Curriculum Guide

Years 9 and 10
2026-2027

Empowering Learners. Empowering Futures.

Table of Contents

Overview 3
Year 9 3
Year 10 4
Wavell Access Program 5
Year 9 5
Year 10 6
Information to Consider 7
Choosing subjects for Years 9 and 10 7
Compulsory Schooling 7
Options after Year 10 8
Senior Assessment and Tertiary Entrance in Queensland 9
Core Subjects 10
English 10
Humanities and Social Science 12
Mathematics 14
Science 15
Elective Subjects – HPE & Sport 17
Health and Physical Education – General & Excellence 17
Health Education (Year 10 only) 18
Elective Subjects – Languages 19
French 19
German 20
Japanese 21
Elective Subjects – Technologies 22
Business and Accounting Studies 22
Design 23
Digital Technologies 24
Engineering 25
Food and Textiles Technology 26
Food Specialisations 27
Industrial Trade Skills 28
Elective Subjects – The Arts 29
Dance - Core 29
Dance - Excellence 31
Drama - Core 33
Drama – Excellence 35
Media Arts 37
Music - Core 39
Music - Accelerated 41
Visual Art 43

OVERVIEW

Year 9

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

All students in Years 7-10 will participate in a Sport lesson once a week for 70 minutes.

Students in Year 9 will take four subjects studied for the year and two electives per semester.

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

YEAR 9		
Four Core Subjects English – Extension or Core or Foundation Humanities and Social Science – History, Civics, Geography or Economics Mathematics – Extension or Core or Foundation Science		
Four Elective Subjects (Choose any four subjects from the lists below, two per Semester) (It is strongly recommended that students study Health & Physical Education)		
Technologies Business and Accounting Design Digital Technologies Engineering Food & Textiles Technology Food Specialisations Industrial Trade Skills	**The Arts** Dance Dance Excellence** Drama Drama Excellence** Media Arts Music (Core) Music (Accelerated)** Visual Arts	**HPE & Sport**** Health & Physical Education*** **Languages**** French German Japanese

**Enrolment in Dance Excellence & Drama Excellence is by satisfactory audition.
**Entry to Accelerated Music is upon satisfactory completion of Year 8 Music Excellence or by application/audition.
***Health and Physical Education will be offered in several strands, including the general course and Programs of Excellence in Netball and Rugby League.
****Languages and Programs of Excellence subjects are yearlong courses.

All Subjects will be allocated three 70-minute lessons per week. One lesson per week will be allocated to Sport and another lesson to Assembly and Access (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.

Subject Selection Process for students entering Year 9

1. Year 8 students are spoken to 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 will be 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.

Year 10

Students in Year 10 will take six subjects, including three elective subjects – studied for the year. Students will continue studying English, Mathematics and Science. Students will then choose three electives to study for the year.

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

Year 10				
Three Core Subjects English – Extension or Core or Foundation Mathematics – Extension or Core or Foundation Science				
Three Elective Subjects (Choose any three subjects from the lists below)				
Technologies * Business and Accounting * Design * Digital Technologies * Engineering * Food & Fibre Technology * Food Specialisations * Industrial Trade Skills	**The Arts** * Dance * Drama * Media Arts * Music (Core) * Music (Accelerated)* * Visual Arts	**Languages** French German Japanese	**Health & Physical Education** * Health & Physical Education (HPE) *General *Netball *Rugby League * Health	**Humanities & Social Science** * Humanities & Social Science (all strands) *History *Geography *Civics *Economics

* Entry to Accelerated Music is upon satisfactory competition of Year 9 Accelerated Music Excellence or by application/audition.

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 Access (a half lesson for each).

WAVELL ACCESS PROGRAM

Year 9

The Wavell Access Program (ACX) 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. ACX is conducted by each Form teacher with their Form Class for one lesson per week.

The Program in Years 9 and 10 supports the development of social and emotional skills and capabilities that promote life-long health and wellbeing.

The Year 9 and 10 Wavell Access Program focuses on a number of key curriculum issues. Units of work covered in this program may include:

- Study Skills
- An introduction to Career Development
- Mental Health and Resilience
- Respectful Relationships
- Conflict Resolution
- Drug Awareness
- Cyber Skills
- Job Application Skills

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

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

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

Year 10

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

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

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

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

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

The SET Plan involves:

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

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

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

The other activities involved in the program include:

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

INFORMATION TO CONSIDER

Choosing subjects for Years 9 and 10

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

1. Past Achievement

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

2. Ambition/Career Plans

As you progress towards Year 12, it is essential that you choose a course which assists you to achieve your goals. Remember that the compulsory study of English, Mathematics, Science and Studies of Society and Environment 'opens up' most career options. However, it is essential that you keep your options open and consider all factors before selecting your subjects. See page 5 for details about career advice, including lists of Internet websites.

3. Aptitude/Ability

You should consider your special strengths: e.g., 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 Subjects

Each subject makes specific and particular demands of students. Students will be required to:

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

Australian Curriculum

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

- English
- Mathematics
- Science
- Humanities and Social Science
- Health and Physical Education
- The Arts
- Languages
- Technology

Compulsory Schooling

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

Options after Year 10

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

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

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

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

Queensland Certificate of Education (QCE)

- Students commencing Year 11 work towards a school qualification, the Queensland Certificate of Education (QCE). To be eligible for a QCE students must:
- Obtain 20 units in the pattern determined by the Queensland Curriculum and Assessment Authority (QCAA).
- These units must be a 'C' or pass level or higher.
- Students must obtain a satisfactory level of literacy and numeracy.

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

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

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

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

Careers
It is quite normal for Year 9 and Year 10 students to have no definite career ambition since they become interested in different things at different times. However, it is important for them to explore their current career interests.
Career information is available from the School Guidance Officer and teachers, as well as parents, friends and employees in the areas of interest.

Internet sites with excellent career information include the following:

- My future: www.myfuture.edu.au

This includes questionnaires dealing with skills, interests, values and personal style. These are used to produce a list of possible occupations.

- Education Queensland Career Information: http://education.qld.gov.au/students/careers.html

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

- Job Outlook: http://jobsearch.gov.au/careers/joboutlook.aspx

This site lists employment opportunities and a brief online career quiz to help identify what kinds of work you may be good at or enjoy doing.

- Wavell State High School Careers Website: http://wavellstatehighcareers.com

Provides students with the latest information to help them make decisions about their future career and life beyond school. They can use this site to locate university or TAFE courses across Australia, get information on QCE and search for job vacancies. A link to this web page is also available on the Wavell State High school student home page.

Senior Assessment and Tertiary Entrance in Queensland

Curriculum and Assessment in Years 11 and 12

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

Senior Statement and QCE

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

Tertiary Entrance Statements and ATAR

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

Tertiary Entrance and QTAC

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

CORE SUBJECTS

English

English in Years 7, 8, 9 and 10 is informed by the Australian Curriculum. The Year 9 and 10 programs build on the foundations established in earlier studies. Each student's ability to compose and comprehend spoken and written English fluently, appropriately and effectively, for a wide range of personal and social purposes will continue to be developed and refined. English is a compulsory subject for all Year 9 and 10 students. Students will be given the opportunity to work at a level which focuses on their needs, interests and abilities. English is offered at three levels – Extension, Core and Foundation.

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

Overview - Year 9

Semester 1		Semester 2	
Unit 1: Speculative Fiction – Imagining the Future, Reflecting the Present	**Unit 2: Speak Out! – Analysing Voices in Media**	**Unit 3: Slam Dunk! – Exploring Poetry in Performance**	**Unit 4: Representations of People in Literature**
What if the future holds up a mirror to who we are now? In this unit, students explore a range of speculative fiction texts to examine imaginative responses to real-world ideas, themes and dilemmas that reflect the human experience.	The media shapes public conversation—what we say, how we say it, and who gets heard. In this unit, students analyse a variety of media texts, including advertisements, blogs, speeches and digital media, to understand how language is crafted to influence audiences and communicate messages about contemporary Australian issues.	Spoken word poetry gives voice to identity, culture and truth. In this unit, students engage with a range of performance poems to explore how poets use language, rhythm, and cultural expression to connect with audiences and share powerful messages.	The way people are represented in stories reveals what society values—and what it doesn't. In this unit, students read and analyse a literary text, such as a novel or play, to explore how individuals or groups are portrayed through characterisation, language choices and narrative perspective.

