



2027 JUNIOR SUBJECT HANDBOOK

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A MESSAGE FROM THE PRINCIPAL

Dear Parents/Caregivers,

It is important that the partnership between parents, students and the school that began upon enrolment continues through this next phase of learning. We expect students to be organised and prepared for learning by bringing the necessary equipment, completing homework and cooperating with school and classroom rules. Students are encouraged to take responsibility for their learning but the support of parents in developing appropriate attitudes and work habits cannot be overstated. Success in the Junior Secondary Phase is a vital foundation for achievement in Years 11 and 12 beyond. Students and parents need to be aware that success in some subjects in the junior years is a prerequisite for entering some course of study in the senior phase.

Year 7 & 8 students have studied core subject areas and they have experienced a range of elective subjects. Years 9 and 10 will provide students with the opportunity to further develop their knowledge and skills in the core subjects while also pursuing studies in electives in which they have a particular interest. These are important years as they provide the opportunity for students to explore preferences for future pathways in the senior phase of learning.

Students entering Year 9 will study eight subjects including three elective subjects. Students will study in the core learning areas of English, Maths, Science and Humanities and HPE. In addition, students must choose three elective subjects. Each elective will be studied for one Semester. When selecting electives, students should consider their interests and abilities and those subjects what will lead to their chosen areas for study in the senior phase of learning (Years 11 and 12). Please note that students selecting Japanese and Extension Physical programs (including Basketball) may choose only 2 electives as these will be studied for 2 semesters.

Students entering Year 10 will continue Core Learning Area Studies of English, Maths, Science, HPE and Humanities. Humanities and HPE are studied for one Semester only. In addition, they will select two elective subjects. Elective subjects will be studied for 12 months in Year 10. Please read the information in this handbook carefully and seek clarification if you have any questions.

We will do our very best to accommodate students in respect to their chosen electives but it should be noted that the establishment of a class in any subject is dependent upon an adequate number of students wishing to study that subject and the availability of any required specialist facilities and staff. In some instances it may be necessary to negotiate alternatives.

We look forward to continuing our partnership and achieving the best possible outcomes for our children.

Dr Robyn Burton-Ree
Principal

VALUES OF CURRICULUM

Our curriculum has been designed around these values:

- Our curriculum is focused on development, on enabling students to improve their skills and abilities (socially, emotionally, academically, culturally, physically and behaviourally) from years 7 to 12
- Literacy, numeracy, problem solving and learning to learn are core skills that all teachers are responsible for teaching
- We are teaching individual people, with different needs and abilities. We approach our role as educators as teaching students and, developing the individual not just delivering content
- Success comes from commitment to learning from students and teachers. The relationship between students and teachers, with a focus on the welfare of all students, is the foundation of learning.
- Quality learning time must be maximised
- We have a valued curriculum that provides real pathways to meet long and short-term goals.

Structure of Years 9 and 10:

- Core subjects - English, Maths, Science and History/Geography
- HPE – Minimum of One Semester
- Elective subjects:
 - 3 elective subjects in year 9
 - 2 elective subjects in year 10
- Sport (Interschool and Recreational) is mandatory in Years 9 & 10
- All ENCORE students must select at least one Arts subject each semester
- Year 9 students wishing to be part of the Basketball Development Program or Extension HPE must select HPE for both semesters.

Electives by Key Learning Area:

Year 9 Students select 3 electives / Year 10 Students select 2 electives - each elective is studied for One Semester

LOTE	ARTS	TECHNOLOGY
Japanese (Must be selected in both semesters)	Art	Digital Technologies
	Dance	Business and Technology Studies
	Drama	Food Design, &Technologies
	Music	Graphics
		Industrial Technology and Design

What you have to do:

- Read this handbook to understand the elective offerings
- Look at your report cards to check how you went in your subjects
- Talk about what you might like to do when you finish school
- Make an appointment with the Guidance Officer if you are having difficulty choosing your preferences
- Log onto the school website
- Make your selections through One School by the due date

Remember:

- Not all subjects are guaranteed to be offered. A minimum number of students are required to create any class.
- A limited number of classes of some specialised subjects will be offered.

CHOOSING SUBJECTS FOR YEARS 9 and 10

A MESSAGE FROM THE GUIDANCE OFFICER

Students will have many influences at this time of subject selection:

- Personal likes/dislikes
- Career aspirations
- Family and others' expectations
- School staff and friends' influences
- As well as other influences like the media

When helping students choose subjects, parents need to consider:

- Those subjects your student is currently achieving in, and:
- The subject areas your student is interested in

These are the subjects that they may enjoy more and are motivated to perform better in.

Students in years 8, 9 and 10 at Wellington Point State High School will still have compulsory core subjects and some elective subjects they can choose to study. This ensures that students still have a wide range of subjects to choose from for their senior studies (years 11 & 12). Students should be careful with their selections as these may prove to be essential for further studies. As you can imagine, it might be too difficult to pick up language studies in Years 11 and 12, if students have not studied this in the middle school years.

Subject Recommendations

Students wishing to have improved overseas employment opportunities should consider continuing with their language studies. A second language may be particularly useful in the Tourism, Hospitality, Business and Health industries.

Subject Changes

Students should choose their subjects carefully. Subject changes are not always possible, particularly into popular classes like Art, ITD and Food Technology. Students are able to discuss subject changes with their parents, teachers, Heads of Department and the Guidance Officer at the very beginning and end of each semester.

Concluding Comments

I strongly encourage students and parents to discuss subject choices with Teachers and Heads of Department. Wellington Point State High School staff have an understanding of your student's strengths and weaknesses and will be able to give you advice on whether or not your student will be able to cope with their subject choices.

