

CURRICULUM INFORMATION

YEAR 9, 2009 - YEAR 10, 2010

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CORE SUBJECTS taken by all students

English (Extension or Core or Foundation)	8
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Studies of Society and Environment (History or Geography or Core)	12
Health and Physical Education (Offered with several specialist options)	14
or Health and Movement	15

ELECTIVE SUBJECTS

Students take three elective subjects, including at least one subject from Technology and at least one subject from The Arts. The elective subjects are listed below.

TECHNOLOGY. Every student must take at least one of these subjects.

Business Procedures and Operations	16
Food Studies	17
Home Economics	18
Industrial Design	19
Industrial Skills	20
Information and Communication Technology	21
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THE ARTS. Every student must take at least one of these subjects.

Dance	23
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Visual Arts	27

OTHER ELECTIVE SUBJECTS. Students may take one of these subjects.

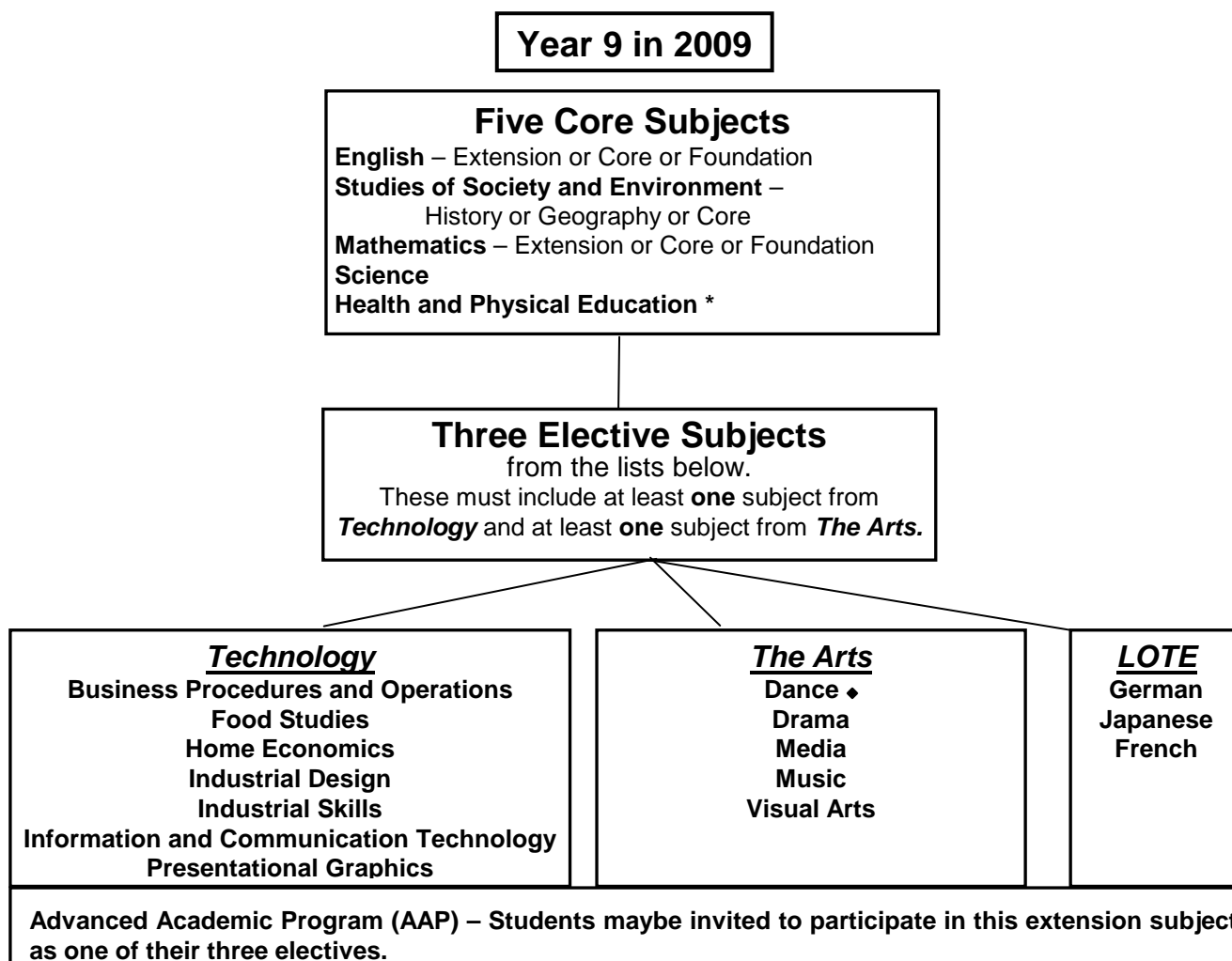
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INTRODUCTION AND OVERVIEW

Years 9 and 10 provide students with opportunities to develop their knowledge of core subjects while also pursuing studies in areas of particular interest.

Students in Year 9 in 2009 will take eight subjects, including three elective subjects. In Year 10 in 2010, students will take six subjects, including two elective subjects. The curriculum includes 'Key Learning Areas', as mandated by the Queensland Government.

The subjects to be taken by Year 9 students in 2008 are set out in the following diagram:



English and Mathematics will be allocated three 70 minute lessons per week. All other subjects will have two 70 minute lessons per week. One lesson per week will be allocated to Sport and another lesson to Assembly and Wavell Development Program (a half lesson for each). Details of all these subjects are outlined in this book.

It should be noted that the establishment of a class in any subject is dependent on an adequate number of students wishing to study the subject. The number of teachers appointed to the school is dependent on total school enrolments, and the staffing scale assumes that all subject classes will have reasonable numbers of students. While the school has a certain amount of flexibility in forming classes, it is not feasible to create a large number of very small classes. Students and parents will be advised if it is not feasible for a class to be provided in a particular subject. Every effort will then be made to provide reasonable alternatives for students affected by this.

- ***Health and Physical Education** will be offered in several strands, including the traditional general course, as well as Health and Movement and courses specialising in Basketball, Hockey, Netball, Rugby League and Soccer.
- **♦Enrolment in Dance is by satisfactory audition.**

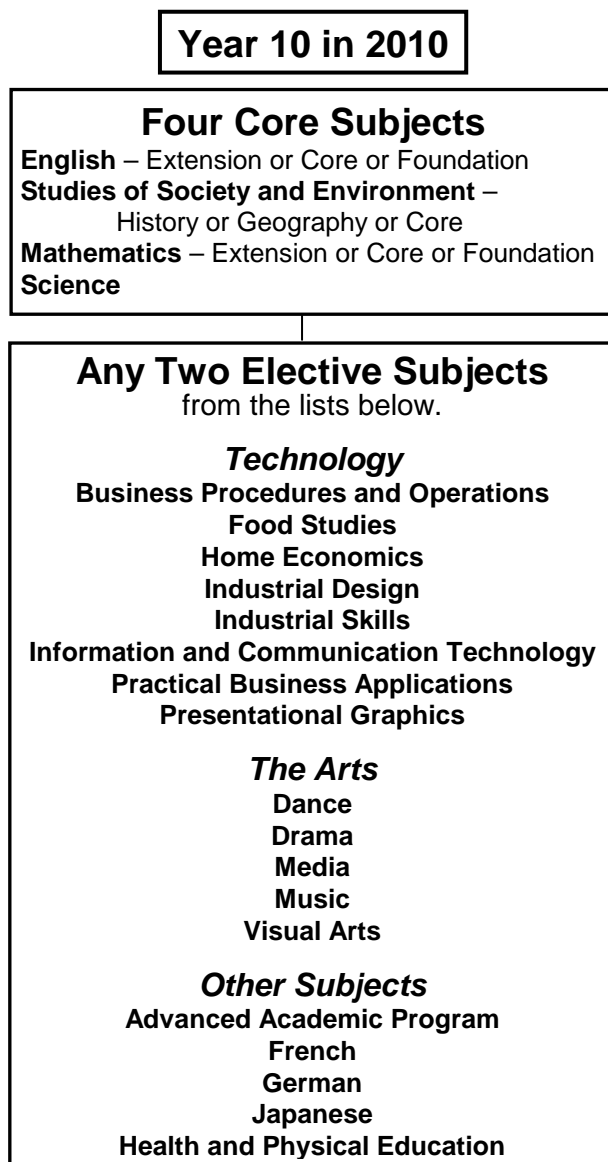
In Year 10 in 2010, students will have two options:

Either continue studying **ANY TWO** of their Year 9 elective subjects and finalise study in Health and Physical Education and *one* of their Year 9 electives.

Or continue studying Health and Physical Education and **ANY ONE** of their Year 9 elective subjects and finalise study in *two* of their Year 9 electives.

Students will **not** be able to choose new electives in Year 10 as these subjects are two-year courses of study.

The subjects to be taken by Year 10 students in 2010 are set out in the following diagram:



All six subjects will each be allocated three 70 minute lessons per week. As in Year 9, students will have one lesson of Sport each week and one lesson will be allocated to Assembly and Wavell Development Program (a half lesson for each).

Subject Selection Process for students entering Year 9

1. An Administration member speaks to Year 8 students about the subject selection process.
2. The Guidance Officer is available for consultation.
3. Heads of Department organise talks about each Year 9 subject.
4. Curriculum Information book is issued.
5. Parent Information Evening is held and Subject Selection forms are distributed.
6. Subject Selection forms are submitted to the School Office.
7. Heads of Department consult with students who appear to have made unwise choices.

CHOOSING SUBJECTS FOR YEARS 9 AND 10

Year 8 students and their parents should give serious consideration to the selection of subjects for Years 9, 10 and beyond. The following factors should be considered prior to finalising the selection of subjects:

1. PAST ACHIEVEMENT

Is your past record a good indicator of future success? Have you demonstrated an interest and sound habits in the subject in the past? Did you enjoy the subject? If your results are well below average, it is strongly recommended that you discuss the matter fully with your teacher before selecting the subject.

