

# BRAY PARK STATE HIGH SCHOOL



*A supportive, innovative community of learners*

## JUNIOR SECONDARY HANDBOOK

**YEAR 9 2019**

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## WELCOME TO JUNIOR SECONDARY

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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. They are enhanced by reducing the number of teachers for each child.

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.

The Junior Secondary phase of learning at our school ensures engagement with learning and the school community and provides a varied curriculum that prepares students for their senior phase of schooling.

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.

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## **CURRICULUM STRUCTURE**

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### **YEAR 9**

Year 9 students study the core subjects of English, Health and Physical Education (HPE) History, Mathematics and Science. 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 also select two electives per semester from the following:

- Design and Technology (Industrial Technology and Design)
- Design and Technology (Food Nutrition/Design)
- Design and Technology (Food Studies)
- Design and Technology (Textiles)
- Design and Technology (Construction)
- Design and Technology (Engineering)
- Digital Media and Technologies
- Visual Art
- Drama
- Music
- Geography
- Business Studies
- Young Innovators

### **EXTRA CURRICULAR**

All students participate in sport on a Thursday afternoon in activities such as Netball, Volleyball, Soccer, Touch Football and Rugby League to name a few.

Students can also participate in Co-Curricular Music, Tech Crew, Sport Development programs, ICAS competitions and Deadly Choices program.

### **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.

### **LEADERSHIP**

Students have the opportunity to participate in the Student Council in Year 7, 8 and 9 as well as be elected to student leadership positions in Year 9.

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## YEAR 9 CORE SUBJECTS

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**ENGLISH**

**SUBJECT CODE: ENG**

**FACULTY: LANGUAGES**

### **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.

### **UNITS STUDIED**

In Year 9 students will study a range of English Units based on the National Curriculum. These units will engage and challenge students to develop English and literacy skills and facilitate their development as active and respected citizens. ICTs will continue to be integrated into curriculum delivery and our 'traditional' literacy program will be ongoing.

### **ASSESSMENT**

Students will complete written assessment tasks covering a range of genres and conditions during each term. One of these will be a test and at least one spoken assessment task will be completed per semester. The NAPLAN test will also occur during this year.

### **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	

### **PARENT/CARER SUPPORT**

- **Encourage** children to read widely.
- **Discuss** current events and affairs as a family.
- **Monitor** homework and study habits.
- **Model** good reading practices.

**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. They recognise that capabilities in health, movement and personal development can provide career opportunities and improve quality of life.

**UNITS STUDIED**

Unit 1: Respectful Relationships

Unit 2: Sustainable Health Challenge

Sports: Invasion Games & Athletics

**ASSESSMENT**

Students will individually and collaboratively make decisions, take action and apply skills to address inequities and promote health and wellbeing, movement capacities, and personal development of individuals, groups and communities. They will have the opportunity to reflect on their learning and apply their thinking and reasoning to develop solutions in a range of contemporary health and physical education contexts, routinely demonstrating an autonomous and purposeful use of ICTs to inquire, create and communicate within health and physical education contexts. Both theoretical and practical assessable elements contribute equally towards students outcomes.

Practical Assessment: Skills tests, modified game play, game play within authentic environments.

Theory Assessment: Formative and Summative assessment including Journals, research reports, role plays with written responses, exams, stimulus response questions, multi modal presentations and other negotiated tasks.

**STUDY REQUIREMENTS**

Students will be required to complete homework enrichment tasks in their own time (15-30 minutes once per week), however if this is not set students are expected to reflect upon and review classwork. During periods of assessment students may have to designate more time to research and gathering information to aid completion of tasks. If a student is having difficulties with class work or set homework, the teacher should be contacted to discuss support strategies.

Students will require practice time at home to consolidate the skills being taught and developed at school. This is in the practical elements of the course. Parents may also assist by encouraging children to participate in sporting teams.

**SPECIAL REQUIREMENTS**

Students are required to participate in both theoretical and practical components of the course, with a medical certificate required for non-participation. Students should also have a pencil case with pens, a lead pencil, coloured pencils, highlighters, an eraser, glue, scissors, and a USB stick. For practical lessons students will need to wear sport uniform and the school bucket hat, water bottles, diary and wear enclosed sport appropriate shoes (as outlined in school uniform policy) are also required to participate safely in practical tasks

**POSSIBLE CAREER PATHWAYS**

Health and Physical Education is concerned with the study and the practice of physical activity and focuses on the importance of physical activity and health in the life of individuals and on the significant role that physical activity plays in modern society. Students of Bray Park State High School are given the opportunity to develop knowledge, skills and attitudes necessary to lead a healthy life through promoting health of individuals and communities, skill development in physical activity and enhancing personal development.

