

CURRICULUM INFORMATION

YEAR 9, 2024 - YEAR 10, 2025

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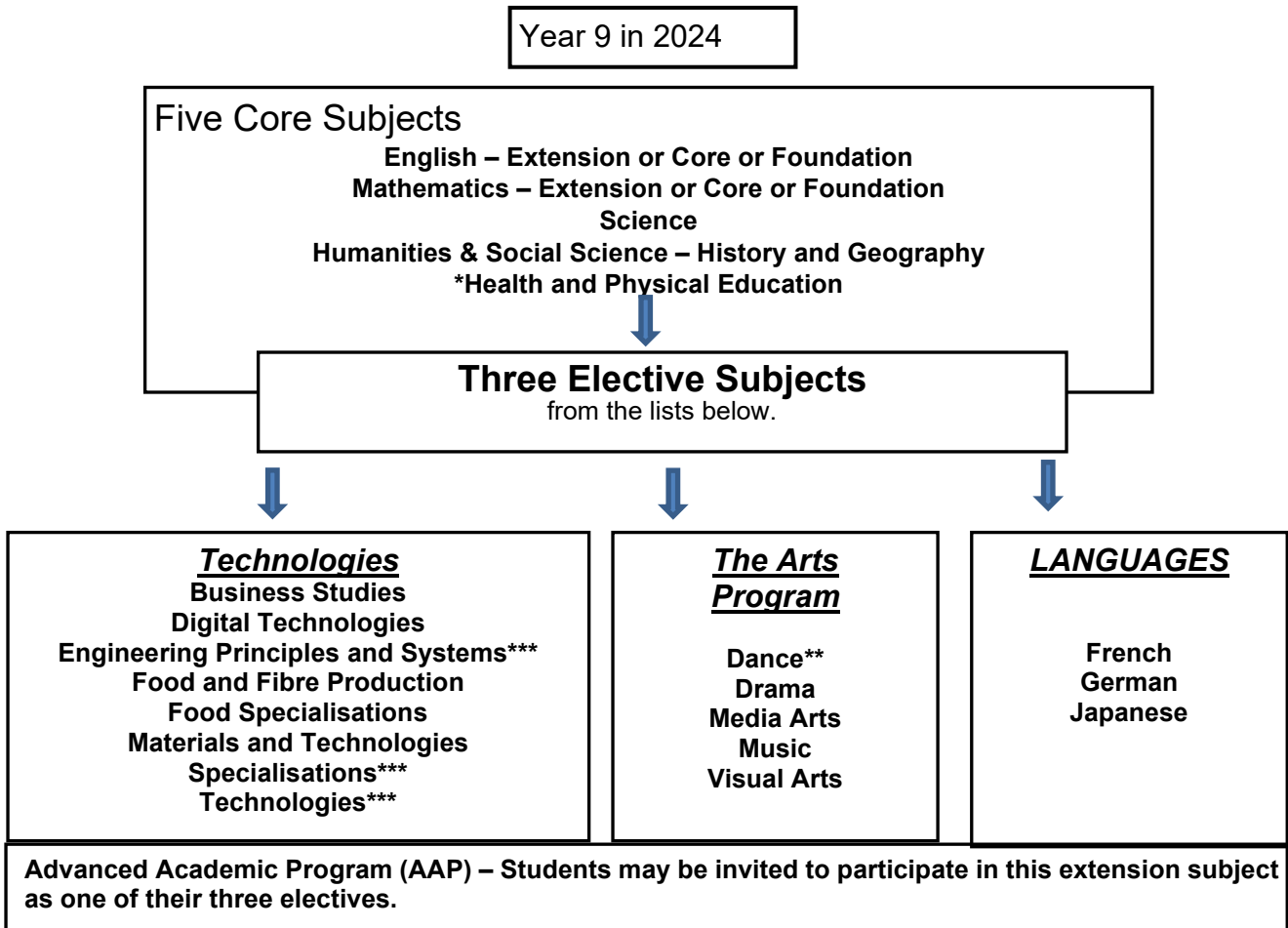
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INTRODUCTION AND OVERVIEW

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 2024 will take eight subjects, including three elective subjects. In Year 10 in 2025, students will take six subjects, including two elective subjects.

The subjects to be taken by Year 9 students in 2024 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 general course and Programs of Excellence in Netball and Rugby League.

****Enrolment in Dance is by satisfactory audition.**

*** **Only one of these subjects can be selected.**

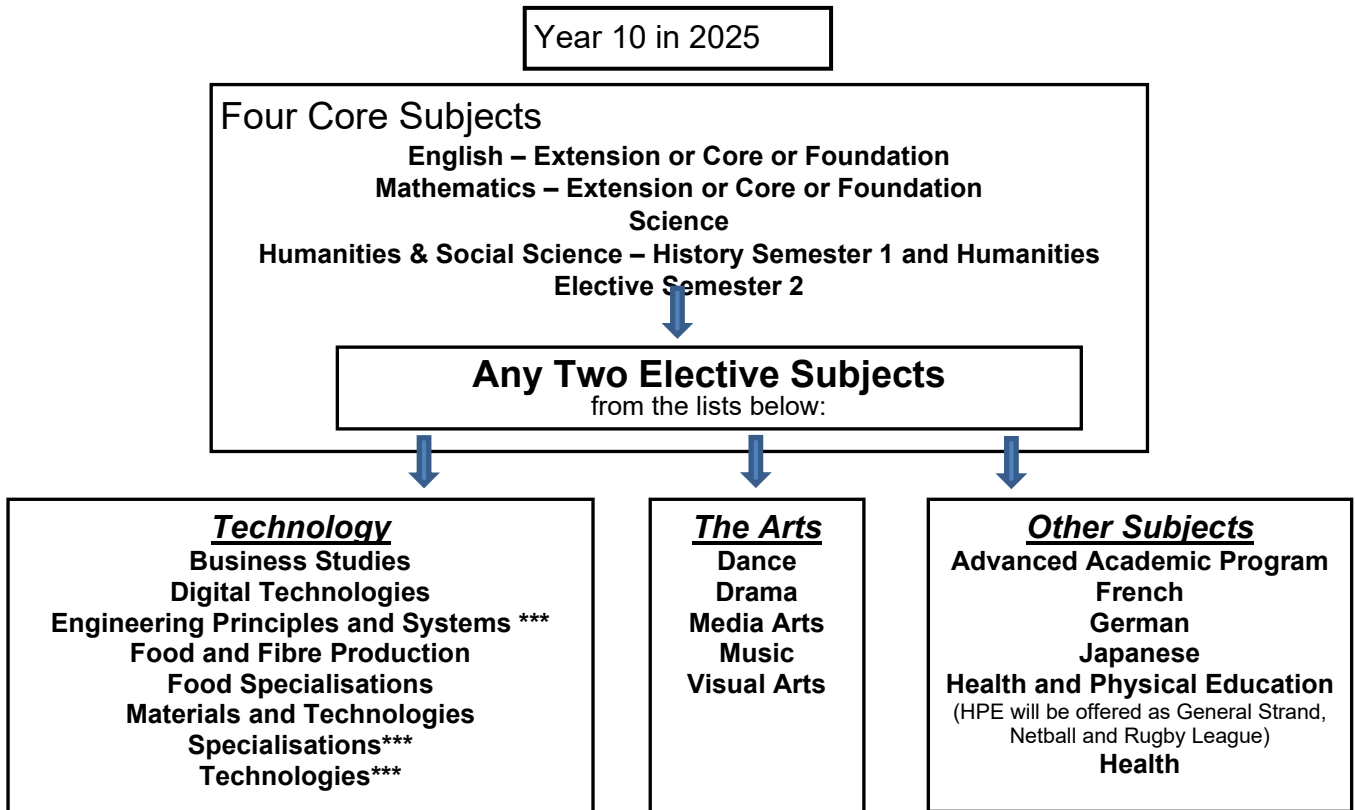
In Year 10 in 2025, students will have two options:

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 a minimum of two-year courses of study.

