

CURRICULUM INFORMATION

YEAR 9, 2017 - YEAR 10, 2018

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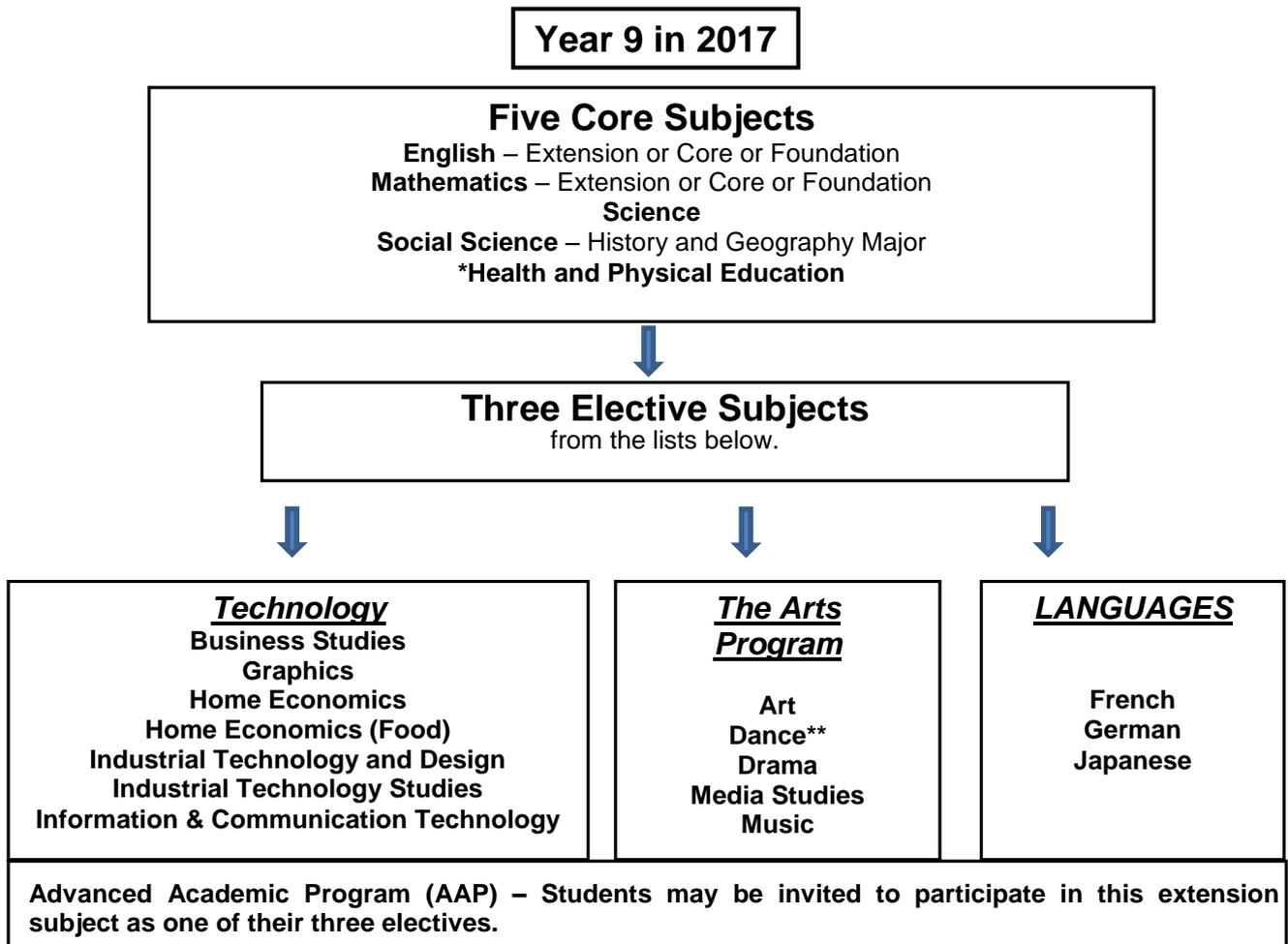
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INTRODUCTION AND OVERVIEW

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

Students in Year 9 in 2017 will take eight subjects, including three elective subjects. In Year 10 in 2018, students will take six subjects, including two elective subjects. In 2016 the Australian Curriculum was implemented in all learning areas.