Overview - Year 10

Semester 1		Semester 2	
Unit 1 – Laughing for Change: Satire and Social Commentary	**Unit 2 – Representations in Literature: Writing with Insight**	**Unit 3 – Keep or Cancel the Bard? Debating Shakespeare's Relevance**	**Unit 4 – Re-imagining Film: Creating Stories That Matter**
Humour can challenge power, provoke thought, and spark change. In this unit, students explore how satire is used in modern media to comment on political and social issues, and they create their own satirical texts to reflect on the responsibilities of media creators.	Behind every character and plot is a message about people and power. In this unit, students study a novel and develop their analytical writing skills by examining how authors use characterisation, plot, language and theme to create complex representations.	Classics last for a reason—but should they still shape today's stories? In this unit, students study a Shakespearean play and explore its themes, values and language, before crafting a persuasive speech that argues for or against Shakespeare's place in modern society.	Great films make us feel—and think—through deliberate choices. In this unit, students analyse how filmmakers use visual and narrative techniques to shape audience responses, then reimagine the themes of the film in their own creative short story.

Assessment

Year 9 and 10 Assessment Types		
Short Responses	**Extended Responses**	**Examination**
Written, spoken/signed, multimodal	Written, spoken/signed, multimodal	Written
Examples may include: ▪ a response to interview question ▪ a panel discussion ▪ a reflection ▪ a digital creation	Examples may include: ▪ a narrative ▪ a performance ▪ a literary analysis ▪ a critical response ▪ an argument	Examples may include extended or short responses that are: ▪ a script ▪ a report ▪ a literary analysis ▪ a critical response ▪ an argument

Expectations and Homework

Students should be well-prepared for each lesson and maintain an accurate and clear notebook. Homework should flow from each English lesson and can involve longer-term preparation for assessment. Students should always consider wide reading as an essential component for success in this subject. 'Set' homework, including assignment work and reading, will average approximately two hours per week. A 'live performance' levy is collected through the Wavell Resource Hire Scheme to cover the cost of student attendance at plays and author talks.

Humanities and Social Science

The Humanities Faculty empowers learners to understand societies, events, movements and developments that have shaped the world. Our purpose is to create active, informed citizens who participate in society in a democratic and sustainable way.
Humanities promotes:

- social justice, equity, empathy and understanding of others.
- Informed, discerning citizens who can participate effectively in society.
- communication skills (writing & critical reading, development of logical arguments and debate)
- critical and creative thinking – questioning of accepted thinking and assumptions, logical analysis, supporting ideas with evidence; developing new ideas to improve society.

Overview - Year 9
Humanities is compulsory subject for all learners in Year 9. All students in Year 9 will study topics in History, Geography and Economics.

Semester One	Semester Two
Units studied: • The Industrial Revolution • World War I: 1914-1918 • Inter-war years 1918 - 1939 - Rise of Hitler • Outbreak of World War 2	*Units studied:* • Biomes and Food Security • Globalisation and the economics of Interconnections

Assessment

Semester One	Semester Two
Short response/source analysis exam.	Short response/source analysis exam
Research assignment/report	Research assignment/report

Expectations and Homework
Homework consists of questions, summaries, crosswords, document studies, comprehensions and revision of classwork. Set homework should average 30-45 minutes per week (Year 9) . Assignments require extra effort.

Overview – Year 10
Year 10 Humanities and Social Science exposes students to the senior subjects on offer in Year 11 and 12. Students will have the choice to study two strands and try two different senior disciplines.

- Strand A - Ancient History/Modern History and Legal Studies;
- Strand B – Economics and Geography.

Students will develop skills and be exposed to similar assessment techniques used in senior Humanities subjects. Students may choose to study Strand A and Strand B as two of their electives for the year. Although it is recommended to study Humanities in Year 10 before specialising in a Humanities subject in Year 11 and 12 it is not a pre-requisite for Humanities senior subjects.

Strand A	**Ancient/Modern History**
	• Topic 1: Ancient People and Societies • Topic 2: Forces of Change: Exploring the Modern Era
	Legal Studies
	• Topic 1: Crime and Punishment • Topic 2: Shaping justice - how laws are reformed
Strand B	**Economics**
	• Topic 1: Financial Economics • Topic 2: Economics of Inequality
	Geography
	• Topic 1: Environmental Change and Management • Topic 2: Global Patterns of health, well-being and disease

Assessment
Students will complete two assessment tasks in each Semester. These may include short response/response to stimulus, inquiry research tasks, field reports or a practical examining data and responses to inquiry topics.

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 (Year 10). Assignments require extra effort.

Pathways
The demand for Humanities graduates is high both in Australia and internationally. Humanities graduates go on to study fields, such as Legal Studies, Modern and Ancient History, Economics and Geography. These subjects lead to careers in journalism; law; research; economists, policy advising; foreign affairs; urban and environmental planning.

Mathematics

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

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

Overview – Year 9 Core Maths (sample)

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

Overview – Year 10 Core Maths (sample)

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

Assessment

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

Expectations and Homework

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

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

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

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

Science

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

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

Overview – Year 9

Semester One		Semester Two	
Biological Sciences Compare the role of body systems in regulating and coordinating the body's response to a stimulus, and describe the operation of a negative feedback mechanism. Describe the form and function of reproductive cells and organs in animals and plants, and analyse how the processes of sexual and asexual reproduction enable survival of the species.	**Chemical Sciences** Explain how the model of the atom changed following the discovery of electrons, protons and neutrons and describe how natural radioactive decay results in stable atoms. Model the rearrangement of atoms in chemical reactions using a range of representations, including word and simple balanced chemical equations, and use these to demonstrate the law of conservation of mass.	**Physical Sciences** Use wave and particle models to describe energy transfer through different mediums and examine the usefulness of each model for explaining phenomena. Apply the law of conservation of energy to analyse system efficiency in terms of energy inputs, outputs, transfers and transformations.	**Earth and Space Sciences** Represent the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth's spheres (the geosphere, biosphere, hydrosphere and atmosphere).

Overview – Year 10

Semester One		Semester Two	
Biological Sciences Explain the role of meiosis and mitosis and the function of chromosomes, DNA and genes in heredity and predict patterns of Mendelian inheritance . Use the theory of evolution by natural selection to explain past and present diversity and analyse the scientific evidence supporting the theory	**Chemical Sciences** Explain how the structure and properties of atoms relate to the organisation of the elements in the periodic table Identify patterns in synthesis, decomposition and displacement reactions and investigate the factors that affect reaction rates	**Physical Sciences** Newton's laws of motion describe the relationships between force, mass and acceleration of objects. They can also be used to predict motion of objects in a system.	**Earth and Space Sciences** Describe how the big bang theory models the origin and evolution of the universe and analyse the supporting evidence for the theory. Use models of energy flow between the geosphere, biosphere, hydrosphere and atmosphere to explain patterns of global climate change.

Assessment

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

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

Expectations and Homework

Safety is also an important consideration. Students must wear the correct footwear and use safety equipment as directed by their teachers and behave in a safe manner while in science classrooms. Students should be correctly prepared for each lesson by bringing the materials on the consumables list to each class. This includes a calculator.

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

ELECTIVE SUBJECTS
HPE & Sport

Health and Physical Education
General Strand
Programs of Excellence Strands in Netball & Rugby League

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

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

Incompatible Subjects
Students may choose only one subject from:

- HPE or Netball or Rugby League Program of Excellence.

Content
Health and Physical Education is organised into two components:

- Personal, Social and Community Health
- Movement and Physical Activity.

In addition, Programs of Excellence classes will study an additional topic on Athlete Development including Sport Psychology, Nutrition or Goal setting.

Overview – Year 9

Unit 1	Unit 2
Fitness Aquathlon	Wellbeing assignment Invasion games

Overview – Year 10

Semester One		Semester Two	
Lifestyle diseases Volleyball	Biomechanics Basketball	Fuel for performance Touch	Equity in sport Tennis/ badminton

Assessment

Year 9	Year 10
Fitness Assignment Aquathlon practical assessment Relationships assignment Invasion games practical assessment	Lifestyle diseases research report Biomechanics analysis folio Volleyball practical assessment Touch practical assessment
	Equity essay Fuel for performance exam Tennis practical assessment Basketball practical assessment

Expectations and Homework
Tasks are set regularly. Additionally, students are expected to work on assessment pieces outside of class time and practice skills from current practical units in their own time.

Students are expected to wear dress uniform to and from school each day except on Year Level Sports Day, Tuesday (Year 9) and Wednesday (Year 10). On days when practical lessons are scheduled, students are to change into sports uniform at the break before their lesson. They are then to change back into dress uniform at the break after the completion of the lesson.

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

Year 10 only

Health Education

Health Education gives students the knowledge and skills to:

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

Prerequisites

- Minimum **B** standard in Year 9 HPE and ENG
- Students may choose both Health and HPE in year 10

Content

Health Education will focus on personal, social and community health topics with an aim of improving the health of our communities. It provides students with a contextualised strengths-based inquiry of determinants that create and promote lifelong health, learning and active citizenship. Students define and understand broad health topics, which they reframe into specific contextualised health issues for further investigation. Health contains no practical assessment with all lessons being classroom based.