The subjects to be taken by Year 10 students in 2025 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. A member of the Administration team 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 details are distributed.
6. Subject Selections are submitted online through a student's OneSchool account.
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 5 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.

Australian Curriculum

Our curriculum is based on the **Australian Curriculum** and has been shaped and agreed to by all Australian States and Territories. **Learning Areas:**

- | | | |
|---------------|---------------------------------|--------------|
| • English | • History | • Languages |
| • Mathematics | • Geography | • Technology |
| • Science | • Health and Physical Education | • The Arts |

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 without obtaining an exemption.

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 onto 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.eq.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 Curriculum and Assessment Authority (QCAA).
- 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 QCAA website www.qcaa.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 I to IV, fully or partially completed)
- University subjects taken while at school
- Other awards or certificates e.g. AMEB Level 6 or higher.

Student Resource 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 Student Resource Scheme sponsored by the Parents and Citizens Association and the School. In this way, your child is guaranteed access to all resources and text material built up over many years at Wavell.

Careers:

It is quite normal for Year 9 and Year 10 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.

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.
- *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 by Education Queensland Guidance Officers.
- *Job Outlook:* <http://jobsearch.gov.au/careers/joboutlook.aspx>
This site lists employment opportunities and a brief online career quiz to help identify what kinds of work you may be good at or enjoy doing.
- *Wavell State High School Careers Website:*
Provides students with the latest information to help them make decisions about their future career and life beyond school. They can use this site to locate university or TAFE courses across Australia, get information on QCE and search for job vacancies.
<http://wavellstatehighcareers.com>
A link to this web page is also available on the Wavell State High school student home page.

Senior assessment and tertiary entrance in Queensland

Curriculum

- Schools will develop curriculum and assessment programs primarily from:
 - General subjects
 - Extension subjects
 - Applied subjects
 - Short courses
 - Recognised studies
 - Vocational education and training (VET) options.
- Students will undertake the equivalent of six subjects.

Assessment in Years 11 and 12

- Students will undertake formative assessments in Units 1 and 2 (typically Year 11).
- Subject results in General subjects will be based on student achievement in four summative assessments – three school-based assessments and one external assessment that is set and marked by the QCAA. Subject results in Applied subjects will be based on student achievement in four school-based assessments.
- For most General subjects, the school-based assessment will contribute 75% to the final subject result, except in Mathematics and Science subjects, where it will contribute 50% to the final result.
- Subject-based external assessment will not be used to scale a student's school-based assessment result. Instead, the external assessment result will be added to the school-based assessment result to arrive at a final subject result.
- School-based assessment instruments are endorsed by the QCAA before they can be used for summative purposes in schools.
- QCAA will confirm the grades awarded by schools by reviewing a selected sample of student work for every subject in every school.
- QCAA has established a network of trained assessors to ensure the quality and rigour of assessments and students' results.

Senior Statement and QCE

- All students who complete Year 12 will receive a transcript of their results – a Senior Statement. Eligible students will also receive a QCE.
- Students will be provided with an overall numerical score and a level of achievement (A-E) for each General subject. Applied subjects will be reported using a level of achievement only.

Tertiary Entrance Statements and ATAR

- Tertiary Entrance Statements will no longer be issued by the QCAA.
- An ATAR is a number between 0.00 and 99.95 in increments of 0.05.
- It will be derived from achievement across a broad range of learning using a process of inter-subject scaling.
- An ATAR will be calculated from an eligible student's best five subject results, one of which may be an Applied subject or a competency-based Vocational Education and Training Certificate at Level III or above.
- Students must satisfactorily complete a QCAA English subject (C or better) to be eligible for an ATAR however, a student's result in English will only contribute to their ATAR if it is one of their five best subject results.
- The Queensland Tertiary Admissions Centre (QTAC) will use a process of inter-subject scaling to calculate ATARs from students' results.

Tertiary Entrance and QTAC

- QTAC will be responsible for tertiary entrance in Queensland.
- The ATAR calculated by QTAC, will be the primary mechanism used for school leavers seeking entrance to tertiary study in Queensland.
- QTAC will no longer operate schedules for ranking students who are ineligible for an ATAR.

ENGLISH

English in Years 7, 8, 9 and 10 is informed by the Australian Curriculum. The Year 9 and 10 programs build on the foundations established in earlier studies. 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 will continue to be developed and refined.

Prerequisites

English is a compulsory subject for all Year 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 – Extension, Core and Foundation.

Content

Language activities in the program enable students to use language purposefully in real or life-like contexts. Students reflect upon their own language use, as well as that of other people, including authors and playwrights. Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real world and fictional settings. Each unit of work contains activities designed to develop reading comprehension, vocabulary, written expression and an understanding of correct grammar and usage.

Overview of Term - Year 9

Semester 1		Semester 2	
Aussie, Aussie, Aussie: Examining representations of Australia's peoples, histories and cultures in information and literary texts.	Speculative Fiction: Reading and interpreting a range of texts to respond to and create texts.	Different Worlds: An exploration of how events, situations and people are represented from different perspectives.	Novel Study: Exploring characters and issues in a literary novel.

Overview of Term – Year 10

Semester 1		Semester 2	
Global Issues in the Media Representations of local and global events or issues in news media texts.	Social Issues in Australia Reading, responding to and constructing literary texts that explore social, moral and ethical issues.	Shakespeare Reading, interpreting and responding to a Shakespearean play.	The Writer's Craft Through the study of a novel the students examine the creative writing process.

Assessment

Year 9 and 10 Assessment Types		
Short Responses	Extended Responses	Examination
Written, spoken/signed, multimodal	Written, spoken/signed, multimodal	Written
Examples may include: <ul style="list-style-type: none"> a response to interview question a panel discussion a reflection a digital creation 	Examples may include: <ul style="list-style-type: none"> a narrative a performance a literary analysis a critical response an argument 	Examples may include extended or short responses that are: <ul style="list-style-type: none"> a script a report a literary analysis a critical response an argument

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.

Levies

A 'live performance' levy is collected through the Wavell Resource Hire Scheme to cover the cost of student attendance at plays and author talks.

MATHEMATICS

All students in Years 7 to 10 study the Australian Curriculum in **Mathematics**. Studying Mathematics enriches the lives of all students. Mathematics is the study of number, patterns, space, measurement, geometry, statistics and probability. Mathematics is an important subject that equips students with skills for both the further study of Mathematics and life in general.

Mathematics is compulsory for all students in the Junior Curriculum. The three levels of Mathematics (Extension, Core and Foundation) continue in Years 9 and 10. Students have the capacity to move between the levels – usually at the end of a semester – as their competency improves or a need for consolidation in certain topics becomes apparent.

Overview of Term – Year 9 Core Maths (*sample*)

Semester 1	Semester 2
Algebra Indices Venn Diagrams Percentage The Distributive Law Pythagoras & Trigonometry Coordinate Geometry	Algebra - Linear Equations Statistics Geometry – Similarity Probability Measurement – Area and Volume

Overview of Term – Year 10 Core Maths (*sample*)

Semester 1	Semester 2
Pythagoras Trigonometry Probability Algebra – further expansion Linear Equations Simultaneous Equations Coordinate Geometry	Statistics Bivariate Statistics Measurement (Length & perimeter; Area & Surface Area; Volume) Financial Maths Similarity Quadratic Functions Working with Formulae

Assessment

Year 9	Year 10
Mid-semester Exam & Assignment	Mid-semester Exam & Assignment
End-semester Exam	End-semester Exam

Expectations and Homework

All students are expected to complete homework at least three times per week. The key to success in Mathematics is consolidation and practice.

A scientific calculator is vital for every lesson, as is the assigned Mathematics textbook. All students are expected to come well-prepared for every lesson with their calculator, textbook, pens, workbook, ruler and protractor. Students need to be organised and conscientious with their Mathematics studies.

