Our school which opened in 1959 is named after Lord Wavell, an illustrious soldier who was Commander-in-Chief of the Middle East area until 1941.

The four Houses - Tobruk, Keren, Burma, Alamein - are named after places and battles associated with Lord Wavell.

SCHOOL MOTTO
ESSE QUAM VIDERI
"To be rather than to seem to be"

POSTAL ADDRESS:
P.O. Box 384, Nundah. Qld. 4012

MAIN ENTRANCE & VISITORS' CAR PARK:
Telopia Avenue, Wavell Heights.

TRADE ENTRANCE:
Brae Street, Wavell Heights.

TELEPHONE NUMBER: (07) 3350 0333
FAX: (07) 3350 0300

CENTRAL OFFICE HOURS:
8:00 am - 4:00 pm

Wavell High School
AIMS

GENERAL AIMS
Wavell High School aims to ....
- give each student a balanced education that assists as much as possible his/her mental, physical, social, aesthetic, and spiritual development;
- give each student satisfaction in learning, an urge to inquire, and a desire for further learning;
- provide an environment which is supportive and stimulating;
- co-operate with other learning agencies, and to develop meaningful relationships with them;
- evaluate our aims, curriculum, and achievements periodically.
These aims are reflected in our school's curriculum, work programs, organizational patterns and student services.

INTELLECTUAL AIMS
Wavell High School will ....
- ensure that each student can speak, listen, read, write, calculate and handle spatial ideas and numbers effectively, so that he/she can communicate and learn;
- develop in each student the ability to think in different ways, to find and analyse information needed to solve problems;
- help each student to combine new experiences with previous knowledge;
- help each student to acquire knowledge and an appreciation of our heritage, culture, institutions and way of life and a desire to maintain and contribute to these.

PERSONAL AIMS
Wavell High School will help each Student to ...
- understand himself/herself and develop self-respect;
- become emotionally mature and to grow in confidence;
- accept responsibility for his/her own actions;
- develop aesthetic appreciation and to enjoy and use leisure time purposefully;
- understand his/her physical capacities and to maintain a physical well-being necessary to meet the demands of work and leisure;
- be concerned for others, and develop an insight into their feelings and needs.

SOCIAL AIMS
Wavell High School will help each Student to ...
- understand the functioning of our society and become a responsible member of it.

VOCATIONAL AIMS
Wavell High School will help each Student to ...
- acquire useful study skills and work habits so that he/she is prepared for entry into the work force and later training;
- understand the importance of work and to take initial steps towards selecting and preparing for a vocation;
- increase occupational possibilities.
CURRICULUM INFORMATION
YEAR 9, 2015 - YEAR 10, 2016

Contents

INTRODUCTION AND OVERVIEW

Queensland Certificate of Education

CORE SUBJECTS taken by all students

**English** (Extension or Core or Foundation)

**Mathematics** (Extension or Core or Foundation)

**Science**

**Social Science** (History and Geography)

**Health and Physical Education** (General or Specialist or Health and Movement)

ELECTIVE SUBJECTS

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

Business Studies

Graphics

Home Economics

Home Economics (Food)

Industrial Technology and Design

Industrial Technology Studies

Information and Communication Technologies

THE ARTS. Every student must take at least one of these subjects.

Art

Dance

Drama

Media Studies

Music

LOTE AND OTHER SUBJECTS. Students may take one of these subjects.

French

German

Japanese

Advanced Academic Program

WAVELL DEVELOPMENT PROGRAM. Taken by all students
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 2015 will take eight subjects, including three elective subjects. In Year 10 in 2016, students will take six subjects, including two elective subjects. The curriculum includes ‘Key Learning Areas’, as mandated by the Queensland Government. In 2013 the Australian Curriculum was implemented in English, Mathematics, Science and History.

The subjects to be taken by Year 9 students in 2015 are set out in the following diagram:

**Year 9 in 2015**

**Five Core Subjects**
- English – Extension or Core or Foundation
- Mathematics – Extension or Core or Foundation
- Science
- Social Science – History and Geography
- *Health and Physical Education*

**Three Elective Subjects**
from the lists below.
- These must include at least one subject from *Technology* and at least one subject from *The Arts*.

---

**Technology**
- Business Studies
- Graphics
- Home Economics
- Home Economics (Food)
- Industrial Technology and Design
- Industrial Technology Studies
- Information & Communication Technologies

**The Arts Program**
- Art
- Dance**
- Drama
- Media Studies
- Music

**LOTE**
- German
- Japanese
- French

Advanced Academic Program (AAP) – Students may be invited to participate in this extension subject as one of their three electives.

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 2016, 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 2016 are set out in the following diagram:

![Subject Selection Diagram](image)

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

Subject Selection Process for students entering Year 9

1. An Administration member speaks to Year 8 students about the subject selection process.
2. The Guidance Officer is available for consultation.
3. Heads of Department organise talks about each Year 9 subject.
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 7 for details about career advice, including lists of Internet websites.

3. APTITUDE/ABILITY
   You should consider your special strengths: eg. Am I good with my hands? Am I good at languages? Am I able to achieve success in ..... ?

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

5. THE NATURE OF THE SUBJECTS
   Each subject makes specific and particular demands of students. Students will be required to:
   • demonstrate effective time management skills; eg. Assignment writing and submitting a number of assignments with similar deadlines;
   • discipline themselves to bring correct equipment to school; eg. Specialist uniforms, textbooks, equipment, ingredients;
   • participate in physically demanding practical courses; eg. Health and Physical Education;
   • commit time to pursuing their course outside school time; eg, in Drama rehearsals.

