

CURRICULUM INFORMATION

YEAR 9, 2021 - YEAR 10, 2022

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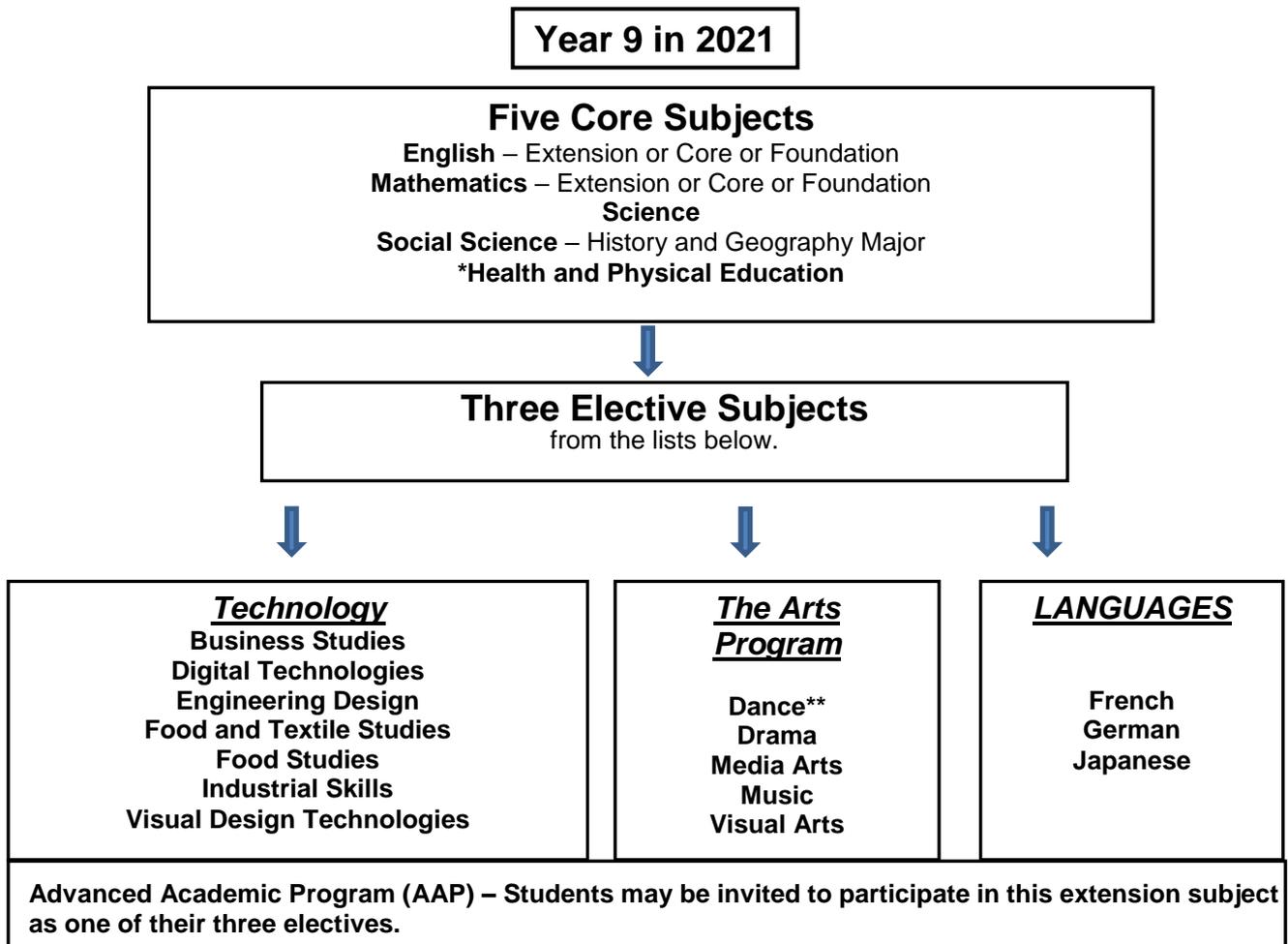
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INTRODUCTION AND OVERVIEW

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 2021 will take eight subjects, including three elective subjects. In Year 10 in 2022, students will take six subjects, including two elective subjects. In 2016 the Australian Curriculum was implemented in all learning areas.