Year 9 students are expected to complete approximately 30 - 45 minutes of Mathematics homework three times per week and 45 minutes to an hour for Year 10s. Assignment work and exam revision require additional time to this.

Students have access to their Mathematics teachers both in and out of class time. Students are expected to seek assistance when they experience difficulty. Mathematical success in the Junior Curriculum is a very good foundation for the study of Senior Mathematics subjects, including Essential Mathematics, General Mathematics, Maths Methods and Specialist Mathematics.

SCIENCE

Science is a way of organising our everyday experiences and understanding the events that shape the world in which we live. Everyone should have 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 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.

Overview of Term – Year 9

Semester 1		Semester 2	
Biological Sciences Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.	Physical Sciences Energy transfer through different mediums can be explained using wave and particle models	Chemical Sciences All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms	Earth and Space Sciences The theory of plate tectonics explains global patterns of geological activity and continental movement

Overview of Term – Year 10

Semester 1		Semester 2	
Biological Sciences Transmission of heritable characteristics from one generation to the next involves DNA and genes. The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.	Chemical Sciences The atomic structure and properties of elements are used to organise them in the Periodic Table. Different types of chemical reactions are used to produce a range of products and can occur at different rates	Earth and space sciences The universe contains features including galaxies, stars and solar systems. Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.	Physical sciences Energy conservation in a system can be explained by describing energy transfers and transformations The motion of objects can be described and predicted using the laws of physics

Assessment

Assessment in Science will involve the completion of three assessment tasks each semester including student experiment, research tasks and exams. The exact nature of these tasks will vary with the different approach taken in each unit of work. Students will be given opportunities to develop their inquiry skills with activities that will include independent experimental design, outcomes from blended virtual environments and research tasks.

Year 9	Year 10
Student Experiment and Research Investigation	Student Experiment and Research Investigation
Examinations	Semester Examinations

Expectations and Homework

Safety is also an important consideration. Students must wear the correct footwear and use safety equipment as directed by their teachers and behave in a safe manner while in science classrooms.

Students should be correctly prepared for each lesson by bringing the materials on the Consumables list to each class. This includes a calculator.

Homework will be set and should take on average 20 minutes per evening following a lesson. Homework will make regular use of the Workbook and Stile activities. Assignment work in Years 7, 8 and 9 is completed in class. In Year 10 assignment work is completed both in class and at home.

HUMANITIES AND SOCIAL SCIENCE

Key Values

The key values taught in Humanities and Social Science include democratic process, social justice, ecological and economical sustainability, and peace. In History, the aim is for students to cover the National History Curriculum and develop a knowledge, understanding and appreciation of the past and the factors that impact upon and shape societies in Australia and the world. In Geography, the aim is for students to cover aspects of the National Geography Curriculum and also develop the ability to think geographically, based on understanding the concepts of place, space, environment, interconnection, human relationships, citizenship, sustainability, scale and change.

YEAR 10 - Semester Two

Students will have the opportunity to study one Year 10 Humanities preparatory subject in Semester Two from a list given. By studying **ANY** of the preparatory subjects on offer, students will have an opportunity to experience the types of assessment offered in Senior subjects with support and guidance from teachers.

Student preferences will be taken into account when organising but it must be noted that there will be a maximum number of spaces available for each preparatory subject and **students may not necessarily get their first preference.**

Overview of Term - Year 9

All students in Year 9 at Wavell State High School study one semester of **History** and one semester of **Geography**.

Semester One	Semester Two
<p><i>History units studied:</i></p> <ul style="list-style-type: none"> • Modern World Overview 1750-1918 • The Industrial Revolution • World War I: 1914-1918 	<p><i>Geography units studied:</i></p> <ul style="list-style-type: none"> • Biomes and Food Security • Geographies of Interconnections

Overview of Term – Year 10

Semester One	Semester Two
<p><i>History units studied:</i></p> <ul style="list-style-type: none"> • Overview of the Modern World and Australia • World War II: 1939-1945 Rights and Freedoms 1945-present; USA & Australia 	<p>Student Choices:</p> <p>Legal Studies</p> <ul style="list-style-type: none"> • <i>Crime and International Law</i> <p>Ancient History</p> <ul style="list-style-type: none"> • <i>Daily Life in the Ancient World.</i> <p>Geography</p> <ul style="list-style-type: none"> • <i>Environmental Change and Human Wellbeing</i> <p>Modern History</p> <ul style="list-style-type: none"> • <i>Studies of Conflict- Terrorism & Freedom Fighting</i> <p>Economics</p> <ul style="list-style-type: none"> • <i>Personal Economics and Inequality</i>

Assessment – Years 9 and 10

Year 9	Year 10
Short response/source analysis exam.	Short response/source analysis exam
Research assignment/report	Research assignment/report

Expectations and Homework – Years 9 and 10

Homework consists of questions, summaries, crosswords, document studies, comprehensions and revision of classwork. Set homework should average 30-45 minutes per week (Year 9) and 45-60 minutes per week (Year 10). Assignments require extra effort. Students are expected to be punctual, to come ready to learn (homework completed, correct books and pens and display a cooperative attitude), and to respect the rights of others to a full and happy education.

HEALTH AND PHYSICAL EDUCATION

GENERAL STRAND – Year 9 and 10 PROGRAMS OF EXCELLENCE STRANDS – Years 9 and 10 in Netball and Rugby League

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

- make informed decisions about their own health and enhance personal development
- participate actively and effectively in physical activities with an aim to develop personal fitness.

Prerequisites

- minimum C standard in Year 8 HPE
- Students should be aware that Swimming/Aquatics form part of this course and be willing to participate to enter the course.
- Programs of Excellence strands in Netball and Rugby League have prerequisites in relation to behaviour, effort and attendance from the Year 8 Semester 2 report.

Incompatible Subjects

Students may choose only one subject from:

- HPE – or – Netball or Rugby League Program of Excellence.

Content

Health and Physical Education is organised into two strands:

- Personal, social and community health
- Movement and physical activity.

Overview of Term – Year 9

Semester One		Semester Two	
<ul style="list-style-type: none"> • Fitness • Training principles and methods 	<ul style="list-style-type: none"> • Drugs and Alcohol in Australia • Soccer 	<ul style="list-style-type: none"> • Respectful relationships • Striking sports 	<ul style="list-style-type: none"> • Safety in sport • Lifesaving

Overview of Term – Year 10

Semester One		Semester Two	
<ul style="list-style-type: none"> • Lifestyle diseases • Volleyball 	<ul style="list-style-type: none"> • Fuel for performance • Touch 	<ul style="list-style-type: none"> • Equity in sport • Tennis/ badminton 	<ul style="list-style-type: none"> • Biomechanics • Basketball

Assessment:

Year 9	Year 10
<ul style="list-style-type: none"> • Training program essay • Drugs and alcohol in class essay • Fitness • Soccer practical assessment 	<ul style="list-style-type: none"> • Lifestyle diseases research report • Fuel for performance exam • Volleyball • Touch
<ul style="list-style-type: none"> • Respectful relationship exam • Safety in sport task • Striking sport • Lifesaving practical assessment 	<ul style="list-style-type: none"> • Equity essay • Biomechanics analysis folio • Tennis • Basketball

Expectations and Homework

Homework - Tasks are set regularly. Additionally, students are expected to work on assessment pieces outside of class time and 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 on Year Level Sports Day, 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 completion of the lesson.

Subject Levy - Programs of Excellence incur a fee which will be confirmed in future paperwork. This annual levy will cover course costs and training uniforms for the course.

Year 10 Only

HEALTH EDUCATION

Health Education gives students the knowledge and skills to:

- make informed decisions about their own health and enhance personal development

Prerequisites

- minimum C standard in Year 9 HPE and ENG
- Students may choose both Health and HPE in year 10

Content

Health Education will focus on personal, social and community health topics with an aim of improving the health of our communities. It provides students with a contextualised strengths-based inquiry of determinants that create and promote lifelong health, learning and active citizenship.

- Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation.
- Health contains no practical assessment with all lessons being classroom based.

Overview of Term – Year 10

Term 1	Term 2	Term 3	Term 4
• Homelessness	• Organ donation	• Body Image	• Body Image

Assessment

Health assessment will include both written tasks and non-written tasks to assess these criteria. Examples include exams, research reports, journals, PowerPoint presentations and pamphlets. Students will be required to implement Health initiatives in school time and complete assessment in regards to these.

Semester 1	Semester 2
Homelessness Analytical essay	Body image investigation report
Organ Donation	Body image seen stimulus exam

Expectations and Homework

Homework - Tasks are set regularly. Additionally, students are expected to complete class readings and revision in their own time.

Equipment –Students will be required to purchase an A4 feint lined book from a stationery supplier for theory lessons during the year. All equipment and additional worksheets are supplied to students who participate in the Student Resource Scheme. Other students will be required to supply their own textbooks and possibly some equipment.

BUSINESS AND ACCOUNTING STUDIES

A financially literate person has the ability to use their money and credit responsibly, the confidence to manage financial risks and has a positive attitude towards financial planning. Great ideas come from people in all walks of life, but a great idea is nothing unless the entrepreneur has the knowledge to get the idea into the marketplace.

This subject offers students a fun, interactive way to learn the skills necessary for future financial success. Students will develop business knowledge, understanding and skills in the strategies used to manage financial risks, how to create a competitive advantage to benefit a business and the responsibilities of participants in the workplace and why these are important.

Prerequisites

Nil – All students are welcome to participate in this subject.

Overview of Term – Year 9

Semester 1	Semester 2
<p><i>'Marketing and Entrepreneurship'</i></p> <ul style="list-style-type: none"> • Business Organisations • Marketing • Entrepreneurship • Operating a Business Venture 	<p><i>'Accounting Foundations and Work Environments'</i></p> <ul style="list-style-type: none"> • Introduction to Accounting • Bank Reconciliation • Responsibilities in the workplace • Workplace Health and Safety

Overview of Term – Year 10

Semester 1	Semester 2
<p><i>'Accounting Process and Business Enterprise'</i></p> <ul style="list-style-type: none"> • Accounting Process • Business Enterprise • Human Resource Strategies 	<p><i>'Financial Reports and Operations Management'</i></p> <ul style="list-style-type: none"> • Financial Reports and Analysis • Operations Management

Assessment

This subject is very 'hands-on', with the majority of assessments being of a practical nature. Students will complete a variety of projects and examinations over the two-year course.

Year 9	Year 10
<ul style="list-style-type: none"> • Assignment • Group Project – Business Venture 	<ul style="list-style-type: none"> • Examination • Business Report
<ul style="list-style-type: none"> • Examinations 	<ul style="list-style-type: none"> • Assignment • Examination

Expectations and Homework

As the majority of work (including assessment) is completed during class time, students will be expected to catch up out of class time if they miss lessons for any reason. Computer facilities are available at school during lunch time.

DIGITAL TECHNOLOGIES

Digital Technologies 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.

Prerequisites

Nil – All students are welcome to participate in this subject.

Content:

Overview of Term – Year 9

Semester 1	Semester 2
<p><i>'Wicked Webs, Games and Animations'</i></p> <ul style="list-style-type: none"> • Webpage Design and Development • Game Creation 	<p><i>'Robotics and Programming'</i></p> <ul style="list-style-type: none"> • Robotics • General Programming Language

Overview of Term – Year 10

Semester 1	Semester 2
<p><i>'Animation and Database'</i></p> <ul style="list-style-type: none"> • Claymation Animation • Database and SQL 	<p><i>Programming 2 and Robotics'</i></p> <ul style="list-style-type: none"> • General Programming Language • Robotics • Social and Ethical Issues

Assessment

This subject is very 'hands-on', with the majority of assessments being of a practical nature. Students will complete a variety of examinations and projects over the two-year course.

Year 9	Year 10
<ul style="list-style-type: none"> • Project – Webpage • Project – Game 	<ul style="list-style-type: none"> • Project - Claymation • Project - Database
<ul style="list-style-type: none"> • Project – Robotics • Examination - Programming 	<ul style="list-style-type: none"> • Examination – Programming • Project - Robotics

Expectations and Homework

As the majority of work (including assessment) is completed during class time, students will be expected to catch up out of class time if they miss lessons for any reason. Computer facilities are available at school during lunch time.

ENGINEERING PRINCIPLES AND SYSTEMS

Engineering Principles and Systems builds in lateral, creative solutions using a variety of mediums which will be utilised in order to create an environment where engineering problem solving processes are used in the practical application of science, technology, engineering and mathematics (STEM) knowledge, for student to work independently and collaboratively to solve simple, complex and open-ended problems.

The Australian Curriculum: Design and Technologies – Engineering principles and systems is focused on how forces can be used. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions. Students need to understand how sustainable engineered products, services and environments can be designed and produced as resources diminish. Students will progressively develop knowledge and understanding of how engineering principles the behaviour and performance of designed engineering solutions.

Prerequisites

Students must have at least a C in Maths, Science and English.

Overview of Term – Year 9

Semester 1	Semester 2
Mechanical Engineering Topic 1 – Engineering Machines Topic 2 – Experiencing Mechanical Engineering	Aerospace Engineering Topic 1 – Engineering in Motion Topic 2 – Experiencing Aerospace Engineering

Overview of Term – Year 10

Semester 1	Semester 2
Civil Engineering Topic 1 – Engineering Statics Topic 2 – Experiencing Civil Engineering	Electrical Engineering Topic 1 – Engineering Circuits and Materials Topic 2 – Experiencing Electrical Engineering

Key Skills

- Engineering Principles (structural, civil, control)
- Symbolise and explain ideas and solutions
- Analyse problems and information
- Use design and systems thinking to generate design ideas and communicate these to a range of audiences
- Generate prototype-solutions that assess the accuracy of predictions
- Evaluate and refine ideas and solutions to make justified recommendations
- Make decisions about and use mode-appropriate features, language and conventions to communicate development of problem solutions

Assessment overview

The assessment instruments include engineering folio, prototype, visual diary and/or engineering exam.

Year 9	Year 10
<ul style="list-style-type: none"> • Engineering Machines Exam • Mechanical Engineering Folio (Mouse Trap car) 	<ul style="list-style-type: none"> • Statics Exam • Civil Engineering Folio (Water Tower)
<ul style="list-style-type: none"> • Engineering in Motion Exam • Aerospace Engineering Folio (Water Rocket) 	<ul style="list-style-type: none"> • Electronics and Sustainability Exam • Electrical Engineering Folio (Wind Turbine)

Pathways

The knowledge and skills developed as a result of the study of this course will prepare students for further development into senior subjects such as Design, Engineering, Industrial Graphics Skills, Engineering Skills, Industrial Technology Skills or Furnishing Skills.

Expectations and Homework

Students will need to purchase individual equipment, such as a visual diary, pens, pencils, colouring pencils/markers and erasers for use at home to enhance their presentations. An average 60 minutes of homework is required per week where students are to complete tasks including sketching, research, design challenges, folio preparation and revision.

Levy

Year 10 students will be charged a levy of \$50 for the subject as students will use a vast array of materials, equipment and tools. The amount of the levy is to be advised.

FOOD and FIBRE PRODUCTION

The Design and Technologies curriculum provides students with opportunities to consider how solutions that are created now will be used in the future. Students will identify the possible benefits and risks of creating solutions. They will use critical and creative thinking to weigh up possible short- and long-term impacts.

The practical nature of the Design and Technologies learning area engages students in critical and creative thinking, including understanding interrelationships in systems when solving complex problems. A systematic approach to experimentation, problem-solving, prototyping and evaluation instils in students the value of planning and reviewing processes to realise ideas.

Food and Fibre Production 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.

Design and Technologies Content Band Descriptors:

- Knowledge and Understanding
- Processes and Production Skills.