2. AMBITION/CAREER PLANS

As you progress towards Year 12, it is essential that you choose a course which assists you to achieve your goals. Remember that the compulsory study of English, Mathematics, Science and Studies of Society and Environment 'opens up' most career options. However, it is essential that you keep your options open and consider all factors before selecting your subjects. See page 7 for details about career advice, including lists of Internet websites.

3. APTITUDE/ABILITY

You should consider your special strengths; eg. Am I good with my hands? Am I good at languages? Am I able to achieve success in ?

4. INTERESTS

You are more likely to be successful in a subject if you enjoy the subject. After considering all factors, try to choose subjects in which you are **most** interested.

5. THE NATURE OF THE SUBJECTS

Each subject makes specific and particular demands of students.

Students will be required to:

- demonstrate effective time management skills; eg. assignment writing and submitting a number of assignments with similar deadlines;
- discipline themselves to bring correct equipment to school; eg. specialist uniforms, textbooks, equipment, ingredients;
- participate in physically demanding practical courses; eg. Health and Physical Education;
- commit time to pursuing their course outside school time; eg. in Drama rehearsals.

Syllabus categories of subjects

As indicated above, we are in the process of developing and phasing in a Common Curriculum for the compulsory years of schooling in Years 8-10. The basis for this curriculum is a series of **Key Learning Areas (KLAs)**. These have been shaped and agreed to by all Australian States and Territories.

The **Key Learning Areas** are:

- English
- Health and Physical Education
- Languages other than English (LOTE)
- Mathematics
- Science
- Studies of Society and Environment (SOSE)
- Technology
- The Arts

The syllabus category of each subject in this book is denoted in one of three ways:

- Key Learning Area (KLA), Statewide Approved Syllabus, or School Subject.
- These categories are indicated under the subject headings in this book.

COMPULSORY SCHOOLING

The Education Act of 2006 states that all young people must attend school until they are sixteen years of age or have completed Year 10, whichever comes first. This means that students must normally plan to stay at school until they have completed Year 10. Exemptions from compulsory schooling can only be made in exceptional circumstances. Parents need to apply to the school to organise this. Students cannot just stop attending school for any reason before the end of their compulsory schooling.

OPTIONS AFTER YEAR 10

Compulsory Participation

Once young people have finished Year 10, they have completed the Compulsory Schooling phase and enter the Compulsory Participation phase. During the Compulsory Participation phase, young people must be engaged in education, training or employment (at least 25 hours per week), until they gain a QCE or a Certificate III or IV or until they turn seventeen.

Compulsory Participation means that at the end of Year 10, all students must choose one of the following options:

- Years 11 and 12 at High School
- Education or training at another institution e.g. TAFE
- Gain employment for at least 25 hours per week.

Continuing Senior Schooling

Most students who complete Year 10 will go on to complete Years 11 and 12 before going on to further study or entering the workforce. Therefore, it is important, when you are selecting subjects for Years 9 and 10, that you have an understanding of the structure and requirements of Senior Education. A brief summary of information you should know can be found below. More information can be found by accessing the Senior Curriculum book, available online at www.wavellshs.edu.au and then click on 'curriculum and policy'.

Queensland Certificate of Education (QCE)

Students commencing Year 11 work towards a school qualification, the Queensland Certificate of Education (QCE). To be eligible for a QCE students must:

- Obtain 20 units in the pattern determined by the Queensland Studies Authority (QSA)
- These units must be a 'C' or pass level or higher
- Students must obtain a satisfactory level of literacy and numeracy.

Students who want to find out more about the QCE should check out the QSA website www.qsa.qld.edu.au.

QCE Units

With the introduction of the QCE, there has been an increase in the flexibility of what learnings can be counted in the Senior Phase of Education. All of the following can count towards a QCE:

- Subjects offered at school
- School-based Apprenticeships and Traineeships (both completed or partially completed)
- VET Certificates (Levels 1 to IV, fully or partially completed)
- University subjects taken while at school
- Other awards or certificates e.g. AMEB Level 6 or higher.

Subjects offered at school in Years 11 and 12

Authority Subjects are academic subjects which are aimed at preparing students for tertiary studies.

Authority Registered Subjects include substantial vocational and practical components. They suit more 'practical and doing' students.

Overall Position (OP)

An OP is a student's statewide rank based on overall achievement in Authority subjects. Students are placed in one of twenty-five OP bands from 1 (highest) to 25 (lowest). To be eligible for an OP, a student must:

- Gain 20 semester units in Authority subjects (a semester unit is a subject taken for one semester).
- Three of the subjects must be taken for four semesters.

OPs are used by universities when selecting students for courses. Both OPs and Ranks (gained by non-OP students) are used by TAFE to select students.

Prerequisite and Recommended Subjects in Years 9 and 10

Authority Subjects

Since Authority subjects are academic and are aimed at preparing students for university studies, students in Years 9 and 10 need to be academically capable. If you think you might want to take Authority subjects in Years 11 and 12, keep the following in mind:

- The prerequisite subjects (subjects that you need to have taken previously) for Authority subjects are usually one or more of the four core subjects, English, Mathematics, Science and Studies of Society and Environment.
- Students should be getting at least HA in three of these four subjects to be successful in Authority subjects.

Below is a list of Authority subjects currently offered in Years 11 and 12 along with prerequisites and helpful subjects:

SUBJECTS AND PRE-REQUISITES

YEARS 11/12 SUBJECT (You plan to study) Queensland Studies Authority Subjects	9/10 PRE-REQUISITE (You must study this subject)	YEARS 9/10 (Helpful Subject)
Accounting		Business Procedures and Operations
Ancient History		
Biology		
Biology Extension		
Business Organisation and Management		Business Procedures and Operations
Chemistry	Extension Mathematics	
Dance		Dance
Drama		Drama
Earth Science		
Economics		
Engineering Technology	Extension Mathematics	
English		
Film, Television and New Media		
Geography		
Graphics		Presentational Graphics
Health Education		Health and Physical Education
Home Economics		Home Economics
Home Economics (Food Major)		Home Economics
Information Processing and Technology		Information and Communication Technology
Japanese	Japanese	
Legal Studies		
Mathematics A		
Mathematics B	Extension Mathematics	
Mathematics C	Extension Mathematics	
Modern History		
Music		Music and the ability to play an Instrument
Physical Education		Health and Physical Education
Physics	Extension Mathematics	
Science21		
Technology Studies		Industrial Design
Visual Art		Visual Arts

Authority Registered Subjects

As Authority Registered subjects are more practical and less academic they do not have any prerequisite subjects. However, there are some helpful subjects which are listed over:

Authority Registered Subjects	YEARS 9/10 (Helpful Subject)
Agriculture and Horticulture	
Certificate III in Children's Services	
Creative Arts – Drama Studies (<i>Excellence Program</i>)	Drama
Creative Arts – Media Studies	
Creative Arts – Visual Art Studies	Visual Arts
Early Childhood Practices	
English Communication	
Health and Leisure Studies	Health & Physical Education
Hospitality	Food Studies, Home Economics
Information and Communications	
Technology	
Manufacturing - (Engineering / Furnishing / Industrial Technology Studies)	Industrial Skills
Prevocational Mathematics	
Recreation – General Strand	Health & Physical Education
Recreation - Rugby League (<i>Excellence Program</i>)	Health & Physical Education
Social and Community Studies (HPE)	
Social and Community Studies (Science)	
Tourism	

Careers:

It is quite normal for Year 8 students to have no definite career ambition since they become interested in different things at different times. However, it is important for them to explore their current career interests. Career information is available from the School Guidance Officer and teachers, as well as parents, friends and employees in the areas of interest. Information is also available from Centrelink Career Information, Ground Floor, 340 Adelaide Street, Brisbane. Phone 1800 627 175.

Internet sites with excellent career information include the following:

- **My future: www.myfuture.edu.au**
This includes questionnaires dealing with skills, interests, values and personal style. These are used to produce a list of possible occupations.
- **Australian Careers Service: www.acs.futurefinder.com.au**
A career portal with access to the *Job Guide*, *OZJAC*, the *Good Universities Guide* and *Future Finder*.
- **Career Information Service: <https://cis.qsa.qld.edu.au>**
Information on careers and pathways, mostly targeted at school students.
- **Education Queensland Career Information: <http://education.qld.gov.au/students/careers.html>**
Includes links to other sites as well as to a number of information sheets written Education Queensland Guidance Officers.
- **Job Outlook: www.jobsearch.gov.au/joboutlook**
This site lists employment opportunities.
- **Australian Defence Force Recruitment: www.defence.gov.au/careers.cfm**

WAVELL TEXTBOOK AND RESOURCE HIRE SCHEME

Most subjects do not have one set text. There are multiple textbooks and resources used in classrooms to teach the range of subjects that we offer. Parents are therefore strongly advised to join the Textbook and Resource Hire Scheme sponsored by the Parents and Citizens Association and the School. In this way, your son or daughter is guaranteed access to all resources and text material built up over many years at Wavell.

ENGLISH

Statewide Approved Syllabus

The goal of the Year 9 and 10 **English** Program is to build on the achievements of earlier studies and continue to develop and refine each student's ability to compose and comprehend spoken and written English fluently, appropriately and effectively, for a wide range of personal and social purposes.

Prerequisites

English is a compulsory subject for all Years 9 and 10 students. Students will be given the opportunity to work at a level which focuses on their needs, interests and abilities. English is offered at three levels – Core, Extension and Foundation. *Core* English is the standard course for Years 9 and 10 students. *Extension* English aims to provide extra challenges for students with a sound knowledge of the basics. *Foundation* English aims to provide support for students who need help to master the basics. Students are assessed at the end of each semester in order to determine their appropriate class level and some students will move between levels. Parents are kept informed of any class movement.