The subjects to be taken by Year 9 students in 2021 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, as well as Health and Movement and courses specialising in Netball and Rugby League.

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

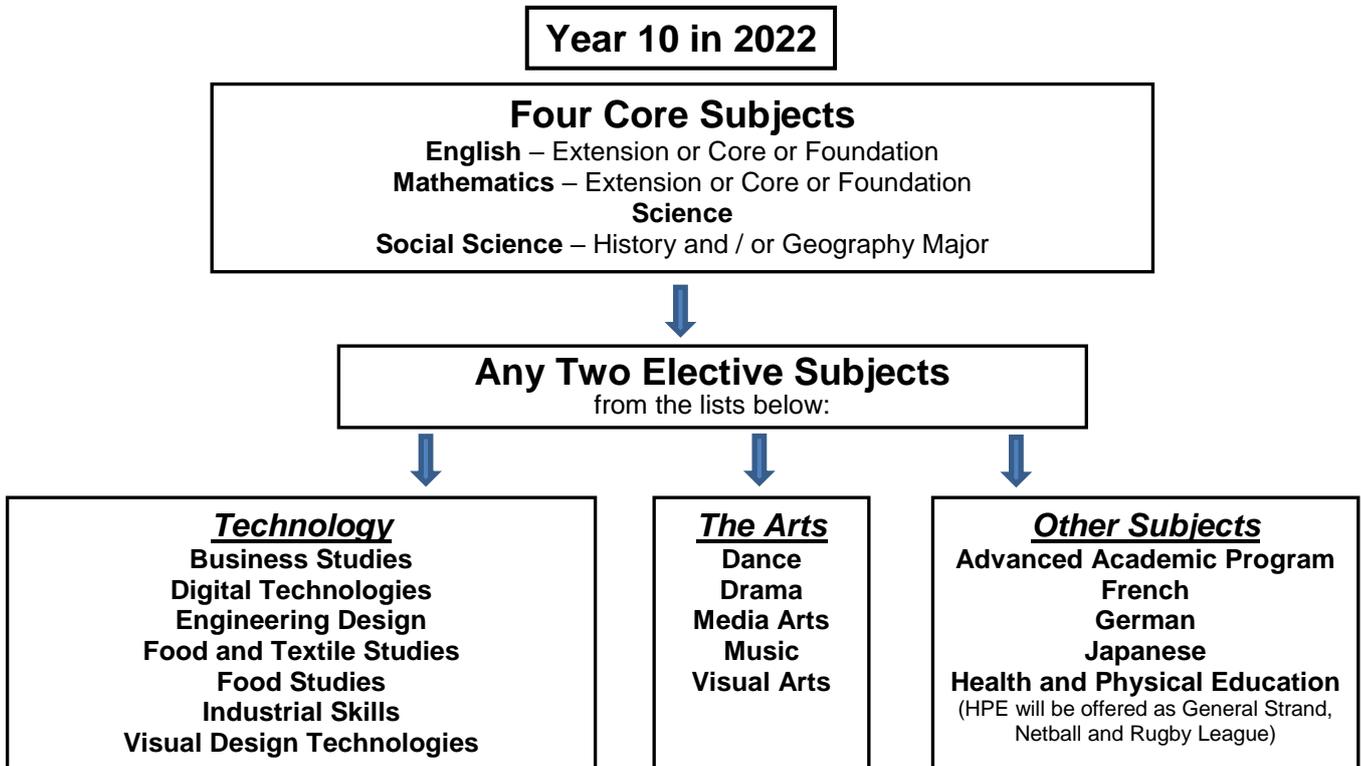
In Year 10 in 2022, students will have two options:

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 2022 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.

ACARA

Our curriculum is based on **ACARA**, 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.

Subjects offered at school in Years 11 and 12

From 2020, the Australian Tertiary Admission Rank (ATAR) will be the standard pathway to seek tertiary entrance for Year 12 students after secondary schooling.

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 son or daughter is guaranteed access to all resources and text material built up over many years at Wavell.

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.

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.