Syllabus categories of subjects
As indicated above, we are in the process of developing and phasing in the Australian Curriculum for the compulsory years of schooling in Years 8-10. Our curriculum is based on both ACARA and a series of Key Learning Areas (KLAs). These have been shaped and agreed to by all Australian States and Territories.

ACARA Curriculum Areas:
- English
- Mathematics
- Science
- History
- Geography
- Social Science Foundation

Key Learning Areas are:
- Health and Physical Education
- Languages other than English (LOTE)
- Technology
- The Arts

The syllabus category of each subject in this book is denoted in one of three ways:
- Australian Curriculum (ACARA), Key Learning Area (KLA), or School Subject.
- These categories are indicated under the subject headings in this book.

COMPULSORY SCHOOLING
The Education Act of 2006 states that all young people must attend school until they are sixteen years of age or have completed Year 10, whichever comes first. This means that students must normally plan to stay at school until they have completed Year 10. Exemptions from compulsory schooling can only be made in exceptional circumstances. Parents need to apply to the school to organise this. Students cannot just stop attending school for any reason before the end of their compulsory schooling 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.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
Authority Subjects are academic subjects which are aimed at preparing students for tertiary studies. Authority-registered Subjects include substantial vocational and practical components. They suit more ‘practical and doing’ students.

Overall Position (OP)
An OP is a student’s statewide rank based on overall achievement in Authority subjects. It shows how well an individual student performed in their Senior studies when compared with the performance of all other OP eligible students in the state. Students are placed in one of twenty-five OP bands from 1 (highest) to 25 (lowest). To be eligible for an OP, a student must:
- Gain 20 semester units in Authority subjects (a semester unit is a subject taken for one semester).
- Three of the subjects must be taken for four semesters.

Currently a student’s OP, together with subject prerequisites or other requirements such as portfolios and interviews, is very important in determining which tertiary courses they could gain entry to. This process is currently under review and your child may gain university entry under a difference. Wavell will keep parents and students fully informed.

OP Ineligible Students
Students who complete Year 12 but do not qualify for an OP are still eligible to apply through QTAC for courses. OP ineligible students compete for places on a similar basis to OP eligible students. That is, they must meet the minimum entry requirements before being considered for a place based on merit. For OP ineligible students, merit is measured by their OP Ineligible QTAC selection rank (as opposed to an OP).
A QTAC selection rank is allocated on the basis of results in their best 20 semester units of Authority and Authority-registered subjects and VET units of competency/modules as recorded on their Senior Statement and, if available, their results in the Qld Core Skills (QCS) Test.

**Wavell Resource Hire Scheme**

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

**Prerequisite and Recommended Subjects in Years 9 and 10**

**Authority Subjects**

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

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

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

<table>
<thead>
<tr>
<th>YEARS 11/12 SUBJECT (You plan to study)</th>
<th>9/10 PRE-REQUISITE (You must study this subject)</th>
<th>YEARS 9/10 (Helpful Subject)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Business Studies</td>
<td></td>
</tr>
<tr>
<td>Ancient History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>Business Studies</td>
<td></td>
</tr>
<tr>
<td>Business Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>Extension Mathematics</td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td>Dance</td>
<td></td>
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<tr>
<td>Drama</td>
<td>Drama</td>
<td></td>
</tr>
<tr>
<td>Earth Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engineering Technology</td>
<td>Extension Mathematics</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Film, Television and New Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French (School of Distance Education)</td>
<td>French</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German (School of Distance Education)</td>
<td>German</td>
<td></td>
</tr>
<tr>
<td>Graphics</td>
<td>Graphics</td>
<td></td>
</tr>
<tr>
<td>Health Education</td>
<td>Health and Physical Education</td>
<td></td>
</tr>
<tr>
<td>Home Economics – General Strand</td>
<td>Home Economics</td>
<td></td>
</tr>
<tr>
<td>Home Economics - Food Major</td>
<td>Home Economics (Food)</td>
<td></td>
</tr>
<tr>
<td>Information Processing and Technology</td>
<td>Information and Communication Technologies</td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>Japanese</td>
<td></td>
</tr>
<tr>
<td>Legal Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics B</td>
<td>Extension Mathematics</td>
<td></td>
</tr>
<tr>
<td>Mathematics C</td>
<td>Extension Mathematics</td>
<td></td>
</tr>
<tr>
<td>Modern History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Music and the ability to play an Instrument</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Health and Physical Education</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Extension Mathematics</td>
<td></td>
</tr>
<tr>
<td>Technology Studies</td>
<td>Industrial Technology &amp; Design</td>
<td></td>
</tr>
<tr>
<td>Visual Art</td>
<td>Art</td>
<td></td>
</tr>
</tbody>
</table>
Authority-registered Subjects
As Authority-registered subjects are more practical and less academic they do not have any prerequisite subjects. However, there are some helpful subjects which are listed below:

<table>
<thead>
<tr>
<th>Authority-registered Subjects</th>
<th>YEARS 9/10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Helpful Subject)</td>
</tr>
<tr>
<td>Creative Arts – Dance Studies <em>(Excellence Program)</em></td>
<td></td>
</tr>
<tr>
<td>Creative Arts – Drama Studies <em>(Excellence Program)</em></td>
<td>Drama</td>
</tr>
<tr>
<td>Creative Arts – Media Studies</td>
<td>Media Studies</td>
</tr>
<tr>
<td>Creative Arts – Visual Art Studies</td>
<td>Art</td>
</tr>
<tr>
<td>Early Childhood</td>
<td></td>
</tr>
<tr>
<td>English Communication</td>
<td></td>
</tr>
<tr>
<td>Hospitality</td>
<td>Home Economics, Home Economics (Food)</td>
</tr>
<tr>
<td>Information and Communications Technologies</td>
<td></td>
</tr>
<tr>
<td>Manufacturing – (Engineering or Furnishing or Industrial Technology Studies)</td>
<td>Industrial Technology Studies</td>
</tr>
<tr>
<td></td>
<td>Industrial Technology and Design</td>
</tr>
<tr>
<td>Prevocational Mathematics</td>
<td></td>
</tr>
<tr>
<td>Social and Community Studies – Health and Leisure</td>
<td>Health &amp; Physical Education</td>
</tr>
</tbody>
</table>

Vocational Education Certificate Courses
VET subjects require students to complete competencies towards nationally accredited certificate courses.

| VET Courses                                                        | YEARS 9/10            |
|                                                                  | (Helpful Subject)      |
| Certificate II Horticulture                                       |                        |
| Certificate III Sport and Recreation                             | Health & Physical Education |
| Certificate III Sport and Recreation – Netball Excellence        |                        |
| Certificate III Sport and Recreation - Rugby League Excellence    |                        |
| Certificate III Allied Health Qualification                      |                        |
| Certificate III Business                                         | Business Studies       |
| Certificate III Early Childhood Education and Care               |                        |
| Certificate IV Justice Studies                                   |                        |

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](http://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.

  Includes links to other sites as well as to a number of information sheets written by Education Queensland Guidance Officers.

  This site provides information about a wide range of occupations and the education and training pathways that lead to them.

  This site lists employment opportunities.
**ENGLISH**  
Australian Curriculum

**English** in Years 7, 8, 9 and 10 is informed by the Australian Curriculum. The Years 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 Years 9 and 10 students. Students will be given the opportunity to work at a level which focuses on their needs, interests and abilities. English is offered at three levels – 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 Years 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.

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

**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.
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 at Wavell State High School, most students will study the General Mathematics course, covering all Core and some Extension topics. There will also be a Foundation class for those students who require extensive support with Numeracy. Towards the end of Year 7, students will be allocated to Extension, Core or Foundation for the start of Year 8. These allocations will be based on levels of achievement/competency throughout Year 7. The three levels of Mathematics (Extension, Core and Foundation) will continue in Years 8, 9 & 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, text, 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 10’s. 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 Mathematics A, B and C.
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 3 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 2 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 and a written task each term. 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. Assignment work in Years 7, 8 and 9 is completed in class. In Year 10, most assignment work is done in class with a limited home component.
SOCIAL SCIENCE
Australian Curriculum (History and Geography)

Social Science draws from the traditional disciplines of History, Geography and Civics. All students in Years 9 and 10 at Wavell High must study one Social Science subject: either History or History (with a Geography Major).

Key Values

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 develop a knowledge, understanding and appreciation of the past and the factors that impact upon and shape societies in Australia and around the world. For History (with a Geography Major) the aim is for students to cover the mandatory aspects of the National History 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.

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

1. **History**: a course for the average to above student, emphasising the discipline of History and following a chronological approach. Students engage in an overview unit and then selected in-depth studies. The content is drawn from the Australian History Curriculum.

2. **History (with a Geography Major)**: a course for the average to the above average student. One semester each year is dedicated to covering the mandatory aspects of the Australian History Curriculum and the other semester is spent emphasising the discipline of Geography, covering the Australian Geography Curriculum.

3. **History (Foundation)**: aims to provide support for students who need help to master the basics in social science. Students study one semester of the Australian History Curriculum and one semester of the Australian Geography Curriculum each year. Student results are reviewed in order to determine their suitability for the class. Results are reviewed at the end of each semester and some students move between levels. Parents are informed of any class movement.

Prerequisites

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

History Foundation is specifically aimed at students who received a low C or D/E Achievement in Year 8 History and Geography.

Content

Topics will vary according to the options chosen, according to the teacher choice of electives, teacher expertise, student preference and resource availability. A selection of topics is included in the table on the next page.

History is informed by the Australian Curriculum and is divided into two main strands:
- Historical Knowledge and Understanding
- Historical Skills

Geography is informed by the Australian Curriculum and is divided into two main strands:
- Geographical Knowledge and Understanding
- Geographical Inquiry and Skills
Year 9

<table>
<thead>
<tr>
<th>History</th>
<th>History units (1 Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Modern World Overview 1750-1918</td>
<td>• Modern World Overview 1750-1918</td>
</tr>
<tr>
<td>• The Industrial Revolution</td>
<td>• The Industrial Revolution</td>
</tr>
<tr>
<td>• Making a Nation - Australia</td>
<td>• Making a Nation - Australia</td>
</tr>
<tr>
<td>• World War I: 1914-1918</td>
<td>• World War I: 1914-1918</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History (with a Geography Major) and Foundation</th>
<th>Geography units (1 Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Biomes and food security</td>
<td>• Biomes and food security</td>
</tr>
<tr>
<td>• Geographies of interconnections</td>
<td>• Geographies of interconnections</td>
</tr>
</tbody>
</table>

Year 10

<table>
<thead>
<tr>
<th>History</th>
<th>History units (1 Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Modern and Australia 1918-present</td>
<td>• Modern and Australia 1918-present (overview)</td>
</tr>
<tr>
<td>(overview)</td>
<td>• World War II: 1939-1945</td>
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<tr>
<td>• World War II: 1939-1945</td>
<td>• Rights and Freedoms 1945-present</td>
</tr>
<tr>
<td>• Rights and Freedoms 1945-present</td>
<td>• The Globalising World - Migration Experiences 1945-present</td>
</tr>
<tr>
<td>• The Globalising World - Migration Experiences 1945-present</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History (with a Geography Major) and Foundation</th>
<th>Geography units (1 Semester)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Environmental Change and Management</td>
<td>• Environmental Change and Management</td>
</tr>
<tr>
<td>• Geographies of human wellbeing</td>
<td>• Geographies of human wellbeing</td>
</tr>
</tbody>
</table>

Assessment

Assessment for each semester usually consists of a research assignment/report, a short answer test, a response to stimulus/historical source analysis exam and an end of semester test.