The subjects to be taken by Year 9 students in 2017 are set out in the following diagram:



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

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

***Health and Physical Education** will be offered in several strands, including the general course, as well as Health and Movement and courses specialising in Netball and Rugby League.

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

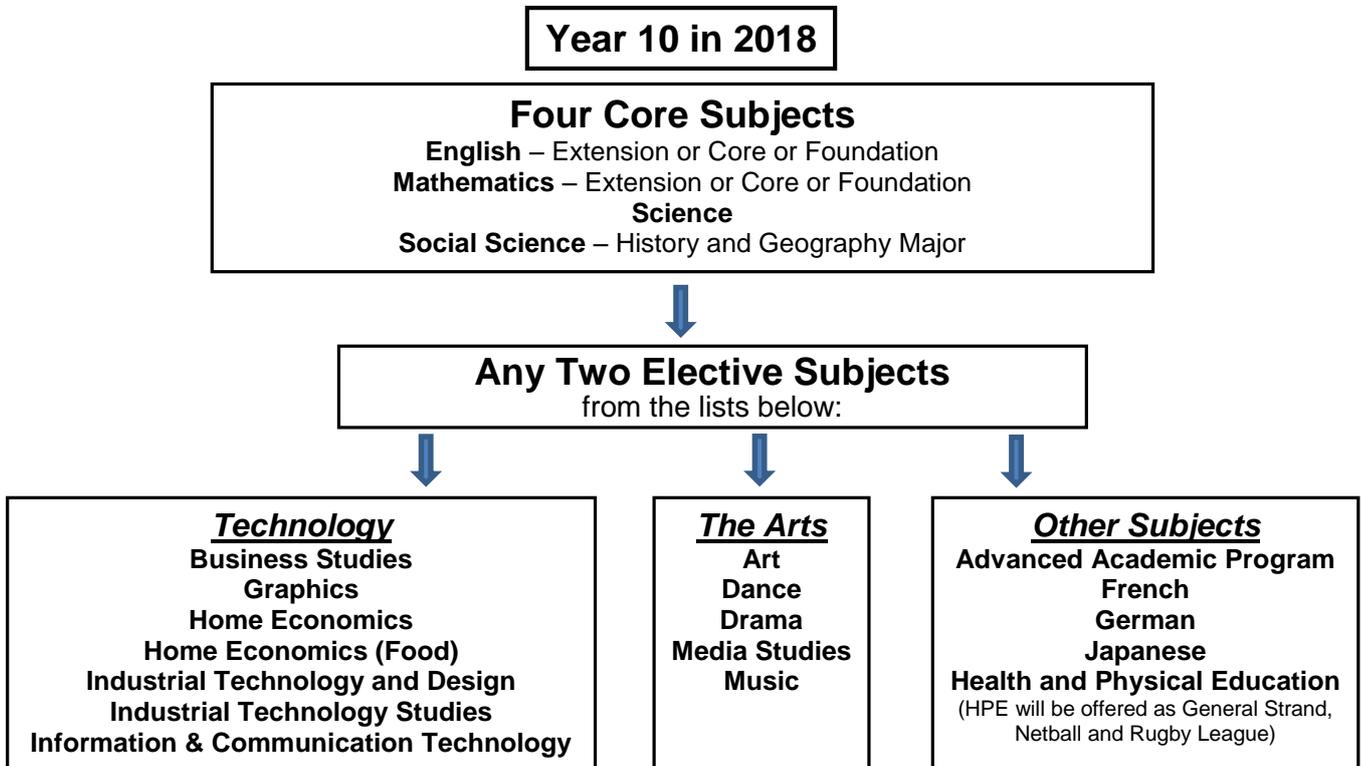
In Year 10 in 2018, students will have two options:

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 2018 are set out in the following diagram:



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

Subject Selection Process for students entering Year 9

1. A member of the Administration team speaks to Year 8 students about the subject selection process.
2. The Guidance Officer is available for consultation.
3. Heads of Department organise talks about each Year 9 subject.
4. Curriculum Information book is issued.
5. Parent Information Evening is held and Subject Selection details are distributed.
6. Subject Selections are submitted online through a student’s OneSchool account.
7. Heads of Department consult with students who appear to have made unwise choices.