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 typically 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 be introduced in all General subjects but it 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 will be 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 will establish 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 OPs

- Tertiary Entrance Statements will no longer be issued by the QCAA.
- The Australian Tertiary Admission Rank (ATAR) will replace the OP. 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 achievements 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. *Extension* English aims to provide extra challenges for students with a sound knowledge of the basics. *Core* English is the standard course for Year 9 and 10 students. *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

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 UNITS: YEAR 9	OVERVIEW OF UNITS: YEAR 10
TERM 1	TERM 1
Aussie, Aussie, Aussie: Examining representations of Australia's peoples, histories and cultures in information and literary texts. Oi, Oi, Oi: Creating alternate perspectives on Australia's peoples, histories and cultures.	Global Issues in the Media: Representations of local and global events or issues in news media texts.
TERM 2	TERM 2
Speculative Fiction: Reading and interpreting information texts and speculative fiction.	Social Issues in Australia: Reading, responding to and constructing literary texts that explore social, moral and ethical issues in Australia. (Novel) Social Issues in Australia: Examining how poetry can be used to develop social, moral and ethical perspectives. (Poetry)
TERM 3	TERM 3
Different Worlds – Play Study: An exploration of how events, situations and people are represented from different perspectives. Representations of the human experience in response to ethical and global dilemmas.	Shakespeare: Reading, interpreting and responding to a Shakespearean play.
TERM 4	TERM 4
Different Worlds – Novel Study: Exploring characters and issues in a literary novel.	Satire: A close examination of satirical texts.

Assessment

A variety of assessment instruments are used such as written assignments, spoken presentations, written tests and end of semester examinations. Students must complete spoken and written tasks across the terms. Each student receives an assessment overview giving details of tasks and due dates. Assessment task sheets set out the requirements of the task clearly and establish the criteria for marking.

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.

Content

The Australian Curriculum in Mathematics is divided into three strands:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

All students will study these topics in various ways and to various depths throughout Years 7, 8, 9 and 10.

Proficiency

Students' proficiency will be measured across four strands that are embedded in the Mathematics curriculum.

These strands are:

- Understanding
- Fluency
- Problem-solving
- Reasoning

Mathematics classes

Upon entering Year 7, students will be allocated to Extension, Core or Foundation Mathematics classes. Places will be allocated using information gathered from Year 5 and 6 data, enrolment interviews and parent-teacher recommendations. In addition, all Year 7 students will sit for a Diagnostic Test very early in Term 1 to confirm suitable positioning in Mathematics.

The three levels of Mathematics (Extension, Core and Foundation) will continue in Years 8, 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.

- **Foundation** classes are quite small and follow a highly structured, back-to-basics course, specifically designed for students whose Numeracy needs are very high.
- **Core** classes are for students who find Mathematics a little challenging and need a little extra help to succeed.
- **Extension** classes are for students who have excellent Mathematical skills and enjoy the opportunity to study a more challenging course.

Assessment

All students sit for a mid-semester test and an end-semester exam. An assignment is also completed each semester.

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.

Science at Wavell is taught using the Australian Curriculum as the teaching framework. The Australian Curriculum contains three interrelated strands – **Science Understanding**, **Science as Human Endeavour** and **Science Inquiry Skills**. The units taught in Years 7, 8, 9 and 10 will contain aspects of all three strands in each unit. A unit of work is typically one term in length.

Science Understanding refers to the ability to select and integrate science knowledge to be able to explain and predict phenomena and make predictions about the world. The science knowledge strand comprises of 4 sub-strands:

- Biological Sciences
- Chemical Sciences
- Earth and Space Sciences
- Physical Sciences

Science as Human Endeavour highlights the development of science as a unique way of knowing and doing and the importance of this understanding to our modern lives. In this aspect of science, students explore the importance of scientific thinking in decision making. The work of scientists and scientific career paths are examined. There are two sub-strands:

- Nature and Development of Science
- Use and Influence of Science

Science Inquiry Skills allows students the opportunity to develop and practice the inquiry techniques used by scientists in their working lives. The five sub-strands are:

- Questioning and Predicting
- Planning and Conducting
- Processing and Analysing Data and Information
- Evaluating
- Communicating

Assessment

Assessment in Science will involve the completion of an assignment based task in each term and an examination in terms 2 and 4 that covers the semester's content. 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. The written task will typically be in an unseen, examination style format.

