal concepts within the theme of East Asian folklore to develop a visual idea. Ideas will be resolved with a mixed media approach.

Unit 3 - Students will develop skills and basic techniques in hand building with clay to create a sculptural artwork.

Unit 4- Students will develop skills in describing, analysing, interpreting and judging artworks. They will complete a written analysis of an artwork.

STUDY REQUIREMENTS

- Complete weekly homework tasks
- Complete incomplete class work and work on assessment tasks

POSSIBLE CAREER PATHWAYS

Studying Visual Art can lead towards the following Arts Careers however the skills developed are transferable to other industries. These transferable skills include critical thinking, creative thinking, communication, collaboration, teamwork and personal and social skills.

- | | | |
|---------------------------|----------------------------|----------------------|
| • Architect | • Critic | • Landscape Designer |
| • Art Consultant | • Curator/Gallery Director | • Painter |
| • Art Editor | • Fashion Designer | • Photographer |
| • Art Gallery Director | • Furniture Designer | • Product Designer |
| • Artist | • Graphic Designer | • Sculptor |
| • Cartoonist | • Illustrator | • Set Designer |
| • Cinematographer | • Interior Decorator | • Special Effects |
| • Courtroom Sketch Artist | • Jewellery Designer | • Teacher |

COURSE 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

UNIT AND ASSESSMENT OVERVIEW

	Unit Overview	Assessment Summary
1	Tell me a story Students will look at dance of various styles a method of communication.	Making Task – Performance Responding Task – Exam Making Task – Composition

ASSESSMENT

Students complete two main types of assessment in the dance class; making and responding tasks. The making tasks include choreographing and performing. The responding tasks include an exam which requires students to analyse a dance work. For the Year 9 Dance unit ‘Tell Me a Story’ students will complete the following specific task:

- Perform a teacher choreographed 2 minute routine in a jazz or contemporary style (Making)
- Complete a dance analysis exam (Responding)
- Choreograph a 1 minute jazz or contemporary routine (Making)

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.

STUDY REQUIREMENTS

- Perform on stage in front of others
- Complete stretching and strengthening activities daily (10-15 minutes)
- Rehearse performance pieces in own time.
- Complete homework and assessment tasks including rehearsing performance pieces, completing choreographic tasks and analysis activities.

POSSIBLE CAREER PATHWAYS

Studying Dance can lead towards the following Arts Careers however the skills developed are transferable to other industries. These transferable skills include critical thinking, creative thinking, communication, collaboration, teamwork and personal and social skills.

- Dancer
- Choreographer
- Dance Specific Physiotherapist
- Dance Teacher
- Dancer Manager
- Dance Reviewer/Journalist
- Pilates/Yoga/Group Fitness instructor
- Costume Designer
- Stage Manager
- Dance/Arts Company Manager

COURSE 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

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

SKILLS DEVELOPED

Through the study of Drama, students will have the opportunity to develop the following skills:

- Analytical skills by refining scenarios and scripts, both individually and as part of an ensemble, using elements and conventions appropriate to selected forms, styles and purposes.
- Building self-confidence and self-awareness, apply effective communication in group-work, and build upon their decision-making and problem-solving skills.
- Performance skills in preparation of their work for presentation, employing effective voice production and expressive techniques in performance.

STUDY REQUIREMENTS

- Perform on stage in front of others
- Complete homework tasks including:
 - 15-30mins per week of learning lines for performance work
 - Completion of assessment tasks
- Participate in physical activities during class

POSSIBLE CAREER PATHWAYS

Studying Drama can lead towards the following Arts Careers however the skills developed are transferable to other industries. These transferable skills include critical thinking, creative thinking, communication, collaboration, teamwork and personal and social skills.

