

Curriculum Guide

Years 9 and 10
2025-2026



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 – Year 9.....	11
Humanities and Social Science – Year 10.....	12
Mathematics.....	13
Science.....	14
Elective Subjects – HPE & Sport	15
Health and Physical Education – General & Excellence.....	15
Health Education (Year 10 only).....	16
Elective Subjects – Languages	17
French.....	17
German.....	18
Japanese.....	19
Elective Subjects – Technologies	20
Business and Accounting Studies.....	20
Design.....	21
Digital Technologies.....	22
Engineering.....	23
Food and Textiles Technology.....	24
Food Specialisations.....	25
Industrial Trade Skills.....	26
Elective Subjects – The Arts	27
Dance.....	27
Drama.....	29
Media Arts.....	31
Music - Core.....	33
Music - Accelerated.....	35
Visual Art.....	37

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 in 2025 will take four subjects studied for the year and two electives per semester.

The subjects to be taken by Year 9 students in 2025 are set out in the following table:

YEAR 9 in 2025		
<p><u>Four Core Subjects</u></p> <p>English – Extension or Core or Foundation Humanities and Social Science – History, Civics, Geography or Economics Mathematics – Extension or Core or Foundation Science</p>		
<p><u>Four Elective Subjects</u> (Choose any four subjects from the lists below, two per Semester) (It is strongly recommended that students study Health & Physical Education)</p>		
<p><u>Technologies</u> Business Studies Design* Digital Technologies Engineering* Food & Textiles Technology Food Specialisations Industrial Trade Skills*</p>	<p><u>The Arts</u> Dance** Drama Media Arts Music (Core) Music (Accelerated)** Visual Arts</p>	<p><u>HPE & Sport****</u> Health & Physical Education**</p> <hr/> <p><u>Languages****</u> French German Japanese</p>

*Only one of these subjects can be selected per Semester.

**Enrolment in Dance 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 in 2026 (and in 2025) 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 in 2025 & 2026 are set out in the following table:

Year 10 in 2025 & 2026				
<u>Three Core Subjects</u>				
English – Extension or Core or Foundation Mathematics – Extension or Core or Foundation Science				
<u>Three Elective Subjects</u> (Choose any three subjects from the lists below)				
<u>Technologies</u> * Business Studies * Design * Digital Technologies * Engineering * Food & Fibre Technology * Food Specialisations * Industrial Trade Skills	<u>The Arts</u> * Dance * Drama * Media Arts * Music (Core) * Music (Accelerated-2026)* * Visual Arts	<u>Languages</u> French German Japanese	<u>Health & Physical Education</u> * Health & Physical Education (HPE) * General * Netball * Rugby League * Health	<u>Humanities & Social Science</u> * 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.

This program is based on:

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

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 Students will explore a number of speculative fiction texts and discuss ideas, themes, and "What if...?" questions that reflect the human experience.	Unit 2: Speak Out! Students explored a range of media texts relevant to issues of significance in contemporary Australian society.	Unit 3: Slam Dunk! Students will explore a range of poetry texts intended for performance. These texts will be of varying styles and on many topics.	Unit 4: Representations of People You have read and discussed a literary text, such as a novel or play. You have explored representations of a person (or group of people) within this text.

Overview - Year 10

Semester 1		Semester 2	
Unit 1: Local and Global Issues Students listen to, read and view a variety of news media texts exploring significant news events and issues.	Unit 2: Social Issues in Poetry Students read, view and analyse the techniques used in poetry, exploring the ways in which poetry positions the audience to view different issues.	Unit 3: Keep or Cancel the Bard? Reading, interpreting and responding to a Shakespearean play with a focus on its themes, cultural assumptions and values underpinning the text and aesthetic features.	Unit 4: The Writer's Craft Students examine the creative writing process: plot devices, characterisation, theme representation.