Outcomes

For the Australian Curriculum History, the following areas will be reported on at mid and end semester:
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 at mid and end semester:
1. Understanding
2. Skills – Analysing and Interpreting
3. Skills - Communicating

Expectations and Homework

Homework consists of questions, summaries, crosswords, document studies, comprehensions and revision of classwork. Set homework should average 45-60 minutes per week. Assignments require extra effort. Students are expected to be punctual, to come ready to learn (homework completed, correct books and pens and display a cooperative attitude), and to respect the rights of others to a full and happy education.
HEALTH AND PHYSICAL EDUCATION
Key Learning Area – Health and Physical Education

- GENERAL STRANDS – Years 9 and 10 (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 effectively in physical activities with an aim to develop personal fitness.

Prerequisites
Average motor skills and fitness level. Students in the following categories should consult Health and Physical Education staff before entering the course:
- students who are not prepared to swim during lessons
- students with physical problems eg. Osgood-Schlatter’s disease
- students with chronic medical problems
- specialists 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 or HPE – Netball (Girls) or Rugby League (Boys)

Content
Health and Physical Education is organised into three strands:
- Promoting the health of individuals and communities
- Developing concepts and skills for physical activities
- Enhancing personal development.

The course material is presented in practical lessons and theory lessons where students work to achieve outcomes from the above three strands.
- Physical Activity is a very important part of the course. All students participate in a number of core activities eg. swimming, volleyball, speedball and fitness.
- Students focus on the specific skills of their chosen sport in Terms 2 and 3.
- Students complete content area units in Terms 1 and 4 on topics including Fitness, Diet and Nutrition and Harm Minimisation including Drug and Alcohol education.

Assessment
HPE assessment will include both written tasks and non-written tasks to assess these criteria. Students should expect at least two assessment items per term. These may include:
- Written tasks - eg. Exams, research reports, journals, PowerPoint presentations.
- Physical tasks - eg. Speed and accuracy of responses; performance of offensive and defensive strategies and general 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 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 - Students are required to purchase from the school bookshop an inexpensive workbook for theory lessons. All equipment and additional worksheets are supplied to students who participate in the Textbook and Resources Hire Scheme. Other students will be required to supply their own textbooks and possibly some equipment.

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 $125.00* and Year 10 $150.00* which includes a 2 day camp. Year 9 Rugby League levy is $125.00* and Year 10 $150.00*. (Camps included).
* Approximate costs TBA
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 & 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:
- Promoting the health of individuals and communities
- Developing concepts and skills for physical activities
- Enhancing personal development.

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 Home Economics or Home Economics (Food).

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.

<table>
<thead>
<tr>
<th>Year 9 Health Studies</th>
<th>Year 9 Movement Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Physical, social and emotional development of teenagers.</td>
<td>• Personal fitness and mastery of movement techniques.</td>
</tr>
<tr>
<td>• Practical food activities.</td>
<td></td>
</tr>
<tr>
<td>• Personal development.</td>
<td></td>
</tr>
</tbody>
</table>

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.

Essential Learnings
- Ways of Working
- Knowledge and Understanding

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

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
Key Learning Area – Technology

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.

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

Content

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Semester</th>
<th>Unit</th>
<th>Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>‘Managing Money’</td>
<td>• Personal Finance</td>
<td>• In-class test</td>
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<tr>
<td></td>
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<td></td>
<td>• Budgeting</td>
<td>• Assignment</td>
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<td></td>
<td>• Saving and Investing</td>
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<td>• ASX(Australian Stock Exchange) Competition</td>
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<td></td>
<td>2</td>
<td>‘Making Millions’</td>
<td>• Entrepreneurs</td>
<td>• In-class test</td>
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<td></td>
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<td></td>
<td>• Developing a Business Plan</td>
<td>• Group Project – Business Venture</td>
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<td>• Marketing</td>
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<td></td>
<td>• Operating a Business Venture</td>
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<td></td>
<td>• Profit or Loss?</td>
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<td>• Financial Documents</td>
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<td></td>
<td></td>
<td>‘MYOB’ Accounting Software</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Year 10</th>
<th>Term</th>
<th>Unit</th>
<th>Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>‘Risky Business’</td>
<td>• Credit and Borrowing</td>
<td>• In-class test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘May I Help You?’</td>
<td>• Investment strategies</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Communication techniques</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>‘Balancing Act’</td>
<td>• Introduction to accounting</td>
<td>• In-class test</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>‘Fast-track Enterprise’</td>
<td>• Business Plan</td>
<td>• Integrated Project</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Financial Analysis</td>
<td></td>
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<td></td>
<td>4</td>
<td>‘Global Business’</td>
<td>• International Business</td>
<td>• Assignment</td>
</tr>
</tbody>
</table>

Assessment
This subject is very ‘hands-on’, with the majority of assessments being of a practical nature. Students will complete a variety of projects, tests and folios of work 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.
What is Graphics all about?
Graphics is about solving design problems graphically and presenting graphical products. You will use a design process to identify and explore the design needs or opportunities of target audiences; research, generate and develop ideas; and produce and evaluate graphical solutions. You will solve graphical problems in three design areas: industrial design, graphic design and built environment.