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.

SOCIAL SCIENCE

Key Values

CORE

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

YEAR 9

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

YEAR 9	
<i>History units studied</i>	<ul style="list-style-type: none"> • Modern World Overview 1750-1918 • The Industrial Revolution • World War I: 1914-1918
<i>Geography units studied</i>	<ul style="list-style-type: none"> • Biomes and Food Security • Geographies of Interconnections

YEAR 10 – Semester One

All students in Year 10 at Wavell State High School study **History** in Semester One.

YEAR 10 – Semester One	
<i>History</i>	<ul style="list-style-type: none"> • Overview of the Modern World and Australia • World War II: 1939-1945 • Rights and Freedoms 1945-present

Assessment – Years 9 and 10

Assessment for each semester usually consists of a combination of a research assignment/report and short response/source analysis exams.

Outcomes

For the Australian Curriculum History, the following areas will be reported on:

1. Understanding
2. Skills – Interpretation, Sequencing and Analysis
3. Skills – Communication and Sources

For the Australian Curriculum Geography, the following areas will be reported on:

1. Understanding
2. Skills – Analysing and Interpreting
3. Skills - Communicating

YEAR 10 - Semester Two

Students in Year 10 at Wavell State High School will have the opportunity to study one Year 10 Social Science preparatory subject in Semester Two.

Year 10 Social Science preparatory subjects provide a stronger link between the Junior and Senior school to help students succeed in Years 11 and 12. By studying any of the subjects on offer, students will have an opportunity to experience the types of assessment offered in Senior subjects with support and guidance from teachers.

It is important to note that it is not necessary to study a Year 10 preparatory course as a pre-requisite for choosing a certain Social Science subject in Years 11 and 12. It is however, recommended that students have demonstrated a C standard in Core English and a Social Science subject in Year 10, before choosing any Senior Social Science subject for study in Years 11 and 12. As is the case every year, we cannot guarantee that every subject will be available as a Senior Subject as it will depend on subject numbers after SET Plans have been finalised. Student preferences will be taken into account when organising the preparatory subjects, but it must also be noted that there will be a maximum number of spaces available for each subject and students may not necessarily get their first preference.

YEAR 10 – Semester Two – Student Choices	
<p>Legal Studies (Year 10 Preparatory Course) <i>Crime and International Law</i></p>	<ul style="list-style-type: none"> • Topic 1: Criminal Law • Topic 2: International Law and Human Rights
<p>Ancient History (Year 10 Preparatory Course) <i>Daily Life in the Ancient World.</i></p>	<ul style="list-style-type: none"> • Topic 1: Daily Life in Ancient Egypt • Topic 2: Daily life in other ancient civilisations
<p>Geography (Year 10 Preparatory Course) <i>Environmental Change and Human Wellbeing</i></p>	<ul style="list-style-type: none"> • Topic 1: Environmental Change and Management • Topic 2: Geographies of Human Wellbeing
<p>Modern History (Year 10 Preparatory Course) <i>Studies of Conflict</i></p>	<ul style="list-style-type: none"> • Topic 1: Studies of Conflict – Modern Conflict (Terrorism) • Topic 2: Studies of Conflict – Freedom Fighting vs Terrorism
<p>Economics (Year 10 Preparatory Course) <i>Personal Economics and Income Inequality</i></p>	<ul style="list-style-type: none"> • Topic 1: Personal Economics and Financial Literacy (How to get what you want!) • Topic 2: Income Inequality around the world (Money in a rich man's world!)

Assessment:

Students will complete two assessment tasks for the Semester. These may include short response/response to stimulus, inquiry research task, or a practical examining data and responses to inquiry topics.

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 10 (HPE General or Health and Movement)**
- **GENERAL STRANDS – Year 9 (either HPE General or Health and Movement)**
- **SPECIALIST 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
- average motor skills and fitness level

Students not wanting to swim during lessons (Swimming/Aquatics is not an elective, it is compulsory) should consult Health and Physical Education staff before entering the course.

Specialist 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 – General Strand or Health and Movement (Year 9 only) or HPE – Netball (Girls) or Rugby League (Boys).