Assessment

Year 9 and 10 Assessment Types		
Short Responses	Extended Responses	Examination
Written, spoken/signed, multimodal	Written, spoken/signed, multimodal	Written
Examples may include: <ul style="list-style-type: none"> ▪ a response to interview question ▪ a panel discussion ▪ a reflection ▪ a digital creation 	Examples may include: <ul style="list-style-type: none"> ▪ a narrative ▪ a performance ▪ a literary analysis ▪ a critical response ▪ an argument 	Examples may include extended or short responses that are: <ul style="list-style-type: none"> ▪ 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 – Year 9

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, Civics, Geography and Economics

Semester One	Semester Two
<i>Units studied:</i> <ul style="list-style-type: none">• The Industrial Revolution• World War I: 1914-1918• Inter-war years 1918 - 1939 - Rise of Hitler• outbreak of World War 2	<i>Units studied:</i> <ul style="list-style-type: none">• The Holocaust – Human Rights• 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.

Humanities and Social Science – Year 10

Overview – Year 10

Year 10 Humanities and Social Science is a preparatory subject for all senior Humanities subjects. Learners will study all strands - Ancient History; Modern History; Legal Studies; Geography and Economics. They will develop skills and be exposed to similar assessment techniques used in senior Humanities subjects. Year 10 Humanities is studied for the year.

Humanities is strongly encouraged for all learners in Year 10, so they study a breadth of subjects. Students in Year 10 will study topics in History, Civics, Geography and Economics.

Topic studies for Year 10 Humanities

Your rights; Youth rights and Human rights over time

This topic will prepare learners for Senior Modern and Ancient History and Legal Studies

Topics include:

- An inquiry into the ancient origins of governance and political systems, cultural life, and religious beliefs by investigating the role of fear and terror in a society
- Investigation into human rights post World War 2 – e.g., USA Civil rights/ Australian civil rights; Asylum Seeker and the role of international law
- Examining the legal basis of rights for everyone in our society – how does Australia deal with International Conventions and what are the implications for Australia's foreign relationships and national laws?
- Case studies on Asylum Seekers / Terrorists/ Freedom Fighters/ Australians held in detention overseas

Human Wellbeing and the Economics of Income and Wealth in society

This topic will prepare learners for Senior Geography and Economics

Topics include:

- A geographical & economic study of world income and wealth inequality
- Develop projects to improve economic development and wellbeing.
- Examine the ways to measure human wellbeing and happiness
- Investigate ways to improve your own financial wellbeing and wealth
- investigate how climate change and geographical location can affect wealth, income and human wellbeing.

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 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; researcher; 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	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 Multi-cellular organisms rely on coordinated and interdependent internal systems to respond to changes to their environment.	Physical Sciences Energy transfer through different mediums can be explained using wave and particle models	Chemical Sciences All matter is made of atoms that are composed of protons, neutrons and electrons; natural radioactivity arises from the decay of nuclei in atoms	Earth and Space Sciences The theory of plate tectonics explains global patterns of geological activity and continental movement

Overview – Year 10

Semester One		Semester Two	
Biological Sciences Transmission of heritable characteristics from one generation to the next involves DNA and genes. The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.	Chemical Sciences The atomic structure and properties of elements are used to organise them in the Periodic Table. Different types of chemical reactions are used to produce a range of products and can occur at different rates	Earth and space sciences The universe contains features including galaxies, stars and solar systems. Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere.	Physical sciences Energy conservation in a system can be explained by describing energy transfers and transformations The motion of objects can be described and predicted using the laws of physics

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	Unit 3
Fitness Aquathlon	Mental Health and Wellbeing Rhythmic and Expressive movements	Relationships Team Building and 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 exam Invasion games practical assessment	Lifestyle diseases research report Fuel for performance exam Volleyball practical assessment Touch practical assessment
	Equity essay Biomechanics analysis folio 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 C 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	Organ Donation	Body Image

Assessment

Semester One	Semester Two
Homelessness analytical essay	Body Image – investigation report
Organ Donation	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
<ul style="list-style-type: none"> Holidays – leisure activities/clothing Camping – outdoor activities/weather 	<ul style="list-style-type: none"> Food and Ailments – ordering and paying for food/explaining illness and body parts Transport and Shopping – buying a train ticket/transport options/buying things, price etc.