Prerequisites

Students need to have achieved at least a 'C' level of achievement in Years 7 or 8 Home Economics.

Companion Subjects

Students may take Food and Fibre Production and Food Specialisations.

Overview of Term – Year 9

Semester 1	Semester 2
<ul style="list-style-type: none"> • Sewing Skills • Hood Winked 	<ul style="list-style-type: none"> • Working in the Kitchen • Meals in a Minute

Overview of Term – Year 10

Semester 1	Semester 2
<ul style="list-style-type: none"> • Pep It Up • Fashion Frenzy 	<ul style="list-style-type: none"> • Look at Me! • Flavour Trail

Assessment

- Practical work is emphasised within the program – students are required to provide textile materials and ingredients for cookery during sewing/cooking units
- Theory is assessed by unit tests or a design project, with semester exams in Year 10
- Homework tasks are usually related to practical activities or assignments.

Year 9	Year 10
Written Exam	Written Exam
Project	Project

Expectations and Homework

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

FOOD SPECIALISATIONS

Food Specialisations is about learning in Design and Technologies and builds on concepts, skills and processes through Knowledge and Understanding and Processes and Production skills.

Within the course, students will use their Food Studies Knowledge and Understanding, Processes and Production skills to design and produce solutions in a food context.

Students will:

- 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 food safety, preservation, preparation, how sensory perceptions influence the preparation of food solutions for healthy eating, ethical and sustainable production and marketing of food creations, fast foods and new food technologies just to name a few issues.

Design and Technologies Content Band Descriptors:

- Knowledge and Understanding
- Processes and Production Skills.

Prerequisites:

Students need to have achieved at least a C level of achievement in Years 7 or 8 Home Economics.

Companion Subjects

Students may take Food Specialisations and Food and Fibre Production.

Overview of Term – Year 9

Semester 1	Semester 2
<ul style="list-style-type: none"> • Give Me the Facts • Fast Food 	<ul style="list-style-type: none"> • Sweet Celebrations • Innovations in the Food Industry

Overview of Term – Year 10

Semester 1	Semester 2
<ul style="list-style-type: none"> • Eat Well, Live Well • What's In? 	<ul style="list-style-type: none"> • Cooking around the World • What's on the Menu

Assessment

Year 9	Year 10
<ul style="list-style-type: none"> • Written Exam • Project 	<ul style="list-style-type: none"> • Written Exam • Project
<ul style="list-style-type: none"> • Project • Written Exam 	<ul style="list-style-type: none"> • Project • Written Exam

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.

MATERIALS AND TECHNOLOGIES SPECIALISATIONS

Materials and Technologies Specialisations is focused on a broad range of traditional, contemporary and emerging materials that typically involve extensive use of technologies. We live in and depend on the human-made environment for communication, housing, employment, medicine, recreation and transport; however, we also face increasing concerns related to sustainability.

Students need to develop the confidence to make ethical and sustainable decisions about solutions and the processes used to make them. They can do this by learning about and working with materials and production processes.

Students will progressively develop knowledge and understanding of the characteristics and properties of a range of materials in the development of products.

Prerequisites

There are no prerequisites for the study of this subject.

Overview of Term – Year 9

Semester 1	Semester 2
Wood and plastic technologies Topic 1 – Shaping timber and plastic Topic 2 – Joint and carcass construction	Metal technologies Topic 1 – Sheet metal projects Topic 2 – Fabricated projects

Overview of Term – Year 10

Semester 1	Semester 2
Furnishing and Construction pathways Topic 1 – Furnishing project Topic 2 – Construction project	Engineering pathways Topic 1 – Sheet metal projects Topic 2 – Fabricated projects

Assessment

Year 9	Year 10
<ul style="list-style-type: none"> Theoretical booklet Exam Practical Demonstration Project 	<ul style="list-style-type: none"> Theoretical booklet Exam Practical Demonstration Project
<ul style="list-style-type: none"> Theoretical booklet Exam Practical Demonstration Project 	<ul style="list-style-type: none"> Theoretical booklet Exam Practical Demonstration Project

Key Skills

- Workplace Health and Safety
- Investigate design and technologies occupations
- Introduction to Industry work practices and manufacturing processes
- Personal and interpersonal skills
- Plan and manufacture projects to meet identified needs
- Use hand and power tools
- Cutting, joining and fabricating using materials
- Communicate using oral, written and graphical modes
- Organise, calculate and plan manufacturing processes and evaluate the products produced.

Pathways

The knowledge and skills developed as a result of the study of this course will prepare students for further development into senior subjects such as Industrial Graphics Skills, Engineering Skills, Industrial Technology Skills or Furnishing Skills.

Expectations

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 Materials and Technologies Specialisations must be prepared to follow ALL safety rules and wear ALL personal safety equipment required in a workshop.

Levy

Year 10 students will be charged a levy of \$60 for the subject as students will use a vast array of materials, equipment and tools. The amount of the levy is to be advised.

DESIGN TECHNOLOGIES

The study of Technologies provides students with opportunities to engage in creating quality design solutions for identified needs and opportunities across key contexts; industrial design, graphic design and built environment. Students consider the functional, economic, environmental and social impacts of technological changes on the world.

The Australian Curriculum: Design and Technologies actively engages students in exploring, analysing, developing, producing and evaluating design solutions. Students are required to apply empathy to understand different users' needs and provide design solutions appropriate to differing audiences. Students also understand how the choice and use of technologies contributes to a sustainable future.

Prerequisites

Nil – All students are welcome to participate in this subject.

Companion Subjects

Visual Arts, Media Art and A.A.P.

Overview of Term – Year 9

Semester 1	Semester 2
Experiencing Design Topic 1 – Design Skills Topic 2 – The Design Process	Design in practice Topic 1 – Human Centred Design Topic 2 – Product, Services, Environments

Overview of Term – Year 10

Semester 1	Semester 2
Industrial Graphics Topic 1 – Experiencing Industrial Graphics Topic 2 – Computer Aided Drafting	Design in practice Topic 1 – Sustainable Design Topic 2 – Circular Economy

Assessment

Year 9	Year 10
<ul style="list-style-type: none"> Folio of Drawings and Sketches Design Challenge Exam 	<ul style="list-style-type: none"> HCD project folio Design Challenge Exam
<ul style="list-style-type: none"> Folio of CAD drawings CAD exam 	<ul style="list-style-type: none"> Sustainability/Circular economy design folio Design Challenge Exam

Key Skills

- Formatting a design folio
- Design thinking process
- Managing multiple tasks within projects and project time lines
- Analysing products using a range of different thinking tools
- Understanding different audiences and their needs
- Using a range of graphical representation techniques to develop and sketch designs
- Communicating design ideas through annotations
- Using a range of drawing conventions to produce drawings to industry standards
- Evaluating design solutions against student developed design criteria.

Pathways

The knowledge and skills developed as a result of the study of this course will prepare students for further development into senior subjects such as Design, Engineering, Industrial Graphics Skills, Visual Art, Visual Art in practice or Fashion.

Equipment

Students will be required to purchase individual equipment items such as a visual diary, pencils, pens, colouring pencils/markers and erasers for school and home use to enhance their presentations. Students can obtain copies of the CAD package used at school, free of charge. This will assist them when undertaking homework and assignments. Other packages could also be purchased.

Expectations and Homework

As the majority of work (including assessment) is completed during class time, students will be expected to catch up out of class time if they miss lessons for any reason. Computer facilities are available at school during lunch time.

Levy

Year 10 students will be charged a levy of \$50 for the subject as students will use a vast array of materials and equipment. The amount of the levy is to be advised.

DANCE

Dance is essentially a practically-based subject allowing students to explore and experience a variety of dance styles and genres. Students are exposed to dance history through appreciation, whereby they develop the skills to analyse and evaluate their own and others' dance works.

It should be considered 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 advantageous.

Prerequisites

Though not essential, studio training is encouraged.