CHOOSING SUBJECTS FOR YEARS 9 AND 10

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

1. PAST ACHIEVEMENT

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

2. AMBITION/CAREER PLANS

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

ACARA

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

Learning Areas:

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

COMPULSORY SCHOOLING

The Education Act of 2006 states that all young people must attend school until they are sixteen years of age or have completed Year 10, whichever comes first. This means that students must normally plan to stay at school until they have completed Year 10. Exemptions from compulsory schooling can only be made in exceptional circumstances. Parents need to apply to the school to organise this. Students cannot just stop attending school for any reason before the end of their compulsory schooling without obtaining an exemption.

OPTIONS AFTER YEAR 10

Compulsory Participation

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

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

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

Continuing Senior Schooling

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

Queensland Certificate of Education (QCE)

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

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

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

QCE Units

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

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

Subjects offered at school in Years 11 and 12

Currently the Queensland Curriculum and Assessment Authority (QCAA) is involved in reviewing senior syllabus documents and senior subjects to be studied in Queensland. Senior subjects offered at Wavell State High School in 2018 will be QCAA approved subjects and will provide a range of academic and vocational courses of study.

Year 12 students in 2019 who seek tertiary entrance after secondary school study has been completed will receive an Australian Tertiary Admission Rank (ATAR).

Student Resource Scheme

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

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.

Senior Subjects 2019 - 2020

Subjects on offer to students for senior study in 2019 will align with the new QCAA senior education system. Below is a list of Authority subjects currently offered to seniors along with prerequisites and helpful subjects:

CURRENT SENIOR SUBJECTS AND PRE-REQUISITES 2017 - 2018

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

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:

Authority-registered Subjects	YEARS 9/10 (Helpful Subject)
Dance in Practice (<i>Excellence Program</i>)	
Drama in Practice (<i>Excellence Program</i>)	Drama
Media Arts in Practice	Media Studies
Visual Arts in Practice	Art
Early Childhood Studies	
English Communication	
Furnishing Skills	Industrial Technology Studies Industrial Technology and Design
Hospitality Practices	Home Economics, Home Economics (Food)
Industrial Technology Skills	Industrial Technology Studies Industrial Technology and Design
Information and Communication Technology	
Prevocational Mathematics	
Recreation	
Social and Community Studies	Health & Physical Education

Vocational Education Certificate Courses

VET subjects require students to complete competencies towards nationally accredited certificate courses.

VET Courses	YEARS 9/10 (Helpful Subject)
Certificate I in Financial Services	
Certificate II in Engineering Pathways	
Certificate II in Horticulture	
Certificate II in Sport and Recreation - Rugby League Excellence	Health & Physical Education
Certificate III in Allied Health Assistance	
Certificate III in Business	Business Studies
Certificate III in Early Childhood Education and Care	
Certificate III in Sport and Recreation – General Strand	Health & Physical Education
Certificate III in Sport and Recreation – Netball Excellence	
Certificate IV in 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
This includes questionnaires dealing with skills, interests, values and personal style. These are used to produce a list of possible occupations.
- *Education Queensland Career Information:* <http://education.qld.gov.au/students/careers.html>
Includes links to other sites as well as to a number of information sheets written by Education Queensland Guidance Officers.
- *Job Outlook:* <http://jobsearch.gov.au/careers/joboutlook.aspx>
This site lists employment opportunities and a brief online career quiz to help identify what kinds of work you may be good at or enjoy doing.

ENGLISH

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.

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

Assessment

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

Expectations and Homework

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

Levies

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

MATHEMATICS

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

Mathematics is compulsory for all students in the Junior Curriculum.

Content

The Australian Curriculum in Mathematics is divided into three strands:

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

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

Proficiency

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

- Understanding
- Fluency
- Problem-solving
- Reasoning

Mathematics classes

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

The three levels of Mathematics (Extension, Core and Foundation) will continue in Years 8, 9 & 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

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

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

Prerequisites

There are no prerequisites for this subject.

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

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

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

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

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	
<i>History</i>	<ul style="list-style-type: none"> • Modern World Overview 1750-1918 • The Industrial Revolution • Making a Nation - Australia • World War I: 1914-1918
<i>History (with a Geography Major) and Foundation</i>	<p>History units (1 Semester)</p> <ul style="list-style-type: none"> • Modern World Overview 1750-1918 • The Industrial Revolution • Making a Nation - Australia • World War I: 1914-1918 <p>Geography units (1 Semester)</p> <ul style="list-style-type: none"> • Biomes and Food Security • Geographies of Interconnections

YEAR 10	
<i>History</i>	<ul style="list-style-type: none"> • Modern and Australia 1918-present (overview) • World War II: 1939-1945 • Rights and Freedoms 1945-present • The Globalising World - Migration Experiences 1945-present
<i>History (with a Geography Major) and Foundation</i>	<p>History units (1 Semester)</p> <ul style="list-style-type: none"> • Modern and Australia 1918-present (overview) • World War II: 1939-1945 • Rights and Freedoms 1945-present • The Globalising World – The Environment Movement 1960-now <p>Geography units (1 Semester)</p> <ul style="list-style-type: none"> • Environmental Change and Management • Geographies of Human Wellbeing

Assessment

Assessment for each semester usually consists of one research assignment/report, and two short response/source analysis exams.

