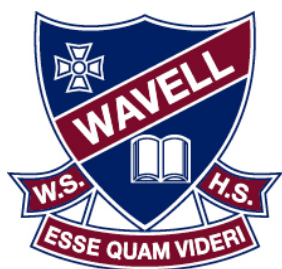


# Curriculum Guide

Years 7 and 8

2026-2027



Empowering Learners. Empowering Futures.

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## OVERVIEW

### Year 7

Years 7 and 8 provide students with opportunities to develop their knowledge of core subjects while also pursuing studies in areas of particular interest.

**Students in Year 7 will take six subjects, including two elective subjects.**

**The subjects to be taken by Year 7 students are set out in the following table:**

| YEAR 7  |  |
|---|--|
| <u>Five Core Subjects</u><br>English – Extension or Core or Foundation<br>Humanities and Social Science – History or Geography<br>Mathematics – Extension or Core or Foundation<br>Science<br>Health and Physical Education (one Semester)<br>Languages – French, German or Japanese (one Semester) |  |
| <u>Two Elective Subjects</u><br>(Two subjects from the lists below: one Technologies, one Arts, one per Semester)   |  |
| <u><b>Technologies</b></u><br>Business and Information Technology<br>Design and Technology<br>Food and Textiles Technology  | <u><b>The Arts</b></u><br>Dance<br>Drama<br>Music<br>Visual Arts and Media |
| <u><b>Programs of Excellence**</b></u><br>Academic<br>Dance<br>Drama<br>Music<br>Netball<br>Rugby League  |  |

*\*Enrolment in a Program of Excellence subject is by merit selection through Test (Academic), Audition (Dance, Drama, Music) or Trial (Netball, Rugby League)*

*\*\*Students who are accepted into the Programs of Excellence for HPE & Sport and/or The Arts will only select one elective subject for one semester, per year.*

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.

## Year 8

Students in Year 8 will take six subjects, including two elective subjects.

The subjects to be taken by Year 8 students are set out in the following table:

| YEAR 8   |  |
|--|--|
| <u>Five Core Subjects</u><br>English – Extension or Core or Foundation<br>Humanities and Social Science – History or Geography<br>Mathematics – Extension or Core or Foundation<br>Science<br>Health and Physical Education (one Semester)<br>Languages – French, German or Japanese<br>(one Semester, continue with the same language as in Year 7) |  |
| <u>Two Elective Subjects</u><br>(Two subjects not previously studied, from the lists below: one Technologies, one Arts, one per Semester)  |  |
| <u><b>Technologies</b></u><br>Business and Information Technology<br>Design and Technology<br>Food and Textiles Technology   | <u><b>The Arts</b></u><br>Dance<br>Drama<br>Music<br>Visual Arts and Media |
| <u><b>Programs of Excellence**</b></u><br>Academic<br>Dance<br>Drama<br>Music<br>Netball<br>Rugby League   |  |

*\*Enrolment in a Program of Excellence subject is by merit selection through Test (Academic), Audition (Dance, Drama, Music) or Trial (Netball, Rugby League)*

*\*\*Students who are accepted into the Programs of Excellence for HPE & Sport and/or The Arts will only select one elective subject for one semester, per year.*

All six subjects will each be allocated three 70-minute lessons per week. As in Year 7, students will have one lesson of Sport each week and one lesson will be allocated to Assembly and Access (a half lesson for each).

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.

# WAVELL ACCESS PROGRAM

## Years 7 & 8

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 7 and 8 supports the development of social and emotional skills and capabilities that promote life-long health and wellbeing.

The Year 7 and 8 Wavell Access Program focuses on a number of key curriculum issues. Units of work covered in this program may include:

- Positive Connections
- Mental Health and Resilience
- Respectful Relationships
- Conflict Resolution
- Drug Awareness
- Cyber Skills

The Year 7/8 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/guest speakers, designed to provide awareness of current issues.

# CORE SUBJECTS

## English

English in Years 7, 8, 9 and 10 is informed by the Australian Curriculum. The Year 7 and 8 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.

### 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 poets. Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of genres. These texts explore themes of interpersonal relationships and ethical dilemmas in real-world and fictional settings, and represent a variety of perspectives. Students in Year 7 and 8 create a range of texts whose purposes may be aesthetic, imaginative, reflective, informative, persuasive and/or analytical. Each unit of work contains activities designed to develop reading comprehension, vocabulary, written expression and an understanding of correct grammar and usage.

### Overview - Year 7

| Semester 1   |   | Semester 2  |   |
|--|---|---|---|
| <b>UNIT 1: Life Writing –Writing from Experience</b>   | <b>UNIT 2: Lost Things – Arguing for a Comeback</b>   | <b>UNIT 3: Australian Voices – Novel Study</b>  | <b>UNIT 4: Re-Imagining Poetry</b>  |
| Everyone has a story worth telling. In this unit, students explore autobiographical narratives and use personal experiences to craft their own life story, focusing on narrative structure and descriptive language. | Some languages, customs and everyday objects have faded away—should we bring them back? In this unit, students investigate forgotten ideas, traditions or objects and create a persuasive text to argue for their return. | Great stories let us walk in someone else's shoes and rethink our own views. In this unit, students read an Australian novel and develop their ability to analyse characters, themes and language choices through guided literary response. | Poems paint pictures with words—and those pictures can be transformed. In this unit, students read and interpret a range of poems and write a review that explains how poetic techniques create meaning and impact. |

### Overview - Year 8

| Semester 1   |   | Semester 2   |   |
|--|---|--|---|
| <b>Unit 1: Persuasion in the Media – Understanding Influence through Language</b>  | <b>Unit 2: Poetry and Purpose – Analysing Language, Structure and Meaning</b>   | <b>Unit 3: Voices Between the Lines – Characterisation and Perspective in Fiction</b>  | <b>Unit 4: Screen Stories and Social Values – Exploring Meaning in Visual Texts</b>   |
| The media doesn't just report the world—it shapes how we see it. In this unit, students explore a range of global, social and environmental issues in media texts and analyse how persuasive language and structure are used to influence and shape audience opinions. | Poems are powerful—every word and pause are chosen for effect. In this unit, students study a variety of poetic styles and devices to analyse how language, structure and tone convey meaning and position audiences. | Characters are more than just people in a story—they reveal how authors see the world. In this unit, students read a novel and examine how writers use characterisation, narrative perspective and language choices to create complex characters and deeper meaning. | What we watch reflects what we value—and sometimes, what we question. In this unit, students analyse a film or television series to understand how visual and written elements work together to represent characters, explore themes and communicate social values. |