Overview – Year 10

Semester One	Semester Two
Homelessness	Body Image

Assessment

Semester One	Semester Two
Homelessness analytical essay	Body Image – investigation report
Homelessness booklet	Body Image – seen stimulus exam

Expectations and Homework

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

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

ELECTIVE SUBJECTS
Languages

French

The study of French aims to give students a deepening knowledge of the language and culture. The skills of communication and understanding continue to be equally developed throughout the four semesters. Students use French to initiate and sustain interactions. Students' knowledge is further developed through some textual analysis as we start to prepare students to address topics which have been chosen to link closely with the requirements of the Senior Syllabuses so that the Year 9 and 10 courses act as a solid foundation for senior learning. 21st Century skills such as Critical & Creative Thinking, Digital Literacy, Ethical Understanding, Intercultural Understanding, Literacy, Numeracy, and Personal/Social Capability underpin all the work that we do in French. As we grow into global citizens it is becoming more common that a bilingual or multilingual capability is valued in the workforce and useful for personal goals and travel.

Prerequisites
All learners who have achieved a 'C' or higher in Year 8 French are strongly encouraged to enrol in Year 9 and 10 French to deepen their competence in the language. Native or background speakers of French may enrol in Year 9 and 10 without prior study.

Overview – Year 9

Semester One	Semester Two
• Holidays – leisure activities/clothing • Camping – outdoor activities/weather	• Food and Ailments – ordering and paying for food/explaining illness and body parts • Transport and Shopping – buying a train ticket/transport options/buying things, price etc.

Overview – Year 10

Semester One	Semester Two
• Paris Landmarks and Culture – describing yourself and others/personality traits/planning activities and saying what you want to do • Talking about the past – using past tense/saying what you used to do/sharing memories and experiences	• Environment – world issues/protecting the environment/future events/chores and routines • School and beyond – education and career choices/study experience/preparing a CV and interviewing for a job

Assessment

Year 9	Year 10
Speaking & Writing	Short Response (Reading & Listening)
Reading & Listening	Combination Response (Writing and Speaking)
Speaking & Writing	Extended Response (Reading, Listening, Writing and Speaking)
Reading & Listening	Combination Response (Reading, Listening and Writing)

Expectations and Homework
As the study of a language is cumulative, that is, new knowledge builds on previous knowledge, it is important for language students to revise previously taught content. Students are expected to spend a good deal of time reading, revising and expanding their vocabulary. The key to success is to do a small amount of study at regular intervals: about 15-20 minutes every day is suggested.

A published workbook is required and will be available for purchase from the school. It covers both Years 9 and 10.

Excursions & Trips
Typically, students will participate in an excursion in Years 9 and/or 10, such as to the French Film Festival. We also offer Study Tours to France in alternate years which are open to students in Years 9-12 studying French. The next Tours are planned for 2026 and 2028.

German

The study of German aims to give students a deepening knowledge of the language and culture. The skills of communication and understanding continue to be equally developed throughout the four semesters. Students use German to initiate and sustain interactions. Students' knowledge is further developed through some textual analysis as we start to prepare students to address topics which have been chosen to link closely with the requirements of the Senior Syllabuses so that the Year 9 and 10 courses act as a solid foundation for senior learning. 21st Century skills such as Critical & Creative Thinking, Digital Literacy, Ethical Understanding, Intercultural Understanding, Literacy, Numeracy, and Personal/Social Capability underpin all the work that we do in German. As we grow into global citizens it is becoming more common that a bilingual or multilingual capability is valued in the workforce and useful for personal goals and travel.

Prerequisites
All learners who have achieved a 'C' or higher in Year 8 German are strongly encouraged to enrol in Year 9 and 10 German to deepen their competence in the language. Native or background speakers of German may enrol in Year 9 and 10 without prior study.

Overview – Year 9

Semester One	Semester Two
• I love holidays! • Are you a social media fan? • Stay healthy!	• School trips are great! • Going out

Overview – Year 10

Semester One	Semester Two
• Youth problems • Extreme sports • Social Media	• The Environment • Heimat • Germany Post-Reunification

Assessment

Year 9	Year 10
Speaking & Writing	Short Response (Reading & Listening)
Reading & Listening	Combination Response (Writing and Speaking)
Speaking & Writing	Extended Response (Reading, Listening, Writing and Speaking)
Reading & Listening	Combination Response (Reading, Listening and Writing)

Expectations and Homework
As the study of a language is cumulative, that is, new knowledge builds on previous knowledge, it is important for language students to revise previously taught content. Students are expected to spend a good deal of time reading, revising and expanding their vocabulary. The key to success is to do a small amount of study at regular intervals: about 15-20 minutes every day is suggested.

A published workbook is required for Year 9 and will be available for purchase from the school.

Excursions & Trips
Typically, students will participate in excursions and incursions in Years 9 and/or 10, such as to the German Film Festival. We also offer Study Tours to Germany in alternate years which are open to students in Years 9-12 studying German. The next Tours are planned for 2026 and 2028.

Japanese

The study of Japanese aims to give students a deepening knowledge of the language and culture. The skills of communication and understanding continue to be equally developed throughout the four semesters. Students use Japanese to initiate and sustain interactions. Students' knowledge is further developed through some textual analysis as we start to prepare students to address topics which have been chosen to link closely with the requirements of the Senior Syllabuses so that the Year 9 and 10 courses act as a solid foundation for senior learning. 21st Century skills such as Critical & Creative Thinking, Digital Literacy, Ethical Understanding, Intercultural Understanding, Literacy, Numeracy, and Personal/Social Capability underpin all the work that we do in Japanese. As we grow into global citizens it is becoming more common that a bilingual or multilingual capability is valued in the workforce and useful for personal goals and travel.

Prerequisites
All learners who have achieved a 'C' or higher in Year 8 Japanese are strongly encouraged to enrol in Year 9 and 10 Japanese to deepen their competence in the language. Native or background speakers of Japanese may enrol in Year 9 and 10 without prior study.

Overview – Year 9

Semester One	Semester Two
• Life stories • Is fast food a social issue?	• Where do you go shopping? • Entertainment

Overview – Year 10

Semester One	Semester Two
• Travel	• My Future • Friends and Leisure Activities

Assessment

Year 9	Year 10
Reading & Listening	Short Response (Reading & Listening)
Writing & Speaking	Combination Response (Writing and Speaking)
Reading & Writing	Extended Response (Reading, Listening, Writing and Speaking)
Listening, Reading & Speaking	Combination Response (Reading, Listening and Writing)

Expectations and Homework
As the study of a language is cumulative, that is, new knowledge builds on previous knowledge, it is important for language students to revise previously taught content. Students are expected to spend a good deal of time reading, revising and expanding their vocabulary. The key to success is to do a small amount of study at regular intervals: about 15-20 minutes every day is suggested.

A published workbook is required and will be available for purchase from the school. It covers both Years 9 and 10.

Excursions & Trips
Typically, students will participate in excursions and incursions in Years 9 and/or 10, such as a martial arts demonstration and a visit to a karaoke bar. We also offer Study Tours to Japan in alternate years which are open to students in Years 9-12 studying Japanese. The next Tours are planned for 2027 and 2029.

Business and Accounting Studies

A financially literate person has the ability to manage money and credit responsibly, the confidence to manage financial risks and has a positive attitude towards financial planning. Developing the skills to manage finances in a personal and business setting are essential life skills. Innovation and entrepreneurship come from people in all walks of life, but a great idea is nothing unless the entrepreneur has the business knowledge and understanding to get the idea into the marketplace. These are the learnings that Year 9 and 10 students will gain in Business and Accounting Studies.

This subject offers students a fun, interactive way to learn the skills necessary for the future. Students will develop business and accounting knowledge, understanding and skills in the strategies used to lead and manage a business with the opportunity to operate their own business venture.

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

Overview – Year 9

Term 1	Term 2
"Money Matters" • Personal Finance • Risk and Return • Business Finance • Introduction to Accounting	*'Mind Your Own Business'* • Marketing • Operations • Entrepreneurship • Operating a Business Venture

Overview – Year 10

Term 1	Term 2	Term 3	Term 4
Tracking Success: Accounting in Business	*Marketing; Tourism and Sport in Australia*	*Fundamentals of Finance: Accounting Basics*	*The Future of Business: HR and Operations*

Assessment

Year 9	Year 10
Examination	Project including examination Business Research Report
Project with individual and group work	Examination Examination

In year 10 students will be exposed to the skills and assessment techniques used in senior business and accounting subjects. By studying business and accounting in year 10 students are well prepared to choose these subjects in year 11.