Overview – Year 10

Semester One	Semester Two
<ul style="list-style-type: none"> Paris Landmarks and Culture – describing yourself and others/personality traits/planning activities and saying what you want to do Talking about the past – using past tense/saying what you used to do/sharing memories and experiences 	<ul style="list-style-type: none"> Environment – world issues/protecting the environment/future events/chores and routines School and beyond – education and career choices/study experience/preparing a CV and interviewing for a job

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 at regular intervals which are open to students in Years 9-12 studying French.

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
<ul style="list-style-type: none"> I love holidays! Are you a social media fan? Stay healthy! 	<ul style="list-style-type: none"> School trips are great! Going out

Overview – Year 10

Semester One	Semester Two
<ul style="list-style-type: none"> Youth problems Extreme sports Social Media 	<ul style="list-style-type: none"> 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 at regular intervals which are open to students in Years 9-12 studying German.

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
<ul style="list-style-type: none">Life storiesIs fast food a social issue?	<ul style="list-style-type: none">Where do you go shopping?Entertainment

Overview – Year 10

Semester One	Semester Two
<ul style="list-style-type: none">Travel	<ul style="list-style-type: none">My FutureFriends 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 at regular intervals which are open to students in Years 9-12 studying Japanese.

ELECTIVE SUBJECTS

Technologies

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 future financial success. Students will develop business 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

Unit 1	Unit 2
<p><i>‘Money Matters’</i></p> <ul style="list-style-type: none"> • Personal Finance • Risk and Return • Business Finance • Introduction to Accounting 	<p><i>‘Mind Your Own Business’</i></p> <ul style="list-style-type: none"> • Marketing • Operations • Entrepreneurship • Operating a Business Venture

Overview – Year 10

Semester One	Semester Two
<p><i>‘Finance and Human Resources’</i></p> <ul style="list-style-type: none"> • Business Finances and Accounting Processes • Human Resource Strategies 	<p><i>‘Finance and Operations Management’</i></p> <ul style="list-style-type: none"> • Financial Reports and Analysis • Operations Management

Assessment

Year 9	Year 10
Examination	Examination Business: Report
Group Project – Business Venture	Assignment Examination

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	Unit 2
<i>Experiencing Design</i> <ul style="list-style-type: none"> Design Skills 	<i>Experiencing Design</i> <ul style="list-style-type: none"> The Design Process

Overview – Year 10

Semester One	Semester Two
<i>Designing with Empathy</i> <ul style="list-style-type: none"> Human-Centred Design Product, Services, Environments 	<i>Circular Design</i> <ul style="list-style-type: none"> Sustainable Design Circular Economy

Assessment

Year 9	Year 10
Folio of Drawings & Sketches	Human Centred Design Folio Design Challenge Exam
Examination – Design Challenge	Sustainable Design Folio Design Challenge Exam

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
<i>'Game Development'</i> <ul style="list-style-type: none">• Game Creation	<i>'Programming for the Future'</i> <ul style="list-style-type: none">• General Programming Language

Overview – Year 10

Semester One	Semester Two
<i>'Animation and Database'</i> <ul style="list-style-type: none">• 3D Animation• Database and SQL	<i>'Programming 2 and Robotics'</i> <ul style="list-style-type: none">• 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	Unit 2
<ul style="list-style-type: none"> Engineering in Motion 	<ul style="list-style-type: none"> Experiencing Aerospace Engineering