<b>Future career pathways for HPE students</b>		
<b>Community recreation industry</b>	<b>Fitness industry</b>	<b>Outdoor recreation industry</b>
Lifeguard Recreation Activities Coordinator	Personal trainer Fitness instructor Exercise physiologist	Adventure Therapy Environmental / Outdoor Education Officer
<b>Sport</b>	<b>Allied Health</b>	<b>Sports Marketing &amp; Sales</b>
Professional Sportsperson Administration Coach Sport Scientist	Dietician Physiotherapist Massage therapist. Medicine Nursing	Sport Development Physical Activity Policy Development Sport Journalism

**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.

**UNITS STUDIED**

- Unit 1: Industrial Revolution
- Unit 2: The Making of a Nation
- Unit 3: World War 1

**SKILLS DEVELOPED**

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

**ASSESSMENT**

- Essay
- Short Response and Stimulus Test
- Soldier's Journal

**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 Extension 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, research and archaeology.

**PARENT/CARER SUPPORT**

- Ask your child about their day and what they have learnt.
- Allow them a quiet place to study.
- Assist them with organisation of workloads and assignments.

**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.

**UNITS STUDIED****Semester 1:**

- Unit 1 Rates, Ratio and Proportion
- Unit 2 Using units of measurement
- Unit 3 Patterns & Algebra & Geometric Reasoning
- Unit 4 Pythagoras & Trigonometry

**Semester 2:**

- Unit 5 Statistics
- Unit 6 Algebra and Financial Maths
- Unit 7 Chance
- Unit 8 Time and scientific notation

**ASSESSMENT**

Students will be assessed on three criteria:

- Understanding and Fluency includes applying, identifying, connecting, evaluating, calculating.
- Problem Solving and Reasoning includes formulating, modelling, interpreting, justifying, deriving, deducing, estimating, explaining, inferring.

These results will be based on written tests and assignments which are mostly completed during class time.

**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.

**PARENT/CARER SUPPORT**

If a student is having difficulties with class work or set homework, the teacher should be contacted to discuss support strategies.

Additionally 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**

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.

**UNITS STUDIED**

Students follow a work pattern of two 5 week Units per Term, following the C2C unit planners released by EQ.

- “Energy on the Move”
- “Making Waves”
- “It’s Elementary”
- “Changing Earth”
- “My Life in Balance”
- “Responding to Change
- “Chemical Patterns”
- “Heat & Eat”

**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

**ASSESSMENT**

This consists of Monitoring Activities to check student’s progress and End of Unit Assessments for reporting purposes. These could be practicals, written tests, multi-modal presentations, research assignments or practical enquiry based projects.

**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.

**SPECIAL REQUIREMENTS**

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.

**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.

For careers guidance, students should consult the Guidance Officer for professional advice.

**PARENT/CARER SUPPORT**

Parents and carers should encourage and acknowledge the importance of science in modern society and in secondary school studies, with the monitoring of both homework and ensuring students have the correct equipment for science lessons.

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.