Expectations and Homework
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. Homework may be set by the teacher and is expected to be completed by the student as requested.

Design

The study of Design provides students with opportunities to engage in creating quality design solutions for identified needs and opportunities across key contexts; industrial design, graphic design and built environment. Students consider the functional, economic, environmental and social impacts of technological changes on the world. The Australian Curriculum: Design actively engages students in exploring, analysing, developing, producing and evaluating design solutions. Students are required to apply empathy to understand different users' needs and provide design solutions appropriate to differing audiences. Students also understand how the choice and use of technologies contributes to a sustainable future.

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

Overview – Year 9

Unit 1
Experiencing Design • Design Skills • The Design Process

Overview – Year 10

Unit 2	Unit 3
Designing with Empathy • Human-Centred Design • Product, Services, Environments	*Circular Design* • Sustainable Design • Circular Economy

Assessment

Year 9	Year 10
Drawings & Sketches - Folio	Human Centred Design - Folio Examination – Design Challenge
Design Processes - Folio	Sustainable Design - Folio Examination – Design Challenge

Digital Technologies

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

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

Overview – Year 9

Unit 1	Unit 2
'Game Development' • Game Creation	*"Programming for the Future'* • General Programming Language

Overview – Year 10

Semester One	Semester Two
"Animation and Database' • 3D Animation • Database and SQL	*Programming 2 and Robotics'* • General Programming Language • Robotics • Social and Ethical Issues

Assessment

Year 9	Year 10
Project - Game	Project – 3D Modelling Project - Database
Examination - Programming	Examination – Programming Project - Robotics

Expectations and Homework
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. Homework may be set by the teacher and is expected to be completed by the student as requested.

Engineering

Engineering builds in lateral, creative solutions using a variety of mediums which will be utilised to create an environment where engineering problem solving processes are used in the practical application of science, technology, engineering and mathematics (STEM) knowledge, for student to work independently and collaboratively to solve simple, complex and open-ended problems.
The Australian Curriculum: Design and Technologies – Engineering is focused on how forces can be used. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions. Students need to understand how sustainable engineered products, services and environments can be designed and produced as resources diminish. Students will progressively develop knowledge and understanding of how engineering principles the behaviour and performance of designed engineering solutions.

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

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

Overview – Year 9

Unit 1
• Engineering in Motion • Experiencing Aerospace Engineering

Overview – Year 10

Unit 2	Unit 3
Civil Engineering • Engineering Statics • Experiencing Civil Engineering	*Mechanical Engineering* • Engineering Machines • Experiencing Mechanical Engineering

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

Year 9	Year 10
Examination – Engineering in Motion Aerospace Engineering Folio (Water Bottle Rocket)	Examination – Engineering Statics Civil Engineering Folio (Water Tower)
	Examination – Engineering Machines Mechanical Engineering Folio (Mouse Trap car)

Food and Textiles Technology

Food and Textiles Technology is a dynamic subject that is part of the Australian Curriculum: Design Technologies. It encourages creativity and innovation in designing nutritious food products, sustainable practices, textiles, and other materials. Students explore how technological advancements can improve production processes, enhance product quality, and address environmental and social issues. This subject equips students with essential knowledge and hands-on experiences such as practical skills, critical thinking, teamwork and problem solving that are increasingly valuable for participation in an evolving world.

Prerequisites
Students need to have achieved at least a 'C' level of achievement in Years 7 or 8 Food and Textiles Technology.

Companion Subjects
Students may take both Food & Textiles Technology and Food Specialisations.

Pathways
The knowledge and skills developed as a result of the study of this course will prepare students for further development into senior subjects such as Food and Nutrition, Hospitality Practices and Fashion.

Overview – Year 9

Unit 1	Unit 2
Food Specialisations, Food Production • Working in the kitchen	*Fibre Production* • Hoodwinked

Overview – Year 10

Semester One	Semester Two
Fibre Production • Wicked Solution • Be Creative	*Food Specialisations, Food Production* • A Multicultural Affair • Easy Entertaining

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

Year 9	Year 10
• Design Project – Hoodie • Written Exam – Food (Working in the Kitchen)	• Written Exam – Wicked Solutions • Design Project – Individual Garments • Written Exam – A Multicultural Affair • Project – Easy Entertaining

Expectations and Homework
The majority of work (including assessment) is completed in class time. Students will be expected to catch up for homework if they miss lessons for any reason. Students will be required to provide resources for take-home cookery and personal garments. Homework tasks are usually related to practical activities or design projects.

Food Specialisations

Food Specialisations as part of the Australian Curriculum - Design Technologies, encourages students to experiment with new foods and flavours and provides opportunities to research, design and create food products for specific purposes. Students will investigate and make judgements on how the principles of food safety, preparation, presentation and sensory perceptions influence the creation of nutritious food solutions. They will analyse factors – social and ethical, that impact on designed solutions for global preferred futures and apply design thinking as they develop a specialised food product. Both individual and group cooking experiences and a combination of theory and practical learning experiences, allow students to further develop their decision-making, personal interaction, problem solving and resource management skills.

Prerequisites
Students need to have achieved at least a 'C' level of achievement in Years 7 or 8 Food and Textiles Technology.

Companion Subjects
Students may take both Food & Textiles Technology and Food Specialisations.

Pathways
The knowledge and skills developed as a result of the study of this course will prepare students for further development into senior subjects such as Food and Nutrition, Hospitality Practices and Fashion.

Overview – Year 9

Unit 1	Unit 2
• Just Give me the Facts	• Good Food, Fast!

Overview – Year 10

Semester One	Semester Two
• Eat Well, Live Well • What's In?	• Cooking around the World • What's on the Menu?

Assessment

Year 9	Year 10
• Project • Written Exam	• Written Exam • Project • Written Exam • Project

Expectations and Homework
The majority of work (including assessment) is completed in class time. Students will be expected to catch up for homework if they miss lessons for any reason. Students will be required to provide resources for take-home cookery. Homework tasks are usually related to theory study for practical activities.

Industrial Trade Skills

Industrial Trade Skills is focused on a broad range of traditional, contemporary and emerging materials that typically involve extensive use of technologies. We live in and depend on the human-made environment for communication, housing, employment, medicine, recreation and transport; however, we also face increasing concerns related to sustainability. Students need to develop the confidence to make ethical and sustainable decisions about solutions and the processes used to make them. They can do this by learning about and working with materials and production processes. Students will progressively develop knowledge and understanding of the characteristics and properties of a range of materials in the development of products.

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

Overview – Year 9

Unit 1	Unit 2
Wood and Plastic Technologies • Shaping timber and plastic • Joint and carcase construction	*Metal Technologies* • Sheet metal projects • Fabricated projects

Overview – Year 10

Semester One	Semester Two
Furnishing and Construction Pathways • Furnishing project • Construction project	*Engineering Pathways* • Sheet metal projects • Fabricated projects

Assessment

Year 9	Year 10
• Wood Theoretical booklet • ·Practical Demonstration (Money Box) • ·Project (Pencil Case)	• Theoretical booklet • Practical Demonstration (Timber Carry All) • Project (Coffee Table)
• Metal Theoretical booklet • Practical Demonstration (Garden Fork) • Project (Metal Carry All)	• Theoretical booklet • Practical Demonstration (First Aid Box) • Project (Aluminium LED Lamp)

ELECTIVE SUBJECTS
The Arts

Dance - Core

Dance enables students to explore and experience a variety of dance styles and genres. Students are exposed to dance history through appreciation, whereby they develop the skills to analyse and evaluate their own and others' dance works. Students interested in studying Dance are not necessarily required to have previous dance experience. Collaboration, time management, spatial awareness and interpersonal communication are among the many skills that are transferable to other areas of study and are attributes of a highly skilled workforce. Students studying Dance have the opportunity to extend their knowledge and skills via extra-curricular opportunities. Further details regarding Arts extra-curricular activities are available on the school's website.

Prerequisites
It is recommended that students have demonstrated a 'C' or better in English, and have an interest in learning various dance styles and genres. Dance has both written and performance components.

Levy & Resources
*In Year 10, students are encouraged to purchase the official school dance uniform.
*All students studying Dance are required to pay a $100 annual Dance levy to assist in the provision of Dance costume hire, music, a professional workshop, equipment and copyright.
*Students involved in extra-curricular dance activities will be required to pay additional fees beyond this.

Overview – Year 9

Unit 1	Unit 2
Dancing through the Eras Students will explore the different dance styles throughout different decades and learn a teacher devised routine. Following, students will then complete a written exam where they analyse a dance work.	*Tik Tok Famous* Students will create a Commercial Jazz or Hip – Hop dance video clip. Students will then analyse and evaluate their film clip.