Overview – Year 10

Semester One	Semester Two
<i>Civil Engineering</i> <ul style="list-style-type: none"> Engineering Statics Experiencing Civil Engineering 	<i>Mechanical Engineering</i> <ul style="list-style-type: none"> 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	Statics Exam Civil Engineering Folio (Water Tower)
Aerospace Engineering Folio (Water Bottle Rocket)	Engineering Machines Exam 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
<i>Food Specialisations, Food Production</i> <ul style="list-style-type: none"> Working in the kitchen 	<i>Fibre Production</i> <ul style="list-style-type: none"> Hoodwinked

Overview – Year 10

Semester One	Semester Two
<i>Fibre Production</i> <ul style="list-style-type: none"> Wicked Solution Be Creative 	<i>Food Specialisations, Food Production</i> <ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Design Project – Hoodie Written Exam – Food (Working in the Kitchen) 	<ul style="list-style-type: none"> 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
<ul style="list-style-type: none">Just Give me the Facts	<ul style="list-style-type: none">Good Food, Fast!

Overview – Year 10

Semester One	Semester Two
<ul style="list-style-type: none">Eat Well, Live WellWhat's In?	<ul style="list-style-type: none">Cooking around the WorldWhat's on the Menu?

Assessment

Year 9	Year 10
<ul style="list-style-type: none">ProjectWritten Exam	<ul style="list-style-type: none">Written ExamProjectWritten ExamProject

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
<i>Wood and Plastic Technologies</i> <ul style="list-style-type: none"> Shaping timber and plastic Joint and carcase construction 	<i>Metal Technologies</i> <ul style="list-style-type: none"> Sheet metal projects Fabricated projects

Overview – Year 10

Semester One	Semester Two
<i>Furnishing and Construction Pathways</i> <ul style="list-style-type: none"> Furnishing project Construction project 	<i>Engineering Pathways</i> <ul style="list-style-type: none"> Sheet metal projects Fabricated projects

Assessment

Year 9	Year 10
<ul style="list-style-type: none"> Wood Theoretical booklet Practical Demonstration (Money Box) Project (Pencil Case) 	<ul style="list-style-type: none"> Theoretical booklet Practical Demonstration (Timber Carry All) Project (Coffee Table)
<ul style="list-style-type: none"> Metal Theoretical booklet Practical Demonstration (Garden Fork) Project (Metal Carry All) 	<ul style="list-style-type: none"> Theoretical booklet Practical Demonstration (First Aid Box) Project (Aluminium LED Lamp)

ELECTIVE SUBJECTS

The Arts

Dance

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 in the areas of performance, as well as backstage, audio and lighting 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
<p><i>Dancing through the Eras</i></p> <p>Students will explore the different dance styles throughout different decades and learn a teacher devised routine. Following, students will then evaluate their own dance performance.</p>	<p><i>Tik Tok Famous</i></p> <p>Students will create a Commercial Jazz or Hip – Hop dance video clip. Students will then analyse and evaluate their film clip.</p>