Graphics contributes to your understanding and proficient use of technologies. It develops communication, analytical and problem-solving skills.

Prerequisites
A study of Years 7/8 Graphics, with the attainment of at least a C, is highly recommended.

Content
As you study Graphics, you will learn to:
- use design processes in graphical contexts
- formulate design ideas and solutions using the design factors, which include
  → user-centred design
  → design elements and principles of design
  → technologies
  → design strategies
  → project management
  → sustainability and materials
- create and communicate design solutions in the form of graphical representations, including a range of sketches and drawings
- apply industry conventions where applicable
- develop design solutions for a range of audiences.

How will you learn?
As you develop and present graphical representations of ideas and solutions for design problems you will:
- sketch and draw freehand
- develop spatial cognition and visualisation
- produce technical graphical representations in 2-D and 3-D formats
- use existing and emerging technologies.

You will plan and produce graphical representations in simulated real-world contexts. To do this, you will interpret, generate and create visual communications for particular purposes and audiences. You will then make judgments and justify decisions about the graphical representations you produce.

Assessment
Graphics gives you opportunities to demonstrate the knowledge and understanding, analysis and application, and synthesis and evaluation applicable to solving design problems and representing ideas and solutions graphically.

In Graphics, assessment instruments include class work, homework, design folios and examinations.
- Design folios record the design process you have used to solve a design problem. These folios will contain some written information, but will mostly consist of graphical representations of your ideas and solutions.
- Examinations will mostly require you to sketch and draw ideas and solutions in response to small design problems or aspects of larger ones.

Equipment
Individual equipment students will need to purchase, items such as pencil, colouring pencils and erasers for use at home 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.
HOME ECONOMICS
Key Learning Area - Technology

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

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

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

Syllabus Strands
Strands covered include Technology Practices and Resources: Information, Materials and Systems.

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

Companion Subjects
Students may take Home Economics and Home Economics (Food) as well as Health and Movement.

Content

<table>
<thead>
<tr>
<th>Home Economics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 9</strong></td>
</tr>
<tr>
<td>• Sewing Skills</td>
</tr>
<tr>
<td>• Funky Jimmy Jams</td>
</tr>
<tr>
<td>• Working in the Kitchen</td>
</tr>
<tr>
<td>• Meals in a Minute</td>
</tr>
<tr>
<td><strong>Year 10</strong></td>
</tr>
<tr>
<td>• Renovate and Recycle</td>
</tr>
<tr>
<td>• Fashion Frenzy</td>
</tr>
<tr>
<td>• Look at Me!</td>
</tr>
<tr>
<td>• Flavour Trail</td>
</tr>
</tbody>
</table>

Assessment

- Practical work is emphasised within the program – students are required to provide for 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.

Essential Learnings

- Ways of Working
- Knowledge and Understanding

Assessable Elements

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

Expectations and Homework

Students will be required to provide resources for take-home cookery and personal garments. Theory requires home study throughout the course.
HOME ECONOMICS (FOOD)
Key Learning Area - Technology

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

Within the course students use their food studies knowledge and skills to solve design challenges. They:
- manage human and non-human resources.
- think critically and creatively to design and create solutions to practical challenges.
- work collaboratively to address issues of personal and social significance such as fast food, healthy eating and body image.

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

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

Companion Subjects
Students may take Home Economics (Food) and Home Economics as well as Health and Movement.

Content

<table>
<thead>
<tr>
<th>Home Economics (Food)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 9</strong></td>
</tr>
<tr>
<td>Give Me the Facts.</td>
</tr>
<tr>
<td>Sweet Celebrations.</td>
</tr>
<tr>
<td>Fast Food.</td>
</tr>
<tr>
<td>New Food.</td>
</tr>
</tbody>
</table>

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.

Essential Learnings
- Ways of Working
- Knowledge and Understanding

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

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 TECHNOLOGY AND DESIGN (Design, Make, Appraise)
Key Learning Area – Technology

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

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

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

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

Content
1. The design/make/appraise process
2. Workplace Health and Safety
3. Personal protective equipment
4. Project surface finishing
5. Hand and power tools and fixed machinery
6. Materials and processes including wood, metal, plastics, simple electrics/electronics etc.

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

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

CAD
Students can obtain copies of the CAD package used at school free of charge. This will assist them when undertaking homework and assignments.

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

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

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

Loose and oversize clothing is not suitable, nor are items of jewellery. Students who refuse to comply with these standards may be asked to leave the workshop for their own safety and the safety of other students. Therefore students will be required to wear leather shoes at all times in the workshops.

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

This statement makes particular reference to stepladders and folding chairs. Parents need to be aware that the above statement could apply to projects designed and made by the students during the course.
**INDUSTRIAL TECHNOLOGY STUDIES (Woodwork, Metalwork and Plastics)**

Key Learning Area – Technology

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

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

**Prerequisites**

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

**Content**

1. Materials technology
2. Project planning and processes
3. Woodworking
4. Metalworking
5. Plastics
6. Basic electrics / electronics
7. Workplace Health and Safety including Personal Protective Equipment
8. Surface finishing.