The Guidance Officer is also available to students and families to discuss subject choices. Appointments to see the Guidance Officer can be made through the school office.

CORE SUBJECTS

CONTENT

In Years 9 and 10, students engage with a variety of texts for different purposes. These include various types of media and texts, including both fiction and non-fiction genres through the study of newspaper, advertising, film, television and digital texts, song, poetry, novels, short stories, photography, brochures, posters, speeches, scripts, articles, and drama play texts.

Students create a range of imaginative, analytical, and persuasive text types, including narratives, essays, presentations, scripts, discussions, literary analyses, transformations of texts, speeches, panels/podcasts, videos, pitches, and awareness campaigns.

PRE-REQUISITES

Nil until semester 2 of year 10 where a B average would be required for pre-general subject (pre-senior preparation) studies begins. No pre-requisite for Literacy short course in year 10, or pre-essential.

HOW STUDENTS ARE ASSESSED

Students will be assessed, both formatively and summatively, in the areas of writing, speaking, reading and presenting. There will usually be four assessment items each year – a mix of written and spoken/presented, and drafted assignments and exams which could be short or extended response lengths.

Students will also complete Authentic Mixed-Method Assessment (AMMAs) throughout their units of study, which contribute to their overall unit and report card result. These are usually in-class tasks and activities which are assessed at the same standards from QCAA as their final summative assessment task and which contribute to a unit's end result for reporting.

EXPECTED WEEKLY WORKLOAD

English is a key subject because it develops essential skills in reading, writing, literacy, and communication. For these skills to be fully developed, students need to consolidate the in-school teaching and learning program with a robust home study routine.

The expectation for students in Years 9 and 10 is that they will undertake one and a half hours of home study per night across all subjects. **Students WILL have homework on nights when they have had an English lesson** which will usually take 15-45 minutes to complete, up to three times a week. There are three main types:

- Assignment and assessment preparation
 - Drafting and editing
 - Performance rehearsal
 - Novel reading and responding
- Regular planned homework
 - *WPSHS vocabulary program*
 - *Literacy Planet*
- Ongoing unit specific homework
 - Completing work commenced in class
 - Preparation for forthcoming lessons

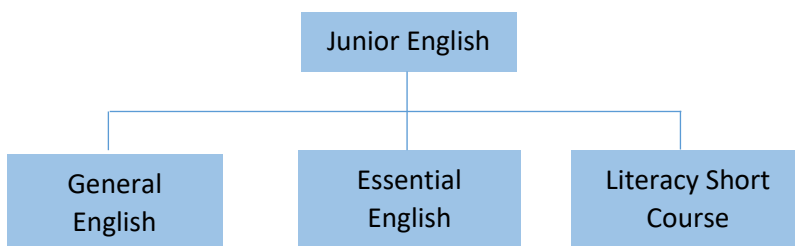
In weeks where students are drafting or editing their assessment, working on their piece at home is mandatory. They will need to dedicate time each night to write, proofread, rehearse, record, or study to prepare for their tasks.

COMPULSORY TEXTS

Students in all year levels should also have access to a Dictionary and Thesaurus. Other required texts will be provided through the schools Text Hire Scheme. If students are not part of the SRS (Student Resource Scheme/text hire), they will need to have access to the required class texts from either a public library or be able to purchase their own copy.

SUBJECT FLOWCHART

In year 10, semester 2, students will begin a pre-senior pathway and elect which subject strand to experience. Alternately, some students will be identified to undertake the Literacy Short Course for QCE points and Literacy accreditation. WPSHS currently offers General English and Essential English in the senior school.



MATHEMATICS

CONTENT

Students will study the three Content Strands of Mathematics (Number and Algebra, Measurement and Geometry and Statistics and Probability) under the guidelines of the Australian Curriculum. The proficiency strands of understanding and fluency will reinforce the Content/Knowledge and Problem Solving and Reasoning broaden and develop further the level of thinking skills.

Classes may be regrouped during year 10 (streamed) OR to accommodate students' changing needs. The skills learned and standards attained will be a determining factor in Year 11 subject selection in Mathematics. (You must do very well to choose Specialist Mathematics – the Maths C equivalent, Mathematical Methods – the Maths B equivalent or even Physics)

Students achieving highly in years 7, 8 and 9 will be directed to the extension classes in 10. Semester 2, Year 10 makes provision for students to trial senior Maths levels (Pre-Senior Maths). These extension mathematics courses are designed specifically for students aiming to study Year 11 Specialist Mathematics and Mathematical Methods.

PRE-REQUISITES

Knowledge of work from previous year(s).

HOW STUDENTS ARE ASSESSED

- Approximately 2 assignments and 4 tests per year
- Teachers may also require group investigation reports, homework, classwork handed in for the purposes of formative assessment

EXPECTED WEEKLY WORKLOAD

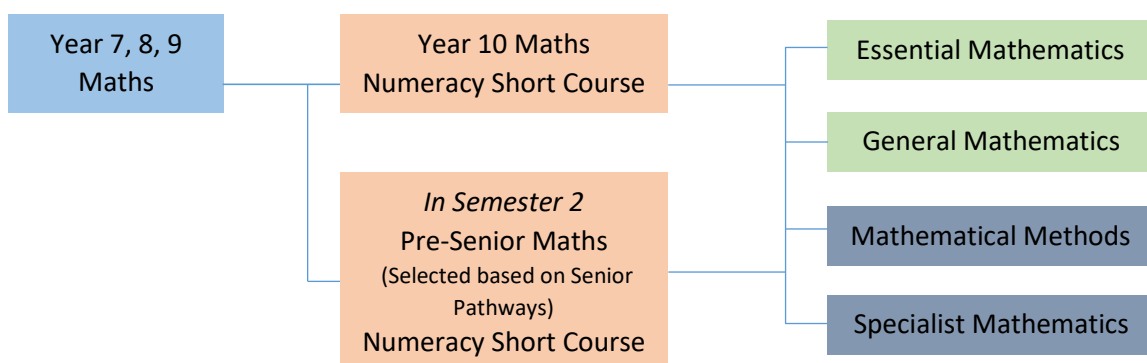
- 100% attention in class
- Year 9 - 20 minutes homework for each 70 minute lesson
- Year 10 - 30 minutes homework for each 70 minute lesson