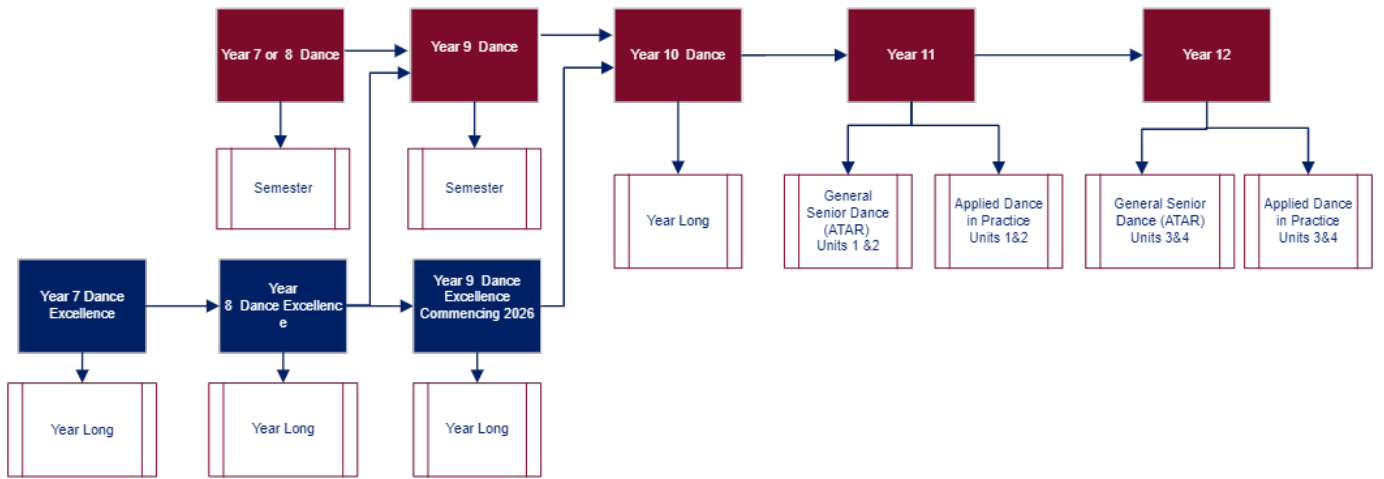
Overview – Year 10

Semester One	Semester Two
<p><i>Let's Dance!</i></p> <p>Students will learn a Commercial Jazz/ Hip – Hop teacher devised routine. They will then create their own Commercial Jazz or Hip- Hop routine that focuses on current practices with a written analysis and evaluation of their work.</p>	<p><i>So, you think you can Contemporary?</i></p> <p>Students will learn the fundamental techniques of Contemporary dance and perform a teacher-devised Contemporary routine. They will then analyse a Contemporary dance work.</p>

Assessment

Year 9	Year 10
<p>Making – Teacher-devised Commercial Jazz/ Hip Hop dance.</p> <p>Making – Choreography of Commercial Jazz / Hip Hop.</p> <p>Responding – Analysis and evaluation of own work.</p>	<p>Making – teacher devised Jazz/ Hip- Hop routine.</p> <p>Making & responding – choreography of Jazz/ Hip-Hop routine with included analysis and evaluation of students' own work.</p> <p>Making – teacher devised technique exam and teacher – devised Contemporary routine.</p> <p>Responding – Students will analyse a Contemporary dance work.</p>

Pathways



Drama

Drama is designed to promote students' awareness of the dynamic nature of acting, enabling them to investigate and experiment within dramatic forms, while developing their own creativity and dramatic skills. 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 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 progress in both written and practical components. The course includes rehearsals outside the classroom for public performances. Students can develop skills in performance, backstage work, audio, and lighting through extracurricular activities. More details are on the school's website. Students will also view live theatre and participate in industry-specific workshops. In 2024, they worked with Shake and Stir Theatre Company and Queensland Conservatorium Griffith University. 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
<p><i>Building Blocks – Drama Foundations</i></p> <p>This unit aims to strengthen the fundamental skills for creating drama. Students will harness improvisational and acting skills that foster imaginative exploration and development.</p>	<p><i>Sparkling Stars – Creating Children's Theatre</i></p> <p>Students develop a comprehensive understanding of Children's Theatre conventions and elements and develop necessary performance skills in a series of practical workshops. This unit will culminate in a public performance at local primary schools.</p>