## POSSIBLE PATHWAYS

YEAR 9 SUBJECTS	YEAR 10 SUBJECTS	POSSIBLE SENIOR SCHOOL SUBJECTS	
		ATAR (General)	ATAR (Applied)/ Vocational Education Courses
<b>CORE YEAR 9</b>			
<b>English</b> or Focus Literacy or Focus English (SEP)	English or Focus Literacy or Focus English	English	Essential English Focus English (QCIA)
<b>Mathematics</b> or Focus Numeracy or Focus Mathematics (SEP)	Mathematics or Mathematics 10A or Focus Numeracy or Focus Mathematics	General Mathematics Mathematical Methods Specialist Mathematics	Essential Mathematics Focus Mathematics (QCIA)
<b>Health and Physical Education</b>	Physical Education Extension Health, Fitness and Recreation	Physical Education	Sport & Recreation Certificate III in Fitness Certificate III in Health Services Early Childhood Studies
<b>Humanities</b> (History)	History Geography	Ancient History Geography Economics Modern History	Social and Community Studies Tourism
<b>Science</b> or Focus Science (SEP)	<b>Science,</b> Electives- Science for Biology (Living Science) Science for Chemistry and Physics (Physical Sciences)	Physics Chemistry Biology	Science in Practice
<b>ELECTIVE SUBJECTS YEAR 9</b>			
<b>Humanities</b> (Geography)	History(Ancient/Modern) Geography	Ancient History Geography Economics Modern History	Social and Community Studies Tourism
<b>Art</b>	Art	Visual Art	Certificate II Visual Arts
<b>Digital Media and Technologies</b>	Information Communication Technology (ICT), Certificate I IDMT	Digital Technology	Certificate I IDMT Certificate II in Information, Digital Media & Technology
<b>Drama</b>	Drama	Drama	
<b>Business</b>	Business Studies, Certificate I Business	Digital Technology Business	Certificate III in Business Diploma in Business
<b>Design and Technology (Food Nutrition/Design)</b>	Design and Technology (Food Nutrition/Design), Hospitality	Technology – Food and Nutrition Technology - Design	Certificate II Hospitality Fashion
<b>Design and Technology (Food Studies)</b>	Hospitality		Certificate II Hospitality
<b>Design and Technology (Industrial Technology and Design)</b>	Graphics Technology Studies Engineering Certificate I Manufacturing	Technology – Engineering Technology - Design	Certificate I Engineering Certificate I Automotive Certificate II Furniture Making
<b>Design and Technology (Textiles)</b>	Food and Nutrition/Design	Food and Nutrition	Fashion
<b>Music</b>	Music	Music Music Extension	
<b>Design and Technology (Construction)</b>	Certificate I Manufacturing		Certificate II Furniture Making
<b>Design and Technology (Engineering)</b>		Technology – Engineering	Certificate I Engineering Certificate I Automotive

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## YEAR 9 ELECTIVES

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**ART**

**SUBJECT CODE: ART**

**FACULTY: THE ARTS**

### **COURSE OVERVIEW**

Art plays a role in the development of the individual where the resulting art form is a personal resolution of the conceptual and media elements selected. It provides an essential balance to the educational process. The development of the intuitive and emotional side of personality is the responsibility of education and completely viable mode of learning and one which enables young people to cope, themselves, with these same challenging aspects in today's rapidly changing life style.

### **UNITS STUDIED**

- The Elements of Design
- Painting
- Ceramics
- Printmaking
- Design

### **ASSESSMENT**

- Consolidate and extend student knowledge of the Visual Art Elements of Design through a variety of worksheets, design tasks and activities.
- Focus upon the development of student's knowledge, understanding and ability to create and present a painting on canvas/paper.
- Develop and consolidate knowledge of ceramic hand building techniques, skills and processes to create a ceramic artwork.
- Develop and consolidate knowledge of printmaking techniques, skills and processes to create their own relief printmaking artwork. (Lino, Collagraph)

### **STUDY REQUIREMENTS**

- Completion of weekly homework sheets
- Finishing off incomplete class work and working on assessment tasks

### **POSSIBLE CAREER PATHWAYS**

- |                           |                            |                      |
|---------------------------|----------------------------|----------------------|
| • 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            |

### **PARENT/CARER SUPPORT**

- Monitor the completion of key assessment tasks and encourage students to seek assistance outside of class time when required

### **COURSE OVERVIEW**

Students participate in a course on construction for three lessons a week for one semester, focussing on the uses of timber.

### **UNITS STUDIED**

- Workplace Safety
- Tools
- Production of timber items

### **SKILLS DEVELOPED**

The focus is on developing hand skills and use of different tools, using timber to produce usable items.

### **ASSESSMENT**

- Practical work. Completing three projects
- Process journal

### **STUDY REQUIREMENTS**

Homework tasks are focussed on the process journal.

### **SPECIAL REQUIREMENTS**

Nil. The school provides all materials.

### **POSSIBLE CAREER PATHWAYS**

Carpenter, industrial designer, machinist

### **PARENT/CARER SUPPORT**

- Encourage investigation into possible careers.
- Ask about the project your child is currently working on.
- Ensure correct footwear is worn.

### **COURSE OVERVIEW**

Students participate in a course on engineering for three lessons a week for one semester, focussing on the uses of metal and plastics.

### **UNITS STUDIED**

- Work place Safety
- Tools
- Production of metal and plastics projects

### **SKILLS DEVELOPED**

The focus is on developing hand skills and use of different tools, using metal and plastics to produce useable items.