Content

The teaching and learning activities which comprise the various units of work in the course and the assessment instruments which are to be used to measure student performance are in accordance with the principles of Language in Use, based on Education Department syllabus guidelines. Language activities in the program will purposefully involve students in using language for real or life-like purposes and involve students in studying and reflecting upon their own language and that of other people.

A class program is organised into units covering a range of genres. Integrating devices such as novels, plays, events and themes are used to structure units. Each unit of work will contain activities designed to develop reading comprehension, vocabulary, spelling, written expression and an understanding of correct grammar and usage.

WAVELL STATE HIGH SCHOOL ENGLISH DEPARTMENT Junior WORK PROGRAM OVERVIEW OF UNITS YEARS 8 –10

YEAR 9								
Relationships Language of Personal Identity – The family, peer group and others	Journal Language of personal reflection and other responses as directed.	Teen Challenge Language of Persuasion and Exposition relating to teenage issues - <i>Teen Awareness Kit</i>	Reporting on the Media – TV/ Magazines Language of Television and/or Magazines Reports/Surveys	The World Of Books Language of Narration and Analysis in the Novel	Constructing Film Language of Films - Special Effects and techniques. Critical Analysis	On with the Play! Language of Performance - Scriptwriting; short scripted plays, recorded plays	Poetry With A Purpose Language of Narration in Verse – ballads, narrative poems, analysis.	Understanding the Issues Language of Argument - expressing opinions. Editorial- Public Speaking
YEAR 10								
A Novel Idea Language of the Novel – Understanding the elements- critical and creative interpretation	Media Watch Language of Media – Advertising. Bias and positioning – analysis and deconstruction.	The Road Not Taken Language of Poetry through Theme. Technique - Impact – Analysis - comparison	Points Of View Language of Argument and Exposition. Debating – Argumentative speaking.	The Play's the Thing Language of Substantial scripted play – Shakespeare or other.	Writing with Imagination Language of the Short Story - Narration – responding to stimulus – changing	This Film Will Change Your Life Language of Film Evaluation. Theme and its Relevance Writing a Critique		

Assessment

A variety of assessment instruments will be used, writing, speaking, reading and viewing activities. These include assignments, spoken presentations, written tests and end of semester examinations. Students must complete at least one spoken task and at least two written tasks each semester. Each class will receive an assessment overview giving details of tasks and due dates. Assessment task sheets will clearly set out the requirements of the task and the marking criteria.

Expectations and Homework

Students should be well-prepared for each lesson and maintain an accurate and clear notebook. Homework should flow from each English lesson and can involve longer-term preparation for assessment. Students should always consider wide reading as an essential component for success in this subject. 'Set' homework, including assignment work and reading, will average approximately two hours per week.

MATHEMATICS

Statewide Approved Syllabus

Mathematics is the study of the measurement, properties and relationships of various quantities. It is an important subject preparing students for ongoing studies in this area and in many other subjects both in the final secondary years and later in tertiary studies. The course covers many strands and includes much material needed in later secondary Years 11 and 12 preparing students for studies at universities or TAFE colleges.

Mathematics is a compulsory subject for all students throughout the Junior School.

Content

A wide variety of topics is studied including Numeracy, Geometry, Probability and Statistics, Mensuration, Trigonometry and Algebra, both in core studies for all students and in extended study.

Year 9

Students study Calculation, Numeracy, Probability, Statistics, Algebra, Ratio and Proportion, Percentage and Money, Geometry and Coordinate Geometry, Mensuration.

Year 10

Many of the above topics are developed further. Students meet Algebra, Three Dimensional Shapes, Coordinate Geometry, Geometry of a Sphere, Exponents, Financial Mathematics, Ratio, Rates, Mensuration, Probability and Statistics, Trigonometry and Coordinate Geometry.

In Years 9 and 10 students are graded into classes according to levels of competency. These are Extension, Core and Foundation classes with the facility for students to move from one level to the other as competency improves or a need for consolidation in certain topics becomes apparent.

In Year 8 as students enter from many feeder schools with different experience in Mathematics, students sit for Diagnostic Tests early in February and the data collected is used to help sort them into Foundation, Core and Extension classes. Foundation classes are very small and students receive significant support with their numeracy. Core and Extension classes essentially study the same topics, with some diversity in Terms 3 and 4.

Assessment

During each semester modules of work are tested at regular intervals. In addition, alternative assessment is used such as completion of a folio of work, investigations and problem solving.

Student work is to be neat, complete and legible and set out in correct mathematical form. This helps towards a good mark for the folio.

Expectations and Homework

A scientific calculator is needed. Other resources will be specified in the Consumable List issued to students. It is important that students attend regularly and punctually, bringing all resources. Success is commensurate with time and effort spent in out-of-class work. This success is needed for students intending to pursue further secondary studies.

Students would generally need to average 20 minutes per night on homework, but this should increase at assessment time prior to tests. Investigations require extra time.

When students experience difficulties, they are expected to inform their teachers promptly and seek the extra help offered in and out of class. In Years 9 and 10 the groundwork is laid for further study and for acquiring the prerequisites for Mathematics A, B and C.

SCIENCE

Key Learning Area – Science

CORE

Science is a way of organising our everyday experiences and understanding the events that shape the world in which we live. Everyone should have a knowledge of Science and be able to discuss important scientific issues. We share a global culture and intellectual heritage that have been shaped by Science since the beginning of civilisation. Because of the efforts of countless men and women who thought scientifically about problems, we can all enjoy a happier, more prosperous and healthier life.

In this subject you can develop an understanding of the natural and man-made world and develop those habits of mind that will allow you to think clearly and devise sensible solutions to problems. Many of you will have a career where an understanding of science is essential. All of you will be able to apply what you have learnt in Science to your daily life.

Prerequisites

There are no prerequisites for this subject. In Year 9 students will be allocated to Core Science or Extension Science classes using their results from Year 8 Science.

Syllabus Strands

There are five strands in the Science Key Learning Area. Content from each strand will be studied each year.

- Science and Society
- Earth and Beyond
- Energy and Change
- Life and Living
- Natural and Processed Materials.

Content

Earth and Beyond helps students understand that present-day features and events help us interpret what has happened in the past to the Earth, the solar system and the universe. We now know that there are dynamic systems and cycles that renew the Earth's surface. We look at short-term processes like earthquakes and meteorite impacts and long-term events like mountain building and plate tectonics. The units also study the resources of the Earth and space and how these are used. The study of these topics is called **Geology**.

Energy and Change looks at how forces change the motion, shape, behaviour and energy of objects and how energy can be transferred and transformed. These events can be analysed, modelled and used to explain many everyday experiences. These units look at the effect that forces and energy have on our lives - designing safer cars, more energy-efficient homes and new electronic technologies. In later units a more mathematical approach is used, reinforcing the idea that simple laws can be used to explain and predict many of the things we see happening around us. These units help prepare us for **Physics** in Year 11 and 12.

In **Life and Living** students look at how the characteristics and functioning of animals and plants are interrelated. Evolutionary processes have given rise to a diversity of living things for which we share responsibility. Students also consider the ways environments behave and interact and why conservation of species and natural resources is important for our continued occupancy and understanding of the world we share.

There have been important changes in our understanding of how living things function at a cellular and chemical level. An understanding of the roles that genes and their products play in the way that we operate and inherit qualities is essential for all educated people. The subject **Biology** develops these ideas further in Years 11 and 12.

The strand **Natural and Processed Materials** is about the properties and structure that materials may have and how these can be used as we develop new compounds and find new uses for compounds in the manufacture of drugs, plastics, foods and other compounds.

We cannot understand the universe and our place in it until we understand ourselves and the important processes that shape how we live. These ideas are studied in the subject **Chemistry** in Years 11 and 12.

The unit **Science and Society** cannot be studied by itself, and so is included with each of the previous units. As well as looking at cultural factors that affect Science, students will also come to regard Science as a way of knowing, with both short and long term consequences that must be considered as we work towards a viable future. The Senior subject **Science21** expands on these ideas.

Outcome Areas

There are core and discretionary learning outcomes in this program that highlight the uniqueness of the Science Key Learning Area and its contribution to life-long learning. In Years 8, 9 and 10 students will come to:

- Understand and appreciate the evolutionary nature of scientific knowledge;
- Understand the nature of Science as a human endeavour, its history, how it links with other disciplines and its contribution to society;
- Understand that scientific knowledge has been organised by scientists into disciplines like Geology, Biology, Chemistry, Astronomy and Physics;
- Use scientific knowledge to explain and predict events and to reconstruct their own understanding of the biological and physical worlds;
- Use the practices and intentions of scientific investigation, reflection and analysis to refine knowledge and to pose new questions;
- Develop attitudes such as intellectual honesty and commitment to scientific reasoning;
- Use scientific language to communicate effectively;
- Use decision-making processes that include ethical considerations about the effect science has on people and the environment;
- Use the practices and intentions of “working scientifically” in all problems that are met in future.

There are no “outcome areas” described in the Science syllabus, but “Working Scientifically” is the essence of Science and the syllabus describes two aspects of working scientifically:

- Knowledge & Understanding; and
- Ways of Working.

These are used as the basis for the assessment and reporting program used in this subject.

Assessment

This is done in a number of ways. Term tests and semester examinations, assignments, field and laboratory work all contribute. Each unit is assessed separately, and profiles will be used to gain a clear appreciation of each student’s strengths and weaknesses.

Assessment tasks will be set so that students who are operating at different levels will still be able to show what they have learned and how they can apply this to new situations. It is expected that students will be operating at Level 5 at the beginning of Year 9 and at or beyond Level 6 by the end of Year 10.

Students will be grouped into ‘Core’ and ‘Extension’ classes each semester using their previous results. Students who may not be able to demonstrate Level 6 outcomes by the end of Year 10 may be given additional opportunities to do so during Years 9 and 10. All other students will be put into Extension Science classes.