Outcomes

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

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

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

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

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

- **GENERAL STRAND – Year 10 (HPE General)**
- **GENERAL STRANDS – Year 9 (either HPE General or Health and Movement)**
- **SPECIALIST STRANDS – Years 9 and 10 in Netball and Rugby League**

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

- make informed decisions about their own health and enhance personal development
- participate 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
- specialist strands in Netball and Rugby League have prerequisites in relation to behaviour, effort and attendance from the Year 8 Semester 2 report.

Incompatible Subjects

Students may choose only one subject from:

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

Content

Health and Physical Education is organised into 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, basketball 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, Harm Minimisation including Drug and Alcohol Education and Relationships, Sustainable Health Challenge, Body Systems, Sports Injuries.

Assessment

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

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

- **Written tasks** - eg. Exams, research reports, journals, PowerPoint presentations, pamphlets.
- **Physical tasks** - eg. Speed and accuracy of responses; performance of offensive and defensive strategies and general 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 – In Years 7 – 9, 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 \$140.00* and Year 10 \$170.00* which includes a 2 day camp. Year 9 Rugby League levy is \$150.00* and Year 10 \$175.00*. (Camps included).

* Approximate costs - TBA

HEALTH AND MOVEMENT

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

Context

This course will be delivered jointly by Home Economics, Health & 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.

Year 9 Health Studies

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

Year 9 Movement Studies

- Personal fitness and mastery of movement techniques.

Assessment

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

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

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

YEAR 9			
Semester	Unit	Topics	Assessment
1	'Marketing and Making Millions'	<ul style="list-style-type: none"> Marketing Entrepreneurs Developing a Business Plan Operating a Business Venture 	<ul style="list-style-type: none"> Assignment Group Project – Business Venture
2	'Balancing Act and Business Fundamentals'	<ul style="list-style-type: none"> Introduction to Accounting Human Resources Business Structures 	<ul style="list-style-type: none"> In-class test Assignment
YEAR 10			
Semester	Unit	Topics	Assessment
3	'Accounting Process and Business Enterprise'	<ul style="list-style-type: none"> Journals, Ledger and Trial Balance Developing a Business Plan Operating a Business Venture 	<ul style="list-style-type: none"> In-class test Assignment
4	'Global Business'	<ul style="list-style-type: none"> Financial Reports International Business 	<ul style="list-style-type: none"> In-class test Assignment

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 tests 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.

GRAPHICS

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

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.

Design and Technologies Content Band Descriptors:

- Knowledge and Understanding.
- Processes and Production Skills.

Prerequisites

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

Companion Subjects

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

Content

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

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.

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)

Home Economics (Food) is about learning in Design and Technologies and builds on concepts, skills and processes through **Knowledge and Understanding** and **Processes and Production skills**.

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

Students will:

- manage human and non-human resources.
- think critically and creatively to design and create solutions to practical challenges
- work collaboratively to address issues of personal and social significance such as food safety, preservation, preparation, how sensory perceptions influence the preparation of food solutions for healthy eating, ethical and sustainable production and marketing of food creations, fast foods and new food technologies just to name a few issues.

Design and Technologies Content Band Descriptors:

- Knowledge and Understanding
- Processes and Production Skills

Prerequisites:

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

Companion Subjects

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

Content

<i>Home Economics (Food)</i>	
YEAR 9	<ul style="list-style-type: none"> • Give Me the Facts. • Sweet Celebrations. • Fast Food. • New Food.
YEAR 10	<ul style="list-style-type: none"> • Eat Well, Live Well. • What's In? • East Meets West. • The Lure of the Aisles.