### **ASSESSMENT**

- Practical work. Completing three projects
- Process journal using design skills

### **STUDY REQUIREMENTS**

Students will require to do process journal work.

### **POSSIBLE CAREER PATHWAYS**

Boiler maker, tool maker, fitter and turner, electrician, engineer, machinist, automotive electrician.

### **PARENT/CARER SUPPORT**

- Encourage investigation into possible careers
- Ask about the project your student is currently working on.
- Ensure correct footwear is worn.

**COURSE OVERVIEW**

Year 9 Geography is an elective course for one semester. This course aims to equip students with skills necessary to undertake Pre-senior and Senior Geography. 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.

**UNITS STUDIED**

- **Unit 1: Wetlands**
- **Unit 2: Biomes and Food Security** : Where and how is our food grown? Do we grow enough to feed the growing world population?
- **Unit 3: Geography of Chocolate** - Geographies of Interconnections (How is chocolate produced, sold and marketed? What are the environmental, social and economic implications of this global industry?)

**SKILLS DEVELOPED**

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

**ASSESSMENT**

- Field Report \*
  - Short Response Test \*
- Extended answer to stimulus  
Practical exercises

**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

**SPECIAL REQUIREMENTS**

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

**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, town planning and teaching.

**PARENT/CARER SUPPORT**

- Ask your child about their day and what they have learnt.

- Extend their general knowledge about the world by encouraging them to watch the news.
- Allow them a quiet place to study.
- Assist them with organisation of workloads and assignments.

### **COURSE OVERVIEW**

Information Communication Technology provides students with practical opportunities to be innovative developers of digital solutions and knowledge. This course provides an introduction to graphic design principles and basic programming skills through a variety of industry recognised software packages. This course will help prepare students to expand their digital knowledge through further studies in Years 10, 11 and 12.

### **UNITS STUDIED**

This course is studied over one semester. The course **may** cover:

- Graphic Design
- Game Design
- Hardware and Software
- Robotics
- Programming



### **SKILLS DEVELOPED**

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.

### **ASSESSMENT**

Students will be assessed using the strands identified in the Australian Curriculum Technology Draft syllabus. They are:

- Knowledge and Understanding
- Processes and Production Skills

Assessment will take the form of Projects, Design Briefs and Tests. 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.

### **STUDY REQUIREMENTS**

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

### **SPECIAL REQUIREMENTS**

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

**POSSIBLE CAREER PATHWAYS**

Digital Technologies can be studied in Year 10, this course involves student extending on the knowledge and skills attained in year 9 and includes completing a Certificate I in Information, Digital Media and Technology. Student can further their studies in Digital Technology in Senior and Certificate II in information, Digital Media and Technology.

**PARENT/CARER SUPPORT**

- Ask your child about their day and what they have learnt/achieved
- Allow them a quiet place to study.
- Assist them with organisation of workloads and assignments eg where to find information, how to use their diary and calendar to organise their schedule

### **COURSE OVERVIEW**

The Year 9 Drama course is a developmental subject, where elements and concepts studied will further assist students in advancing towards the senior years.

Over the semester students will have the opportunity to explore a variety of dramatic techniques, acquire many skills and develop their appreciation for the power of this art form.

Drama focuses on students expressing and communicating understandings about human issues and experiences, through the enactment of real and imagined events. During the Junior Secondary Phase, students will gain confidence and self-awareness.

### **UNITS STUDIED**

Students will study units of work relating to:

- Elements of Drama
- Collage Drama

### **SKILLS DEVELOPED**

- 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.

### **ASSESSMENT**

- 50% written assessment
- 50% practical group performance

### **STUDY REQUIREMENTS**

- 15-30mins per week (e.g. learning lines for performance work)
- Completion of assessment tasks
- Participation in physical activities during class

### **POSSIBLE CAREER PATHWAYS**

Actor,	Film/Stage/TV Director.	Floor Manager
Artistic Director.	Casting Director.	Choreographer
Audio-visual Technician,	Film and TV Producer,	Make-up Artist
Stage manager,	Set Designer,	Theatre Critic
Theatrical costume maker,	Wardrobe Supervisor,	Drama Teacher
Production Crew member,	Stage Hand,	Film & TV Lighting
Operator		

### **PARENT/CARER SUPPORT**

- Monitor the completion of key homework tasks and encourage students to seek assistance outside of class time
- Ensure students are rehearsing lines for performances at home.