Companion Subjects – Nil

Content

The units of this course are centred around various dance styles including jazz, ballet, contemporary hip hop, musical theatre, cultural dance and various popular styles throughout history. Students will consider the viewpoints of the artist and the audience. Year 9 Dance is a continuation of the program begun in Years 7 and 8.

Assessment

Dance students are assessed under the strands of 'Making' and 'Responding'. Assessment tasks include both practical and written tasks. Overall success in this subject depends upon satisfactory progress in both the written and practical components of the course.

Assessment tasks include -

- **Making/Performing** – a teacher devised dance work in class, under performance conditions
- **Making**– Students collaboratively create their own dance works
- **Responding** – through analysis, interpretation and evaluation of their own and others' dance works and processes. Written Examination – reinforces knowledge of dance history, terminology and theoretical principles embedded within dance.

Expectations and Homework

It is imperative that satisfactory attendance is maintained by each student as Dance is predominantly a practical subject and relies on regular practice and continued development of skills and techniques. As productions draw near, students must attend compulsory out-of-school hours rehearsals as advised by their teacher. Students are encouraged to rehearse assessment work outside of school hours. This preparation is for assessment and public displays which include our 'Annual Dance Night Production'. All Dance students are required to participate in this public performance.

Uniform

The following dance uniform will be required for dance classes and practical assessments:

- **Set A** – Wavell SHS Dance tights and singlet
- **Set B** – Wavell SHS Track pants and singlet
- **Shoes** – Jazz shoes are recommended but not compulsory
- **Knee pads** – students may be required to purchase their own knee pads for jazz/contemporary units.

Levy

- All students studying Dance are required to pay a \$100.00 annual Dance levy to assist in the provision of Dance costume hire, music, a professional workshop, equipment and copyright
- Students involved in extra-curricular dance activities will be required to pay additional fees beyond this.

DRAMA

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

- Creativity
- Performance
- Confidence

Prerequisites

It is recommended that students have demonstrated a 'C' or better in English, as Drama has both written and performance components.

Companion Subjects

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

Overview of Term – Year 9

Semester 1	Semester 2
ON STAGE - Introduction to Stagecraft and Acting MASK AND MOVEMENT - The Art of Movement in Performance	CHILDREN'S THEATRE - Creating Entertainment with a Purpose CSI MEETS MELODRAMA - Introduction to Melodrama and Comedy

Overview of Term – Year 10

Semester 1	Semester 2
THE PERFORMER'S TOOLS - Introduction to Realism Students receive an introduction to Realism and Acting for the stage, using the Stanislavski's Method. Students implement these techniques through script analysis, and developing characters and stagecraft through practical acting workshops, culminating in an in-class performance. PHYSICAL THEATRE - Introduction to Physical Theatre & Shakespeare Students develop skills in Physical Theatre, workshoping techniques from Suzuki, Laban, Lecoq and Viewpoints, and apply these techniques to Classical Theatre pieces. Students implement these techniques by developing a directorial vision and devising a group performance based on a piece of Classical Text.	THE WORLD'S STAGE - Introduction to Creative and Critical Reflection Students respond in an analytical essay to a public performance. COLLAGE DRAMA - Introduction to Political Theatre Students develop an understanding of political theatre and the techniques of practitioners such as Augusto Boal, Bertold Brecht, Antonin Artaud. Students develop skills in script writing and devise a full-length Collage Drama performance for the public.

Assessment

Year 9	Year 10
<ul style="list-style-type: none"> • Scripted Performance • Reflection • Performance • Exam 	<ul style="list-style-type: none"> • Scripted Realism Performance • Reflection • Physical Theatre Project - Directorial Vision • Student devised Physical Theatre Performance
<ul style="list-style-type: none"> • Public Performance at local primary schools • Multimodal Presentation • Script Exam • Student devised Performance 	<ul style="list-style-type: none"> • Responding to Live Performance - Essay • Script Writing • Collage Drama Public Performance • Multimodal Presentation

Expectations and Opportunities

Students must work cooperatively and collaboratively as members of a performing arts team. This is essential to the successful completion of the Drama course. The course may involve rehearsals beyond the classroom in the lead up to a public performance. Students view live theatre from Drama Excellence students in their annual productions. The accomplished and local theatre company Shake and Stir Theatre Company partners with Wavell and so too does touring actors from Queensland Conservatorium Griffith University who deliver an exciting show for junior Drama students.

MEDIA ARTS

Media Arts 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.

A R T S

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

The units of this course are centred around various types of media product. Year 9 Media Arts is a continuation of the program begun in Years 7 and 8. Topics may include; fundamental of media, post-production editing, media technologies, advertising, cinematic sounds and streaming media branding. These topics will be analysed from the viewpoint of the artist and the audience, with students both creating and analysing media.

Overview of Term – Year 9

Semester 1	Semester 2
<p>Students are exposed to advertising and fundamentals of film languages and technologies. Students will critically analyse print and digital media, understanding target audience and advertising appeals.</p> <p>Students will demonstrate application of digital technologies to design and produce a television advertisement.</p>	<p>Students will explore cinematic soundscapes and the impact on an audience, culminating in a sound design project.</p> <p>Understanding of film and television genres, and codes and conventions that influence an audience. Students manipulate film footage to create a movie trailer, demonstrating their knowledge of genre specific tropes.</p> <p>Students will explore streaming platforms and short form content creator brands, culminating in an online channel pilot video project.</p>

Overview of Term – Year 10

Semester 1	Semester 2
<p>Students develop analytical skills and create a vodcast, critiquing a narrative three-act-structure in a chosen film. Students will develop practical skills in audio and sound recording and manipulation, whilst learning and implementing editing skills using the Adobe creative suite.</p> <p>Students will learn practical and digital special effects skills to create a portfolio of work. They will then implement this knowledge and create a group film production.</p>	<p>Students will create a short video that makes a social comment on a political, social, environmental or ethical issue that is relevant to a youth audience. Students will implement their semester 1 technical learning in this task.</p> <p>Students will critically analyse film, deepening knowledge and understanding of film codes and conventions, focussing on mise-en-scene.</p>

Assessment

Year 9		Year 10	
<ul style="list-style-type: none"> Advertising Exam Tv Advertisement Project Sound Design Project 	<ul style="list-style-type: none"> Trailer Design Project Pilot Video Project 	<ul style="list-style-type: none"> Vodcast Special Effects Portfolio Project 	<ul style="list-style-type: none"> Social Comment Project Mise-en-scene Exam

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 schoolwork to complete editing. Year 9 and 10 students will be expected to provide their own 32GB SD card for filming assessment. Year 10 Media Arts students will be asked to pay \$10.00 to cover the costs of materials for practical special effects.

Levy

Students studying Media are required to pay a \$10 annual levy to assist with the costs of materials for practical work.

MUSIC

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 various genres and styles of music as well as developing skills in practical music production and composition.

Prerequisites

Students do not need to own a musical instrument; however, the playing of one is preferable, but not mandatory. Students must have good listening skills and a commitment to be involved in practical situations which require continual practice.

Companion Subjects

Nil.

Overview of Term – Year 9

Semester 1	Semester 2
<ul style="list-style-type: none"> All About the Guitar Rock and Pop – Through the Decades 	<ul style="list-style-type: none"> Rock and Pop – Digital Production Commercial Success

Overview of Term – Year 10

Semester 1	Semester 2
<ul style="list-style-type: none"> All About the Keyboard 	<ul style="list-style-type: none"> Jazz Lights, Camera, Action!