Assessment

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

Expectations and Homework

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

INDUSTRIAL TECHNOLOGY AND DESIGN

Design, Make, Appraise

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

- The design/make/appraise process
- Workplace Health and Safety
- Personal protective equipment
- Project surface finishing
- Hand and power tools and fixed machinery
- 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

Year 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

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

- Materials technology
- Project planning and processes
- Woodworking
- Metalworking
- Plastics
- Basic electrics / electronics
- Workplace Health and Safety including Personal Protective Equipment
- 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

Year 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 TECHNOLOGY

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

Prerequisites

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

Content

YEAR 9			
Semester	Unit	Topics	Assessment
1	'Games and Animations'	<ul style="list-style-type: none"> • Webpage Design and Development • Game Creation 	<ul style="list-style-type: none"> • Project – Webpage • Project – Game
2	'Games and Document Production'	<ul style="list-style-type: none"> • Digital Storybook • Animation • Desktop Publishing 	<ul style="list-style-type: none"> • Project – Digital Storybook • Folio
YEAR 10			
Semester	Unit	Topics	Assessment
3	'Making Movies and Expert Systems'	<ul style="list-style-type: none"> • Movie Maker • Audio • ES Builder 	<ul style="list-style-type: none"> • Project - Claymation • Project – ES Builder
4	'Database and Photoshop'	<ul style="list-style-type: none"> • Microsoft Access • Photo Editing • Social and Ethical Issues 	<ul style="list-style-type: none"> • Project – Database • Folio • Social & Ethical Assignment

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

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

Students need to have a C level of achievement in Years 7 or 8 Art before attempting Years 9 and 10. Students also need to have a C level of achievement in English or Social Science as an indicator of likely success in the theory component of this course.

Students may continue the subject through to Years 11 and 12 as 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 7 and 8.

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

Three dimensional work may include ceramics and sculpture.

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

Assessment

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.

A R T S

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. Students will keep a record of the creative process for each unit in a Visual Diary.

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

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

DANCE

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 -	<i>Introduction to Dance and Movement Popular Dance of the Youth Culture 1</i>	Semester 2 -	<i>Ballet Contemporary Dance 1</i>
YEAR 10			
Semester 3 -	<i>Popular Dance of the Youth Culture 2 Ritual and Cultural Dance</i>	Semester 4 -	<i>Musical Theatre Contemporary Dance 2</i>

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** – ¾ Length black dance pants with blue and white waistband and blue lycra singlet top with black and white 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.
- **Knee pads** – students will be required to purchase their own knee pads for jazz/contemporary units.

Levy

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

DRAMA

Drama is designed to promote students' awareness of the dynamic nature of 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 solid 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.

Content Includes

YEAR 9	Unit 1 – Unit 2 – Unit 3 – Unit 4 –	Improvisation Ritual, Movement and Mask Into Scripts Children's Theatre (includes performance at local primary school)
YEAR 10	Unit 1 – Unit 2 – Unit 3 – Unit 4 –	The Performer's Tools (Acting) Collage Drama (includes public Performance Evening) The World's Stage (Movement and Acting) Extension Study Australian Theatre (Performance)

Assessment

Drama is not a purely practical subject. Students will be given several opportunities to demonstrate a variety of 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; Presenting; Responding & Reflecting.

Expectations and Opportunities

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

The course may involve rehearsals and performances beyond the classroom. An excursion may be arranged to view live theatre and students will have the opportunity to see performances by professional actors such as "*Shake and Stir Theatre Company*". This may take place out of school time, or performing artists will visit and perform at school. Costs will be kept to a minimum. Any student studying Drama is guaranteed they will have fun while learning!

MEDIA STUDIES

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.
	Animation to Anime	Students explore technologies behind animation and the power of popular appeal. Students create their own animated short film.
	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'.
	Soap Opera	Students examine the soap opera genre to design and produce their own video.
	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

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

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

Prerequisites

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

Companion Subjects

Nil.