## Assessment

| Year 7 and 8 Assessment Types  |   |  |
|--|---|--|
| Short Responses  | Extended Responses  | Examination  |
| Written, spoken/signed, multimodal   | Written, spoken/signed, multimodal  | Written  |
| Focuses on responding in a succinct and targeted way to a task or stimulus.  | Focuses on responding in a detailed way to a task or stimulus for a purpose and/or audience. It may occur over an extended period.                                      | Focuses on responding independently to seen or unseen assessment item/s under supervised conditions and in a set timeframe.  |
| Examples may include: <ul style="list-style-type: none"><li>▪ a response to interview question</li><li>▪ a poster</li><li>▪ a panel discussion</li><li>▪ a reflection</li><li>▪ a digital creation</li></ul> | Examples may include: <ul style="list-style-type: none"><li>▪ a narrative</li><li>▪ a performance</li><li>▪ a report</li><li>▪ a review</li><li>▪ an argument</li></ul> | Examples may include extended or short responses that are: <ul style="list-style-type: none"><li>▪ multiple paragraph responses</li><li>▪ responses to interview questions</li><li>▪ a report</li><li>▪ a review</li><li>▪ an argument</li></ul> |

### 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.

# Humanities and Social Science

The Humanities and Social Science (HASS) 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. The key values taught in Humanities and Social Science include democratic process, social justice, ecological and economical sustainability, and peace.

## Overview - Year 7

All students in Year 7 at Wavell State High School study units that include the HASS strands of History, Geography and Civics.

| Semester One   | Semester Two   |
|--|--|
| <i>Units studied:</i> <ul style="list-style-type: none"><li>• Deep time history of Australia</li><li>• Ancient Rome and/ or Ancient China</li><li>• Government and Democracy</li></ul> | <i>Units studied:</i> <ul style="list-style-type: none"><li>• Place and Liveability</li><li>• Water in the World</li></ul> |

## Overview - Year 8

All students in Year 8 at Wavell State High School study units that include the HASS strands of History, Geography and Economics.

| Semester One  | Semester Two  |
|---|---|
| <i>Units studied:</i> <ul style="list-style-type: none"><li>• Legacy of the Vikings (c.790–c.1066)</li><li>• Medieval Europe (c.590–c.1500)</li></ul> | <i>Units studied:</i> <ul style="list-style-type: none"><li>• Landforms and Landscapes</li><li>• Changing Nations – the impact of global Urbanisation</li><li>• You in the economy – budgets; taxes and scams</li></ul> |

## Assessment

| Year 7                               | Year 8                              |
|--------------------------------------|-------------------------------------|
| 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 7) and 45-60 minutes per week (Year 8). 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.



# 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.

## Overview – Year 7 Core Maths (sample)

| Semester 1   | Semester 2   |
|--|--|
| Integers<br>Factors, Multiples and Primes<br>Indices<br>Decimals<br>Measurement<br>Geometry<br>Fractions and Percentages | Positive and Negative Integers<br>Algebra<br>Equations<br>Transformations<br>Probability<br>Statistics<br>Ratios, Rates and Best Buys<br>Coordinates and the Cartesian Plane |

## Overview – Year 8 Core Maths (sample)

| Semester 1   | Semester 2  |
|--|---|
| Integers<br>Real Numbers<br>Algebra<br>Application of Percentages<br>Index Laws<br>Linear Equations<br>Coordinates and Linear Graphs | Measurement<br>Probability<br>Representing and Interpreting Data<br>Ratios and Rates<br>Congruence<br>Pythagoras' Theorem<br>Algorithmic Thinking |

## Assessment

| Year 7                         | Year 8                         |
|--------------------------------|--------------------------------|
| 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 7

| Semester 1   |  | Semester 2   |   |
|--|--|--|---|
| <b>Earth and Space Sciences</b><br>Investigate how the position of the Sun, Earth and Moon influence phenomena on Earth. | <b>Physical Sciences</b><br>Examine forces that influence the motion of an object and investigate how a change to these forces influence the motion of the object. | <b>Biological Sciences</b><br>Learn how living things are classified into groups and how they interact with one another in ecosystems. | <b>Chemical Sciences</b><br>Learn about substances and their properties; states of matter and changes of state; and learn how to separate mixtures into their components. |

## Overview – Year 8

| Semester 1   |  | Semester 2   |  |
|--|--|--|--|
| <b>Chemical Sciences</b><br>Classify and represent different types of matter.<br><br>Distinguish between physical and chemical change. | <b>Earth and Space Sciences</b><br>Apply an understanding of the theory of plate tectonics to explain patterns of change in the geosphere.<br><br>Explain how the properties of rocks relate to their formation and influence their use. | <b>Physical Sciences</b><br>Compare different forms of energy.<br><br>Represent transfer and transformation of energy in simple systems. | <b>Biological Sciences</b><br>Explain the role of specialised cell structures and organelles in cellular function.<br><br>Analyse the relationship between structure and function at organ and body system levels. |

## 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 7  | Year 8  |
|---|---|
| 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.

# 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 two additional topics on Athlete Development including Sport Psychology, Nutrition or Goal setting.

#### Overview – Year 7

| Unit 1                      | Unit 2                                       |
|-----------------------------|--|
| Nutrition<br>Striking games | Teen Life<br>Invasion games<br>And Athletics |

#### Overview – Year 8

| Unit 1   | Unit 3                      |
|--|-----------------------------|
| Community Health<br>Challenge and Adventure activities<br>Net and Wall games | Relationships<br>Lifesaving |

#### Assessment

| Year 7   | Year 8  |
|--|---|
| Nutrition exam<br>Striking games practical assessment    | Community Health Assignment<br>Challenge and adventure practical assessment |
| Teen Life Podcast<br>Invasion games practical assessment | Relationships Assessment<br>Lifesaving 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. 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.