FIELD TRIPS/EXCURSIONS

Nil

COSTS OVER AND ABOVE RESOURCE SCHEME

- Students must have a scientific calculator (sold through the book list)
- Protractor (360°)
- Compass
- Mathematics competition entry (cost depends on which competition – up to \$15.00)
- Stationary requirements



SCIENCE

CONTENT

In Years 7 and 8, students will study science under the guidelines of the Australian Curriculum Framework. Students will focus on the three learning areas of science – Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Within each of these, the strands of Biological Science, Chemical Science, Earth and Space Science and Physical Science will be studied. These units are based in real world contexts and use an inquiry approach, promoting skill development and higher order thinking.

HOW STUDENTS ARE ASSESSED

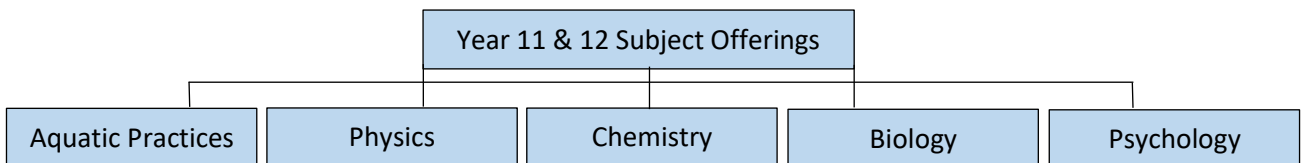
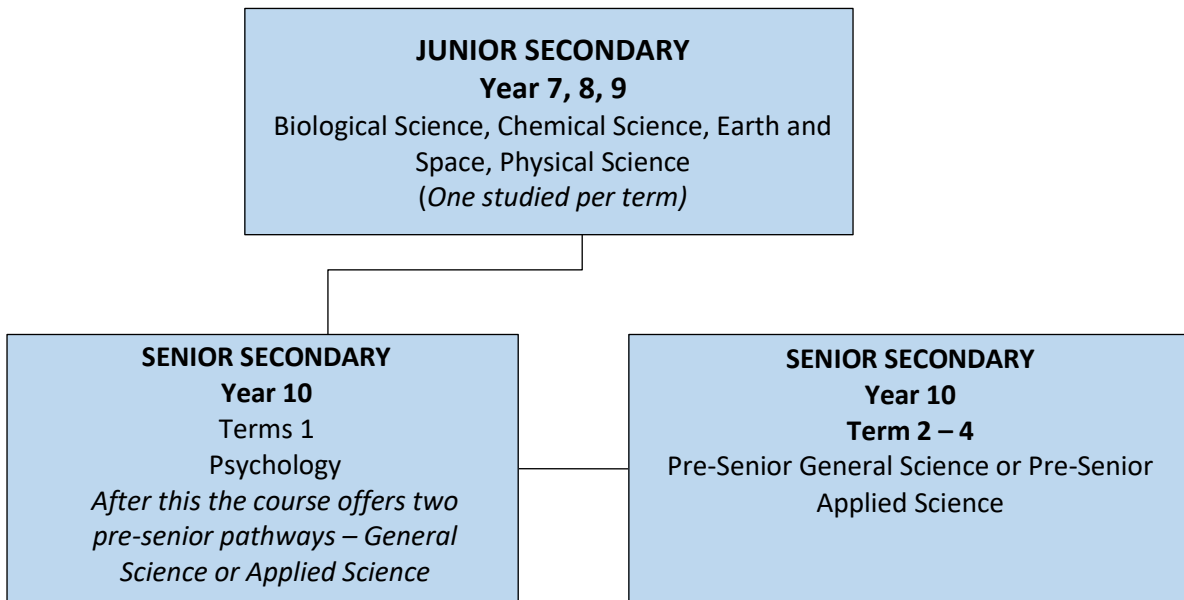
Students will be assessed on an A to E standard, guided by ACARA standards. This will be evidenced by successful completion of the following types of activities:

- Supervised assessment (Exams)
- Student Experiment
- Learning Journals
- Multi-modal Task
- Research Investigations
- Portfolio of Evidence

EXPECTED WEEKLY WORKLOAD

- It is expected students in Year 7, 8 and 9 will have up to 30 minutes of homework, three times a week.
- It is expected students in Year 10 will have 45 minutes of homework, three times a week.

SUBJECT FLOWCHART



*In Year 10, term 1, students study Climate Science. Students will then elect a pre-senior science pathway of either General Science or Applied Science for terms 2-4.

HUMANITIES (HISTORY, GEOGRAPHY, CIVICS & CITIZENSHIP AND ECONOMICS & BUSINESS)

DEPARTMENT VISION

Preparing passionate and ethical global citizens of the future.

CONTENT

Our junior Humanities course is made up of four Australian Curriculum subjects. History is one of the core areas of the Australian Curriculum and studied until the end of Year 10. Geography is taught until the end of Year 8 but is offered as an elective in Year 10. Civics & Citizenship and Economics & Business are both taught in Years 7 and 8. The study of History investigates significant periods in world history and Australia's involvement in the global community, whilst Geography focuses on topics including physical, spatial, environmental and changing patterns of settlement. Knowledge and skills embedded within our rigorous Humanities curriculum prepare students for active and informed global citizenship within their senior schooling years, tertiary studies and beyond.