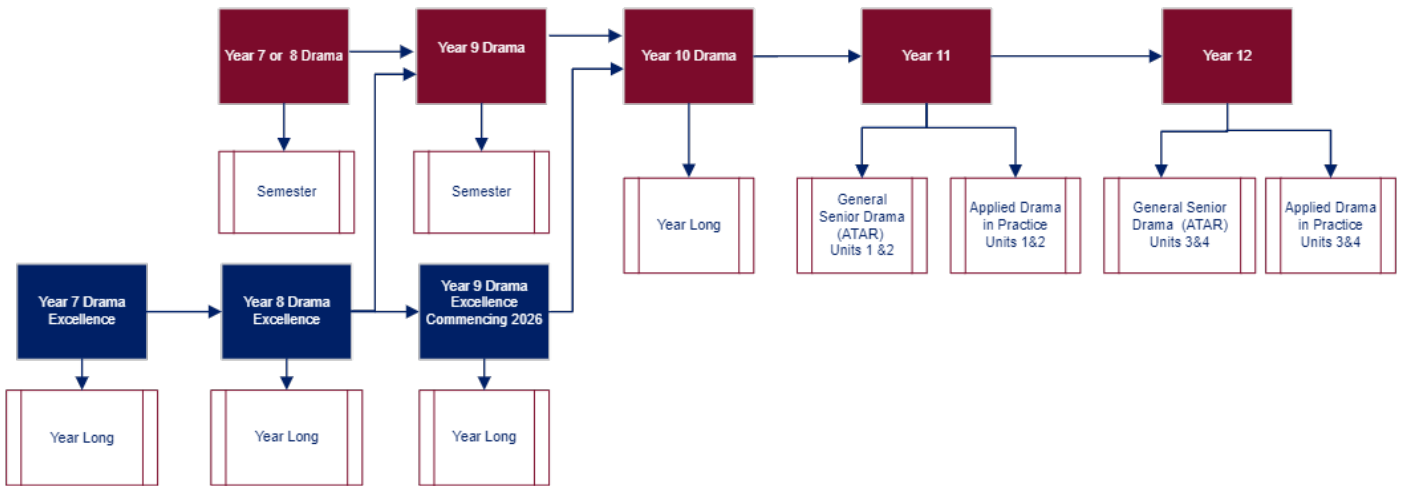
Overview – Year 10

Unit 1	Unit 2
<p><i>Enchanted Realms: Introduction to Realism and Magic Realism</i></p> <p>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.</p>	<p><i>Physicality Unleashed: Introduction to Physical Theatre</i></p> <p>Students develop skills in Physical Theatre, workshoping 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.</p>
Unit 3	Unit 4
<p><i>The Contemporary Critic: Introduction to Creative and Critical Reflection</i></p> <p>Students respond in an analytical essay to a public performance.</p>	<p><i>Sharing Stories: Introduction to Collage Drama & Contemporary Devised Theatre</i></p> <p>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.</p>

Assessment

Year 9	Year 10
Making – Scripted Performance	Unit 1 Making – Performance
Responding – Elements of Drama Short response	Responding – Short response
Making – Public Performance and scriptwriting	Unit 2 Making & Responding – Physical Theatre Project - Directorial Vision
	Unit 3: Responding – Live Theatre Analysis
	Unit 4 Making – Student devised Collage Drama Project (Scriptwriting & 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 pleasure 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 Wavellwood 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
<p><i>Technology and Image</i></p> <p>Students will critically analyse image creation, deepening knowledge and understanding of media codes and conventions, focussing on mise-en-scene and the role of digital technology. Students will learn practical and digital special effects skills to create a portfolio of work. They will then implement this knowledge and create a layered digital image and a group motion capture animation film production.</p>

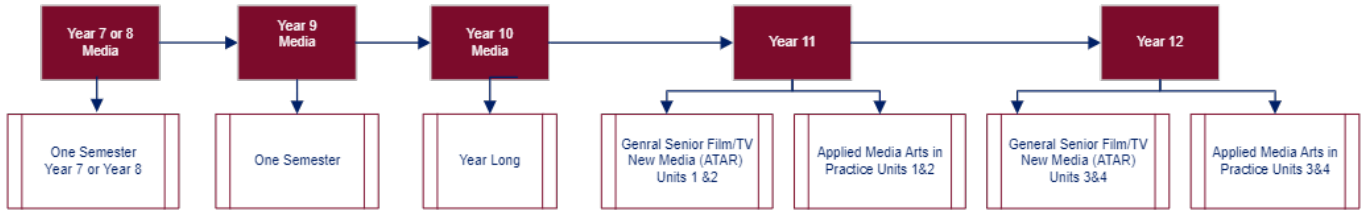
Overview – Year 10

Semester One	Semester Two
<p><i>Film 101</i></p> <p>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.</p>	<p><i>Vox Populi</i></p> <p>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.</p>