Expectations and Homework

We expect all students to complete 100 minutes of Science homework and Science study each week. This should include at least 30 minutes revising work that has already been covered. Safety is also an important consideration, Students must wear the correct footwear and use safety equipment as directed by their teachers, and behave safely while in science laboratories

STUDIES OF SOCIETY AND ENVIRONMENT

Key Learning Area – Studies of Society and Environment

CORE

Studies of Society and Environment (SOSE) is an integrated subject drawing from the traditional Social Science disciplines of History, Geography and Civics. All students in Years 8, 9 and 10 at Wavell High must study one SOSE subject: either **SOSE History** or **SOSE Geography** or **SOSE Core**.

Key Values

The key values taught in SOSE include democratic process, social justice, ecological and economical sustainability and peace. The processes taught include investigating, creating, participating, communicating and reflecting. SOSE incorporates the cross circular priorities of literacy, numeracy, lifeskills and futures perspective.

Syllabus Strands

The learning outcomes for SOSE are organised into four strands:

1. Time, continuity and change (History – a study of the past).
2. Place and Space (Geography – patterns and processes in the natural and human world).
3. Culture and Identity (Sociology and Anthropology – diversity, relationships, social justice).
4. Systems, Resources and Power (Citizenship, Government, Economy and Business).

The Years 9 and 10 SOSE course will concentrate on outcomes at levels 5 and 6 within each strand.

To preserve a traditional academic approach, Wavell High will offer three options within the compulsory SOSE course. Each will cover all four strands to Level 6, but with emphasis on different content in each course.

Options: Students must choose one of the following for Years 9 and 10.

1. **SOSE Core** – a general course meant for average students involving a mixture of History, Geography and Civics. Less content will be taught, current affairs will be emphasised, and content will be equally drawn from Citizenship, History and Geography.
2. **SOSE History** – a course for the average to above average student, emphasising the discipline of History, but with elements of Geography and Civics.
3. **SOSE Geography** – a course for the average to above average student, emphasising the discipline of Geography, but with elements of History and Civics.

Prerequisites

SOSE Core is specifically aimed at students who received a low C or D/E Achievement in Year 8 SOSE (History/Geography).

SOSE History and SOSE Geography are aimed at students who have obtained at least a C in Year 8 SOSE (History/Geography). These students normally go on to study some Authority Subjects in Years 11 and 12, which could include Senior Social Science subjects such as Senior Geography, Ancient History, Modern History, Legal Studies, or Economics.

Content

Topics will vary according to the options chosen, and according to the teacher choice of electives, teacher expertise, student preference and resource availability. The overall pool of SOSE topics will include:

Year 9

History	<ol style="list-style-type: none"> 1. Australia – Our Heritage: History from the Middle Ages through to the Renaissance, Reformation, Age of Exploration, Revolutions – French, American, Industrial, Colonialism. 2. Our Region – Australia and Asia – Indonesia, East Timor, China, Vietnam, Papua New Guinea, Fiji, Migrants. 3. Contact – European – Indigenous relations – Missions – Tasmanian Aborigines. 4. Queensland – Our Heritage – Federation, Colonial Queensland, South Sea Islanders, women and voting, White Australia.
Civics & Social Studies	<ol style="list-style-type: none"> 5. Citizenship – Federal, State and Local Government, Law, Courts, Sentencing, Family Rights, Consumer Rights. 6. Our Identities – Diverse communities, culture, ethnicity, age, gender, media, Net identities, consumer society.

Geography	<ol style="list-style-type: none"> 7. Natural Hazards in Australia – Drought, Cyclones, Floods, Fire, Earthquakes, Landslides. 8. Antarctica – Physical environment, exploration, resources, issues, tourism, Australia's involvement. 9. Australia and Tourism – impacts, ecotourism. 10. Asia-Pacific Region – Physical/cultural/economic diversity, population trends, trade, issues (OK Tedi, global warming).
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Year 10

History	<ol style="list-style-type: none"> 1. World Conflict – World War I and II, United Nations, Cold War, Middle East, Peace Movements. 2. Australia in conflict and peace – World War I and II, Vietnam, Conscription, Aid/trade. 3. Globalisation – transnational corporations, human rights, International indigenous studies, global gender issues, global environment issues. 4. Reconciliation – Mabo, South Africa
Civics	<ol style="list-style-type: none"> 5. Queensland – politics, Fitzgerald Inquiry, environment, Fraser Island.
Geography	<ol style="list-style-type: none"> 6. Contemporary Australian Rural Issues – land degradation, biodiversity, land management, rural decline (country towns, dairy industry) introduced species. 7. Contemporary Australian Urban Issues – air pollution, spatial inequality, ecological sustainability, urban planning, waste management. 8. Global Development Issues – patterns, population management, refugees, human rights. 9. Global Management Issues – access to fresh water, waste management, temperature rising, citizenship, Greenpeace.

In **Geography**, some History and Civics topics will be studied – but mainly Geography.

In **History**, some Geography and Civics topics will be studied – but mainly History.

SOSE Core is a mixture of History, Geography, Civics and Current affairs.

Assessment

Assessment for each semester usually consists of one research assignment/report, short answer test, classroom observations of groupwork and classwork, oral presentations and End of Semester test. This prepares them for Year 11 and 12 where there are usually two to four assessment items per semester.

Outcomes

Outcome areas which will be reported on at Mid-Semester and End of Semester are:

1. Knowledge and Understanding
2. Investigating using Inquiry Processes
3. Communication and Participation

Expectations and Homework

Homework consists of questions, summaries, crosswords, document studies, comprehensions and revision of classwork. Set homework should average 45 to 60 minutes per week. Assignments require extra effort. Students are expected to be punctual, to come ready to learn (homework completed, correct books and pens, quiet, cooperative attitude), and to respect the rights of others to a full and happy education. To ease the transition to Year 11, by the end of Year 10, students are using the same assessment types, similar assessment criteria and inquiry topics as occur in Year 11 Social Science subjects.

HEALTH AND PHYSICAL EDUCATION

Key Learning Area – Health and Physical Education

- **GENERAL STRAND – Years 9 and 10**
- **SPECIALIST STRANDS – Years 9 and 10**

- **Netball**
- **Rugby League**
- **Soccer**
- **Basketball**
- **Hockey**

Health and Physical Education (HPE) gives students the knowledge and skills to:

- make informed decisions about their own health
- participate effectively in physical activities with an aim to develop personal fitness
- enhance personal development and learn strategies to minimise risks of harm.

Prerequisites

Average motor skills and fitness level. Students in the following categories should consult Health and Physical Education staff before entering the course:

- students who are not prepared to swim during lessons
- students with physical problems eg. Osgood-Schlatter's disease
- students with chronic medical problems.

Incompatible Subjects

Students may choose only one subject from

- HPE – General Strand
- HPE – Specialist Strand
- Health and Movement

Content

Health and Physical Education is organised into three strands:

- Promoting the health of individuals and communities
- Developing concepts and skills for physical activities
- Enhancing personal development.

The course material is presented in practical lessons and theory lessons where students work to achieve outcomes from the above three strands.

- Physical Activity is a very important part of the course. All students participate in a number of core activities eg. swimming, volleyball, speedball and fitness.
- Students focus on the specific skills of their chosen sport in Terms 2 and 3.
- Students complete content area units in Terms 1 and 4 on topics including Fitness, Diet and Nutrition and Safety.

Assessment

HPE assessment will include both written tasks and non-written tasks to assess these criteria.

Students should expect at least *two assessment items per term*. These may include:

- **Written tasks** - eg. Exams, research reports, journals, PowerPoint presentations.
- **Physical tasks** - eg. Speed and accuracy of responses; performance of offensive and defensive strategies.

Expectations and Homework

Homework

Tasks are set regularly in theory and practical areas. Additionally, students are expected to practice skills from current practical units in their own time.

Uniform

Students are expected to wear dress uniform to and from school each day except Tuesday (Year 9) and Wednesday (Year 10). On days when practical lessons are scheduled, students are to change into sports uniform at the break before their lesson. They are then to change back into dress uniform at the break after the lesson. This policy is outlined in the Wavell Student Diary and all students are expected to comply with it. Failure to comply with this expectation will not be tolerated by the Health and Physical Education staff or the School Administration. Year 9 students may wear their sports uniform all day on Tuesdays.

Equipment

Students are required to purchase from the school bookshop an inexpensive workbook for theory lessons. All equipment and additional worksheets are supplied to students who participate in the Textbook and Resources Hire Scheme. Other students will be required to supply their own textbooks and possibly some equipment.

HEALTH AND MOVEMENT

Key Learning Area - Health and Physical Education

Health and Movement reflects the dynamic and **multi-dimensional nature of health** and recognises the **significance of physical activity** in the lives of individuals and groups in contemporary Australian society. Opportunities are provided for students to become **active and informed** members of society, capable of **managing the interactions** between themselves and their social, cultural and physical environments in the **pursuit of good health**.

Context

This course will be delivered jointly by Home Economics and Health & Physical Education teachers. Students will explore the key concepts of health, physical activity and personal development **through health studies and movement**.

Syllabus Strands

Students are offered opportunities to develop knowledge, processes, skills and attitudes necessary for making informed decisions about:

- Promoting the health of individuals and communities
- Developing concepts and skills for physical activities
- Enhancing personal development.

Companion Subjects

Students may take Health and Movement as well as Home Economics or Food Studies.

Content

This subject is designed to provide an alternative context for delivering to students the subject Health and Physical Education. The practical, hands on approach to learning will provide valuable experiences, enabling learners to make informed choices and to take actions that support their own and others' health and wellbeing. If students enjoy food and nutrition activities and participating in individual and group movement activities, then this subject will suit their learning style. The non-competitive environment may provide some students with more enjoyable forms of physical activity. This course will be delivered through semester units.

Year 9 Health Studies

- Physical, social and emotional development of teenagers.
- Practical food activities.
- Personal development.

Year 9 Movement Studies

- Personal fitness and mastery of movement techniques.