## French

The study of French aims to give students a basic knowledge of the language as well as an understanding of cultural aspects. The skills of communication and understanding are equally developed throughout the two semesters. Students use the French language to describe their personal world and interact with those around them. They access both authentic and purpose-developed resources. 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.

### Overview – Year 7

| Unit 1   | Unit 2  |
|--|---|
| <ul style="list-style-type: none"><li>• Introductions</li><li>• Pets</li></ul> | <ul style="list-style-type: none"><li>• Family</li><li>• Food and Birthdays</li></ul> |

### Overview – Year 8

| Unit 1   | Unit 2  |
|--|---|
| <ul style="list-style-type: none"><li>• Home</li><li>• School life</li></ul> | <ul style="list-style-type: none"><li>• Leisure Activities</li><li>• Directions and locations</li></ul> |

### Assessment

| Year 7              | Year 8              |
|---------------------|---------------------|
| Speaking & Writing  | Speaking & Writing  |
| Reading & Listening | Reading & Listening |

### 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 10-15 minutes every day is suggested.

Published workbooks are required for the Year 7/8 course and will be available for purchase from the school.

### Excursions & Trips

Typically, students will participate in an excursion in Years 7 and/or 8, 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 basic knowledge of the language as well as an understanding of cultural aspects. The skills of communication and understanding are equally developed throughout the two semesters. Students use the German language to describe their personal world and interact with those around them. They access both authentic and purpose-developed resources. 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.

### Overview – Year 7

| Unit 1  | Unit 2   |
|---|--|
| <ul style="list-style-type: none"><li>• Me and My World</li><li>• Family and Pets</li></ul> | <ul style="list-style-type: none"><li>• Hobbies</li><li>• Merry Christmas!</li></ul> |

### Overview – Year 8

| Unit 1   | Unit 2   |
|--|--|
| <ul style="list-style-type: none"><li>• School is great!</li><li>• What's wrong?</li></ul> | <ul style="list-style-type: none"><li>• Have a nice holiday!</li></ul> |

### Assessment

| Year 7              | Year 8               |
|---------------------|----------------------|
| Reading & Listening | Speaking & Listening |
| Speaking & Writing  | Reading & 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 10-15 minutes every day is suggested.

A published workbook is required for the Year 7/8 course and will be available for purchase from the school.

### Excursions & Trips

Typically, students will participate in excursions and incursions in Years 7 and/or 8, 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 basic knowledge of the language as well as an understanding of cultural aspects. The skills of communication and understanding are equally developed throughout the two semesters. Students use the Japanese language to describe their personal world and interact with those around them. They access both authentic and purpose-developed resources. 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.

## Overview – Year 7

| Unit 1  | Unit 2   |
|---|--|
| <ul style="list-style-type: none"><li>Nice to Meet You!</li></ul> | <ul style="list-style-type: none"><li>Travel</li></ul> |

## Overview – Year 8

| Unit 1   | Unit 2   |
|--|--|
| <ul style="list-style-type: none"><li>School</li></ul> | <ul style="list-style-type: none"><li>Celebrations</li></ul> |

## Assessment

| Year 7              | Year 8              |
|---------------------|---------------------|
| Speaking & Writing  | Reading & Listening |
| Listening & Reading | Writing & Speaking  |

## 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 10-15 minutes every day is suggested.

Published workbooks are required for the Year 7/8 course and will be available for purchase from the school.

## Excursions & Trips

Typically, students will participate in excursions and incursions in Years 7 and/or 8, such as a watching a Taiko drumming performance or visiting the Japanese Garden. 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.

# ELECTIVE SUBJECTS

## Technologies

### Business and Information Technology

Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income. 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.

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as decomposing problems and prototyping; and engaging students with animation, game development and coding projects. This subject offers students a fun, interactive way to learn the skills necessary for the digital world in which they will create.

#### Overview – Year 7 or Year 8

| Unit 1   | Unit 2   |
|--|--|
| <i>'Marketing and Entrepreneurship'</i> <ul style="list-style-type: none"><li>• Business Organisations</li><li>• Marketing</li><li>• Entrepreneurship</li><li>• Innovation</li></ul> | <i>'Game Development with GDevelop'</i> <ul style="list-style-type: none"><li>• Block Coding/Visual Scripting</li><li>• Digital Design</li><li>• Marketing materials</li></ul> |

#### Assessment

| Year 7 or Year 8   |
|--|
| <ul style="list-style-type: none"><li>• Business Report/Presentation</li><li>• Digital Solutions Project</li></ul> |

#### 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 and Technology

Design and Technologies empowers students to develop high-quality engineered and designed solutions tailored to identified needs and opportunities across various technological contexts. This program encourages students to manage projects both independently and collaboratively, from initial conception to final realization. Through the application of design and systems thinking, alongside structured design processes, students are taught to investigate, generate, evaluate, iterate, and enhance design ideas, processes, and solutions. Students who complete Design and Technologies develop the fundamental skills necessary for success in future studies, including university pathways subjects such as Engineering and Design, as well as vocational pathways like wood and metalworking trades.

Content Band Descriptors:

- Knowledge and Understanding.
- Processes and Production Skills.

## Overview – Year 7 or Year 8

| Unit 1   | Unit 2  |
|--|---|
| <i>Door Buzzer</i> <ul style="list-style-type: none"><li>• Materials &amp; Technologies Specialisations</li><li>• Work Health &amp; Safety</li><li>• Plastics and Timber Working</li><li>• Electrical Circuits</li><li>• Laser Cutting and 3D Printing</li></ul> | <i>C02 Dragster</i> <ul style="list-style-type: none"><li>• Design Thinking</li><li>• Engineering Problem Solving Process</li><li>• The Physics of Motion</li><li>• Technical Drawings &amp; AutoCAD</li><li>• Project Management</li></ul> |

## Assessment

| Year 7 or Year 8  |
|---|
| <ul style="list-style-type: none"><li>• Design &amp; Engineering Project – C02 Dragster Folio</li></ul> |

## 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.



# Food and Textiles Technology

Food and Textiles Technology provides opportunities for students to develop and extend their skills, knowledge and confidence relating to food preparation and healthy food choices as well as basic sewing skills, fabric item design and construction. Students work independently and collaboratively to produce designed solutions. Problem-solving activities acknowledge the complexities of contemporary life and make connections to related specialised occupations and further study.