Content

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

YEAR 9	
1. Folk Music	Essentially a foundation unit in which basic musicianship is studied through a variety of different types of Folk Music from traditional to popular, including Australian Bush Bands and Folk Culture.
2. The History of Rock Music	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.
3. Movie Magic and Commercial Success	A study of the role of music in films and advertising. Students compose a jingle and study recent film scores.
YEAR 10	
1. Keyboard and the Songwriter	Students study music written for Keyboard Instruments from the 17 th Century to the present day. Students' skills in playing the keyboard are developed through practical means on classroom instruments.
2. Jazz	A survey of the different Jazz styles that evolved in the 20 th Century and the musical characteristics and social significance of each major Jazz style. 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

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:

	YEAR 9	YEAR 10
Semester 1	<ul style="list-style-type: none"> Tourism / Opinions / Eating Out / Shopping / Sightseeing / Types of Home / Descriptions / Facilities / Local Area / Directions / Questioning 	<ul style="list-style-type: none"> School / Family / Adverbs / Expressing Feelings / Comparisons / Locations / Directions / Daily Routine / Transport
Semester 2	<ul style="list-style-type: none"> Shopping (revisited) / Descriptions (extended) / Tenses / Souvenirs / Invitations / Responses / Festivals / Cultural Concepts 	<ul style="list-style-type: none"> Expressing Wishes / Inferential Reading / Obligation / Might (not) / Interests / Sport / Body Parts / Giving Instructions / Diet

Organisation

In Year 9, as for all elective subjects, French is taught for two x 70 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 x 70 minute lessons each week.

Assessment

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

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

Expectations and Homework

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

GERMAN

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:

	YEAR 9	YEAR 10
Semester 1	<ul style="list-style-type: none"> • Self-introductions • Hobbies and Family • School • Entertainment and German Films 	<ul style="list-style-type: none"> • Animals • Travel and directions • Festivals and Mealtimes Entertainment
Semester 2	<ul style="list-style-type: none"> • Clothing and personal descriptions • Food and Cuisine • Travel • Christmas and Celebrations 	<ul style="list-style-type: none"> • Going out and Weekends • Sport • Health • Shopping

Organisation

In Year 9, as for all elective subjects, German is taught for two x 70 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.

The Year 9 and 10 students participate in an excursion to the German Film Festival in May as part of the Entertainment unit in Semester 1.

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

Assessment

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

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

Expectations and Homework

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

JAPANESE

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:

YEAR 9	YEAR 10
<ul style="list-style-type: none"> • Tourism and Sightseeing • Daily Life and Leisure Activities and Going for a Day Out • My Neighbourhood and Housing • Let's Celebrate! 	<ul style="list-style-type: none"> • Off to School and Second Day • Classes Begin and My School • Telling Stories • Health and Fitness

Organisation

In Year 9, as for all elective subjects, Japanese is taught for two, 70 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.

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

The **Advanced Academic Program** is designed to stimulate and challenge academically able students through integrated studies from the learning areas of English and Social Science, Mathematics and Science. The course aims to foster a wide-ranging love of knowledge and to develop skills in research, analysis and presentation of information. Students who participate in this program should acquire an enhanced preparation for Senior Academic Subjects across the curriculum. The subject is organised into units that link the National Curriculum from core subjects. Learnings addressed will change each year, reflecting the interests and needs of students, together with the teacher strengths.

Prerequisites

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

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

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

Companion Subjects

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

Course Arrangements

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

Content

The course will seek to be responsive to recent developments and current concerns in the Humanities and Sciences. Many of the topics are multidisciplinary in nature and will require research skills, problem solving and presentation skills. An underlying premise of the course is that the curriculum will be negotiated, building on students' strengths and interests and involve some student decision making. Lessons include a balanced mixture of teacher instruction and guided student activities. There is an emphasis on high levels of knowledge, reasoning, analysis, problem solving and presentation. Use of Technology, including the internet, is a feature of the program. Course content may involve studies in some of the following topics:

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

Competitions

Students are encouraged to enter various competitions designed to extend and enrich the curriculum, such as the Australia-wide competitions in English, Geography, Mathematics, Science and Computing. AAP students are expected to enter other competitions which arise from time to time (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. Access to a computer and the internet (at home or at school) is essential.

WAVELL DEVELOPMENT PROGRAM

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

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

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

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

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

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

- **Academic Monitoring and Goal Setting** – a review of results on recent report 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 in school events.
- **Human Relationships Education** – including a session by the School Nurse on Sexuality Education.

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

This program is based on:

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

WAVELL DEVELOPMENT PROGRAM

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

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

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

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

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

The SET Plan involves:

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

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

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

The other activities involved in the program include:

- **Certificate I in Financial Services** – completion of a nationally recognised qualification that contributes two credit points towards the Queensland Certificate of Education (QCE).
- **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, TAFE and private Registered Training Organisation (RTO) providers, unions and the defence force.
- **Senior Schooling Day** – an opportunity for students to hear from Heads of Department regarding 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).