Year 10 Health Studies

- Improvement of health.
- Practical food activities.
- Personal development.

Year 10 Movement Studies

- Personal fitness and basic movement concepts.

Outcomes

- Knowledge and Understanding
- Implementing and Applying (Physical Performance)
- Planning, Investigating and Reflecting

Assessment

- Practical work is emphasised within the program.
- Theory is assessed by unit tests or/assignments/logs.
- Homework tasks are usually related to practical activities/assignments.

Expectations and Homework

- Students will be required to provide resources for take home cookery over two terms.
- Students will be required to wear Sports uniform in movement lessons.
- Theory requires home study throughout the course.

BUSINESS PROCEDURES AND OPERATIONS

Key Learning Area – Technology

Business Procedures and Operations focuses on the nature of business information, accountability and financial records management, as well as the management of an enterprise or venture using entrepreneurial skills. This subject is designed for students who wish to develop an understanding of how business operates in our society. The study of Business Procedures and Operations will lay the foundations for further study of Business subjects in the Senior School e.g. Accounting, Business Organisation & Management and Certificate III in Business.

Syllabus Strands

- Business Procedures
- Enterprise and Ventures.

Prerequisites

It is highly recommended that students have gained at a C or better in Maths and English.

Content

Business Procedures and Operations

<i>Strand</i>	<i>Topics Studied</i>
Business Procedures	<ul style="list-style-type: none"> • Business accountability • Financial Records management – personal & community • Financial Records management – business • Nature of business information • Techniques to manipulate business information
Enterprise and Ventures	<ul style="list-style-type: none"> • Enterprise creativity • Management of an enterprise or venture <ul style="list-style-type: none"> ○ Investigation ○ Idea development ○ Production ○ Evaluation

Outcomes

- Knowledge and Understanding
- Producing
- Evaluating and Reflecting
- Ways of Working

Assessment:

Assessment will include projects, tests and assignments.

Expectations and Homework

- The ability to reason logically is very important for the financial management aspect of the course and is based on understanding rather than learning.
- High-level presentation skills are required.
- The ability to work in teams is essential, as many activities will be based on small teams, reflecting the real nature of business.
- Problem solving skills and creativity will be used to apply knowledge in practical applications.
- Homework will involve tasks such as completing exercises based on work covered in class and research of business activities in society.
- Students will use computer technology in a number of areas in this course; For example, Quicken Accounting programs.

FOOD STUDIES

Key Learning Area - Technology

Technology Food Studies is about processes of applying knowledge, skills and resources to create needs and wants of people and communities. The process of designing, making and appraising is at the heart of the Technology KLA. Students explore, apply and develop information, materials and systems.

Within the course students use their food studies knowledge and skills to solve design challenges. They:

- manage human and non-human resources.
- think critically and creatively to design and create solutions to practical challenges.
- work collaboratively to address issues of personal and social significance such as fast food, healthy eating and body image.

Syllabus Strands

Strands covered include Technology Practices and Resources: Information, systems and materials.

Prerequisites

Students need to have achieved at least a C level of achievement in Year 8 Home Economics.

Companion Subjects

Students may take Food Studies and Home Economics as well as Health and Movement.

Content

Food Studies	
Year 9	<ul style="list-style-type: none"> • Give me the facts. • Sweet celebrations. • Fast food. • New food.
Year 10	<ul style="list-style-type: none"> • Eat well, live well. • What's in? • The lure of the aisles. • East meets West.

Outcomes

- Knowledge and Understanding
- Producing (Practical)
- Investigating; Designing; Evaluating and Reflecting

Assessment

- Practical work is emphasised within the program.
- Theory is assessed by unit tests or an assignment, with semester exams in Year 10.
- Homework tasks are usually related to practical activities/assignments.

Expectations and Homework

Students will be required to provide resources for take-home cookery. Theory requires home study throughout the course. Assignments are completed both in class time and through home study.

HOME ECONOMICS

Key Learning Area - Technology

The central focus of **Home Economics** is the wellbeing of people within the context of their personal, family, community and work roles. Within contemporary society people face a range of increasingly complex challenges in promoting personal and family wellbeing.

Home Economics Education provides opportunities for students to understand and shape preferred solutions to a range of challenges in their personal, family, community and work roles.

For example, students:

- take control of their health and develop health promoting behaviours.
- choose nutritious foods in a changing marketplace, prepare nutritious foods and develop health promoting food behaviours.
- balance work responsibilities with personal responsibilities and leisure.
- negotiate for effective and diverse family and interpersonal relationships.
- make informed, responsible and ethical consumer decisions as new products reflect technologies and lifestyles of contemporary society.

Syllabus Strands

Strands covered include Technology Practices and Resources: Information, systems and materials.

Prerequisites

Students need to have achieved a rating of C or higher in Year 8 Home Economics.

Companion Subjects

Students may take Home Economics and Food Studies as well as Health and Movement.

Content

<i>Home Economics</i>	
Year 9	<ul style="list-style-type: none"> • Beach Bags • Funky Jimmy Jams • Working in the Kitchen • Meals in a Minute
Year 10	<ul style="list-style-type: none"> • Renovate and Recycle • Fashion Frenzy • Look at me! • Flavour Trail

Outcomes

- Knowledge and Understanding
- Producing (Practical)
- Investigating; Designing; Evaluating and Reflecting

Assessment

- Practical work is emphasised within the program.
- Theory is assessed by unit tests or an assignment, with semester exams in Year 10.
- Homework tasks are usually related to practical activities or assignments.

Expectations and Homework

Students will be required to provide resources for take-home cookery and personal garments. Theory requires home study throughout the course.

INDUSTRIAL DESIGN

(Design, Make, Appraise)
Key Learning Area – Technology

Industrial Design provides students with an opportunity to gain an understanding of and the ability to work with a variety of materials through the application of inquiry, design and problem solving. Students are encouraged to be active participants in invention and innovation.

Students will undertake studies into materials, processes and problem solving techniques in any number of situations. Their designed artefacts could improve their own or others' lifestyles. As part of the process they will manufacture the artefacts, thereby developing practical skills associated with tools, equipment and materials.

The materials used during the course could include engineering metals, timber products and plastics.

Safety

Workshop safety is a central aspect of the course of study and students must be prepared to abide by any safety rules which apply to a workshop setting.

Education Queensland safety regulations and provisions of the Workplace Health and Safety Act require that students wear suitable clothing and footwear in the Industrial Technology and Design workshops at all times. Many procedures will require the use of additional safety equipment such as eye and hand protection.

Loose and oversize clothing is not suitable, nor are items of jewellery. Students who refuse to comply with these standards may be asked to leave the workshop for their own safety and the safety of other students.

Prerequisites

Nil.

Content

- 1 The design process
- 2 Personal protective equipment
- 3 Plant and equipment
- 4 Hand and power tools and fixed machinery
- 5 Materials and processes.

Assessment

Student assessment for all semesters consists of design/project folios, a theory test and classwork projects.

Expectations and Homework

Students selecting this subject need to be aware of all safety standards, self discipline and cooperation that are required. Students who elect to study Industrial Design must be prepared to follow ALL safety rules and wear ALL personal safety equipment required when in a workshop. The design / project book including material and process investigation must be completed at home.

A Warning

Education Queensland requires that parents are aware of the following statement:

As part of this shop course, students will be required to complete a number of practical exercises. Once completed, students will be permitted to take them home. Parents need to be aware that the products do not and were never intended to conform with the Australian Standards and should not be used for normal use. Legal opinion suggests that there would similarly be an onus on parents to warn any other party who may try to use the product.

This statement makes particular reference to stepladders and folding chairs. Parents need to be aware that the above statement could apply to projects designed and made by the students during the course.

Fees

A small fee will be charged for the subject as students will use a vast array of materials, equipment and tools.

INDUSTRIAL SKILLS

(Woodwork, Metalwork and Plastics)
Key Learning Area – Technology

Industrial Skills provides students with an opportunity to gain an understanding of materials and processes in a workshop setting. Students will have an opportunity to use and gain experience in the safe use of hand and power tools and fixed machinery.

The materials used during the course will include engineering, art and sheet metals, natural timber and manufactured timber products (MDF, ply, etc) and plastics. They will also have access to electrical / electronic components (low voltages). Students are introduced to the practical application of technology and should gain knowledge, skill and processes which will better equip them in this ever changing technological society.

Safety

Workshop safety is a central aspect of the course of study and students must be prepared to abide by any safety rules which apply to a workshop setting.

Education Queensland safety regulations and provisions of the Workplace Health and Safety Act require that students wear suitable clothing and footwear in the Industrial Technology and Design workshops at all times. Many procedures will require the use of additional safety equipment such as eye and hand protection. Loose or oversize clothing is not suitable, nor are items of jewellery. Students who refuse to comply with these standards may be asked to leave the workshop for their own safety and the safety of other students. They may also be removed from the subject and placed in another classroom until their behaviour is modified.

Therefore students will be required to wear strong leather shoes at all times in the workshops.

Prerequisites

There are no prerequisites for the study of this subject, however the ability to read drawings would be useful.

Content

- 1 Materials technology
- 2 Project planning and processes
- 3 Woodworking
- 4 Metalworking
- 5 Plastics
- 6 Basic electrics / electronics
- 7 Safety
- 8 Surface finishing.

Assessment

Student assessment for all semesters consists of classwork projects, theory books and a theory test.

Expectations and Homework

Students selecting this subject need to be aware of all safety standards, self discipline and co-operation that are required in a practical workshop. Students who elect to study Industrial Skills must be prepared to follow ALL safety rules and wear ALL personal safety equipment required in a workshop. The theory book including material and process investigation must be completed at home.

A Warning

Education Queensland requires that parents are aware of the following statement:

As part of this shop course, students will be required to complete a number of practical exercises. Once completed, students will be permitted to take them home. Parents need to be aware that the products do not and were never intended to conform to the Australian Standards and should not be used for normal use. Legal opinion suggests that there would similarly be an onus on parents to warn any other party who may try to use the product.