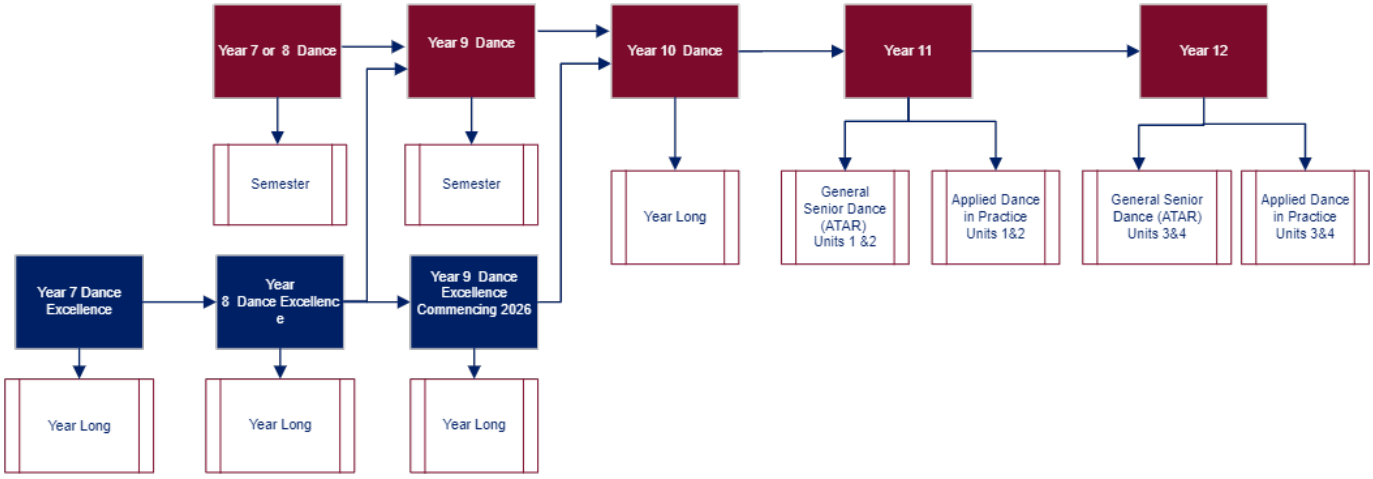
Overview – Year 10

Semester One	Semester Two
All That Jazz! Students will learn a Musical Theatre teacher devised routine. They will then create their own musical theatre routine with a written analysis and evaluation of their work.	*So, You Think You Can Contemporary?* Students will learn the fundamental techniques of Contemporary dance to choreograph and perform a routine. They will then analyse a Contemporary dance work.

Assessment

Year 9	Year 10
Making – Teacher-devised eras dance. Responding – Analysis exam. Making – Choreography of Commercial Jazz / Hip Hop. Responding – Analysis and evaluation of own work.	Making – teacher devised musical theatre routine. Making & responding – choreography of Musical Theatre routine with included analysis and evaluation of students' own work.
	Making – choreography and performance of a contemporary routine. Responding – Students will analyse a Contemporary dance work.

Pathways


Year 7 or 8 Dance
Year 9 Dance
Year 10 Dance
Year 11
Year 12
Semester
Semester
Year Long
General Senior Dance (ATAR) Units 1 &2
Applied Dance in Practice Units 1&2
General Senior Dance (ATAR) Units 3&4
Applied Dance in Practice Units 3&4
Year 7 Dance Excellence
Year 8 Dance Excellence
Year 9 Dance Excellence Commencing 2026
Year Long
Year Long
Year Long

Dance – Excellence

Dance Excellence is part the school's Programs of Excellence. It is a year-long course in Year 9 (2026) and 10 (2027). Students with established dance skills have the opportunity to extend beyond their current learning, refining their knowledge and understanding of Dance. Entry to Dance excellence is by application and audition. Collaboration, time management, spatial awareness and interpersonal communication are among the many skills that are transferable to other areas of study and are attributes of a highly skilled workforce.

Expectations and Opportunities
Assessment tasks include both practical and written tasks. Overall success in this subject depends upon satisfactory progress in both the written and practical components of the course. Students studying Dance have the opportunity to extend their knowledge and skills in the areas of performance, as well as backstage, audio and lighting via student technical crew extra-curricular opportunities. Further details regarding Arts extra-curricular activities are available on the school's website.

Levy & Resources
*Student are encouraged to purchase the official school dance uniform.
*All students studying Dance Excellence are required to pay a $200 annual Dance levy to assist in the provision of Dance costume hire, music, a professional workshop, equipment and copyright.
*Students involved in extra-curricular dance activities will be required to pay additional fees beyond this.

Overview – Year A

Unit 1	Unit 2
Dance for the Stage Students will be exposed to various dance styles and genres to refine their technical skills. Students will learn and choreograph routines for various performance opportunities including eisteddfods.	*Influence* Students will investigate the social and cultural influences that shape dance across time and place. They will explore various dance trends and how these reflect the social climate of their era, while also developing an appreciation for the role of dance in diverse cultures around the world.

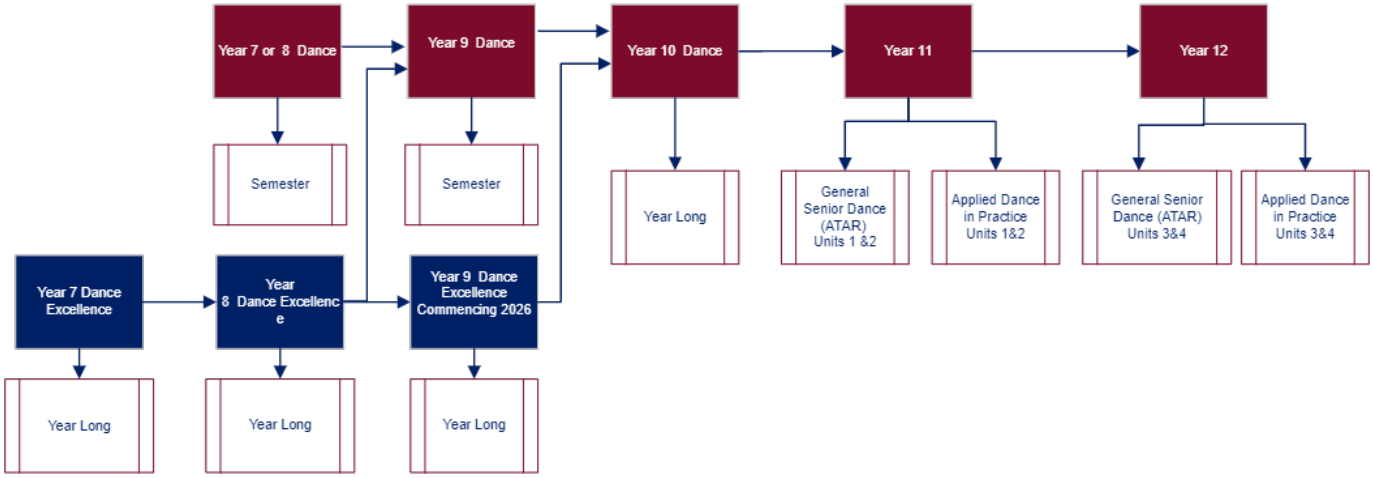
Overview – Year B

Unit 1	Unit 2
Tell Me a Story Students will explore how dance can be used as a powerful storytelling tool. They will investigate the expressive qualities of musical theatre before transitioning into contemporary dance, analysing how movement, emotion, and performance elements combine to communicate meaning and narrative.	*Dance in the Community* Students will explore the role of dance within communities and how it can be used to connect, celebrate, and inspire. They will investigate community-based dance practices and consider how dance can be used as a tool for social impact. Students will also develop foundational skills in teaching and leading dance activities, preparing them to choreograph and deliver routines in real-world community or peer settings.

Assessment

Year A	Year B
Unit 1 Making – Performance Making - Choreography Unit 2 Making - Performance Making - Choreography Responding – Dance analysis	Unit 1 Making – Musical Theatre performance Responding – Analysis exam Making – Contemporary choreography Unit 2 Making – Community dance choreography Responding – Analysis and evaluation on community dance

Pathways


Year 7 or 8 Dance
Year 9 Dance
Year 10 Dance
Year 11
Year 12
Semester
Semester
Year Long
General Senior Dance (ATAR) Units 1 &2
Applied Dance in Practice Units 1&2
General Senior Dance (ATAR) Units 3&4
Applied Dance in Practice Units 3&4
Year 7 Dance Excellence
Year 8 Dance Excellence
Year 9 Dance Excellence Commencing 2026
Year Long
Year Long
Year Long

Drama – Core

Drama is designed to promote students' awareness of the dynamic nature of acting, enabling them to investigate and experiment within dramatic forms, while developing their own creativity and dramatic skills. Students interested in studying Drama are not required to have previous drama experience. Creativity, teamwork, critical thinking and problem solving, are among the many skills that are transferable to other areas of study and are qualities of a highly skilled workforce.