Content Band Descriptors:

- Knowledge and Understanding.
- Processes and Production Skills.

## Overview – Year 7 or Year 8

| Unit 1   | Unit 2  |
|--|---|
| <i>Food Specialisations, Food Production</i> <ul style="list-style-type: none"><li>• Food Education &amp; Preparation Techniques</li><li>• Teenage Nutrition</li><li>• Recipe Modification</li><li>• Seasonal Foods, Sustainable Futures</li></ul> | <i>Fibre Production</i> <ul style="list-style-type: none"><li>• Machine and equipment operation</li><li>• Global textile/fashion consumption and waste</li><li>• Fabric item creation</li></ul> |

## Assessment

| Year 7 or Year 8   |
|--|
| <ul style="list-style-type: none"><li>• Design Project – Fusing Cultures and Cuisines</li><li>• Design Project – Create and Make to reduce Textile Waste</li></ul> |

## 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.

# ELECTIVE SUBJECTS

## The Arts

### Dance - Core

Dance (Core) enables students to explore and experience a variety of dance styles and genres through practical performance and choreography tasks. Additionally, students will view a range of dance works and films to analyse and evaluate. Students interested in studying Dance (Core) are not necessarily required to have previous dance experience. Collaboration, time management, 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.

#### 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

\*All students studying Dance Excellence are required to pay a \$50 annual Dance levy to assist in the provision of Dance costume hire, music, equipment and copyright.

\*Students involved in extra-curricular dance activities will be required to pay additional fees beyond this.

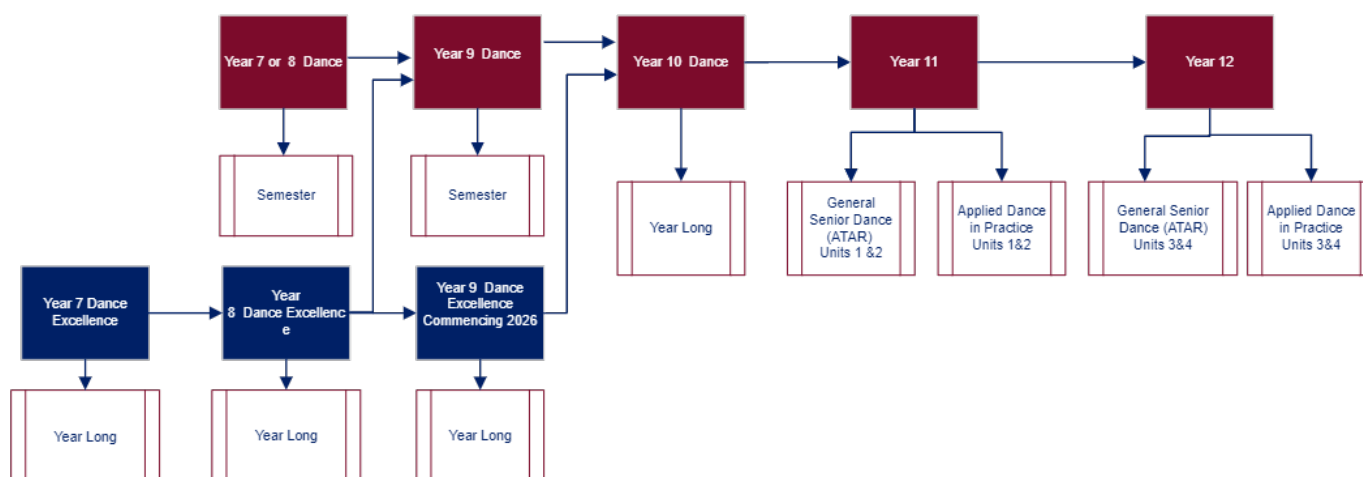
#### Overview – Year 7 or Year 8

| Unit 1   | Unit 2  |
|--|---|
| <i>Let's Dance</i><br>In this unit, students will learn the foundations of dance technique and performing. They will be exposed to various dance works to analyse and interpret. | <i>Shark Tank</i><br>Shark Tank allows students to explore their creativity and further their dance knowledge through a choreography task. Students will learn how to choreograph their own dance routine to promote a product. Following this task, students will analyse and evaluate their own choreography. |

#### Assessment

| Year 7 or Year 8   |
|--|
| <ul style="list-style-type: none"><li>• Making/Performing – teacher devised dance work in class, under performance conditions</li><li>• Responding – through analysis, interpretation and evaluation of dance works and processes.</li><li>• Making– Students collaboratively create their own dance works</li></ul> |

#### Pathways



## Dance – Excellence

Dance Excellence is part the school's Programs of Excellence. It is a year-long course in both Years 7 and 8. 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 required 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  |
|---|---|
| <i>Moving like the Masters</i><br>Students will explore Ballet, contemporary, and lyrical dance. Students will develop meaningful choreography by selecting and manipulating elements of dance, choreographic devices and production elements to create routines with specific contexts and purposes. | <i>Moving in the Media</i><br>Students will view a range of dance works and analyse and evaluate the choreographer's manipulation of dance concepts to communicate meaning to an audience. Students will have the opportunity to create a hybrid art form using digital technologies. |