This statement makes particular reference to stepladders and folding chairs. Parents need to be aware that the above statement could apply to some projects made by the students during the course.

Fees

A small fee will be charged for the subject as students will use a vast array of materials, equipment and tools.

INFORMATION AND COMMUNICATION TECHNOLOGY

Key Learning Area - Technology

Information and Communication Technology seeks to immerse students in the knowledge, practices and dispositions necessary to operate effectively in an ever changing information rich environment. They engage in the transformation of data to information, information to knowledge, and knowledge to wisdom. Students critically analyse information and construct personal meaning to develop and present responses to challenges.

Students have been introduced to some of the technologies associated with this subject in Year 8. Throughout Years 9 and 10, students will focus on two strands and their associated technologies.

Syllabus Strands

- Digital Communication & Publishing
- Interfacing with Machines.

Prerequisites

It is highly recommended that students have gained at least a C or better in Extension Maths and Extension English.

Content

Information and Communication Technology

<i>Strand</i>	<i>Topics Studied</i>
Digital Communication and Publishing	<ul style="list-style-type: none"> • Nature of digital communication and publishing • Techniques for digital communication and publishing • Social and ethical considerations related to digital communication and publishing.
Interfacing with Machines	<ul style="list-style-type: none"> • Nature of machine interfaces • Logic of information processing sequences • Nature of the computer as a system • Techniques for designing and developing machine interfaces • Social and ethical considerations related to machine interfaces.

Outcomes

- Knowledge and Understanding
- Investigating and Designing

Assessment

There will be a range of assessment items undertaken during the course of study. They will take the form of:

- Practical assignments
- Theory tests
- Practical tests.

Expectations and Homework

Homework will be assigned regularly and therefore it would be anticipated, although not mandatory, that students undertaking this subject would have access to a computer at home. Students will be expected to research and collect information on a wide range of topics and present it in an organised format. A considerable amount of the course is of a practical nature. All assessment submitted for this course will be prepared using computers. Therefore students will be expected to use computer resources at home and the school's facilities outside of programmed lesson times to complete assigned work, when required.

Fee

A subject levy applies to this subject to cover increased software requirements, extra ICT devices and more frequent use of ICT facilities. The levy in 2009 will be \$30 for Year 9 and \$40 for Year 10 and is subject to annual review. All students are required to pay for printing credit and internet downloads after the initial free allocation is used.

PRESENTATIONAL GRAPHICS

Key Learning Area – Technology

Presentational Graphics is a course of study that provides students with an opportunity to gain an understanding of graphical communication across a broad spectrum of applications. Graphics challenges the students and helps develop problem solving skills in two and three dimensional environments. The developed skills will help students prepare to meet the demands of our contemporary technological environment.

Why Study Graphics?

Effective communication is an essential requirement in every field of endeavour. Graphical communication is one of the most effective means of doing this and therefore the study of this subject gives students an opportunity to develop useful skills for the ever-changing technological society. Students are encouraged to be imaginative and creative and develop pride and self esteem by solving problems in two dimensional (2D) and three dimensional (3D) environments, while developing practical drafting and presentation skills. As part of the subject, students will use and develop skills in a number of Computer Assisted Design (CAD) packages and their application in a Graphics environment.

Prerequisites

There are no prerequisites for the study of this subject, however the ability to read drawings would be useful.

Content

- Two-dimensional viewing systems
- Three-dimensional viewing systems
- Computer Assisted Design (CAD) studies.

These areas of study will be carried out in Production Graphics, Built Environment and Presentational Graphics situations. Students will develop skills to be able to present material in 2D and 3D. CAD studies will be used as a tool to enhance their processes and skills using contemporary programs. It is advised that students have access to CAD facilities at home or during lunch breaks at school, to complete class projects or assignments.

- **Production Graphics** will give students an opportunity to focus on the representation of products that are part of everyday life.
- **Built Environment** will allow students to work with architectural design and presentation processes.
- **Presentational Graphics** will have students working with a great variety of materials such as the presentation of technical information in a graphical form (graphs and charts).

Assessment

Student assessment for all semesters consists of homework, classwork projects, assignments and tests.

Fees

A small fee may be charged for the subject as students will use a vast array of materials, equipment and tools.

DANCE

Key Learning Area – The Arts

Dance is essentially a practically based subject which allows students to experience a wide range of dance styles. These include contemporary, classical, ethnic, popular, musical theatre and dance on screen. Students are exposed to the history of dance and through appreciation become aware of and able to analyse and evaluate many forms of dance. The course is divided into 70% Practical work and 30% Theory.

It should be kept in mind that students interested in studying Dance are not necessarily required to have previous dance experience. However, prior involvement with studio or community dance classes would be an advantage.

Prerequisites

Student entry into Dance is by an audition process. This is a formality intended to introduce the prospective student to the Dance Department and determine the level of a student's commitment. No dance experience is required. Audition dates are listed in the school calendar.

Companion Subjects

Nil.

Content

Semester 1 -	<i>Introduction to Dance and Movement Popular Dance 2</i>	Semester 2 -	<i>Popular Dance 1 Ritual Dance</i>
Semester 3 -	<i>Ballet Musical Theatre</i>	Semester 4 -	<i>Contemporary Dance Contemporary Dance 2</i>

Assessment

Assessment is broken down into specific areas:

- **Progressive assessment** of body alignment, general movement, technical and interpretive skills, musicality, and level of application and commitment.
- **Performance** - Present a dance work studied in class, under performance conditions.
- **Creating** - In small groups students choreograph their own dance works.
- **Appreciating** - Analysis and evaluation of various dance works.
- **Written Examination** on the history of dance, terminology and theoretical aspects of dance.

Expectations and Homework

It is imperative that satisfactory attendance is maintained by each student as Dance Studies is a highly practical subject relying on regular practice and continual development of skills and technique.

As scheduled performances draw near, students must attend compulsory rehearsals outside of school hours, as advised by their teacher. Students are also required to rehearse outside-of-school in preparation for practical assessment and also our annual 'Dance Production Evening' held in September each year. All students enrolled in Dance participate in this public performance.

All students will be required to attend an annual excursion to view a live performance of a chosen style of Dance.

All students studying Dance are required to pay a \$50.00 annual levy to assist in the provision of costumes, music, equipment, copyright and excursions. Students involved in extra curricular dance activities will pay an extra fee on top of this.

Assessment Uniform

Students are required to wear the following dance uniform for assessment:

Girls – A black leotard and black tights.

Boys – A black round neck T-Shirt and black shorts.

Class Uniform

Students are required to wear Wavell dance pants and gym style singlet. (Boys and girls designs available.)

DRAMA

Key Learning Area – The Arts

- **Self Discipline**
- **Group Work**
- **Creativity**

Drama is designed to promote students' awareness of the dynamic nature of drama, enabling them to investigate and experiment within dramatic forms, while developing their own creativity and dramatic skills.

The course is structured around three core dimensions:

FORMING:	The 'making' of drama: role play and improvisation, play-building and scriptwriting.
PRESENTING:	The 'showing' of drama within a range of dramatic styles and genres.
RESPONDING:	The 'interpretation and appreciation' of drama: research, analysis and evaluation.

Outcomes of the course include improved self-confidence, social and communication skills, organisational and group working skills, increased creativity and dramatic skills, and knowledge and understanding of a variety of dramatic forms.

Prerequisites

It is recommended that students have demonstrated a C or better in English, as Drama has a strong written component.

Companion Subjects

Nil.

Although Junior Drama is not a prerequisite for any Years 11 and 12 subjects, studying it provides a definite advantage for students undertaking Drama as a Senior Authority Subject. Junior Drama lays the foundation for the more advanced Senior Drama course.

Content Includes

Year 9	Unit 1 – Unit 2 – Unit 3 – Unit 4 –	Foundations for Drama Mask and Movement Scripts Pantomime / Children's Theatre (includes performance at local primary school)
Year 10	Unit 1 – Unit 2 – Unit 3 – Unit 4 –	Scripts Australian Drama Collage Drama (includes night performance evening) Comedy

Assessment

Drama is not a purely practical subject. Students will be given several opportunities to demonstrate the skills they have developed in each core dimension. Forming assessment may include character outlines, improvisations, play-building or script writing. Presenting assessment may include both scripted and student-devised performances within a range of dramatic styles. Responding assessment may include research tasks, performance analysis and evaluation and basic knowledge questions under examination conditions. Students will be given a standard of achievement in these dimensions based on the following criteria: Knowledge & Understanding; Inquiring; Responding & Reflecting.

Expectations and Homework

Students must work cooperatively as members of a team. This is essential to the successful completion of the Drama course.

The course will involve rehearsal and performance out of school time. An excursion may be arranged to view live theatre and students will have the opportunity to see performances by professional actors and Arts Council excursions. This may take place out of school time, or performing artists will visit and perform at school. Costs will be kept to a minimum.

MEDIA

Key Learning Area – The Arts

Media focuses on students producing and responding to meaning in media texts. Students develop knowledge and understanding of five key media concepts: media languages, technologies, audiences, institutions and representations. The course deepens a student's understanding of the pleasure and enjoyment provided by the media. It also develops more active and critical media users who will demand and could contribute to a greater range and diversity of media in the future. Students are equipped to live in a global community that relies on words and sounds in combination with still and moving images. They are also taught a range of technologies to inform, express and communicate.

Prerequisites

There are no essential prerequisites. However it is strongly recommended that students have a C level of achievement in English.

Companion Subjects

Nil.

Content

Year 9

Corporate Image Students analyse the power and persuasion of advertising strategies and construct their own marketing and advertising products.

Selecting Reality Students examine the production processes of news reporting and critically examine the role of news in society. Students design and film their own news stories.

Pump up the Volume Students develop an understanding of the forms and practices used by the music industry to promote popular artists and songs. An in-depth study of Hip Hop and its place in society is explored.