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

Expectations and Opportunities
Success in Drama requires cooperation and students to be a team player. The course may include rehearsals outside the classroom for public performances. Students can develop skills in performance and stage management both in class and through participation in extracurricular activities. More details are on the school's website. Students will also view live theatre and participate in industry-specific workshops. Wavell Drama has a strong connection with Shake and Stir Theatre Company and Queensland Conservatorium Griffith University – both in delivering live performances to students and in working closely with student actors in short and long-term theatre residencies. Students may present their work publicly and collaborate with local primary schools and other Arts areas at Wavell SHS.

Levy & Resources
*All students studying Drama require theatre blacks for assessment.
*Live theatre excursions may incur a small cost to students.

Overview – Year 9

Unit 1	Unit 2
Let's Act! Students develop acting skills that foster imaginative exploration and development.	*Sparkling Stars!* Students develop a comprehensive understanding of Children's Theatre and will perform for Prep – Year 3 students at local primary schools.

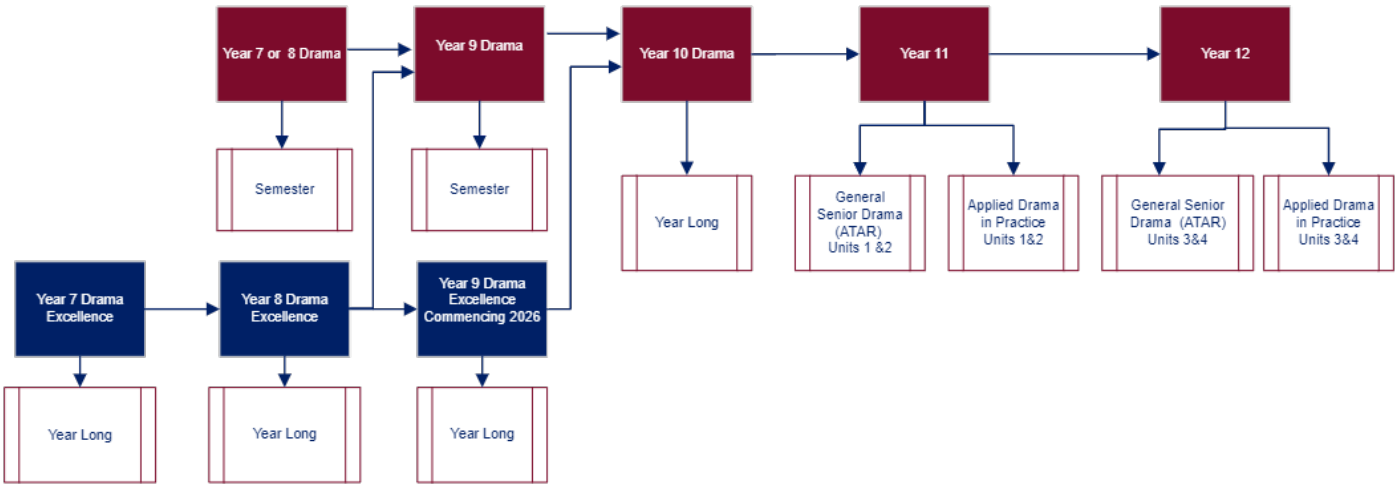
Overview – Year 10

Unit 1	Unit 2
Enchanted Realms: Introduction to Realism and Magic Realism Students receive an introduction to Realism and Magic Realism and Acting for the stage, using the Stanislavski's Method. Students implement these techniques through script analysis, and developing characters and stagecraft through practical acting workshops, culminating in an in-class performance.	*Physicality Unleashed: Introduction to Physical Theatre* Students develop skills in Physical Theatre, workshopping techniques from Suzuki, Laban, Lacoq and Viewpoints, and apply these techniques to Classical Theatre pieces. Students implement these techniques by developing a directorial vision and devising a group performance based on a piece of Classical Text e.g., Shakespeare.
Unit 3	**Unit 4**
The Contemporary Critic: Introduction to Creative and Critical Reflection Students respond in an analytical essay to a public performance.	*Sharing Stories: Introduction to Collage Drama & Contemporary Devised Theatre* Students develop an understanding of political theatre and the techniques of contemporary practitioners. Students work collaboratively to develop a contemporary performance for the public. can bring people together across age, culture offering them a strong sense of belonging and connection.

Assessment

Year 9	Year 10
Unit 1 Making – Scripted Performance Responding – Elements of Drama Short response Unit 2 Making – Public Performance and Script Writing	Unit 1 Making – Performance Responding – Short response Unit 2 Making & Responding – Physical Theatre Project - Directorial Vision Unit 3: Responding – Live Theatre Analysis Unit 4 Making – Student devised Collage Drama Project (Script Writing & Performance)

Pathways



Drama – Excellence

Drama Excellence is part the school's Programs of Excellence. It is a year-long course in Year 9 (2026) and 10 (2027). Students with established Drama skills can extend their knowledge and understanding of Drama. Entry to Drama Excellence is by application and audition if you are new to the course. Collaboration, teamwork, and interpersonal communication are among the many skills that are transferable to other areas of study and are attributes of a highly skilled workforce.

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

Expectations and Opportunities
Success in Drama requires cooperation and students to be a team player. The course may include rehearsals outside the classroom for public performances. Students can develop skills in performance and stage management both in class and through participation in extracurricular activities. More details are on the school's website.

Students will also view live theatre and participate in workshops by Arts professionals. Wavell Drama has a strong connection with Shake and Stir Theatre Company and Queensland Conservatorium Griffith University – both in delivering live performances to students and in working closely with student actors in short and long-term theatre residencies. Students may present their work to the school and wider community and share their work with local primary schools and other Arts areas at Wavell SHS.

Levy & Resources
A $100 levy will be charged for this subject
*All students studying Drama require theatre blacks for assessment.
*Live theatre excursions may incur a small cost to students.

Overview – Year A

Unit 1	Unit 2
Let's Act! Students develop acting skills that foster imaginative exploration and development.	*Let's Laugh!* Students explore different forms of comedy and will showcase their skills in a performance.
Unit 3	**Unit 4**
Let's Entertain! Students develop group and creative skills to form a Youth Theatre performance for the school community.	*Sparkling Stars!* Students develop a comprehensive understanding of Children's Theatre and will perform for Prep – Year 3 students at local primary schools.

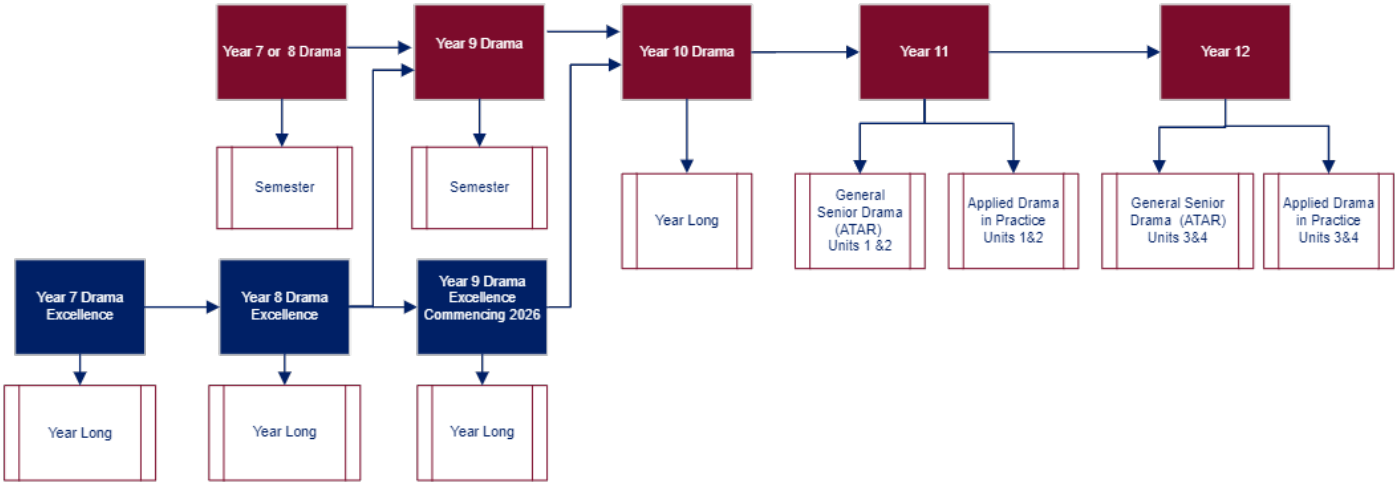
Overview – Year B

Unit 1	Unit 2
Drama is a Mirror to Life Students develop performance skills to share stories of real people throughout history and the lives they lived, bringing their voices and stories to life.	*Taking Drama to the Street* Students develop an understanding of how drama shapes our existence, and it is through sharing with others that we become better connected with our school, local and wider community, and ultimately ourselves,

Assessment

Year A	Year B
Unit 1 Making – Performance Responding – Actor's Workbook Unit 2 Making – Performance Unit 3 Making = Performance Unit 4 Making – Performance Responding – Analysis and Evaluation	Unit 1 Making – Script Responding – Analysis Exam Making – Performance Unit 2 Making – Directorial Concept Making – Performance

Pathways



Media Arts

Media Arts focuses on students producing and responding to meaning in media texts. Students develop knowledge and understanding of five key media concepts: media languages, technologies, audiences, institutions and representations. The course deepens a student's understanding of the influence and enjoyment provided by the media. Media Arts students have the opportunity to work individually and collaboratively to effectively realise learning experiences and develop skills in the areas of production, design, analysis and evaluation of media works. Creativity, teamwork, critical thinking and problem solving, are among the many skills that are transferable to other areas of study and are attributes of a highly skilled workforce.