Content

Health and Physical Education is organised into two strands:

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

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

- Physical Activity is a very important part of the course. All students participate in a number of core activities eg. swimming, volleyball, basketball and fitness
- Students complete 50% practical and 50% theoretical
- Students complete content area units on topics including Fitness, Harm Minimisation including Drug and Alcohol Education and Relationships, Biomechanics and Body Systems, and Lifestyle Diseases.

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, pamphlets
- **Physical tasks** - eg. Speed and accuracy of responses; performance of offensive and defensive strategies and general and specialist game play.

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 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. This policy is outlined in the Wavell Student Planner 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.

Equipment – In Years 7 – 9, students are required to purchase an A4 feint lined book from a stationary 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.

Subject Levy - The Netball and Rugby League strands will have an annual levy which will cover course costs and training uniforms for the course. Levy for Year 9 Netball is \$180.00* and Year 10 \$290.00* which includes a 2 day camp. Year 9 Rugby League levy is \$150.00* and Year 10 \$200.00* (Camps included).

* Approximate costs – The exact price will be confirmed with the dissemination of the students' Kick-Start form.

HEALTH AND MOVEMENT

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, Health and Physical Education and/or Performing Arts 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:

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

Prerequisites

Students are required to take **Health and Physical Education** or **Health and Physical Education (Health and Movement)**. Both fulfil the Key Learning Area of HPE and are compulsory.

Companion Subjects

Students may take Health and Movement as well as Food and Textile Studies 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.

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 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.

Content

YEAR 9			
Semester	Unit	Topics	Assessment
1	<i>'Marketing and Entrepreneurship'</i>	<ul style="list-style-type: none"> • Business Organisations • Marketing • Entrepreneurship • Operating a Business Venture 	<ul style="list-style-type: none"> • Assignment • Group Project – Business Venture
2	<i>'Accounting Foundations and Work Environments'</i>	<ul style="list-style-type: none"> • Introduction to Accounting • Bank Reconciliation • Responsibilities in the workplace • Workplace Health and Safety 	<ul style="list-style-type: none"> • Examinations
YEAR 10			
Semester	Unit	Topics	Assessment
3	<i>'Accounting Process and Business Enterprise'</i>	<ul style="list-style-type: none"> • Accounting Process • Business Enterprise • Marketing Strategies • Operating a Business Venture 	<ul style="list-style-type: none"> • Examination • Extended Research Report
4	<i>'Financial Reports and Operations Management'</i>	<ul style="list-style-type: none"> • Financial Reports and Analysis • Operations Management 	<ul style="list-style-type: none"> • Assignment • Examination

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.

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

YEAR 9			
Semester	Unit	Topics	Assessment
1	<i>'Wicked Webs, Games and Animations'</i>	<ul style="list-style-type: none"> • Webpage Design and Development • Game Creation 	<ul style="list-style-type: none"> • Project – Webpage • Project – Game
2	<i>'Robotics and Programming'</i>	<ul style="list-style-type: none"> • Robotics • General Programming Language 	<ul style="list-style-type: none"> • Project – Robotics • Examination - Programming
YEAR 10			
Semester	Unit	Topics	Assessment
3	<i>'Animation and Database'</i>	<ul style="list-style-type: none"> • Claymation Animation • Database and SQL 	<ul style="list-style-type: none"> • Project - Claymation • Project - Database
4	<i>'Programming 2 and Robotics'</i>	<ul style="list-style-type: none"> • General Programming Language • Robotics • Social and Ethical Issues 	<ul style="list-style-type: none"> • Examination – Programming • Project - Robotics

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.

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 DESIGN

Engineering Design builds on lateral, creative solutions to develop enterprising and innovative individuals with the ability to make discerning decisions concerning the development, use and impact of technologies. A variety of delivery mediums will be utilised in order to create an environment where design and engineering problem solving process involves the practical application of science, technology, engineering and mathematics (STEM) knowledge, for students 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 forces and the properties of materials affect the behaviour and performance of designed engineering solutions.