**COURSE OVERVIEW**

Studies in Business prepare students for the real world. Students will develop an understanding of economics and business concepts by exploring the risks and rewards associated with financial investments; by acquiring skills in financial record-keeping and basic business operations and by investigating work and the future of work. Students will also be introduced to the key principals of Australia justice system.

**UNITS STUDIED**

Topics may include:

- Financial risks and rewards
- An introduction to Accounting
- Work and work futures
- Australia's system of justice
- Innovation and entrepreneurial
- Business planning and marketing
- Consumer rights and responsibilities

**SKILLS DEVELOPED**

- Through the study of Business, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Students will learn how to participate as active and informed citizens. Skills developed in business in Year 9 will open opportunities for further studies within our school environment and beyond into the workplace.

**ASSESSMENT**

Students will be assessed by a variety of assessment techniques which may include:

- Examinations
- Inquiry Tasks
- Multimodal presentations
- Practical tasks

**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 Business can lead to a variety of vocational and professional careers and has advantages for those students who wish to pursue a career in any entrepreneurial business venture. It also provides a solid base for continuing study in Years 10, 11 and 12 through Business Studies, Business Communication and Technologies, Accounting, Legal Studies, and Certificate III in Business and Diploma in Business.

**PARENT/CARER SUPPORT**

- Ask your child about their day and what they have learnt.
- Allow them a quiet place to study.

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

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**DESIGN AND TECHNOLOGY (FOOD NUTRITION/DESIGN)****SUBJECT CODE: DTN      FACULTY: TECHNOLOGY**

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**COURSE OVERVIEW**

Three lessons a week covering Textiles and Nutrition alternately.

**UNITS STUDIED**

Textiles and Food and Nutrition

**SKILLS DEVELOPED**

Skill development, using textile or food products, is focussed on attaining factual information and using this to solve problems, whilst being environmentally aware.

**ASSESSMENT**

Practical work (cooking each week). Completing a textile item. Theory work. A process journal and short answer exam.

**STUDY REQUIREMENTS**

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

**SPECIAL REQUIREMENTS**

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

**POSSIBLE CAREER PATHWAYS**

Hospitality, chef, catering, teaching, nursing, clothes design, graphic artist, nutritionist.

**PARENT/CARER SUPPORT**

- Ask what your child has learnt each day.
- Ensure correct materials are brought to school.

**COURSE OVERVIEW**

Three lessons a week covering food science.

**UNITS STUDIED**

Food and Food Chemistry

**SKILLS DEVELOPED**

Skill development, using food products, is focussed on attaining factual information and using this to solve problems in relation to producing food and cooking it according to its scientific interactions..

**ASSESSMENT**

Practical work - cooking each week. Theory work - process journal and short answer exam.

**STUDY REQUIREMENTS**

Completing homework tasks, process journal and 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, food scientist, food technologist.

**PARENT/CARER SUPPORT**

- Ask what your child has learnt each day.
- Ensure correct materials are brought to school.

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**DESIGN AND TECHNOLOGY (INDUSTRIAL TECHNOLOGY & DESIGN)****SUBJECT CODE: DTI****FACULTY: TECHNOLOGY**

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**COURSE OVERVIEW**

The Information, Design and Technology course is studied for three lessons a week for one semester, focussing on the design process and uses of metals, timber and acrylics with the assistance of Computer Assisted Design.

**UNITS STUDIED**

Workplace Safety, AutoCAD, product development

**SKILLS DEVELOPED**

The focus is on developing design skills to solve problems associated with products made from timber, metal or acrylic. Some theory and practice of electronics and circuitry is studied along with programming and producing small items, using the 3D printer.

**ASSESSMENT**

Practical work. Completing three projects and a design folio.

**STUDY REQUIREMENTS**

Homework tasks focussed on the design folio.

**SPECIAL REQUIREMENTS**

Nil. The school provides all materials.

**POSSIBLE CAREER PATHWAYS**

Product Designer, Engineer, Design and Manufacturing Engineer,  
Computer aided drafting, Electrician, Plastics and Blow Moulding.

**PARENT/CARER SUPPORT**

- Ask what your child has done in class that day.
- Encourage conversations around careers and the subjects they like to do.

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**DESIGN AND TECHNOLOGY (TEXTILES)****SUBJECT CODE: DTT****FACULTY: TECHNOLOGY**

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**COURSE OVERVIEW**

The Textiles course is studied for three lessons a week for one semester, focussing on the design process, including the elements and principles of design in relation to clothing manufacture and fashion and the function of textiles in today's responsibility with the environment and sustainability.