COURSE STRUCTURE

	Term 1	Term 2	Term 3	Term 4
Year 7	Unit 1 - Archaeology and the Ancient World (History) – Short Response Exam and an Interview	Unit 2 - Death and Burial in Ancient Egypt (History) – Historical Essay Based on Research	Unit 3 - Water in the World (Geography) – Multi-modal Presentation	Unit 4 - Australian Democracy (Civics & Citizenship) – Short Response Exam Unit 5 - Consumers and Producers (Economics & Business) – Short Response Exam
Year 8	Unit 1 - Medieval Europe (History) – Short Response Exam and an Interview	Unit 2 – Shogunate Japan (History) – Historical Essay Based on Research	Unit 3 – Changing Nations (Geography) – Multi-modal Presentation	Unit 4 - Australian Democracy (Civics & Citizenship) – Short Response Exam Unit 5 - Consumers and Producers (Economics & Business) – Short Response Exam
Year 9	Unit 1 – World War I (History) – Short Response Exam	Unit 2 – World War II (History) – Historical Essay Based on Research	Unit 3 – Rights and Freedoms (History) – Multi-modal Presentation	Unit 4 – A World of Contrasts (Geography) – Extended Response Exam
Year 10	Pre-Senior Electives Ancient History, Modern History, Legal Studies, Geography, Tourism, and Social & Community Studies			
Year 11 & 12	Senior Electives Ancient History, Modern History, Legal Studies, Tourism, and Social & Community Studies			

HOW STUDENTS ARE ASSESSED

Students will be assessed on an A to E scale, guided by the QCAA Standard Elaborations for Knowledge and Understanding and Skills. Students can expect to complete the formative and summative instruments below.

<input type="checkbox"/> Short-response exams	<input type="checkbox"/> Extended response exams
<input type="checkbox"/> Essays based on research	<input type="checkbox"/> Multi-modal presentations
<input type="checkbox"/> Interviews	<input type="checkbox"/> Feature articles

EXPECTED WEEKLY WORKLOAD

- It is expected students in Year 7 – 10 students will have up to 30 minutes of homework, 2-3 times week.

COSTS OVER AND ABOVE RESOURCE SCHEME

Extra costs will only apply if a relevant field trip applies.

HEALTH AND PHYSICAL EDUCATION

CONTENT

Health and Physical Education is a core area of the Australian Curriculum. All students must complete one semester of HPE in Year 9 and one semester in Year 10. In Year 9, students select four elective subjects, one of which must be HPE in order to meet these requirements. This will be a one-semester core subject. Students may select Extension HPE (which may be the Basketball Development Program class or the general Extension HPE class), and will be able to remain in this class for both semesters in Year 9. The Yr 9 Extension HPE topics include Sports Injuries and Fitness and Training. In Year 10, all students will complete one semester of compulsory HPE. In addition to this, students will have the option of selecting Extension HPE or Health Studies as a two-semester elective. In Yr 10 Extension HPE, the topics studied include motor learning and skill acquisition, energy systems, tactical awareness and ethics in sport. There is the opportunity for students to continue in the Basketball Development Program for Semester 1, with pre-senior preparation prioritised in Semester 2.

The areas of learning to be addressed in Years 9-10 include:

- Alcohol and other drugs
- Food and nutrition
- Health benefits of physical activity
- Mental health and wellbeing
- Relationships and sexuality
- Safety
- Challenge and adventure activities
- Games and sports
- Lifelong physical activities
- Rhythmic and expressive activities

PRE-REQUISITES

Extension classes (i.e. Basketball) are selective based on performance and effort. The classes have a limited number of places.

HOW STUDENTS ARE ASSESSED

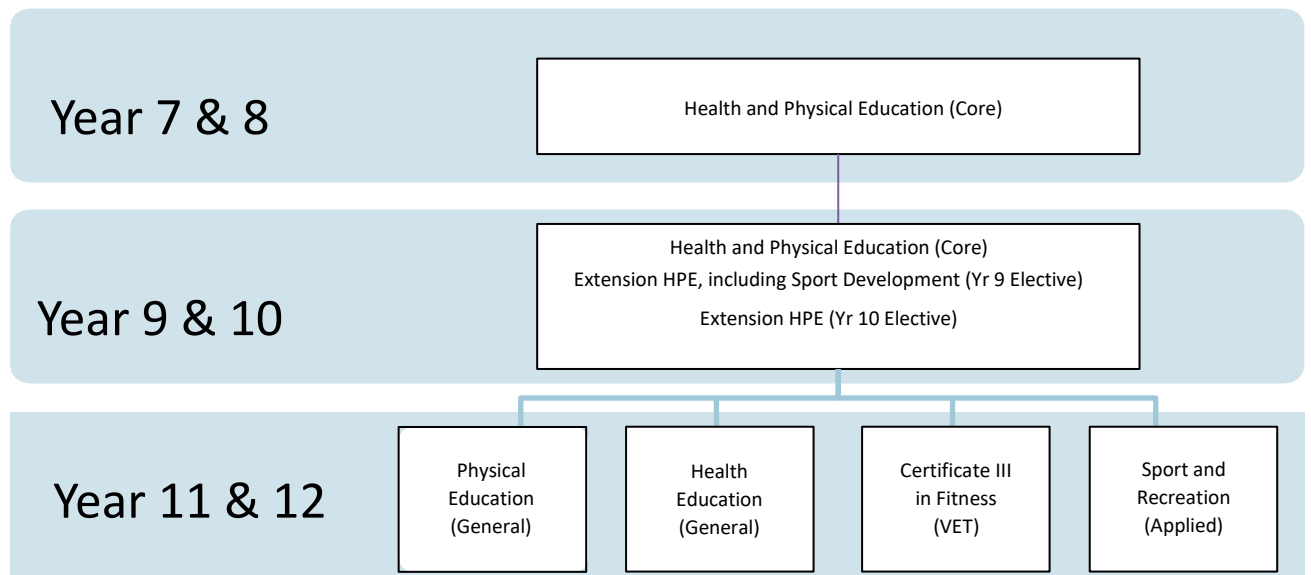
Students are assessed in HPE using the strands of Personal, Social and Community Health; and Movement and Physical Activity. The exit mark is an average of results in these two strands. Written and physical assessment is equally weighted. Students complete exams, assignments and multimodals for the written work. Students' leadership, collaboration and ethical behaviours are part of the Movement and Physical Activity criteria considered when assessing physical work.