Computer Games Students examine the popularity and intended audience for computer games and explore the reasons for different gender appeals. Students pitch their own original concept for a computer game.

Year 10

Narrative Form Students analyse and evaluate narrative film structure, through viewing and criticising a variety of films. Students design their own genre film.

Animation to Anime Students explore technologies behind animation and the power of popular appeal. Students create their own animated short film.

Eye Openers: Social Commentary

Students analyse representations and impact of the media on society and how it creates and influences our social reality.

Soap Opera

Students examine the soap opera genre to design and produce their own video.

Assessment

Assessment is divided into three specific areas:

- Knowledge and Understanding
- Creating and Presenting
- Responding and Reflecting

Expectations and Homework

A core component of Media is the ability to work together in groups. Therefore it is imperative that students demonstrate a level of responsibility to others and to themselves. They must also attend school regularly and show a sincere commitment to the course. Although every attempt will be made to have required filming completed during school hours, students may need to take camera equipment home to finish filming for assessment. All due care and responsibility must be taken with school equipment. At times students may need to commit to after hours school work in order to complete editing.

MUSIC

Key Learning Area – The Arts

Music is widely recognised as a powerful educative tool that contributes to the development of an individual. As one of the Arts, Music makes a profound contribution to personal, social and cultural identity. Studies in Music therefore offer a unique form of self-expression and communication.

The Junior Music course assists students to enjoy, appreciate and make music. It does this by developing an awareness of sound as well as developing skills in practical music production and composition.

Prerequisites

Students do not need to own a musical instrument nor do they need to be able to play one, as correct musical notation is part of the theory of this course. Students must have good listening skills and a commitment to involvement in practical situations which require continual practice.

Companion Subjects

Nil.

Content

A wide variety of musical styles and forms are studied. Students listen to and analyse music, compose and arrange, and learn about the musical history of a number of different styles. Units will be chosen from the following list:

Year 9

- | | |
|-------------------------------------|---|
| 1. Folk Music | Essentially a foundation unit in which basic musicianship is studied through a variety of different types of Folk Music from traditional to popular, including Australian Bush Bands. |
| 2. The History of Rock Music | A survey of the stylistic development of Rock Music. The techniques of contemporary song writing will be studied and applied. |
| 3. Music of the Media | A study of the role of music in films and advertising. Students compose a jingle and study recent film scores. Students will also undertake a small unit on Guitar playing. |

Year 10

- | | |
|---------------------------------------|--|
| 1. Keyboard and the Songwriter | Students study music written for Keyboard Instruments from the 17 th Century to the present day. Students' skills in playing the keyboard are developed through practical means on classroom instruments. |
| 2. Jazz | A survey of the different Jazz styles that evolved in the 20 th Century and the musical characteristics and social significance of each major Jazz style. |
| 3. Music around the World | Introducing students to the different musical styles and cultural backgrounds of various countries including Latin America, the Caribbean, Africa, India, Japan and Indonesia. |
| 4. Growth of the Orchestra | A study of Orchestral instruments throughout the centuries. Arranging and composing for instrumental ensembles will be studied. |

Assessment

There are four areas of assessment:

- Creative tasks - compositions, arrangements and research projects.
- Practical tasks - performance of a range of practical skills on a variety of instruments including Keyboard and Guitar.
- Aural tests - end of unit listening tests, including rhythmic and melodic dictation and analysis of repertoire.
- Written tests - end of unit music knowledge exams.

Expectations and Homework

Students must be prepared to rehearse thoroughly for all practical tasks. Daily instrument practice is advisable. Two to three hours per week should be spent on practice and homework.

VISUAL ARTS

Key Learning Area – The Arts

Visual Arts is the study of visual communication and visual expression. Students study (describe, analyse and interpret) visual artwork from a range of historical periods. The knowledge gained provides a foundation for understanding other art forms which they may encounter. Students also design and produce their own expressive artworks in a variety of media (materials) involving a variety of art processes. Through this they develop skills in visualising and planning work, using media and art processes, and manipulating two and three dimensional forms. Students also develop skills in analysing and expressing ideas in visual form.

Visual Arts aims to produce students who are visually literate and can make sense of an increasingly visual world. It also seeks to give a practical outlet in the expression of ideas and concepts in an individual visual form.

Prerequisites

It is recommended that students have a C level of achievement in Year 8 Art before attempting Years 9 and 10. It is also recommended that students have a C level of achievement in English or Social Science as an indicator of likely success in the theory component of this course.

Students may continue the subject through to Years 11 and 12 as an Authority Subject which contributes to their Overall Position for tertiary entrance.

Companion Subjects

Nil.

Content

The units of this course are centred around themes designed to motivate students to express their personal views about the ideas presented. Year 9 Art is a continuation of the program begun in Year 8.

Two dimensional work may include drawing, painting, print making and graphic design.
Three dimensional work may include ceramics and sculpture.

The themes of the course relate to human life and the natural environment and built environments. Theory aspects of the course deal with the elements and principles of design and selected Art historical periods.

Assessment

There will be up to four practical projects each semester which will be equally weighted. These will be a combination of classwork and homework. There will be two written tasks per semester. However, overall success in this subject depends upon satisfactory progress in *both* the written and practical components of the course.

Expectations and Homework

Two thirds of this course is practical work. While some materials used in class will be provided, students will be required to purchase a range of Art materials to complete their practical tasks. Supplies of drawing and painting materials are needed for homework. Workbooks, available from the bookshop, are required for notes and theory work. Students will keep a record of the creative process for each unit in a Visual Diary and store drawing and design work in an A2 plastic Folio to be purchased at the beginning of Year 9.

Students study Visual Arts for two lessons per week. Homework will vary but should average 1.5 hours per week and will consist of assignment work, study, sketching and finding ideas, and finishing tasks begun in class in their Visual Diaries or Visual Arts Workbooks.

Students are expected to come to class ready to be guided in their learning and willing to develop the ability to see, analyse, and express themselves in visual forms.

FRENCH

Key Learning Area – Languages other than English

The study of **French** aims to give students a working knowledge of the language as well as an understanding of cultural aspects. The four skills of **listening, speaking, reading** and **writing** ... are equally emphasised throughout the four semesters. The emphasis is on the practical side of the language as it is recognised that the communicative aspect of any language is very important. Therefore, such activities as interpreting instructions and timetables, asking and receiving information and reading selected articles from magazines are used extensively and *authentic* materials are used wherever possible.

Prerequisites

Students should have achieved a C, B or A in Year 8 French.

Content

Grammar, vocabulary, sentence construction and culture will be studied through the following topics:

Semester 1	-	Revision of Year 8 work; Personal Descriptions and Fashions.
Semester 2	-	Hobbies & Holidays.
Semester 3	-	School and Education.
Semester 4	-	Everyday Living, Cuisine and Travel.

Organisation

In Year 9, as for all elective subjects, French is taught for two, seventy minute lessons each week. At the end of Year 9, students and their families are asked to choose two elective subjects for Year 10.

If too few Year 9 students wish to continue their study of French, they can be enrolled by the School of Distance Education. Students will have timetabled lessons here at school, where they will cover the same course as they would do at Wavell; have access to computers, conferencing facilities and detailed course notes while being taught by SDE. This has proven to be a successful option for students with the right work ethic and a genuine interest in the subject.

In Year 10, all subjects are taught for three, 70 minute lessons each week.

Assessment

Each Semester, each skill (Listening, Speaking, Reading, Writing) will be tested equally. There are two assessment items per skill, one at Mid Semester and the other at the End of Semester.

Test instruments include: listening exercises, short dialogues, writing paragraphs and reading comprehension.

Expectations and Homework

The study of a language is cumulative, i.e. new knowledge keeps building on what you already know. It is therefore important to keep revising old material. The key to success is to do a "small amount of study at regular intervals" – at least 15 minutes every day.

GERMAN

Key Learning Area – Languages other than English

The study of **German** aims to give students a working knowledge of the language as well as some understanding of cultural aspects. The four skills of **listening, speaking, reading and writing** are equally emphasised throughout the four semesters. The emphasis is on the practical side of the language as it is recognised that the communicative aspect of any language is very important. Therefore, such activities as interpreting instructions and timetables, asking and receiving information and reading selected articles from magazines are used extensively and *authentic* materials are used wherever possible.

Prerequisites

Students should have achieved a C, B or A in Year 8 German.

Companion Subjects

Nil.

Content

Grammar, vocabulary, sentence construction and culture will be studied through the following topics:

Semester 1	-	Revision of Year 8 work; Personal Descriptions and Fashions.
Semester 2	-	Hobbies and Pastimes.
Semester 3	-	School and Education
Semester 4	-	Everyday Living, Cuisine and Travel.

Organisation

In Year 9, as for all elective subjects, German is taught for two, seventy minute lessons each week. At the end of Year 9, students and their families are asked to choose two elective subjects for Year 10.

If too few Year 9 students wish to continue their study of German, they can be enrolled by the School of Distance Education. Students will have timetabled lessons here at school, where they will cover the same course as they would do at Wavell; have access to computers, conferencing facilities and detailed course notes while being taught by SDE. This has proven to be a successful option for students with the right work ethic and a genuine interest in the subject.

In Year 10, all subjects are taught for three, 70 minute lessons each week.

Assessment

Each Semester, each skill (Listening, Speaking, Reading, Writing) will be tested equally. There are two assessment items per skill, one at Mid Semester and the other at the End of Semester.

Test instruments include: listening exercises, short dialogues, writing paragraphs and reading comprehension.

Expectations and Homework

The study of a language is cumulative, i.e. new knowledge keeps building on what you already know. It is therefore important to keep revising old material. The key to success is to do a "small amount of study at regular intervals" – at least 15 minutes every day.