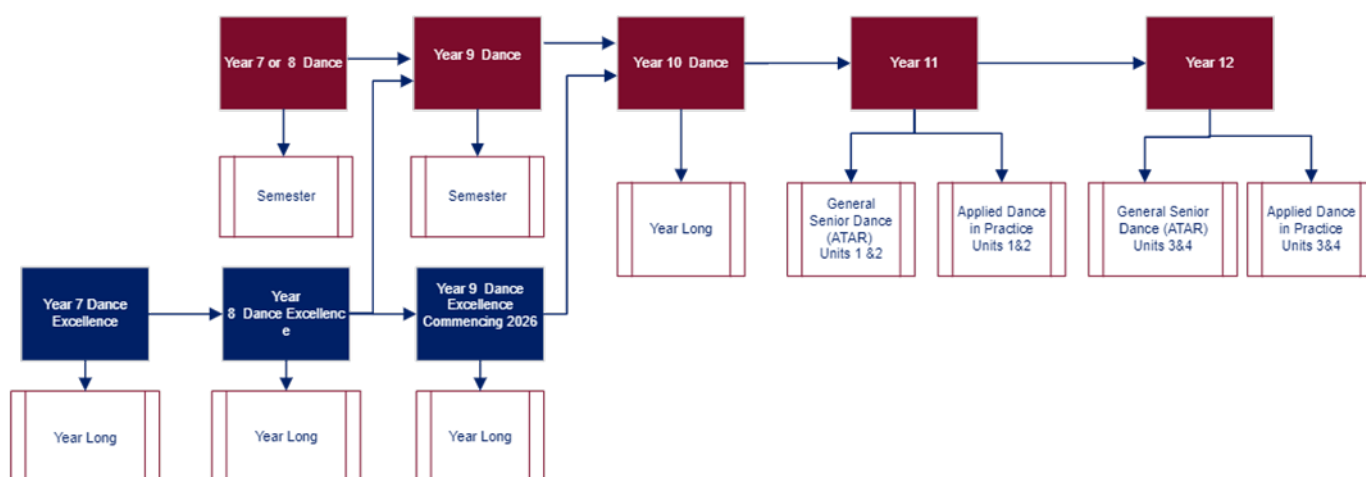
### Overview – Year B

| Unit 1   | Unit 2  |
|--|---|
| <i>Dance 2.0</i><br>In this unit, students will extend the foundations of dance techniques, stage craft and performing. They will be exposed to various dance works to perform, analyse and interpret. | <i>Go Viral</i><br>Throughout this unit, students will learn how to choreograph their own dance routine for an online audience. |

### Assessment

| Year A   |
|--|
| <ul style="list-style-type: none"><li>• Term 1 – Teacher devised - Performance</li><li>• Term 2 – Choreography - Making &amp; Responding</li><li>• Term 3 – Teacher devised- performance &amp; evaluation.</li><li>• Term 4 – Analytical Essay</li></ul> |
| Year B   |
| <ul style="list-style-type: none"><li>• Term 1 – Technical exam &amp; teacher-devised performance</li><li>• Term 2 – Choreography – Making &amp; Responding</li><li>• Term 3 – Performance</li><li>• Term 4 – Choreography and evaluation.</li></ul>     |

## Pathways



# Drama - Core

Drama (Core) 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 (Core) 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 attributes of a highly skilled workforce.

## Expectations and Opportunities

Success in this subject requires satisfactory progress in both the written and practical components of the course. Students studying Drama 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.

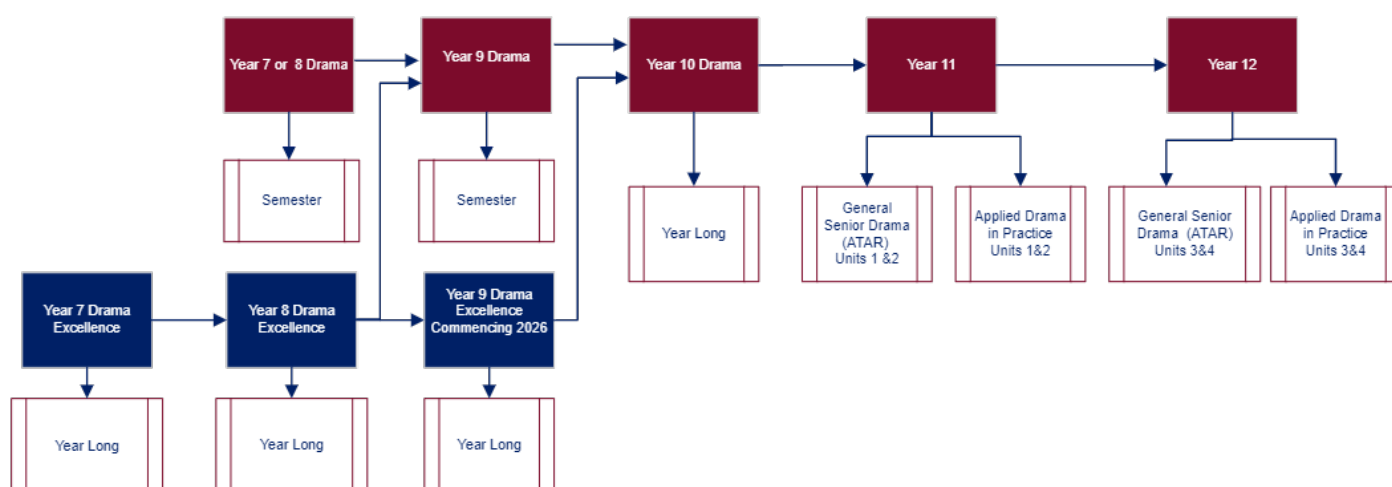
## Overview – Year 7 or Year 8

| Unit 1   | Unit 2   |
|--|--|
| <p><i>The Actor Prepares</i></p> <p>This unit aims to develop the basic skills for creating drama. Students will develop improvisational and acting skills that stimulate their imagination and creativity. The Elements of Drama and script writing conventions will be explored, providing a foundation for students' future studies in the dramatic arts.</p> | <p><i>Happily Ever After</i></p> <p>Students investigate various hero and melodramatic characters and perform scenes from fractured fairy tales and other imaginative stories.</p> |

## Assessment

| Year 7 or Year 8  |
|---|
| <ul style="list-style-type: none"> <li>Task 1: Prepared Improvisation (Making &amp; Responding) – Project (concept, script)</li> <li>Task 2: Making – Performance</li> <li>Task 3: Responding – Performance Reflection</li> </ul> |

## Pathways



# Drama - Excellence

Drama Excellence is part the school's Programs of Excellence. It is a year-long course in both Years 7 and 8. Students with established Drama performance skills have the opportunity to extend beyond their current learning, refining their knowledge and understanding of Drama. Students who find success in Year 7 and 8 Drama Excellence are encouraged to apply for the Accelerated Drama pathway from Year 9. Entry to Drama Excellence is by application and audition. 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

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 community groups and in collaboration with other Arts areas at Wavell SHS.