EXPECTED WEEKLY WORKLOAD

Students will be expected to complete set homework and revision each week.

COSTS OVER AND ABOVE RESOURCE SCHEME

Excursions may be offered which will incur a cost.



ELECTIVE SUBJECTS

DIGITAL TECHNOLOGIES

CONTENT

Topics in the course aim to develop a high level of creative and innovative technological capabilities. Students will design and develop a variety of digital products and solutions. Throughout the course industry standard software is utilised including Adobe Creative Suite and Microsoft products. This program includes a variety of opportunities for all students to experience and develop a range of ICT skills that provide pathways to senior technology subjects and enable students to adapt to the challenges of new and emerging technologies.

Areas of Study	
Year 9	Year 10
Game Design & Development	Game Development
Programming with Python	Web Design
	Innovation Technologies with AI
	Robotics

PRE-REQUISITES

A positive attitude

HOW STUDENTS ARE ASSESSED

The assessment program will include a variety of assessment techniques based on the design process including folios, practical tasks, skills tests and projects.

EXPECTED WEEKLY WORKLOAD

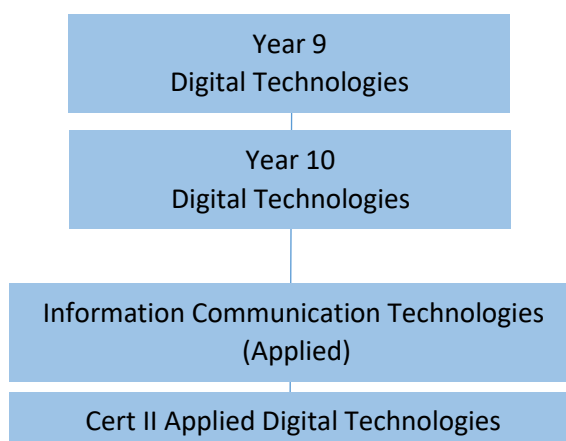
Most of the practical work is completed in class time, however sometimes homework research will be required to support class tasks.

FIELD TRIPS / EXCURSIONS

Students will have the opportunity to visit QUT's The Cube for an experience day, depending on availability.

COSTS OVER AND ABOVE RESOURCE SCHEME

A digital storage device (USB)



VISUAL ART

CONTENT

Visual Art is a powerful vehicle for students to communicate an informed viewpoint in our ever-changing world. Visual Arts prepares young people for a future in the workforce by requiring them to seek creative solutions, think divergently and use higher order learning skills.

Students will complete a number of thematic units specialising in different areas. They will develop skills utilising the basic elements and principles of design and the process of art production.

Visual Art areas include:

- Drawing
- Printing
- Painting
- Sculpture
- Artist Books
- Skateboard Design

In each area students will explore a theme that explores personal interests as well as social and environmental issues.

Theory is also an important component of junior art, comprising 1/3 of the time allocated. Areas covered include an overview of the history of Art and contemporary artists and art practice, art analysis and art history.

PRE-REQUISITES

Sound results in English

HOW STUDENTS ARE ASSESSED

For each unit students will need to complete:

- A folio of drawings and research in their visual diaries
- A finalised work of art
- A piece of theory assessment in the form of an exam or assignment

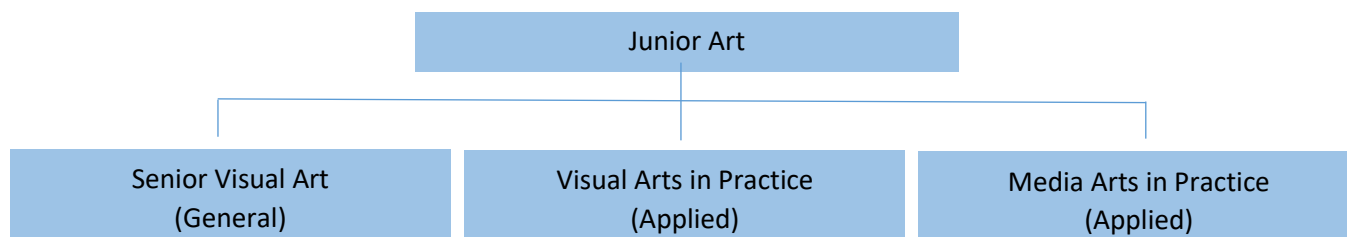
EXPECTED WEEKLY WORKLOAD

Students are expected to complete work on their practical and theoretical assessment at home to the equivalent of 15-20mins per lesson.