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Actor • Film/Stage/TV Director • Floor Manager • Artistic Director • Casting Director • Choreographer • Audio-visual Technician | <ul style="list-style-type: none"> • Film and TV Producer • Make-up Artist • Stage manager • Set Designer • Theatre Critic • Theatrical costume maker • Wardrobe Supervisor • Drama Teacher | <ul style="list-style-type: none"> • Production Crew member • Stage Hand • Film & TV Lighting Operator |
|---|---|---|

COURSE 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

UNIT AND ASSESSMENT OVERVIEW

	Unit Overview	Assessment Summary
1	Feeling Blue	Responding Task – Exam Making Task – Composition Making Task – Performance

ASSESSMENT

Students complete two main types of assessment in the music class; making and responding tasks. The making tasks include writing compositions and performing. The responding tasks include an exam which requires students to analyse music. For the Year 9 Music unit ‘Feeling Blue’ students will complete the following specific task:

- Perform a song in a blues style (Making)
- Compose a song in the style of the blues (Making)
- Complete an aural and music analysis exam (Responding)

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.

STUDY REQUIREMENTS

- Perform on stage in front of others
- Rehearse daily on an instrument of choice (15-30 minutes)
- Complete homework and assessment tasks including:
 - Composition brain storming and research
 - Rehearsing performance pieces
 - Completing assessment tasks

POSSIBLE CAREER PATHWAYS

Studying Music can lead towards the following Arts Careers however the skills developed are transferable to other industries. These transferable skills include critical thinking, creative thinking, communication, collaboration, teamwork and personal and social skills.

- | | |
|---|---|
| <ul style="list-style-type: none"> • Musician • Recording Engineer • Music Software Developer • Music Therapist • Music Teacher • Music Festival Organiser • Accompanist • Music Video Director | <ul style="list-style-type: none"> • Radio Program Director • TV Theme Songwriter • Jingle Writer • Music Producer • Music Journalist • Piano Tuner • Music Lawyer • DJ |
|---|---|

COURSE 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.

UNIT AND ASSESSMENT OVERVIEW

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

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.

STUDY REQUIREMENTS

Homework tasks are based on the design process journal.

POSSIBLE CAREER PATHWAYS

All areas of work involved in the construction, engineering, CNC routing, graphic design and architectural fields.

ADDITIONAL INFORMATION

The school provides all materials.

COURSE 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.

UNIT AND ASSESSMENT OVERVIEW

	Unit Overview	Assessment Summary
1	Graphic design - sketching	Drawing and perspective – ideas to paper
2	The Design process	Process journal – problem solving
3	Fabrication of the design	Practical task

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.

STUDY REQUIREMENTS

Students will require to do process journal work.

POSSIBLE CAREER PATHWAYS

Graphic designer, architect, systems analyst, designer, inventor, Product Designer, Engineer, Design and Manufacturing Engineer, Computer aided drafting, Electrician, Plastics and Blow Moulding.

COURSE 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.

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

SKILLS DEVELOPED

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

STUDY REQUIREMENTS

Completing homework tasks, process journal and practical work.

SPECIAL REQUIREMENTS

The school will supply materials for the first product. Students are expected to supply all materials for their personal design process.

POSSIBLE CAREER PATHWAYS

Clothing designer, retail, costume designer, theatre industries, artist, small business owner.

COURSE 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.

UNIT AND ASSESSMENT OVERVIEW

	Unit Overview	Assessment Summary
1	Food groups, cooking and presentation	Practical cooking every week.
2	The Hospitality Industry	Menu development.

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.

STUDY REQUIREMENTS

Completing homework tasks, process journal, practical work and preparing cooking each week.

SPECIAL REQUIREMENTS

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

POSSIBLE CAREER PATHWAYS

Hospitality, chef, catering, teaching, tourism, food technology, market industries.

COURSE 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.

UNIT AND ASSESSMENT OVERVIEW

	Unit Overview	Assessment Summary
1	<p>Wetlands 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>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>	Examination
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>	Examination

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

SPECIAL REQUIREMENTS

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

STUDY REQUIREMENTS

- Homework sheets
 - Watch the news each night.
 - Learn spelling of key words each week
- * Research and assignment work
* Read over notes each night

POSSIBLE CAREER PATHWAYS

Students who are good at and enjoy Geography can choose Geography in year 10 followed by Geography, Economics or Social and Community Studies or Tourism in Senior. The study of Geography can lead to careers in Environmental Science, Science, Geology, Mining, Spatial Technologies and ICT, town planning and teaching.