**Assessment**

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

**Expectations and Homework**

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

**Levy**

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

**Safety**

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

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

**A Warning**

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

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

This statement makes particular reference to stepladders and folding chairs. Parents need to be aware that the above statement could apply to some projects made by the students during the course.
INFORMATION AND COMMUNICATION TECHNOLOGIES
Key Learning Area - Technology

Information and Communication 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

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Semester</th>
<th>Unit</th>
<th>Topics</th>
<th>Assessment</th>
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</thead>
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<tr>
<td></td>
<td>1</td>
<td>‘Wicked Webs’</td>
<td>• The Internet</td>
<td>• Project – Internet</td>
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<td>• Cyber Bullying</td>
<td>• Project – Webpage</td>
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<td>• Social and Ethical Issues</td>
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<td>• Webpage Design and Development</td>
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<td>2</td>
<td>‘Games and Animations’</td>
<td>• Game Creation</td>
<td>• Project – Game</td>
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<tr>
<td></td>
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<td></td>
<td>• Animation</td>
<td>• Folio</td>
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<td>• Desktop Publishing</td>
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<thead>
<tr>
<th>Year 10</th>
<th>Semester</th>
<th>Unit</th>
<th>Topics</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
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<td>3</td>
<td>‘Making Movies’</td>
<td>• Photo Editing</td>
<td>• Project - Photoshop</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• Digital Storybooks</td>
<td>• Project – Digital Storybook</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>‘Photoshop Me’</td>
<td>• Movie Maker</td>
<td>• Folio</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Audio</td>
<td>• Integrated Project</td>
</tr>
</tbody>
</table>

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 folios of work 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.
ART
Key Learning Area – The Arts

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.

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

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

Companion Subjects
Nil.

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

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

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

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

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

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

Students are expected to come to class ready to be guided in their learning and willing to develop the ability to see, analyse, and express themselves in visual forms.
DANCE
Key Learning Area – The Arts

Dance is essentially a practically-based subject allowing students to explore and experience a variety of dance styles and genres. These include contemporary, classical and modern ballet, ethnic, popular, musical theatre and dance on screen. Students are exposed to dance history through appreciation whereby they develop the skills to analyse and evaluate their own and others’ dance works. The course is divided into 60% practical work and 40% theory.

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
Student entry into the Dance Program is by process of audition. This is a formality intended to introduce the prospective student to the Dance Department and determine the level of a student’s ability and commitment. Audition dates for October are listed in the school calendar.

Companion Subjects – nil

Content

| YEAR 9 |
|-------------------|-------------------|
| **Semester 1** -  | Introduction to Dance and Movement      |
| Popular Dance of the Youth Culture 1 | Semester 2 - | Ballet |
| Contemporary Dance 1 | |

| YEAR 10 |
|-------------------|-------------------|
| **Semester 3** -  | Popular Dance of the Youth Culture 2  |
| Ritual and Cultural Dance | Semester 4 - | Musical Theatre |
| Contemporary Dance 2 | |

Assessment

- **Progressive assessment** - of bodily alignment, general movement and coordination, technical and interpretive skills, musicality, and level of application and commitment.
- **Performance** - Presenting a teacher devised dance work in class, under performance conditions.
- **Choreography** – Students collaboratively create their own dance works.
- **Appreciation** – Responding and reflecting 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 Studies 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** – Full length or ¾ black dance pants with attached blue waistband and blue lycra singlet top with crossed spaghetti straps or alternatively black Supre singlet.
- **Boys** – Plain black tracksuit pants or shorts with a blue Wavell dance t-shirt.
- Dance wear can be purchased from the Wavell Uniform Shop.
- **Shoes** – Either black canvas sneakers (white soled) or Jazz shoes are required for class.

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**  
Key Learning Area – The Arts

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

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

The course is structured around three core dimensions:

**FORMING:** The ‘making’ of drama: role play and improvisation, play-building and scriptwriting.

**PRESENTING:** The ‘showing’ of drama within a range of dramatic styles and genres.

**RESPONDING:** The ‘interpretation and appreciation’ of drama: research, analysis and evaluation.

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

**Prerequisites**

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

**Companion Subjects**

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

<table>
<thead>
<tr>
<th><strong>Content Includes</strong></th>
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<tbody>
<tr>
<td><strong>Year 9</strong></td>
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<td>Unit 1 –</td>
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<td>Unit 4 –</td>
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<td><strong>Year 10</strong></td>
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<td>Unit 1 –</td>
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<td>Unit 2 –</td>
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<td>Unit 3 –</td>
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<td>Unit 4 –</td>
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</tbody>
</table>

**Assessment**

Drama is not a purely practical subject. Students will be given several opportunities to demonstrate the skills they have developed in each core dimension.

- **Forming** assessment may include character outlines, improvisations, play-building or script writing.
- **Presenting** assessment may include both scripted and student-devised performances within a range of dramatic styles.
- **Responding** assessment may include research tasks, performance analysis and evaluation and basic knowledge questions under examination conditions.

Students will be given a standard of achievement in these dimensions based on the following criteria: Knowledge & Understanding; Inquiring; Responding & Reflecting.

**Expectations and Homework**

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

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

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

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

Companion Subjects
Nil.