Assessment

Year 9		Year 10
Term 1	<ul style="list-style-type: none"> Guitar Practical Performance Responding Task 	<ul style="list-style-type: none"> Keyboard Practical Performance Responding Task
Term 2	<ul style="list-style-type: none"> Responding Task 	<ul style="list-style-type: none"> Composition using a Digital Audio Workstation and Written Compositional Statement
Term 3	<ul style="list-style-type: none"> Composition using a Digital Audio Workstation and Written Compositional Statement 	<ul style="list-style-type: none"> Jazz Ensemble Performance Responding Task
Term 4	<ul style="list-style-type: none"> Commercial Composition for a Product Responding Task 	<ul style="list-style-type: none"> Film Soundtrack Composition and Written Compositional Statement

Expectations and Homework

Students must be prepared to rehearse thoroughly for all practical tasks. Two to three hours per week should be spent on practice and assessment work.

MUSIC EXTENSION

The **Music Extension** course continues from Extension Music in Years 7 and 8 and seeks to extend and challenge students who are more musically advanced.

Prerequisites

It is desirable that students be continuing tuition in their chosen instrument and be a member of the Bands and Ensembles in the Instrumental Program or be taking private lessons outside of school, as students work at an accelerated level.

Overview of Term – Year 9

Semester 1	Semester 2
<ul style="list-style-type: none"> All About the Guitar Rock and Pop – Through the Decades 	<ul style="list-style-type: none"> Rock and Pop – Digital Production Commercial Success

Overview of Term – Year 10

Semester 1	Semester 2
<ul style="list-style-type: none"> All About the Keyboard 	<ul style="list-style-type: none"> Jazz Lights, Camera, Action!

Assessment

Year 9		Year 10
Term 1	<ul style="list-style-type: none"> Guitar Practical Performance Responding Task 	<ul style="list-style-type: none"> Keyboard Practical Performance Responding Task
Term 2	<ul style="list-style-type: none"> Responding Task 	<ul style="list-style-type: none"> Composition using a Digital Audio Workstation and Written Compositional Statement
Term 3	<ul style="list-style-type: none"> Composition using a Digital Audio Workstation and Written Compositional Statement 	<ul style="list-style-type: none"> Jazz Ensemble Performance Responding Task
Term 4	<ul style="list-style-type: none"> Commercial Composition for a Product Responding Task 	<ul style="list-style-type: none"> Film Soundtrack Composition and Written Compositional Statement

Expectations and Homework

Students must be prepared to rehearse thoroughly for all practical tasks. Two to three hours per week should be spent on practice and assessment work.

VISUAL ART

Visual Art is the study of visual communication and visual expression. Students describe, analyse and interpret visual artwork from a range of historical periods. The knowledge gained provides a foundation for understanding other art forms 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 Art 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

Students need to have a 'C' level of achievement in Years 7 or 8 Visual Art before attempting Years 9 and 10. Students also need to 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 a General Subject which contributes to their ATAR for tertiary entrance.

Companion Subjects

Nil.

Overview of Term – Year 9

Semester 1	Semester 2
<ul style="list-style-type: none"> Other Living Things Objects 	<ul style="list-style-type: none"> Places People

Overview of Term – Year 10

Semester 1	Semester 2
<ul style="list-style-type: none"> Graphic Design Studio Painting 	<ul style="list-style-type: none"> Time-based Media Public Art

Assessment

Visual Art students are assessed under the strands of 'Making' and 'Responding'. Assessment tasks include both practical and written tasks. Overall success in this subject depends upon satisfactory progress in both the written and practical components of the course, as they are equally weighted.

Year 9		Year 10
Term 1	<ul style="list-style-type: none"> Ceramic sculpture & Visual Diary Artist Statement 	<ul style="list-style-type: none"> Graphic design folio & Visual Diary Short answer responses
Term 2	<ul style="list-style-type: none"> Printmaking folio & Visual Diary Short response exam 	<ul style="list-style-type: none"> Painting & Visual Diary Comparative artwork analysis
Term 3	<ul style="list-style-type: none"> Drawing folio & Visual Diary Extended written response 	<ul style="list-style-type: none"> Time-based media work & Visual Diary Artist statement
Term 4	<ul style="list-style-type: none"> Painting folio & Visual Diary Artist Statement 	<ul style="list-style-type: none"> Public artwork & Visual Diary Public artwork proposal

Expectations and Homework

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, including supplies of drawing and painting materials. Students will keep a record of the creative process for each unit in a Visual Diary.

Students study Visual Art 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. 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.

Levy

Year 9 & 10 students will be charged a levy of \$20 each year for the subject as students will use an array of materials and equipment. This includes the required Visual Diary for each year.

FRENCH

The study of **French** aims to give students a working knowledge of the language as well as an understanding of cultural aspects. The skills of communication and understanding are equally developed 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. Topics have been chosen to link closely with the requirements of the Senior Syllabuses so that the Year 9 and 10 courses act as a solid foundation for senior learning. 21st Century skills such as Literacy, Numeracy, Critical and Creative Thinking and Personal/Social attributes underpin all of the work that we do in French.

Prerequisites

Students should have achieved at least a 'C' or higher in Year 8 French. The prerequisite may be met by native or background speakers.

Overview of Term – Year 9

Semester 1	Semester 2
<ul style="list-style-type: none"> Holidays – leisure activities/clothing Camping – outdoor activities/weather 	<ul style="list-style-type: none"> Food and Ailments – ordering and paying for food/explaining illness and body parts Transport and Shopping – buying a train ticket/transport options/buying things, price etc.

Overview of Term – Year 10

Semester 1	Semester 2
<ul style="list-style-type: none"> Paris Landmarks and Culture – describing yourself and others/personality traits/planning activities and saying what you want to do Talking about the past – using past tense/saying what you used to do/sharing memories and experiences 	<ul style="list-style-type: none"> Environment – world issues/protecting the environment/future events/chores and routines School and beyond – education and career choices/study experience/preparing a CV and interviewing for a job

Assessment

Year 9		Year 10
Term 1	Speaking & Writing	Short Response (Reading & Listening)
Term 2	Listening & Reading	Combination Response (Reading, Listening, Writing and Speaking)
Term 3	Speaking & Writing	Extended Response (Reading, Listening, Writing and Speaking)
Term 4	Listening & Reading	Combination Response (Reading, Listening and Writing)

Excursions & Trips

Typically, students will participate in an excursion in Years 9 and/or 10, such as to the French Film Festival. There is also a study tour to France scheduled for September 2024 which is open to students in Years 9-12 currently studying French.

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 previously taught content. 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. A recommendation of about 15 minutes every day is suggested.

Levy

Year 9 students will be expected to purchase a workbook that will be used for two years. Fees will be published at the start of 2024.

GERMAN

The study of **German** aims to give students a working knowledge of the language as well as some understanding of cultural aspects. The skills of communication and understanding are equally developed 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. Topics have been chosen to link closely with the requirements of the Senior Syllabuses so that the Year 9 and 10 courses act as a solid foundation for senior learning. 21st Century skills such as Literacy, Numeracy, Critical and Creative Thinking and Personal/Social attributes underpin all of the work that we do in German.

As we grow into global citizens it is becoming more common that a bilingual or multilingual capability is developing in most parts of the world.

Prerequisites

Students should have achieved at least a 'C' or higher in Year 8 German. The prerequisite may be met by native or background speakers.

Overview of Term – Year 9

Semester 1	Semester 2
<ul style="list-style-type: none"> Persuading people Ordering and paying for a meal Sport Health 	<ul style="list-style-type: none"> Household chores Shopping Money and earning money

Overview of Term – Year 10

Semester 1	Semester 2
<ul style="list-style-type: none"> Youth problems Around town Extreme sports Social Media 	<ul style="list-style-type: none"> The Environment Heimat Germany Post-Reunification

Assessment

Year 9		Year 10
Term 1	Listening & Writing	Short Response (Reading & Listening)
Term 2	Reading & Speaking	Combination Response (Reading, Listening, Writing and Speaking)
Term 3	Reading & Writing	Extended Response (Reading, Listening, Writing and Speaking)
Term 4	Speaking & Listening	Combination Response (Reading, Listening and Writing)

Excursions & Trips

Typically, students will participate in excursions and incursions in Years 9 and/or 10, such as to the German Film Festival. There is also a study tour to Germany scheduled for September 2024 which is open to students in Years 9-12 currently studying German.