Assessment

Year 9	Year 10
<ul style="list-style-type: none"> • Exploring and Responding – Motion Capture Animation Portfolio • Developing Practices and Skills – Digital Image Portfolio • Creating and Making- Motion Capture Animation Portfolio • Presenting and Performing- Digital Image Portfolio 	<ul style="list-style-type: none"> • Exploring and Responding – Vodcast Portfolio • Developing Practices and Skills – Short Film Portfolio • Creating and Making- Short Film Portfolio • Presenting and Performing- Vodcast Portfolio

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 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
<i>Music that makes an impact</i> Perform, analyse and evaluate music that has made impact on society through the ages.	<i>Music Production and Marketing</i> Compose a piece of music for visual or radio commercial.

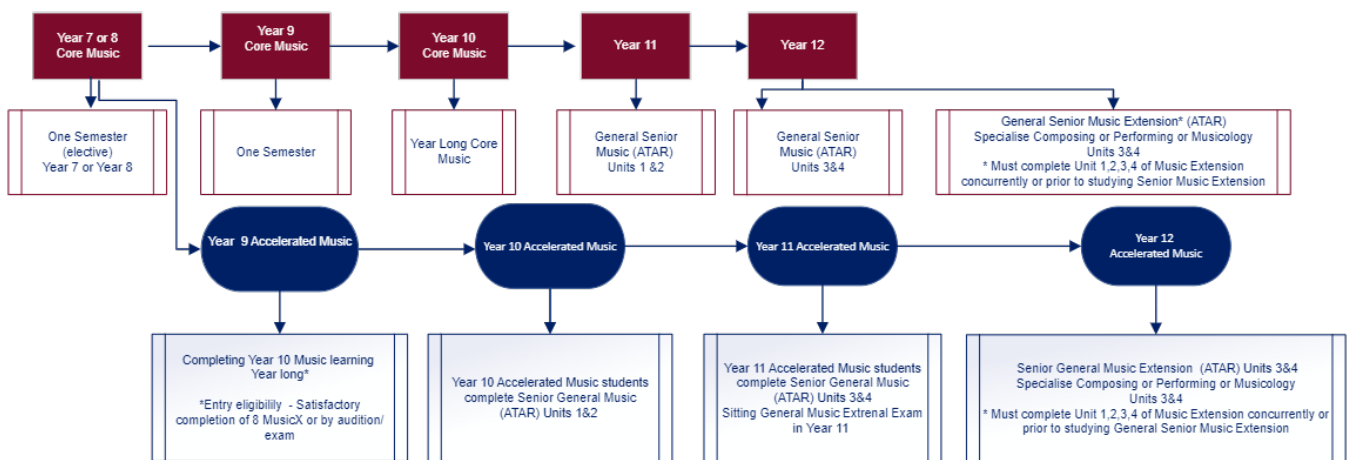
Overview – Year 10

Semester One	Semester Two
<i>Jazz</i> Perform, compose, analyse and evaluate Music from various sub genres of Jazz.	<i>Lights, Camera, Action!</i> 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	Making – Performance of music connected to film, television and video games
Responding - Written Exam.	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
<p><i>Lights, Camera, Action!</i></p> <p>Students perform, compose and respond to music for film, television and video games.</p>	<p><i>Jazz</i></p> <p>Perform, compose and respond to music from various sub genres of Jazz.</p>