## Levy & Resources

All students studying Drama Excellence are required to pay a \$100 annual levy to assist in the provision of workshops with Drama industry professionals, hiring costs, purchasing of contemporary resources. \*Students involved in extra-curricular drama activities may be required to pay additional fees beyond this.

## Overview – Year 7

| Unit 1   | Unit 2  |
|--|---|
| <i>The Actor Prepares</i><br>This unit aims to develop the basic skills for creating drama. Students will develop improvisational and acting skills that stimulate their imagination and creativity. The Elements of Drama and scriptwriting conventions will be explored, providing a foundation for students' future studies in the dramatic arts. | <i>Tell Me a Story</i><br>Students explore the importance of drama as a means to tell stories and share understandings of the human experience. They will engage with foundational content, skills and processes of drama to develop and share their unique artistic voice. Students will devise a performance to be presented at the Programs of Excellence Showcase evening.  |
| Unit 3   | Unit 4  |
| <i>Shaken &amp; Stirred</i><br>Students have the opportunity to work with lead theatre makers e.g., Shake & Stir Theatre Co to transform a piece of traditional theatre into a contemporary performance. Students engage with industry professionals and collaborate with Senior Drama Students to perform at the Drama Excellence evening.          | <i>Community Connections</i><br>This unit aims to connect students with the local community by creating theatre for a specific target audience e.g., Primary school. Students engage in authentic interactions by accessing and participating in drama activities that reflect the lives and interests of a community. Students have the opportunity to use drama to engage in activities that build awareness and understanding of how community theatre can bring people together across age and culture, offering them a strong sense of belonging and connection. |

## Assessment

| Year 7  |
|---|
| <ul style="list-style-type: none"><li>Unit 1 – Making &amp; Responding - Performance &amp; Written analysis</li><li>Unit 2 - Making - Performance &amp; Dramatic Concept/Script</li><li>Unit 3 – Making &amp; Responding – Project</li><li>Unit 4 – Making &amp; Responding – Project</li></ul> |

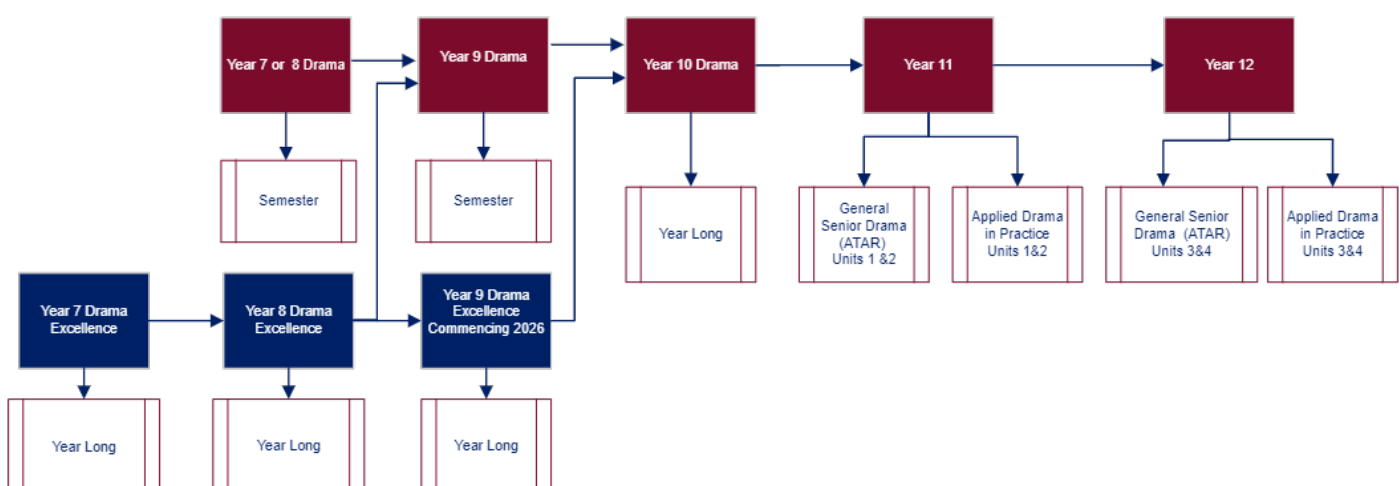
## Overview – Year 8

| Unit 1  | Unit 2  |
|---|---|
| <p><i>On Broadway!</i></p> <p>Students investigate musical theatre throughout time and develop knowledge and understanding of the variety of musicals. Students will view a live or recorded Musical Theatre performance and analyse how the elements of Drama and conventions are manipulated to create meaning. They will explore practical workshops within musical theatre style.</p> | <p><i>Let's get Technical!</i></p> <p>Technology is transforming the world of entertainment. This unit introduces students to the world beyond the stage including stage management, lighting, sound, multimedia production, costume, props, and theatre design. With a hands-on approach, students will have the opportunity to learn how to use the state-of-the-art technical equipment in the Wavell State High School Performing Arts complex. They will apply this learning to a directorial project.</p>                       |
| Unit 3  | Unit 4  |
| <p><i>The Authentic Actor</i></p> <p>Authenticity is the foundation for building and portraying characters for the performing artist. A combination of exercises and scene study will deepen the understanding of performing realistic characters on stage.</p>   | <p><i>So Dramatic!</i></p> <p>Students explore the history of Melodrama, the cultural contexts and purpose and its impact on contemporary film and television. They will enact and interpret archetypal roles and characters from different texts and explore stock characters such as the hero and villain. Students learn how to manipulate their voice and movement through heightened vocal expression and stage combat. Students analyse the impact and purpose of melodrama and its relevance to contemporary storytelling.</p> |