FIELD TRIPS

Students will attend an excursion in year 10 to visit numerous Brisbane city art galleries (cost: approximately \$20)

SUBJECT FLOWCHART



ECONOMICS AND BUSINESS (ECB)

CONTENT

Topics in the course aim to develop the skills of innovation and entrepreneurialism within a business studies framework. Students will utilise their developing skills to communicate effectively within the business context. Computer applications are explored as an integral part of the business process. These include an introduction to the use of an accounting package and Microsoft Office.

Topics include:

- Developing Keyboarding Skills
- Work Health and Safety Processes
- Computer Applications – Microsoft Office 2010
- Document Production
- Small Business Ventures
- Basic Accounting Concepts

PRE-REQUISITES

Nil

HOW STUDENTS ARE ASSESSED

A variety of tasks are completed both under assignment conditions and exam conditions. These tasks are a combination of computer generated pieces and hand written tasks.

EXPECTED WEEKLY WORKLOAD

Most of the practical work is completed in class time, however, revision of skills learnt and additional practice at home will only assist improvement of skills. At other times, homework covering the theoretical aspects of the subject will be assigned.

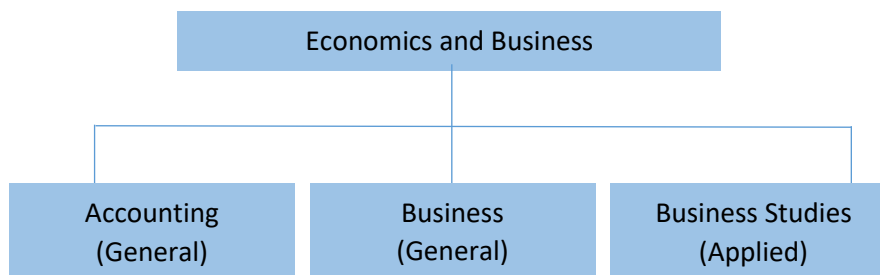
FIELD TRIPS / EXCURSIONS

Nil

COSTS OVER AND ABOVE RESOURCE SCHEME

A4 exercise book, display folder, 3 manila folders and USB stick.

SUBJECT FLOWCHART



YEAR 10 MEDIA ARTS

CONTENT

Students of Media Arts use a range of communication processes to explore media forms and styles. In doing so, they work towards defining and shaping their own identity and understanding the world we live in. Media Arts in Practice focuses on the role media arts plays in the community in reflecting and shaping society's values, attitudes and beliefs. It provides opportunities for students to create and share media artworks that convey meaning and express insight.

Areas of Study	
We have Brand Power – advertisement, campaign, social media	Assessment = Design and produce an advertisement campaign for social media (practical), analyse ads (written)
We're not a Couch Potato – Australian TV Shows	Assessment = Storyboard + Moving image media (practical), Review/blog post (written or spoken)
We're Engaged – You Tube	Assessment = Filmed pilot sequence (practical), Film treatment and shot list (written)
We're going to need a montage – Video Editing	Assessment = Production of short film (practical), Film treatment and shot list (written)

PRE REQUISITES

An ability to work effectively in groups and willingness and an enthusiasm to do practical tasks are both essential qualities that a Media Arts student must have. Strong skills in digital technology are helpful.

HOW STUDENTS ARE ASSESSED

Students are assessed in the areas of Creating and Making, Presenting and Performing, and Exploring and Responding.

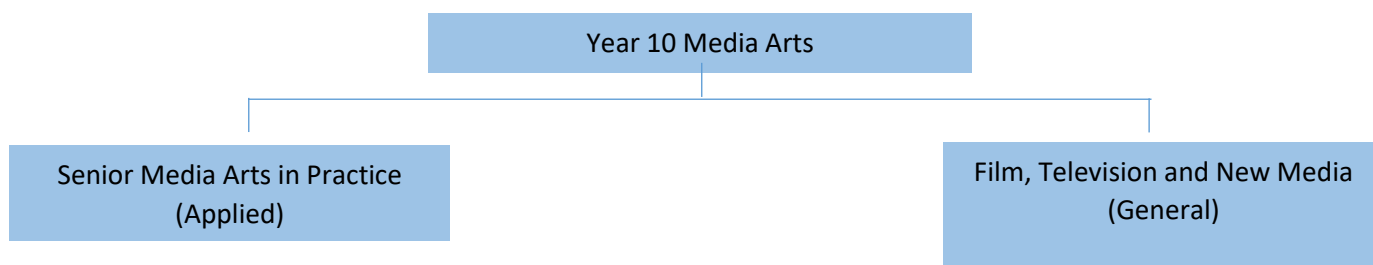
FIELD TRIPS/EXCURSIONS

The class groups will endeavour to participate in workshops to enhance students' understanding of course material. This may be during and outside normal school hours.

COSTS OVER AND ABOVE RESOURCE SCHEME

Workshops/excursions relevant to the course of study (e.g. Visiting film makers or excursions to various studios - \$20 - \$25 each per semester)

SUBJECT FLOWCHART



DANCE

CONTENT

Technique and performance work is based on a wide range of dance styles studied including, Musical Theatre (Jazz), Commercial dance, Classical Ballet, Indigenous and World dance and Contemporary Dance. Theory aspects of the course focus on dance history, study of choreographers, Indigenous and World dance, anatomy, dance injuries and analysis of dance works.

Areas of Study	
Jazz and Musical Theatre	Contemporary Dance
Hip Hop	Dance as a Performing Art
Commercial Dance – Music Videos	Dance Analysis

PRE REQUISITES

Prior experience in dance outside school is not necessary before selecting this subject.

HOW STUDENTS ARE ASSESSED

Through practical and theory lessons students will develop their skills in 3 areas - Creating and Making, Presenting and Performing, and Exploring and Responding.

EXPECTED WEEKLY WORKLOAD

Technique and performance work will need to be practised at home, along with theory work at times.