JAPANESE

Key Learning Area – Languages other than English

The study of **Japanese** aims to give students a working knowledge of the language and an understanding of Japanese culture. The four macro skills, reading, writing, listening and speaking, are equally emphasised throughout the four semesters. The emphasis is on intercultural and communicative competence, with students learning realistic language with authentic resources where possible.

Prerequisites

Students should have achieved a minimum of C in Year 8 Japanese before contemplating Year 9 and 10 Japanese.

Companion Subjects

Nil.

Content

Grammar, vocabulary, scripts and culture are studied through the following topics:

Semester 1	-	Katakana; Fantastic Families; Masashi's House.
Semester 2	-	Animals are friends too; Let's have fun!
Semester 3	-	My Japanese Family; Friends; and Special Times.
Semester 4	-	Student Life; and Favourite Things.

Organisation

In Year 9, as for all elective subjects, Japanese is taught for two, seventy minute lessons each week. At the end of Year 9, students and their families are asked to choose two elective subjects for Year 10.

When student numbers don't permit the running of a class into Year 10, students can be enrolled with the *School of Distance Education*. Students would have timetabled lessons here at school where they cover the same course as they would do if completing the subject at Wavell and would have access to computers, conferencing facilities and detailed course notes while being taught by the *School of Distance Education*. This has proven to be a successful option for students with the right work ethic and a genuine interest in the subject.

In Year 10, all subjects are taught for three, 70 minute lessons each week.

Assessment

Each semester, each macro skill, listening, speaking, reading and writing, are tested equally. There is one assessment item per skill and an assignment each semester.

Test instruments may include listening and reading comprehension exercises, short dialogues and letter writing.

Expectations and Homework

As the study of a language is cumulative, that is, new knowledge accumulates on previous knowledge, it is important for language students to revise 'old' material. Students are expected to spend a good deal of time reading, revising and expanding their vocabulary. The key to success is to do a small amount of study at regular intervals, every day. A recommendation of at least 15 minutes every day is suggested.

ADVANCED ACADEMIC PROGRAM

School Subject

Syllabus Strands

The **Advanced Academic Program** is designed to stimulate and challenge academically able students through integrated studies in English, the Social Sciences, Mathematics and Science. The course aims to foster a wide-ranging love of knowledge and to develop skills in research, analysis and presentation of information. Students who participate in this program should acquire an enhanced preparation for Senior Academic Subjects across the curriculum. The subject is unique to Wavell High School.

Outcome Areas

The subject is organised into units that link across syllabus strands in the Key Learning Areas. In developing topics and learning experiences, teachers draw on the contexts and academic abilities which characterise learning outcomes identified in the core subjects. Specific outcomes will change each year, reflecting the interests and needs of students, community expectations and teacher strengths.

Prerequisites

Entry to the program is open to students who:

- either gain at least a 'B' in Semester 1 of Year 8 in Extension English, Extension Mathematics, Science and History or Geography;
- or have sufficient abilities and commitment, in the opinion of the relevant Heads of Department, to undertake the course.

Students who wish to choose this subject are required to apply for entry *early* in third term *prior to making other subject choices* for Year 9. Students who enrol at Wavell during Years 9 or 10 may enter the program by negotiation with the Principal. The Principal makes the final decision on who is accepted into the program and the number of students in the course.

Companion Subjects

Extension English, Extension Maths, Extension Science and History or Geography provide students with skills and knowledge to assist participation in AAP. Participants choose this program as one of their three elective subjects for Years 9 and 10.

Course Arrangements

In Year 9, the program involves two lessons per week during times set down for elective subjects. The course is taught by two teachers, one with expertise in English and the Social Sciences, the other with expertise in Science and Mathematics. Guest teachers with particular expertise contribute to the program from time to time. In Year 10, the program increases to three lessons per week with the same teaching structure as Year 9.

Content

Listed below are topics typical of those covered in the course. In any given year some of these will be studied, together with other topics that may emerge from time to time. The course will seek to be responsive to recent developments and current concerns in the Humanities and Sciences. Many of the topics are multidisciplinary in nature and will require research skills, problem solving and presentation skills. An underlying premise of the course is that the curriculum will be negotiated, building on students' strengths and interests and involve some student decision making. Lessons include a balanced mixture of teacher instruction and guided student activities. There is an emphasis on high levels of knowledge, reasoning, analysis, problem solving and presentation.

Use of technology, including the internet, is a feature of the program.

ENGLISH

Students will study a range of topics. Examples of these may include:

'Great People' - A study of Biographies and Autobiographies and investigation into the life and times of a great Philosopher, Strategist, Inventor, Artist, Writer or Composer.

Literature Lovers - What makes a good story? Poetry Power: 'From the Bard to the Band'- Popular Poetry in different eras. What are the Classics?

The Magic of Media - 'Seeing is believing?'- Journalism and the role of the picture in news.- Film and Historical truth. Designing a web page. Documentary film and its role in society.

The Secrets of the Great Communicators - Great speakers, the power of speech, persuasion and propaganda.

SOCIAL SCIENCE

Students will have opportunities to extend their interests (either individually or in groups) by investigating some elements of the following examples.

Australian History

Pearl Harbour - the real story! History of World War II in the Pacific.

'Party Animals' - the Political Parties of Australia, their ideologies and great leaders.

The Stockmarket - Stockmarket game, tracking and graphing share prices and indices.

Studies of Change, Controversy and the Future - The Digital Revolution, the Space Race, Capital Punishment, Population Control, Global Warming, El Nino, Revolutions.

Faces of War - study the life experiences of ordinary people in traumatic and global circumstances.

Mapping Planet Earth and other planets - Technology & methods employed, Space Race, SETI.

Technology Reveals Ancient Mysteries - Archaeology of Egypt, hieroglyphics, lost civilisations.

SCIENCE

Students will extend their understanding of Science by developing strong research skills through classroom, laboratory, computer based and field activities.

Energy, Recycling and Toys – the study of energy and recycling with a focus on the effects on our environment. Integration of the two focus areas into a practical application to the world of children's toys.

Making Light of Matter - the properties of light, energy and matter through computer-interfaced equipment, including data-loggers and experiments students have devised.

Cosmology - the beginnings, history and future of the universe and our place in it. Develop observational and organisational skills through planning and participating in astronomy activities.

The Brain – The brain's structure and function are studied so we can improve how we learn, improve our memory and abilities such as reading. The senses, especially sight and hearing, are investigated through experiments and independent studies. Research on the effects of diseases and drugs on neural processes has advanced our understanding of how the brain controls some bodily functions, changes and ages. Extension options include mathematical modelling of the brain, comparative anatomy and human evolution.

The Material World - use forensic evidence from natural (and unnatural) events to solve crimes and investigate the materials we use in our every-day lives. A strong emphasis on laboratory work.

The Human Genome Project - has changed the way we view ourselves and our future. Laboratory-based investigations in the processes of genetics and research into the ethics and future of scientific research.

MATHEMATICS

Students will study a range of topics, some of which have real life applications. Through investigation of topics like these, students will develop their mathematical understanding, skills and problem solving abilities.

Rabbits, bees and sunflowers - Leonardo Fibonacci's fascinating sequence 1, 1, 2, 3, 5, 8.... and its many applications in our world.

The Golden Ratio 1.618 - the number that keeps on appearing in nature and architecture.

Four colours are enough! -Solving the four-colour map problem.

The Mathematician's bible - The legacy of Euclid's Elements to number theory, algebra and geometry.

'Angles on Triangles' - Various Properties of triangles, including concurrencies. The Theorems of Ceva and Menelaus.

The **internet** provides access to many interesting **mathematical sites**.

Financial Literacy – the impact of credit / debit on the youth of today.

COMPETITIONS

It is anticipated that students will enter various competitions in the disciplines which form the course, such as the Australia-wide competitions in English, Geography, Mathematics, Science and Computing. Other competitions (Brain Bee Challenge, Problem Solving Challenges) arise from time to time and AAP students are expected to enter these, individually or as a team, where possible.

Assessment

A range of assessment items is used over the two years of the course, including group and individual Projects, Presentations and Formal Tests. Independent study is a focus of project work.

Expectations and Homework

Students are expected to be self-motivated and to participate fully in all aspects of the program. Minimum homework requirements are half an hour of work two or three times per week - for class work or assessment. Homework can consist of set work, outlined by the teacher as well as project work requiring internet-based research. Whilst access to a computer and the internet at home is not essential, it is definitely desirable. AAP has laptops which can be accessed by students out of school hours.

WAVELL DEVELOPMENT PROGRAM

School Subject taken by all students for a half-lesson each week

The **Wavell Development Program** (WDP) has been designed to ensure that our school provides a caring, supportive environment where young people feel comfortable in sharing information, opinions, values and attitudes. The program reinforces the school's emphasis on traditional values and high academic, cultural and sporting standards. WDP is conducted by each Form teacher with their Form Class for a half lesson (35 minutes) per week.

The Program in Years 9 and 10 assists students develop the skills they will need to continue successfully into the Senior School and later life.

The **Nine Values for Australian Schooling** enunciated by the Australian Government are affirmed and considered during the program.

1.	<i>Care and Compassion</i>	Care for self and others.
2.	<i>Doing Your Best</i>	Seek to accomplish something worthy and admirable, try hard, pursue excellence.
3.	<i>Fair Go</i>	Pursue and protect the common good where all people are treated fairly for a just society.
4.	<i>Freedom</i>	Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.
5.	<i>Honesty and Trustworthiness</i>	Be honest, sincere and seek the truth.
6.	<i>Integrity</i>	Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.
7.	<i>Respect</i>	Treat others with consideration and regard, respect another person's point of view.
8.	<i>Responsibility</i>	Be accountable for one's own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.
9.	<i>Understanding, Tolerance and Inclusion</i>	Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

The program includes Values Education, Study Skills, Friendships and Bullying, Personal Health and Development, Drug Education, Academic Monitoring, Goal Setting and Career Planning. Guest speakers are invited to address students from time to time about individual and community issues.