Prerequisites

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

Unit description (deep understanding)

YEAR 9		YEAR 10	
Unit 1 Design in practice Topic 1 – Experiencing design Topic 2 – Design process		Unit 1 Design in practice Topic 1 – Experiencing design Topic 2 – Design process Topic 3 – Design Styles and Influence	
Unit 2 Engineering fundamentals Topic 1 – Engineering history Topic 2 – Engineering problem-solving		Unit 2 Engineering fundamentals Topic 1 – Engineering history Topic 2 – Engineering problem-solving Topic 3 – Engineering materials	

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 design folio, prototype, visual diary and/or engineering design challenge exam.

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, Certificate III in Engineering – Technical CAD, Certificate II in Engineering Pathways, 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 \$40 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 TEXTILE STUDIES

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 Textile Studies 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 Textile Studies and Food Studies as well as Health and Movement.

Content

<i>Food and Textile Studies</i>			
YEAR 9	<ul style="list-style-type: none"> • Sewing Skills • Hood Winked • Working in the Kitchen • Meals in a Minute 	YEAR 10	<ul style="list-style-type: none"> • Pep It Up • Fashion Frenzy • 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 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.

FOOD STUDIES

Food Studies 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 foods 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 Studies and Food and Textile Studies as well as Health and Movement.

Content

<i>Food Studies</i>	
YEAR 9	<ul style="list-style-type: none"> • Give Me the Facts • Fast Food • Sweet Celebrations • Innovations in the Food Industry
YEAR 10	<ul style="list-style-type: none"> • Eat Well, Live Well • What's In? • Cooking around the World • What's on the Menu

Assessment

- Practical work is emphasised within the program – students are required to provide ingredients for their own take-home cookery. This is regularly assessed and a compulsory component of this subject
- Theory is assessed by unit tests or an assignment, with semester exams
- 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.

INDUSTRIAL SKILLS

Industrial Skills 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.

Unit description (deep understanding)

YEAR 9		YEAR 10	
Unit 1 Wood and plastic technologies Topic 1 – Shaping timber and plastic Topic 2 – Joint and carcass construction		Unit 1 Furnishing and Construction pathways Topic 1 – Furnishing project Topic 2 – Construction project	
Unit 2 Metal and electrical technologies Topic 1 – Sheet metal projects Topic 2 – Fabricated projects		Unit 2 Engineering pathways Topic 1 – Sheet metal projects Topic 2 – Fabricated projects Topic 3 – Engineering machines	

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.

Assessment overview

Student assessment for all semesters consists of classwork projects, theory booklet and an exam.

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 Certificate III in Engineering – Technical CAD, Certificate II in Engineering Pathways, 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 Industrial Skills 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 \$40 for the subject as students will use a vast array of materials, equipment and tools. The amount of the levy is to be advised.

VISUAL DESIGN TECHNOLOGIES

The study of Visual Design 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.

Unit description (deep understanding)

YEAR 9	YEAR 10
Unit 1 Visual Design in practice Topic 1 – Communicating visual design Topic 2 – Graphic Design	Unit 1 Visual Design in practice Topic 1 – Communicating visual design Topic 2 – Graphic Design Topic 3 – Engineering Design
Unit 2 Drawing and Digital Technologies Topic 1 – Industrial Design Topic 2 – Architectural Design	Unit 2 Drawing and Digital Technologies Topic 1 – Furnishing Design Topic 2 – Architectural Design Topic 3 – Interior Design

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.

Assessment overview

The assessment instruments could include design folios, 3D printed prototypes, prototypes, visual diary and design challenge exam.

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, Certificate III in Engineering – Technical CAD, Certificate II in Engineering Pathways, Industrial Skills or Furnishing Skills.

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 \$40 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/Forming** – 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' held in September each year as per the school calendar. All Dance students are required to participate in this public performance. Students are also invited to attend live dance performances that are organised by the Arts Department throughout the year.

Uniform

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

- **Girls** – $\frac{3}{4}$ length dance black pants with blue and white waistband and a blue singlet top or t-shirt - available for purchase from the Combined Shop
- **Boys** – Plain black tracksuit pants or shorts with a blue Wavell dance t-shirt
- Dance wear can be purchased from the Wavell Combined Shop
- **Shoes** – Jazz shoes are recommended but not compulsory
- **Knee pads** – students will 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 performance costumes, 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**
- **Group Work**
- **Self-Discipline**

The course is structured around two criteria:

MAKING and PERFORMING: Includes improvisation, script writing and polished performances. A range of dramatic styles and genres are explored to showcase students' acting skills on stage.