Content

| Year 9 | Corporate Image | Students analyse the power and persuasion of advertising strategies and construct their own marketing and advertising products. |
| Year 9 | Animation to Anime | Students explore technologies behind animation and the power of popular appeal. Students create their own animated short film. |
| Year 9 | Computer Games | Students examine the popularity and intended audience for computer games and explore the reasons for different gender appeals. Students pitch their own original concept for a computer game. |
| Year 10 | Narrative Form | Students analyse and evaluate narrative film structure, through viewing and criticising a variety of films. Students investigate the concept of the ‘mono myth’. |
| Year 10 | Eye Openers: Social Commentary | Students analyse representations and impact of the media on society and how it creates and influences our social reality. |
| Year 10 | Soap Opera | Students examine the soap opera genre to design and produce their own video. |
| Year 10 | Social Comment | Students investigate how fictional Media texts comment on our society. |

Assessment
Assessment is divided into three specific areas:
- Knowledge and Understanding
- Creating and Presenting
- Responding and Reflecting

Expectations and Homework
A core component of Media is the ability to work together in groups. Therefore it is imperative that students demonstrate a level of responsibility to others and to themselves. They must also attend school regularly and show a sincere commitment to the course. Although every attempt will be made to have required filming completed during school hours, students may need to take camera equipment home to finish filming for assessment. All due care and responsibility must be taken with school equipment. At times students may need to commit to after hours school work in order to complete editing. Year 10 students will be expected to provide their own 8 GB SD card for filming assessment. Year 9 Media students will be asked to pay $5.00 to cover the costs of materials for a claymation production.
MUSIC
Key Learning Area – The Arts

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

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

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

Companion Subjects
Nil.

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

### Year 9

<table>
<thead>
<tr>
<th>1. Folk Music</th>
<th>Essentially a foundation unit in which basic musicianship is studied through a variety of different types of Folk Music from traditional to popular, including Australian Bush Bands and Folk Culture.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The History of Rock Music</td>
<td>An overview of the stylistic development of Rock Music. The techniques of contemporary song writing will be studied and applied. Students will also undertake a small unit on Guitar playing.</td>
</tr>
</tbody>
</table>

### Year 10

| 1. Keyboard and the Songwriter | Students study music written for Keyboard Instruments from the 17th Century to the present day. Students' skills in playing the keyboard are developed through practical means on classroom instruments. |
| 2. Jazz | A survey of the different Jazz styles that evolved in the 20th Century and the musical characteristics and social significance of each major Jazz style. Improvisational skills and composing in 12 bar blues style is studied. |
| 3. Music around the World | Introducing students to the different musical styles and cultural backgrounds of various countries including Latin America, the Caribbean, Africa, India, Japan and Indonesia. |
| 4. Growth of the Orchestra | A study of Orchestral instruments throughout the centuries. Arranging and composing for instrumental ensembles will be studied. |

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

Expectations and Homework
Students must be prepared to rehearse thoroughly for all practical tasks. Daily instrument practice is advisable. Two to three hours per week should be spent on practice and homework.
FRENCH
Key Learning Area – Languages other than English

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

Prerequisites
Students should have achieved at least a C, or higher in Year 8 French.

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

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
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</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>• Introductions / Greetings / Days / Dates</td>
<td>• People’s Appearance / Clothing / Personality / Food / School / Leisure</td>
</tr>
<tr>
<td>/ Addresses / Times / Age / Describing</td>
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<tr>
<td>Colour / Size / Animals / Family</td>
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</tr>
<tr>
<td>• Household Chores</td>
<td>• Going Out</td>
</tr>
<tr>
<td>• Leisure Activities</td>
<td>• Food / Health</td>
</tr>
<tr>
<td>• Holidays</td>
<td>• Fitness</td>
</tr>
<tr>
<td>• The World of Work</td>
<td>• Telling a Story</td>
</tr>
</tbody>
</table>

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

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

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

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

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

Essential Learnings
• Ways of Working
• Knowledge and Understanding

Assessable Elements
• Knowledge and Understanding
• Comprehending Texts
• Composing Tests
• Intercultural Competence
• Reflecting

Expectations and Homework
The study of a language is cumulative, i.e. new knowledge keeps building on what you already know. It is therefore important to keep revising old material. The key to success is to do a “small amount of study at regular intervals” – at least 15 minutes every day.
GERMAN
Key Learning Area – Languages other than English

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

Prerequisites
Students should have achieved at least a C or higher in Year 8 German.

Companion Subjects
Nil.

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

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
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</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>• Introductions /</td>
<td>• School /</td>
</tr>
<tr>
<td>• Personal Descriptions / Appearance /</td>
<td>• Animals / Pets /</td>
</tr>
<tr>
<td>• Leisure / Family / Times / Dates</td>
<td>• Festivals / Food / Mealtimes</td>
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</tbody>
</table>

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

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

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

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

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

Essential Learnings
• Ways of Working
• Knowledge and Understanding

Assessable Elements
• Knowledge and Understanding
• Comprehending Texts
• Composing Tests
• Intercultural Competence
• Reflecting

Expectations and Homework
The study of a language is cumulative, i.e. new knowledge keeps building on what you already know. It is therefore important to keep revising old material. The key to success is to do a “small amount of study at regular intervals” – at least 15 minutes every day.
The study of **Japanese** aims to give students a working knowledge of the language and an understanding of Japanese culture. The four macro skills of **reading**, **writing**, **listening** and **speaking** are equally emphasised throughout the four semesters. The emphasis is on intercultural and communicative competence, with students learning realistic language with authentic resources where possible.