Expectations and Opportunities
Media Arts students have the opportunity to work individually and collaboratively to effectively realise learning experiences and develop skills in the areas of production, design, analysis and evaluation of media works. Media Arts students have the option to participate in projects that are devised annually, including activities such as designing graphics for school productions, marketing materials for events, and filming/photography of events. Opportunities are advertised to Media Arts students as they become available.

Media Arts students have the opportunity to attend exhibitions/installations and/or and engage in industry specific workshops with practising artists. Students work with Senior Media Arts in Practice, Drama Excellence students and professional actors for filming productions. To enable industry specific learning experiences, students who study Media Arts have the opportunity to present/exhibit works in a public forum, such as Wavell SHS's Arts Fest event, and may also have opportunities to extend their learning and skills through collaboration with local primary schools and other Arts areas at Wavell SHS.

Levy & Resources
*Personal SD card of at least 32BG for use in camera equipment.

Overview – Year 9

Units 1 and 2
Content Creators In this unit students will investigate and analyse current YouTube content creators and evaluate how media arts are used to celebrate and challenge perspectives of Australian identity. Students will then use pre-production planning for a YouTube Kids channel idea. Students will plan and produce an episode of their channel targeted to a G rated audience. Following filming, students will use post-production skills and technologies to edit their production. The production will focus on sound and how media artists can tell their story through the use of diegetic sound, soundscapes, recorded sound and foley.

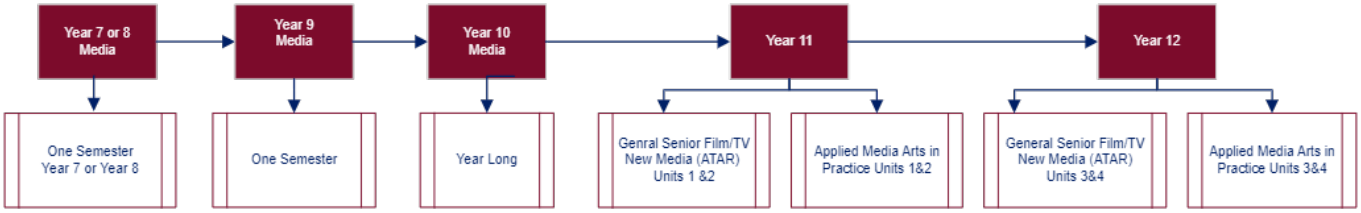
Overview – Year 10

Semester One	Semester Two
Film 101 Students develop analytical skills and create a vodcast, critiquing a narrative in a chosen film. Students will develop practical skills in audio recording and manipulation, whilst learning and implementing editing skills to create a vodcast.	*Vox Populi* Students will create a short video that makes a social comment on a political, social, environmental or ethical issue that is relevant to a youth audience. Students will implement their semester 1 technical learning in this task.

Assessment

Year 9	Year 10
• Exploring and Responding – Analysis Exam • Developing Practices and Skills – Sound Library Portfolio • Creating and Making – Pre-production, production and editing of short form video • Presenting and Performing – Screening of production	• Exploring and Responding – Vodcast Portfolio • Developing Practices and Skills – Short Film Portfolio • Creating and Making- Short Film Portfolio • Presenting and Performing- Vodcast Portfolio

Pathways


Year 7 or 8 Media
Year 9 Media
Year 10 Media
Year 11
Year 12
One Semester Year 7 or Year 8
One Semester
Year Long
Genral Senior Film/TV New Media (ATAR) Units 1 &2
Applied Media Arts in Practice Units 1&2
General Senior Film/TV New Media (ATAR) Units 3&4
Applied Media Arts in Practice Units 3&4

Music - Core

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. Creativity, teamwork, critical thinking and problem solving, are among the many skills that are transferable to other areas of study and are attributes of a highly skilled workforce.

Prerequisites
Students must have good listening skills and a commitment to be involved in all aspects of the course. Established music skills and knowledge are advantageous, but not mandatory as the course provides opportunities to develop music skills.

Expectations and Opportunities
Students have the opportunity to work individually collaboratively to effectively realise music learning experiences and develop skills in the areas of performance (instrument and/or voice), composing/music production, and analysing and evaluating music works. Music students have the opportunity to view live theatre performances and engage in industry specific workshops with practising artists. Students studying Music have the option to participate in the school's extensive range of instrumental, contemporary music and vocal ensembles and programs. Students may also be interested in extending their knowledge and skills in the areas of backstage, audio and lighting via student technical crew opportunities. Further details regarding Arts extra-curricular activities are available on the school's website.

Levy & Resources
*All student studying Year 9 Core Music are required to pay a $50 annual levy to assist with provision of equipment and copyright.
*Excursions/workshops for Year 9 Core Music may incur a small cost to students.
*All students studying Year 10 Core Music are required to pay a $100.00 annual Music levy to assist in the provision of a professional workshop, equipment and copyright.
*Students involved in extra-curricular Arts activities will be required to pay additional fees beyond this.
*Own instrument (if relevant).

Overview – Year 9

Unit 1	Unit 2
Music that makes an impact Perform, analyse and evaluate music that has made impact on society through the ages.	*Music Production and Marketing* Compose a piece of music for visual or radio commercial.

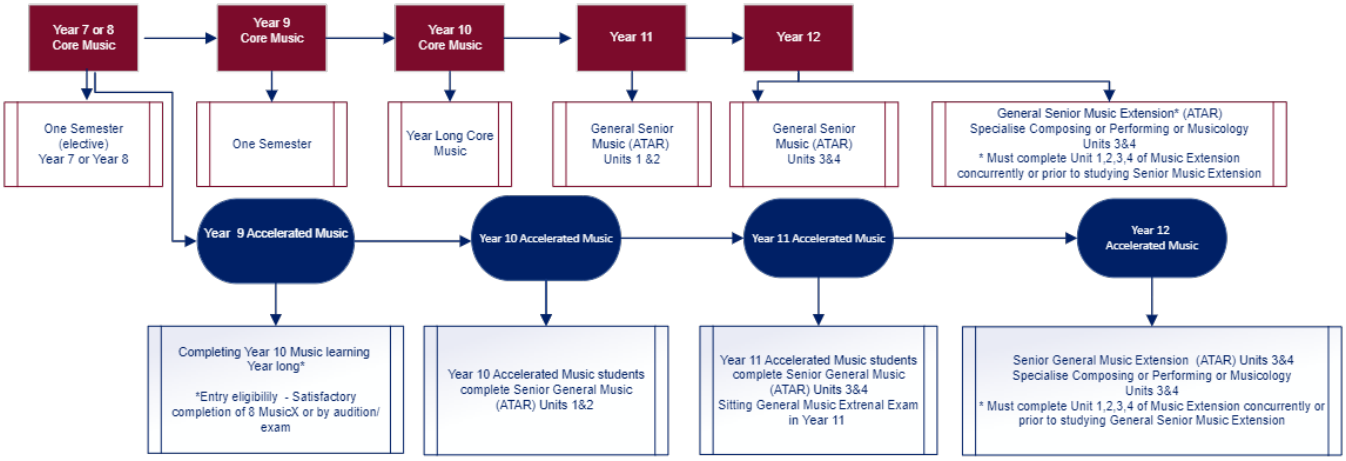
Overview – Year 10

Semester One	Semester Two
Jazz Perform, compose, analyse and evaluate Music from various sub genres of Jazz.	*Lights, Camera, Action!* Students perform, compose, analyse and evaluate to music for Film.