## Assessment

| Year 8   |
|--|
| <ul style="list-style-type: none"> <li>Unit 1 – Making &amp; Responding - Performance &amp; Written analysis</li> <li>Unit 2 - Making &amp; Responding – Project</li> <li>Unit 3 - Making – Performance</li> <li>Unit 4 – Making &amp; Responding – Project</li> </ul> |

## Pathways



## Media Arts

Media Arts aims to produce students who are visually literate and can make sense of an increasingly visual world. It also seeks to give a practical outlet in the expression of ideas and concepts in an individual visual form. 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

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. Media students have the opportunity to attend exhibitions/installations and/or and engage in industry specific workshops with practising artists. To enable industry specific learning experiences, students who study Media Arts have the opportunity to present/exhibit works in a public forum and may also have opportunities to extend their learning and skills through collaboration with other Arts areas at Wavell SHS.

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. 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.

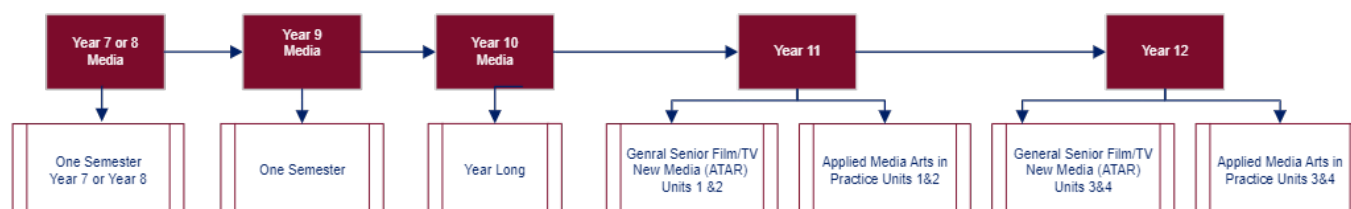
### Overview – Year 7 or Year 8

| Unit 1  | Unit 2  |
|---|---|
| <i>Introduction to Mise en Scene</i><br>Students undergo learning, analysis and evaluation of the fundamentals of media language. | <i>Superheroes</i><br>Students design their own superhero and create a narrative stop motion animation. |

### Assessment

| Year 7 or Year 8   |
|--|
| <ul style="list-style-type: none"> <li>Exploring and Responding – Use of pre-production techniques to create a superhero character</li> <li>Developing Practices and Skills – Analysis and reflection of student created work.</li> <li>Creating and Making – Use of pre-production techniques to create an animation storyboard</li> <li>Presenting and Performing – Create a stop motion animation.</li> </ul> |

### Pathways





## 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 (Core) makes a profound contribution to personal, social and cultural identity. Studies in Music (Core) 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.

### Expectations and Opportunities

Students have the opportunity to work individually and 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 extra-curricular 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 Music (Core) are required to pay a \$50 annual levy to assist in the provision of music, equipment and copyright.

\*Students involved in extra-curricular music activities will be required to pay additional fees beyond this.

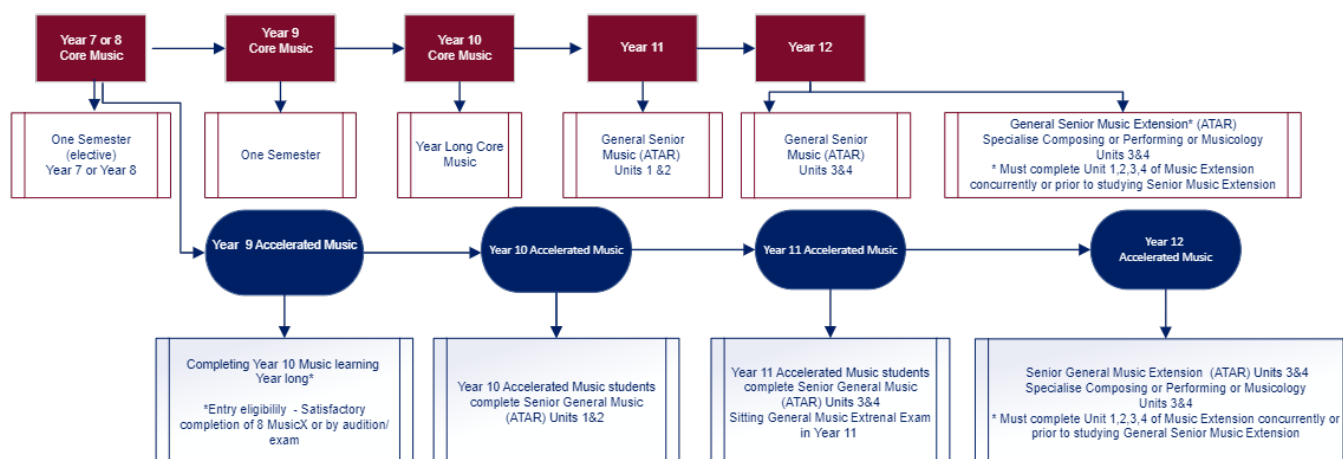
### Overview – Year 7 or Year 8

| Unit 1  | Unit 2  |
|---|---|
| <p><i>Popular Music</i></p> <p>Contemporary music focus – Student engage in learning through the study of popular and contemporary styles of music.</p> | <p><i>Sound Design</i></p> <p>Students explore digital music technologies and production techniques, that applied to enhance story lines for video, film/TV and other moving image media.</p> |

### Assessment

| Year 7 or Year 8   |
|--|
| <ul style="list-style-type: none"> <li>Making/Responding – Performing – Choice of solo/duet or small group performance of own choice of popular/contemporary music work with performance statement.</li> <li>Making/Responding – Composing – Digital soundtrack to Video Game or film/TV clip with compositional statement of intent.</li> </ul> |

### Pathways



## Music - Excellence

Music Excellence is part the school's Programs of Excellence. It is a year-long course in both Years 7 and 8. Students with established Music performance skills on any instrument or voice have the opportunity to extend beyond their current learning, refining their knowledge and understanding of Music. Students who find success in Year 7 and 8 Music Excellence are encouraged to apply for the Accelerated music pathway from Year 9. Entry to Music Excellence is by application and audition. 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

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. To enable industry specific learning experiences, students who study music engage in live performance. In 2024 students performed for local primary schools, or at an evening showcase (max. 1 live performance per semester outside of school hours).