**UNITS STUDIED**

Elements and principles of design, fashion for clothing and accessories, textile characteristics and uses and clothing manufacture.

**SKILLS DEVELOPED**

The focus is on developing design and manufacturing skills to solve problems associated with products made from textiles.

**ASSESSMENT**

Practical work. Completing two design projects and a design folio.

**STUDY REQUIREMENTS**

Homework tasks focussed on the design folio.

**SPECIAL REQUIREMENTS**

Students will need to supply their own fabrics/recycled textiles for their specific uses. All other sewing equipment is provided.

**POSSIBLE CAREER PATHWAYS**

Clothing design, fashion retailer, stylist, alterations, costume and theatre design.

**PARENT/CARER SUPPORT**

- Ask what your child has done in class that day.
- Encourage conversations around careers and the subjects they like to do.

**COURSE OVERVIEW**

The music class is a class created to assist those students who already play an instrument or sing, or those who have recently started learning and want to develop their skills, knowledge and abilities in music.

**UNITS STUDIED**

Students in Year 9 music study the following units of work across the semester

- Smash Hits
- Australian Music

**ASSESSMENT**

Students complete three types of assessment in music class; Composition, Performance and Music Analysis. Each of these three areas is weighted equally to determine a final grade.

- Performance of a Smash Hit from the last 100 years
- Composition of a song in the style of a Smash Hit
- Aural and music analysis exam

**STUDY REQUIREMENTS**

- Daily rehearsal of student instrument of choice (15-30 minutes)
- Completion of assessment tasks including rehearsals and composition brain storming and research

**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.

**POSSIBLE CAREER PATHWAYS**

- |                            |                          |
|----------------------------|--------------------------|
| • Musician                 | • Radio Program Director |
| • Recording Engineer       | • TV Theme Songwriter    |
| • Music Software Developer | • Jingle Writer          |
| • Music Therapist          | • Music Producer         |
| • Music Teacher            | • Music Journalist       |
| • Music Festival Organiser | • Piano Tuner            |
| • Accompanist              | • Music Lawyer           |
| • Music Video Director     | • DJ                     |

**PARENT/CARER SUPPORT**

- Monitor the completion of key assessment tasks and encourage students to seek assistance outside of class time when required
- Ensure ongoing rehearsal of various performance tasks and the completion of assessment.

# YOUNG INNOVATORS



## **COURSE OVERVIEW**

Do you enjoy problem solving, creating and innovating using a variety of STEM based technologies? Do you enjoy the challenge of being innovative and in coming up with solutions to local problems? This course is designed to tackle local problems with innovative approaches using the Collaborative Inquiry Cycle and a variety of technologies in our new MakerSpace (new for 2017!)

## **UNITS STUDIED**

Unit 1 – Collaborative Inquiry and Design Thinking

Unit 2 – Prototype development + showcase event preparation

## **ASSESSMENT**

- Ongoing digital formative assessment folio
- Summative project based submission at end of Unit 2 (for showcase evening)

## **SKILLS DEVELOPED**

Students will be able to:

- Use STEM technologies to solve problems
- Use Collaborative Inquiry methods to inquire about local issues and produce new ideas to tackle problems
- Use problem solving and collaboration strategies to work individually and as a team
- Communicate effectively with team members and adults at school and in the community
- Creatively use technology to solve problems at a local level

## **STUDY REQUIREMENTS**

- Basic level of IT literacy
- Basic level literacy and numeracy
- An open mind!

## **SPECIAL REQUIREMENTS**

Access to iPad or tablet would be preferable but not required.

## **POSSIBLE CAREER PATHWAYS**

Scientist, Engineer, Creative Problem Solver – the list is endless! STEM is such an important part of the future that this course will be relevant to any career. The Collaborative Inquiry Cycle and Design Thinking strategies would be relevant to any career.

## **PARENT/CARER SUPPORT**

Assist students with projects and be supportive that this subject may require extra-curricular time to develop projects. Times will be negotiated during the course and contact made between teacher and parents.

## 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 of 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. 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 Special Education Services (HOSES)
- Special education Teachers and Program Managers
- Learning Support teachers and program managers
- 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
- Making friends and building respectful relationships
- Communication skills

- Self esteem
- Healthy lifestyles & fitness
- Personal development, puberty & personal care
- Community access
- Positive personal characteristics
- Rock and Water program for physical-social development