COURSE 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.

UNIT AND ASSESSMENT OVERVIEW

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

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.

STUDY REQUIREMENTS

- Homework sheets or work on assignments each week
- Literacy and numeracy development weekly e.g. Glossary of Term (specific to topic)

POSSIBLE CAREER PATHWAYS

The study of Digital Technologies can lead to a variety of vocational and professional careers such as that of Computer Systems Analyst, Software Developer, Programmer and Web Developer. It also provides a solid base for continuing study in Years 10, 11 and 12 through Digital Technologies and Information Communication and Technologies.

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. Students may choose to be involved in activities such as Robotics Club or Tech Crew. Students can choose to participate in external competitions.

COURSE 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’.

UNIT AND ASSESSMENT OVERVIEW

	Unit Overview	Assessment Summary
1	Be Your Own Boss	Venture/Market Day
2	Consumerism	Exam

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.

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.

STUDY REQUIREMENTS

- Homework sheets or inquiry tasks each week
- Literacy and numeracy development weekly e.g. Glossary of Term (specific to topic)

POSSIBLE CAREER PATHWAYS

The study of Economics and Business can lead to a variety of vocational and professional careers such as a Business Manager in the fields of Finance, Operations, Marketing and Sales, Business Analyst and Accountant. It also provides a solid base for continuing study in Years 10, 11 and 12 through Business, Legal Studies, Certificate III in Business and Diploma of Business.

COURSE 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.

UNIT AND ASSESSMENT OVERVIEW

	Unit Overview	Assessment Summary
1	Milestones	Writing and speaking
2	What languages do you speak?	Reading, writing and speaking

STUDY REQUIREMENTS

- Completion of weekly homework & assessment task
- Language practice 10 mins per day.

POSSIBLE CAREERS PATHWAYS

- Language teacher
- Translator
- Video game translator
- Subtitler
- Foreign correspondent
- Fashion buyer
- Flight attendant
- Diplomat
- Customer service
- Travel agent
- Tour manager

COURSE 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.

UNIT AND ASSESSMENT OVERVIEW

	Unit Overview	Assessment Summary
1	Travel to Beijing	Speaking, reading, writing and listening
2	Ordering in a Chinese restaurant	Speaking, reading, writing and listening

STUDY REQUIREMENTS

- Completion of weekly homework & assessment tasks
- Language practice 10 mins per day.

POSSIBLE CAREERS PATHWAYS

- Language teacher
- Translator
- Video game translator
- Subtitler
- Foreign correspondent
- Fashion buyer
- Flight attendant
- Diplomat
- Customer service
- Travel agent
- Tour manager

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 Special Education and Learning Support teachers, adjustments to curriculum tasks, environmental adjustments, and social and emotional support. At all times staff model best practice in Inclusive Education principles.

The Inclusive Education team consists of:

- Head of Inclusive Education (HOSES-Head of Special Education)
- Special Education Teachers and Program Managers
- Learning Support teachers
- Educational Assistants
- Administrative Officer
- Educational Interpreter – AUSLAN

Focus English, Mathematics & Science

A small number of students will be working on a highly adjusted curriculum in these core subjects. 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.

Focus Skills Development

Focus Skills Development is a program designed to allow students to develop life skills and positive characteristics. The outline of the program is aligned with the Australian Curriculum General Capabilities- Personal and Social Capability.

Topics are chosen depending on the needs of the students, but may include:

Personal safety and cyber safety	Healthy lifestyles & fitness	Positive personal characteristics
Making friends and building respectful relationships	Personal development, puberty & personal care	Community access
Communication skills	Rock and Water program for physical-social development	Self esteem