Students studying Music have the option to participate in the school's extensive range of extra-curricular 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 Music Excellence are required to pay a \$100 annual levy to assist in the provision of music, a professional workshop, equipment and copyright.

\*Students involved in extra-curricular music activities will be required to pay additional fees beyond this.

### Overview – Year 7

| Unit 1   | Unit 2  |
|--|---|
| <i>Jammin' with Rhythm</i><br>Students explore rhythmic features of music through performing, composing and analysing music works. | <i>Storytelling through Music</i><br>Students explore music that tells a powerful story.            |
| Unit 3   | Unit 4  |
| <i>At the Movies</i><br>Students explore music for film and how it enhances the mood, meaning and/or atmosphere.                   | <i>That's a Rap!</i><br>Students explore rap music and its influence on wider popular music genres. |

### Assessment

| Year 7   |
|--|
| <ul style="list-style-type: none"><li>Unit 1: Making - Performing - Small group performance of polyrhythmic work.</li><li>Unit 2: Making/Responding – Composition and compositional statement of intent – Compose music to describe animals and a scene.</li><li>Unit 3: Making/Responding – Analyse and evaluate given film excerpt and solo/duet/small group performance of a piece of film music.</li><li>Unit 4: Making – Compose own rap and backing track using digital music production techniques.</li></ul> |

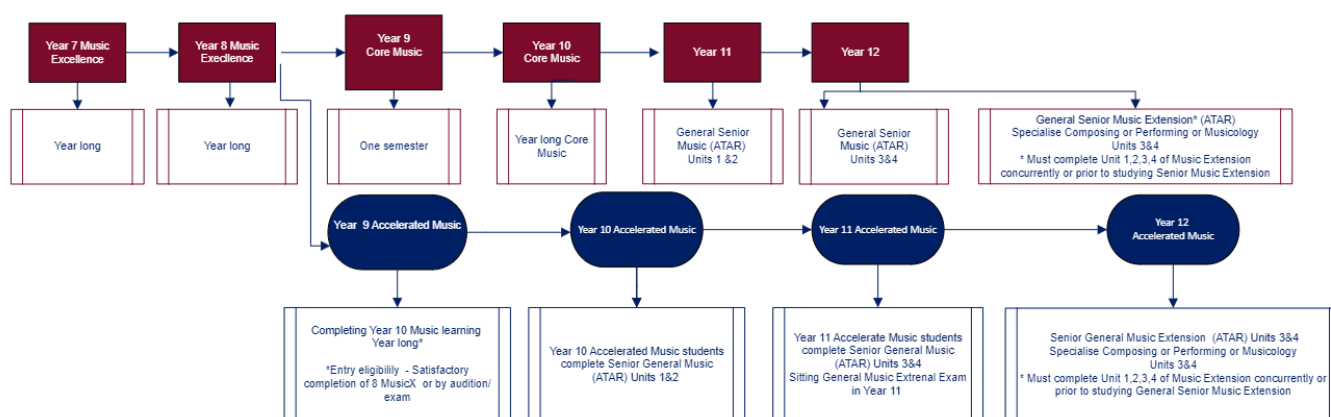
## Overview – Year 8

| Unit 1  | Unit 2  |
|---|---|
| <p><i>Sound Design</i></p> <p>Students explore sound design and creation digital music works.</p>   | <p><i>At the Theatre</i></p> <p>Students explore of music of the theatre through analysing and performing works from musicals and other theatrical works.</p> |
| Unit 3  | Unit 4  |
| <p><i>Popular Music</i></p> <p>Contemporary music focus – Student engage in learning through the study of popular and contemporary styles of music.</p> | <p><i>Music that made an Impact</i></p> <p>Students explore music that has made an impact throughout history from Bach to the Beatles and beyond.</p>         |

## Assessment

| Year 8   |
|--|
| <ul style="list-style-type: none"> <li>Unit 1: Making/Responding – Composition and compositional statement of intent – Compose music for a video excerpt using digital composing techniques.</li> <li>Unit 2: Making/Responding – Solo/duet/small group performance own choice work linked to Music of the Theatre. Analyse and evaluate a piece of music from the theatre.</li> <li>Unit 3: Making/Responding – Compose own contemporary pop, rock or Rap/Hip Hop work.</li> <li>Unit 4: Making/Responding – Solo/duet/small group performance own choice work that has made a significant musical impact. Analyse and evaluate a music work that has made a significant impact. lyse and evaluate a piece of music.</li> </ul> |

## 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.

## Expectations and Opportunities

Students have the opportunity to work individually and/or collaboratively to effectively realise learning experiences to develop Visual Arts skills through making and responding to art works. Visual Art students may have the opportunity to attend exhibitions/installations and/or engage in industry specific workshops with practising artists. To enable industry specific learning experiences, students who study Visual Art seek to exhibit works in a public forum and may also have opportunities to extend their learning and skills through collaboration with external partnerships and other Arts areas at Wavell SHS.

## Overview – Year 7 or Year 8

| Unit 1   |
|--|
| <i>Where the Wild Things Are</i><br>Imagine a world of enchanted forests and mythical creatures, giant bugs and fantastical fungi. In this unit, students explore the natural world by developing a folio of 2D and 3D artworks that focus on a range of artmaking processes and styles. Students gain an understanding of visual language by using the Elements of Art and Principles of Design to create artworks and by reflecting on their own and other artists' artmaking. |

## Assessment

| Year 7 or Year 8   |
|--|
| <ul style="list-style-type: none"><li>Folio of 2D and 3D practical works</li><li>Short response answers regarding own and others' artworks</li></ul> |

## Pathways