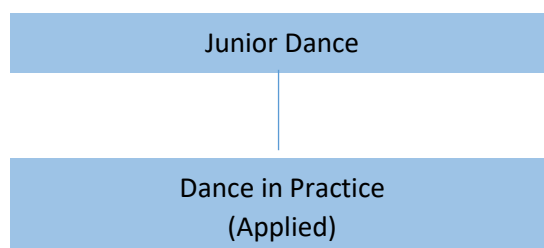
FIELD TRIPS/EXCURSIONS

- Students will have the opportunity to view live performances and to participate in workshops with guest artists
- Costs will vary

YEAR 10 DANCE

Depending on student numbers, year 10 students may study Dance in Practice (Applied) which enables them to earn 2 QCE points by the end of year 10, and complete the senior subject by the end of year 11. Read about the Dance in Practice course on the following page.

SUBJECT FLOWCHART



DANCE IN PRACTICE		Applied	
This subject contributes towards an ATAR?		YES	NO
			✓
Prerequisite	A sound achievement (C) in Year 9 or 10 Dance is advised.		
Possible Career Pathway	There are many roles for dance practitioners in dance industries, including choreographer, performer, designer, technician and producer. A course of study in Dance in Practice can establish a basis for further education and employment in dance education, dance teaching, choreography, performance and event production.		
Course Outline	<p>Dance in Practice gives students opportunities to explore these functions through active engagement in dance and dance productions at a school and community level. This syllabus focuses on experiencing and understanding the role of dance in and across communities and, where possible, interacting with practising performers, choreographers and designers.</p> <p>In Dance in Practice, students create, perform and produce dance works in class, school and community contexts. This involves the integration of knowledge of the world with experience and perception. To do this, students examine aesthetic codes and symbol systems and use their senses as a means of understanding and responding to their own and others' dance works. This fosters creativity, helps students develop problem-solving skills, and heightens their imaginative, emotional, aesthetic, analytical and reflective experiences.</p> <p>Students explore and apply techniques, processes and technologies individually and in groups to express dance ideas that serve particular purposes. They gain practical and technical skills, employ terminology specific to dance, investigate ways to solve problems, and make choices to communicate through dance and about dance. Through the physicality of dance and the use of their bodies as a medium for artistic expression, students experience a sense of enjoyment and personal achievement.</p> <p>Students undertake the study of at least three dance genres in Dance in Practice, gaining a broad range of technical and expressive skills and understanding. Exposure to multiple dance genres fosters a greater appreciation of dance as an art form.</p>		
Objectives	<p>By the conclusion of the course of study, students will:</p> <ul style="list-style-type: none"> • recall terminology, concepts and ideas associated with dance • interpret and demonstrate the technical and expressive skills required for dance genres • explain dance and dance works • apply dance concepts and ideas through performance and production of dance works • analyse dance concepts and ideas for particular purposes, genres, styles and contexts • use language conventions and features to achieve particular purposes • generate, plan and modify creative processes to produce dance works • create communications and make decisions to convey meaning to audiences • evaluate dance works. 		
Structure	<p>Dance in Practice is a four-unit course of study, comprising of;</p> <p>Unit 1 (C) - Health: In this unit, students explore choreographing, performing and responding in dance through the concept of health-related dance. Students develop their knowledge and understanding about the health benefits of dance through physical, mental, emotional, social and/or creative experiences. They investigate and develop an understanding of using dance with diverse groups.</p> <p>Unit 2 (A) – Celebration: In this unit, students explore dance used for celebration through choreographing, performing and responding experiences. Celebrations can be an opportunity to acknowledge, honour, remember, respect, entertain or express something</p>		

	<p>special and enjoyable.</p> <p>Unit 3 (D) – Technology: In this unit, students explore the use of technology in dance. Students develop critical and creative thinking skills through problem-solving and decision-making as they explore how technology influences decisions when making and responding in dance. They identify and analyse problems, focusing on how technology can shape, influence or enhance how ideas are communicated.</p> <p>Unit 4 (B) – Industry: In this unit, students explore different sectors of the dance industry (including professional and amateur) through choreographing, performing and responding experiences in. The professional dance industry is primarily made up of dancers, choreographers, dance therapists, dance critics, costume and set designers, make-up artists, publicists, and other behind-the-scenes workers.</p>
<p>Assessment</p>	<p>For Dance in Practice, assessment from Units 1 and 2 (B & A) provide students with opportunities to become familiar with the assessment techniques that will be used in Units 3 and 4 (D & C) and receive feedback on their progress through the course.</p>
	<p>For Dance in Practice, assessment from Units 3 and 4 is used to determine the student’s exit result, and consists of the following instruments;</p> <p>2 x Performance of a dance work (up to 4 minutes each)</p> <p>2 x Projects (Planning and evaluation of choreography)</p> <p>One of the following:</p> <ul style="list-style-type: none"> • Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media • Written: up to 600 words • Spoken: up to 4 minutes, or signed equivalent

DRAMA

CONTENT

Students of Drama use a range of communication processes to explore dramatic forms and styles. In doing so, they work towards defining and shaping their own identity and understanding the world we live in. In Drama, students develop their skills as communicators and performing artists, working towards creating and performing their own dramatic works for a variety of purposes.

Areas of Study	
Elements of Drama and Skills of Performance	Comedy including Theatre Sports, Satire & Commedia Dell'Arte
Gothic Theatre	Script Writing and Directing
Theatre for Young People	Play-Study
Children's Theatre	Realism

PRE REQUISITES

At least a Sound Achievement in Year 7 or 8 Drama is advisable to enable the student to cope with the skills required. An ability to work effectively in groups and willingness and an enthusiasm to perform are both essential qualities that a Drama student must have.