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

**Companion Subjects**
Nil.

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

<table>
<thead>
<tr>
<th>Year 9</th>
<th>Year 10</th>
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</thead>
<tbody>
<tr>
<td>• Tourism and Sightseeing</td>
<td>• Off to School and Second Day</td>
</tr>
<tr>
<td>• Daily Life and Leisure Activities and Going for a Day Out</td>
<td>• Classes Begin and My School</td>
</tr>
<tr>
<td>• My Neighbourhood and Housing</td>
<td>• Telling Stories</td>
</tr>
<tr>
<td>• Let’s Celebrate!</td>
<td>• Health and Fitness</td>
</tr>
</tbody>
</table>

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

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

**Assessment**
Each semester, each macro skill, listening, speaking, reading and writing, are tested equally. There is one assessment item per skill each semester. Students may also be required to complete an assignment.

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

**Essential Learnings**
- Ways of Working
- Knowledge and Understanding

**Assessable Elements**
- Knowledge and Understanding
- Comprehending Texts
- Composing Tests
- Intercultural Competence
- Reflecting

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

The Advanced Academic Program is designed to stimulate and challenge academically able students through integrated studies in 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 syllabus strands 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:

a) gain at least High Achievement in Semester 1 of Year 8 in Extension English, Extension Maths, Science, History and Geography

b) 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:

<table>
<thead>
<tr>
<th>English &amp; Social Sciences</th>
<th>Maths/Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great People</td>
<td>Energy, Recycling and Toys</td>
</tr>
<tr>
<td>Literature Lovers</td>
<td>Cosmology</td>
</tr>
<tr>
<td>The Magic of Media</td>
<td>Genetics &amp; Ethics</td>
</tr>
<tr>
<td>Designing a Web Page</td>
<td>The Golden Ratio -1.618</td>
</tr>
<tr>
<td>Australian History</td>
<td>Fibonacci</td>
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<tr>
<td>Pearl Harbour</td>
<td>Making Light of Matter</td>
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<tr>
<td>Political Parties of Australia</td>
<td>The Brain</td>
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<td></td>
<td>Forensics</td>
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<td></td>
<td>The Material World</td>
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<td>Financial Literacy</td>
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<td></td>
<td>Angles on Triangles</td>
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</tbody>
</table>

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 (Brain Bee Challenge, Problem Solving Challenges, Literacy Olympics, Science & 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. Whilst access to a computer and the internet at home is not essential, it is definitely desirable.
WAVELL DEVELOPMENT PROGRAM
School Subject taken by all students for a half-lesson each week

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

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

The 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
- **Disability Awareness**
- **Mental Health Issues**

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 card, 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 school events
- **Human Relationships Education** – including a session by the School Nurse on Sexuality Education
- **Application for Tax File Numbers**

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

Underpinning this program are the Nine Values for Australian Schooling enunciated by the Australian Government:

- Care and Compassion
- Fair Go
- Honesty and Trustworthiness
- Respect
- Understanding, Tolerance and Inclusion
- Doing Your Best
- Freedom
- Integrity
- Responsibility
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 card, 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, various TAFE and private RTO providers, unions and the defence force.
- **Senior Schooling Day** – an opportunity for students to hear from Heads of Department regarding authority and authority registered 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 11 and 12 and future career goals (this takes place in Term 3).
Our school which opened in 1959 is named after Lord Wavell, an illustrious soldier who was Commander-in-Chief of the Middle East area until 1941.

The four Houses - Tobruk, Keren, Burma, Alamein - are named after places and battles associated with Lord Wavell.

SCHOOL MOTTO
ESSE QUAM VIDERI
"To be rather than to seem to be"

POSTAL ADDRESS:
P.O. Box 384, Nundah, Qld, 4012

MAIN ENTRANCE & VISITORS' CAR PARK:
Telopia Avenue, Wavell Heights.

TRADE ENTRANCE:
Brae Street, Wavell Heights.

TELEPHONE NUMBER: (07) 3350 0333
FAX: (07) 3350 0300

CENTRAL OFFICE HOURS:
8:00 am - 4:00 pm

GENERAL AIMS

Wavell High School aims to ....
- give each student a balanced education that assists as much as possible his/her mental, physical, social, aesthetic, and spiritual development;
- give each student satisfaction in learning, an urge to inquire, and a desire for further learning;
- provide an environment which is supportive and stimulating;
- co-operate with other learning agencies, and to develop meaningful relationships with them;
- evaluate our aims, curriculum, and achievements periodically. These aims are reflected in our school's curriculum, work programs, organizational patterns and student services.

INTELLECTUAL AIMS

Wavell High School will .....  
- ensure that each student can speak, listen, read, write, calculate and handle spatial ideas and numbers effectively, so that he/she can communicate and learn;
- develop in each student the ability to think in different ways, to find and analyse information needed to solve problems;
- help each student to combine new experiences with previous knowledge;
- help each student to acquire knowledge and an appreciation of our heritage, culture, institutions and way of life and a desire to maintain and contribute to these.

PERSONAL AIMS

Wavell High School will help each Student to ...
- understand himself/herself and develop self-respect;
- become emotionally mature and to grow in confidence;
- accept responsibility for his/her own actions;
- develop aesthetic appreciation and to enjoy and use leisure time purposefully;
- understand his/her physical capacities and to maintain a physical well-being necessary to meet the demands of work and leisure;
- be concerned for others, and develop an insight into their feelings and needs.

SOCIAL AIMS

Wavell High School will help each Student to ...
- understand the functioning of our society and become a responsible member of it.

VOCATIONAL AIMS

Wavell High School will help each Student to ...
- acquire useful study skills and work habits so that he/she is prepared for entry into the work force and later training;
- understand the importance of work and to take initial steps towards selecting and preparing for a vocation;
- increase occupational possibilities.