RESPONDING: Includes reflection, research, analysis and evaluation of drama.

Outcomes of the course include improved self-confidence, social and communication skills, organisational and group work 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 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.

Content

Year 9 Drama may include: Improvisation, Ritual, Movement and Mask, Script Writing and Children's Theatre (includes performances at local primary schools – Kedron and Wavell Primary Schools).

Year 10 Drama may include: The Performer's Tools (Acting), Collage Drama (includes public Performance Evening), The World's Stage (Movement and Acting), and Australian Theatre (Performance).

Assessment

Students will be given several opportunities to demonstrate a variety of skills they have developed in each core dimension. Drama 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.

Expectations and Opportunities

Students must work cooperatively and collaboratively as members of a 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 may view live theatre and have the opportunity to see professional actors such as *Shake and Stir Theatre Company*.

Any student studying Drama is guaranteed they will have fun while learning and developing a myriad of skills!

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.

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; advertising, animation, computer games, film narrative, soap opera, and social comment in the media. These topics will be analysed from the viewpoint of the artist and the audience, with students both creating and analysing media.

Assessment

Media Arts 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 are divided into three categories; design, production and critique. Design tasks may include; three column scripts, storyboards, shooting scripts, artist intents, character sketches, and pitches. Production tasks may include; short films, digital designs, photographs, claymations, and soap operas. Critique tasks may include; analysis essays and exams, oral presentations, and reflection tasks.

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. Year 10 students will be expected to provide their own 8GB SD card for filming assessment. Year 9 Media Arts students will be asked to pay \$5.00 to cover the costs of materials for a claymation production.

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 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. Topics may include; 'All about Guitar and Keyboard', 'Rock and Pop', 'Music used in Films and in Commercials', 'Jazz', 'Music Around the World' and 'The Musical'.

Assessment

Music 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.

There are four types of assessment:

- Creative tasks - compositions, arrangements using digital software 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. Two to three hours per week should be spent on practice and assessment work.

MUSIC EXTENSION

The **Music Extension** course continues on 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.

Content

A wide variety of musical styles and forms are studied. Students will analyse, compose, arrange and perform a variety of repertoire and in varied genres. Units include, 'All about Guitar and Keyboard', 'Rock and Pop', 'Music in Film and Commercial Jingles', 'Jazz' and 'The Musical'.

Assessment

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

There are four types of assessment:

- Creative Tasks - compositions, arrangements using digital software and research projects
- Practical tasks – performing a range of practical skills on a variety of instruments including Piano, Guitar and their own personal instrument
- Aural and Written tests - end of unit listening tests, including rhythmic and melodic dictation, analysis of repertoire and music knowledge.

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 ARTS

Visual Arts 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 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

Students need to have a 'C' level of achievement in Years 7 or 8 Visual Arts 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.

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 Visual Arts is a continuation of the program begun in Years 7 and 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

Visual Arts 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.

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. Supplies of drawing and painting materials are needed for homework. Students will keep a record of the creative process for each unit in a Visual Diary.

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.

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

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 Years 9 and 10 course acts 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.

A bilingual or multilingual capability is the norm in most parts of the world.

Prerequisites

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

Content

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

	YEAR 9	YEAR 10
Semester 1	<ul style="list-style-type: none"> Holidays – leisure activities/clothing Camping – outdoor activities/weather 	<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
Semester 2	<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. 	<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

Organisation

In Year 9, as for all elective subjects, French is taught for two 70 minute lessons each week. In order to benefit fully from the course, students are encouraged to consider completing the full two years. At the end of Year 9, students and their families are asked to choose two elective subjects for Year 10.

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

Excursions & Trips

Typically students will participate in an excursion in Years 9 and/or 10, such as to the French Film Festival. Students may also have the opportunity to participate in a trip to France in Year 10.

Assessment

Students are assessed on the criteria of communicating and understanding in assessment items. This will require the utilisation of listening, speaking, reading and writing skills across the course of study. Students may be required to complete both exams and assignments. Assessment instruments may include listening and reading comprehension exercises, short dialogues and writing tasks.