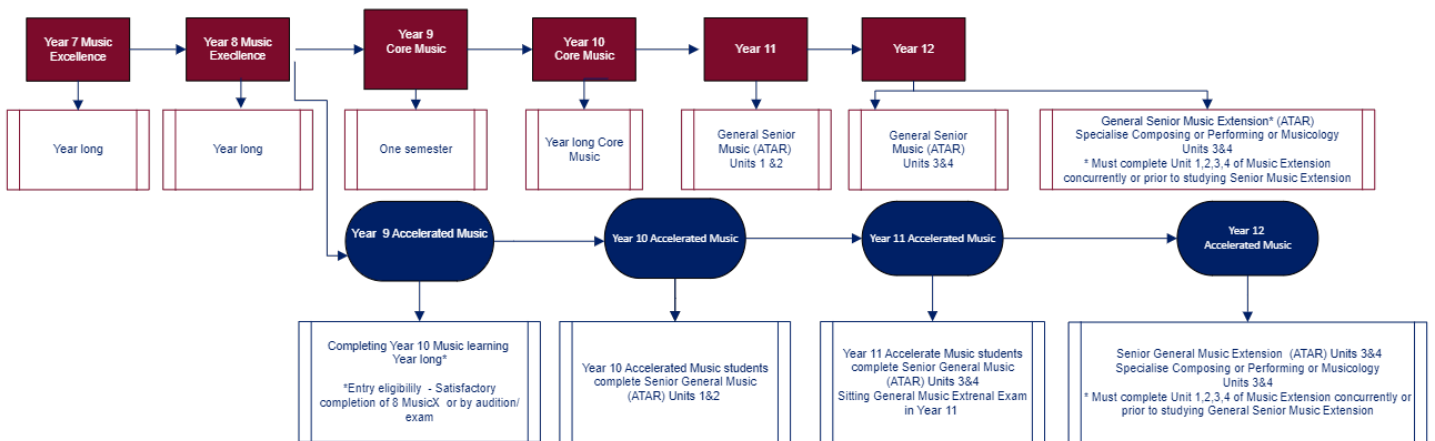
Overview – Year 10 (Available from 2026)

Semester One	Semester Two
<p>General Senior Music (ATAR)</p> <p><i>Designs</i></p> <p>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?</p>	<p>General Senior Music (ATAR)</p> <p><i>Identities</i></p> <p>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?</p>

Assessment

Year 9	Year 10
Making – Performance of music connected to film, television and video games	FIA1 – Performance and performance statement
Responding – Written Exam	FIA2 – Composition and statement of compositional intent
Making and Responding – Film soundtrack composition and written compositional statement of 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.

Students studying visual art have the option to participate projects that are devised annually, including activities such as painting/design for school biennial musical theatre production. Opportunities are advertised to visual arts students as they become available. 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 with and other Arts areas at Wavell SHS.

Levy & Resources

*Year 9 students will be charged a levy of \$30 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 \$40 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	Unit 2
<p><i>Other Living Things</i></p> <p>Students develop an understanding of the role of mythical creating in cultures across the world. They plan for and create their own mythical creature, developing skills in modelling forms in the dimensions. They discuss the ideas behind their creation through a written artist statement.</p>	<p><i>Objects</i></p> <p>Students will also be introduced to a variety of printmaking techniques. By skilfully employing art elements and reflecting on other artists work, students will create a series of contemporary prints that explores objects as personal and/or cultural symbols, whilst developing drawing, observational and experimental excises.</p>

Overview – Year 10

Semester One	Semester Two
<p>Unit 1 - Assemblage</p> <p>Unit 2 - Studio Painting</p>	<p>Unit 3 – Public Art</p> <p>Unit 4 - Time-based Media</p>

Assessment

Year 9	Year 10
Making – Ceramic sculpture & Visual Diary Responding – Artist statement	Making - Assemblage & Visual Diary Responding - Short answer response. Making - Painting & Visual Diary Responding - Comparative artwork analysis
Making - Selected prints presented in a hand-made artist book Responding - Short responses to stimuli under exam conditions	Making - Public artwork & Visual Diary Responding - Public artwork proposal Making - Time-based media work & Visual Diary Responding - Artist statement

Pathways