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 previously taught content. 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. A recommendation of about 15 minutes every day is suggested.

Levy

Year 9 students will be expected to purchase a workbook that will be used for two years. Fees will be published at the start of 2024.

JAPANESE

The study of **Japanese** aims to give students a working knowledge of the language as well as some understanding of cultural aspects. The skills of communication and understanding are equally developed 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. Topics have been chosen to link closely with the requirements of the Senior Syllabuses so that the Year 9 and 10 courses act as a solid foundation for senior learning. 21st Century skills such as Literacy, Numeracy, Critical and Creative Thinking and Personal/Social attributes underpin all of the work that we do in Japanese.

Prerequisites

Students should have achieved a minimum of 'C' in Year 8 Japanese before contemplating Years 9 and 10 Japanese. The prerequisite may be met by native or background speakers.

Overview of Term – Year 9

Semester 1	Semester 2
<ul style="list-style-type: none"> Life stories Is fast food a social issue? 	<ul style="list-style-type: none"> Where do you go shopping? Technology

Overview of Term – Year 10

Semester 1	Semester 2
<ul style="list-style-type: none"> What is your neighbourhood like? What does tourism look like in Japan? 	<ul style="list-style-type: none"> What is the best job in the world? Identities and Youth Culture

Assessment

Year 9		Year 10
Term 1	Reading & Listening	Short Response (Reading & Listening)
Term 2	Reading, Writing & Speaking	Extended Response (Reading, Listening, Writing and Speaking)
Term 3	Reading & Writing	Combination Response (Reading, Listening, Writing and Speaking)
Term 4	Listening, Reading & Speaking	Combination Response (Reading, Listening and Writing)

Excursions & Trips

Typically, students will participate in excursions and incursions in Years 9 and/or 10, such as a martial arts demonstration and a visit to a karaoke bar. There is also a study tour to Japan scheduled for April 2024 which is open to students in Years 9-12 currently studying Japanese.

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 previously taught content. 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. A recommendation of at least 15 minutes every day is suggested.

Levy

Year 9 students will be expected to purchase a workbook that will be used for two years. Fees will be published at the start of 2024.

ADVANCED ACADEMIC PROGRAM

The **Advanced Academic Program (AAP)** is designed to stimulate and challenge academically able students through integrated studies from the learning areas of English and Social Science, 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 organised into units that link the National Curriculum from core subjects. Learnings addressed will change each year, reflecting the interests and needs of students, together with the teacher strengths.

Prerequisites

Entry is by invitation only and is open to students who:

- gain at least High Achievement in Semester 1 of Year 8 in Extension English, Extension Mathematics, Science, History and Geography
- have sufficient abilities and commitment, in the opinion of class teachers, to undertake the course.

Students who wish to accept the invitation into this subject are required to accept their position *early* in third term *prior to making other subject choices* for Year 9.

Companion Subjects

Extension English, Extension Mathematics, Science and History or Geography provides students with skills and knowledge to assist participation in AAP. This program is one of three electives chosen for Years 9 and 10.

Course Arrangements

In Year 9, the program involves two lessons per week during times set down for elective subjects.

Content

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, creative thinking 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.

Overview of Term – Year 9

Semester 1	Semester 2
<ul style="list-style-type: none"> Financial Literacy Unit– Buy Smart Competition Future Anything Entrepreneurship Program 	<ul style="list-style-type: none"> Future Anything Entrepreneurship Program Drones Unit

Assessment

Year 9	
Financial Literacy Group Project	Innovative Drone Solution – Group Project
Future Anything Folio of work and multi-modal presentation	

Competitions

Students are encouraged to enter various competitions designed to extend and enrich the curriculum, such as the Australia wide competitions in English, Geography, History, Mathematics, Science and Technology. AAP students participate in the UQ Science and Engineering Challenge

Assessment

A range of assessment items include group and individual projects and presentations. Project-based learning is a focus in this course.

Expectations and Homework

Students are expected to be self-motivated and to participate fully in all aspects. Minimum homework requirements are half an hour of work two or three times per week - for class work or assessment. Access to a computer and the internet (at home or at school) is essential.

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 in developing the skills they will need to continue successfully into the Senior School and later life.

The **Year 9 Wavell Development Program** focuses on a number of key curriculum issues. Units of work covered in this program may include:

- **Study Skills for Year 9** investigating ways to make the most of both school and home study time.
- **An introduction to Career Development** – leading into subject selection for Year 9 students.
- **Mental Health Issues**
- **Conflict Resolution**
- **Drug Awareness**
- **Cyber Skills**
- **Job Application Skills**
- **NAPLAN Preparation**

The Year 9 WDP program also provides an avenue for a number of specific year level activities to take place.

- **Academic Monitoring and Goal Setting** – a review of results on recent report cards, identifying areas for improvement and setting individual targets for the next reporting session.
- **Year Level Assemblies** – providing an opportunity to address issues pertinent to Year 9 students. These Assemblies are also used as an opportunity to recognise the success of various students participating in school events.

This program is supplemented from time to time with other programs/experiences designed to provide awareness of current issues.

This program is based on:

1. **40 Developmental Assets for Adolescents** that are the building blocks of healthy development that help young children grow up healthy, caring and responsible.
2. **9 Values of Australian Schooling** – Care and Compassion, Fair Go, Honesty and Trustworthiness, Respect, Understanding, Tolerance and Inclusion, Doing your Best, Freedom, Integrity and Responsibility.
3. **Australian Blueprint for Career Development** – a set of developmental competencies to assist young people to manage life, learning and work over four developmental assets.

WAVELL DEVELOPMENT PROGRAM

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

The **Year 10 Wavell Development Program** focuses on career education and preparing students for their senior schooling at Wavell State High School.

Students participate in the QCAA Short Course – Career Education. This course involves assessment items that students will be required to submit. Upon successful completion, students will receive one (1) QCE point.

Another major part of the career education program is the Senior Education and Training Plan or SET Plan. A SET Plan is an individual's personal learning plan of action to achieve success in the Senior Phase of Learning. A SET Plan:

- Provides the young person with a clearly thought out set of achievable goals, a learning plan and a cohesive transition across education sectors.
- Provides education and training providers with a starting point to monitor students' progress through learning leading to the award of a QCE or Certificate III vocational qualification.
- Serves as a starting point and reference point for the student's pathway through senior education.
- Promotes learning that is aligned with students' aspirations and leads to the award of a QCE or Certificate III vocational qualification.
- Promotes ongoing dialogue between an individual student, parents/carers and teachers.

A key goal of the SET Plan is to enable students to plan individual pathways through the Senior Phase of Learning with personal commitment, individualised incentives and achievable goals.

The SET Plan involves:

- Reviewing past achievements
- Building on individual strengths and interests
- Identifying areas where more development is needed
- Exploring available options for education, training or employment.

By the time students are ready to commit to their SET Plan, students will need to have a detailed understanding of:

- Their personal goals and aspirations
- Education and training requirements to achieve their goals
- Areas of strength
- Areas requiring further attention
- Contingencies that allow for changed circumstances
- The full range of career options and pre-requisites
- Opportunities for community/civic involvement.

The other activities involved in the program include:

- **Academic Monitoring and Goal Setting** – a review of results on recent report cards, identifying areas for improvement and setting individual targets for the next reporting session.
- **Work Experience Program** – last week of Term 2.
- **Careers Expo** – held at school in Term 2, students are able to hear from various guest speakers including: universities, TAFE and private Registered Training Organisation (RTO) providers, unions and the defence force.
- **Senior Schooling Day** – an opportunity for students to hear from Heads of Department regarding General and Applied subjects on offer in the Senior School to assist in senior subject selection.
- **SET Plan Meeting Day** – the culmination of the Year 10 career development program results in students completing their Senior Education and Training Plans outlining their subjects for Year 11s and 12 and future career goals (this takes place in Term 3).