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

Students will be expected to purchase a workbook. Fees will be published at the start of 2021.

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 Years 9 and 10 course acts 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.

A bilingual or multilingual capability is the norm in most parts of the world.

Prerequisites

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

Content

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

	YEAR 9	YEAR 10
Semester 1	<ul style="list-style-type: none"> • Households • Youth Culture • Daily Routines • Entertainment and German Films 	<ul style="list-style-type: none"> • School, Work and Your Future • Advertising & Technology • Media & Messaging
Semester 2	<ul style="list-style-type: none"> • Holidays • Travel • Shopping • Oktoberfest and Celebrations 	<ul style="list-style-type: none"> • Environmental Protection • Globalisation & Money

Organisation

In Year 9, as for all elective subjects, German is taught for two 70 minute lessons each week. In order to benefit fully from the course, students are encouraged to consider completing the full two years. At the end of Year 9, students and their families are asked to choose two elective subjects for Year 10.

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

Excursions & Trips

Typically students will participate in excursions and incursions in Years 9 and/or 10, such as to the German Film Festival, the Oktoberfest for Teens, a school-based pretzel day or a fairy tale performance. Students will also have the opportunity to take part in a trip to Germany in Year 10.

Assessment

Students are assessed on the criteria of communicating and understanding in assessment items. This will require the utilisation of listening, speaking, reading and writing skills across the course of study. Students may be required to complete both exams and assignments. Assessment instruments may include listening and reading comprehension exercises, short dialogues and writing task.

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

Students will be expected to purchase a workbook. Fees will be published at the start of 2021.

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 Years 9 and 10 course acts 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.

A bilingual or multilingual capability is the norm in most parts of the world.

Prerequisites

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

Content

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

YEAR 9	YEAR 10
<ul style="list-style-type: none"> • What are life stories? • What are our global connections? • Is fast food a social issue? • Where do you go shopping? 	<ul style="list-style-type: none"> • What is your neighbourhood like? • What does tourism look like in Japan? • What is the best job in the world? • Let's go on a holiday!

Organisation

In Year 9, as for all elective subjects, Japanese is taught for two 70 minute lessons each week. In order to benefit fully from the course, students are encouraged to consider completing the full two years. At the end of Year 9, students and their families are asked to choose two elective subjects for Year 10.

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

Excursions & Trips

Typically students will participate in excursions and incursions in Years 9 and/or 10, such as to a Japanese restaurant and a school-based Bento box day. Students may also have the opportunity to visit our brother school in Japan.

Assessment

Students are assessed on the criteria of communicating and understanding in assessment items. This will require the utilisation of listening, speaking, reading and writing skills across the course of study. Students may be required to complete both exams and assignments. Assessment instruments may include listening and reading comprehension exercises, short dialogues and writing tasks.

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

Students will be expected to purchase a workbook. Fees will be published at the start of 2021.

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. The course is taught by two teachers, one with expertise in English and Social Sciences, the other with expertise in Science and Mathematics. In Year 10, the program increases to three lessons per week with the same teaching structure as in Year 9.

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 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. Course content may involve studies in some of the following topics:

English and Social Sciences		Mathematics and Science	
Great People	Mapping Planet Earth	Energy, Recycling and Toys	Making Light of Matter
Literature Lovers	Technology Reveals Ancient Mysteries	Cosmology	The Brain
The Magic of Media	Controversy and the Future	Genetics and Ethics	Forensic Science
Designing a Web Page	Faces of War	The Golden Ratio - 1.618	The Material World
Australian History		Fibonacci	Financial Literacy
Pearl Harbour		Robotics	Angles on Triangles
Political Parties of Australia			The Stockmarket

Competitions

Students are encouraged to enter various competitions designed to extend and enrich the curriculum, such as the Australia-wide competitions in English, Geography, Mathematics, Science and Computing. AAP students are expected to enter other competitions which arise from time to time (Problem Solving Challenges, Literacy Olympics, Science and Engineering Challenge). Students enter these individually or as a team.

Assessment

A range of assessment items include 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. 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.

A 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).