Assessment

Year 9	Year 10
Making/Responding - Performance and performance statement	Making/Responding – Project - Jazz ensemble performance, individual composition, statement of compositional intent and multimodal research task.
Making/Responding - Composing task and compositional statement of intent Responding - Written Exam.	Making – Performance of music connected to film, television and video games Responding – Written Exam Making/Responding – Film soundtrack composition and written compositional statement of intent

Pathways



Music - Accelerated

Accelerated Music is designed to extend and enrich students who have established music skills and are committed to progressing in the areas of performance, composing and analysis of music at an accelerated pace. Students who enrol in accelerated Music will complete Year 10 level music learning by the end of Year 9, General Senior Music by the end of Year 11 and focus on General Senior Music Extension in Year 12.

Prerequisites
Year 8 Music Excellence students receive automatic entry with success criteria of B achievement standard and satisfactory effort, behaviour and homework by end of semester one, which is to be maintained in semester two or enrolment in the accelerated course may be subject to review.

Students not currently enrolled in 8 Music Excellence (for Year 9 accelerated entry) or Year 9 Core Music (for Year 10 accelerated entry in 2026) may apply for accelerated Music in Year 9 or 10 (2026) via successful completion of audition/entrance exam. All students must be able to demonstrate satisfactory levels of effort, behaviour and homework in English and/or another recent Arts subject.

Expectations and Opportunities
Students have the opportunity to work individually collaboratively to effectively realise music learning experiences and develop skills in the areas of performance (instrument and/or voice), composing/music production, and analysing and evaluating music works. Music students have the opportunity to view live theatre performances and engage in industry specific workshops with practising artists. Creativity, teamwork, critical thinking and problem solving, are among the many skills that are transferable to other areas of study and are attributes of a highly skilled workforce.

Students studying Music have the option to participate in the school's extensive range of instrumental, contemporary music and vocal ensembles and programs. Students may also be interested in extending their knowledge and skills in the areas of backstage, audio and lighting via student technical crew opportunities. Further details regarding Arts extra-curricular activities are available on the school's website.

Levy & Resources
*All students studying Accelerated Music are required to pay a $100.00 annual levy to assist in the provision a professional workshop, equipment and copyright.
*Students involved in extra-curricular Arts activities will be required to pay additional fees beyond this.
*Own instrument (if relevant).

Overview – Year 9

Semester One	Semester Two
Lights, Camera, Action! Students perform, compose and respond to music for film, television and video games.	*Jazz* Perform, compose and respond to music from various sub genres of Jazz.

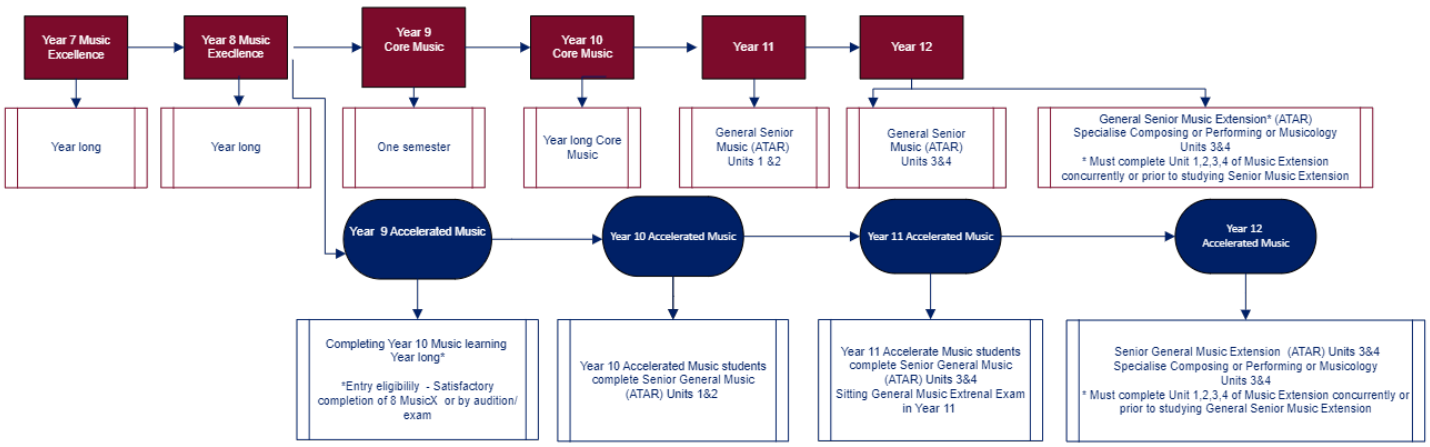
Overview – Year 10 (Available from 2026)

Semester One	Semester Two
General Senior Music (ATAR) *Designs* Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	General Senior Music (ATAR) *Identities* Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?

Assessment

Year 9	Year 10
Making – Performance of music connected to film, television and video games Responding – Written Exam Making and Responding – Film soundtrack composition and written compositional statement of intent	FIA1 – Performance and performance statement FIA2 – Composition and statement of compositional intent
Making and Responding – Project - Jazz ensemble performance, individual composition, statement of compositional intent and multimodal research task.	FIA3 – Project - Performance or composition, statement and musicology (analysis and evaluation of music works) FEA – Response to stimulus written exam

Pathways



Visual Art

Visual Art aims to produce students who are visually literate and can make sense of an increasingly visual world. It also seeks to give a practical outlet in the expression of ideas and concepts in an individual visual form. Creativity, teamwork, critical thinking and problem solving, are among the many skills that are transferable to other areas of study and are attributes of a highly skilled workforce.

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

Expectations and Opportunities
Students have the opportunity to exhibit their creations to the school community, to enhance their learning experience through the display of artworks to an audience. Visual Art students may have the opportunity to attend exhibitions/installations and/or and engage in industry specific workshops with practising artists. Creativity, teamwork, critical thinking and problem solving, are among the many skills that are transferable to other areas of study and are attributes of a highly skilled workforce.

Levy & Resources
*Year 9 students will be charged a levy of $20 for the semester, as students will use an array of specialised art materials and equipment. This includes the required Visual Diary for each year.
*Year 10 students will be charged a levy of $30 for the year, as students will use an array of specialised art materials and equipment. This includes the required Visual Diary for each year.

Overview – Year 9

Unit 1
The Human World From the people we know to the places we love; this unit invites students to explore what makes us human through art. Using a variety of materials and techniques, students will learn how to render the human form to explore themes associated with identity, relationships and our connection to place.

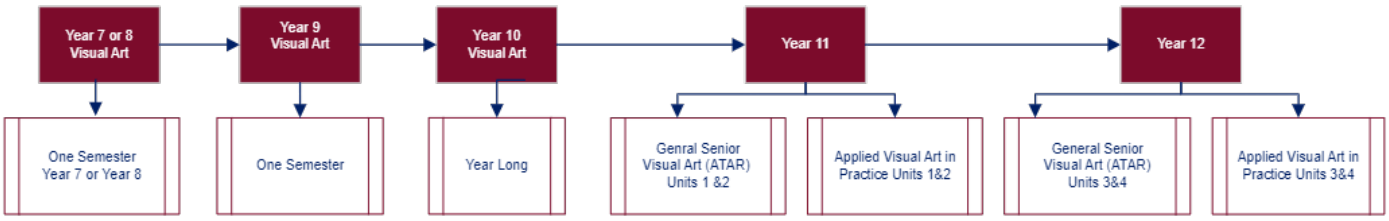
Overview – Year 10

Semester One	Semester Two
The Art of Storytelling Stories have the power to transport us to magical worlds, teach valuable lessons, and connect us across cultures and time. In this unit, students will explore the power of storytelling in art and its role in shaping culture and identity. Students will experiment with a range of media and techniques to create a practical folio that focuses on narrative art, mythology, folklore, and fairy tales.	*Speculative Futures* What will the world look like in 50 years? Will we live underwater, upload our memories, or grow cities from plants? In Speculative Futures, students will dive into the world of future-thinking through art. From utopias to dystopias, robots to climate shifts, this unit invites students to imagine the possibilities — and make them visual. Using time-based and new media forms, students will experiment with ways to bring future visions to life.

Assessment

Year 9	Year 10
Making – Practical Folio Responding – Written Task	Making – Practical Folio Responding – Written Task
	Making – Practical Folio Responding – Written Task

Pathways


Year 7 or 8 Visual Art
Year 9 Visual Art
Year 10 Visual Art
Year 11
Year 12
One Semester Year 7 or Year 8
One Semester
Year Long
Genral Senior Visual Art (ATAR) Units 1 &2
Applied Visual Art in Practice Units 1&2
General Senior Visual Art (ATAR) Units 3&4
Applied Visual Art in Practice Units 3&4