HOW STUDENTS ARE ASSESSED

Students are assessed in the areas of Creating and Making, Presenting and Performing, and Exploring and Responding. Individual, small and large group performances and presentations, individual written assignments and exams are included in the assessment overview.

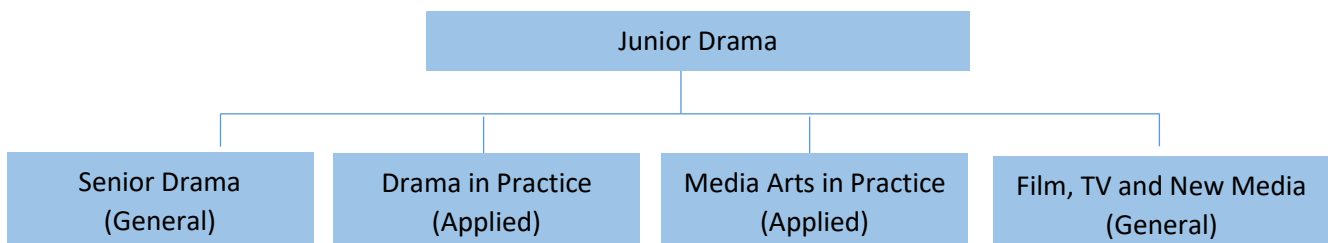
FIELD TRIPS/EXCURSIONS

The class groups will endeavour to view productions and participate in workshops to enhance students' understanding of course material. This may be during and outside normal school hours.

COSTS OVER AND ABOVE RESOURCE SCHEME

Performances/excursions relevant to the course of study (e.g. Visiting Theatre company or excursion to theatre - \$20 - \$25 each per semester)

SUBJECT FLOWCHART



FOOD DESIGN AND TECHNOLOGIES

CONTENT

This course has been developed to acknowledge the fast-paced technological society for which we are preparing our students, yet maintaining a focus on the importance of healthy eating. Food Design and Technologies promotes the development of knowledge and skills in the purchase, preparation and cooking of food which is important for students to become educated consumers.

Recipes prepared will reflect our multi-cultural, busy lifestyle, while promoting the aim that food should be easy to prepare, fresh and nutritionally beneficial to us. This course is fun and practical and will help to meet the needs of young people in a technologically diverse and challenging world. This subject will prepare students for Hospitality Practices.

Food Design and Technologies covers the following topics:

- The study of nutrition
- The principles of food preparation and production of design solutions for an intended purpose
- Practical cooking (applying the principles and techniques learnt)
- Sustainable Practices

FOOD TECHNOLOGY

Lessons each week will include demonstration/theory and student cookery

- Food Safety and Hygiene
- Food Selection Guides & Food Nutrients
- Meal Planning for Families and Individuals
- Cultural Cookery
- Food Science and presentation

PREREQUISITES

Previous study in Food Design and Technologies is an advantage but not essential.

ASSESSMENT

- Design projects

EXPECTED WEEKLY WORKLOAD

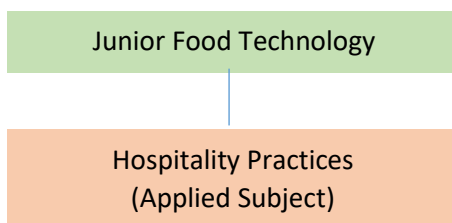
Organisation and preparation of cooking ingredients plus one hour personal revision and study per week.

FIELD TRIPS/EXCURSIONS

Nil

COSTS OVER AND ABOVE RESOURCE SCHEME

- Ingredients & container for weekly take home cookery
- Departmental requirements – black leather school shoes in the kitchen



GRAPHICS

CONTENT

Graphics is designed to cover a wide range of study areas using the AutoCad suite of programs. Most work is completed using Inventor – 3D modelling software or Revit – architectural program. There is scope for individual design and sketching of projects in the course.

TOPICS INCLUDE

- Graphic Design
- Industrial Design
- Concept Development
- Design Project
- Architectural Design

PRE-REQUISITE

Nil

HOW STUDENTS ARE ASSESSED

A combination of folios and assignments

EXPECTED WEEKLY WORKLOAD

All work not completed in class must be done at home except CAD work unless students have the software. The software is available through the Autodesk student community.

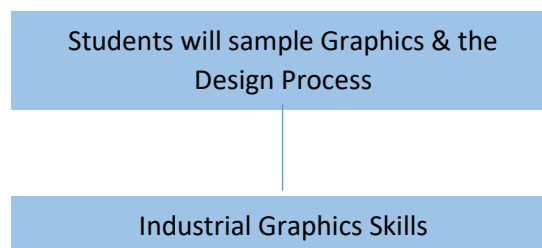
FIELD TRIPS/EXCURSIONS

Nil

COSTS OVER AND ABOVE RESOURCE SCHEME

All materials used during the course are covered by resource fees.

SUBJECT FLOWCHART



INDUSTRIAL TECHNOLOGY AND DESIGN

CONTENT

Industrial Technology and Design (ITD) is a practical based subject that focuses on the design process, which requires some research and the completion of a design folio. ITD leads to the senior Industrial Technology Skills (ISK - non op) and Building and Construction Skills (BCD –non OP) courses. It is also complimentary subject to Graphics.

TOPICS MAY INCLUDE

- Design Project
- Woodwork
- Plastic Fabrication
- Sheet Metal Fabrication
- Electronics

PRE-REQUISITES

Nil

HOW STUDENTS ARE ASSESSED

A combination of practical and written assessment.

EXPECTED WEEKLY WORKLOAD

Most of the practical work is completed in class time, however sometimes homework research will be required to support class tasks.

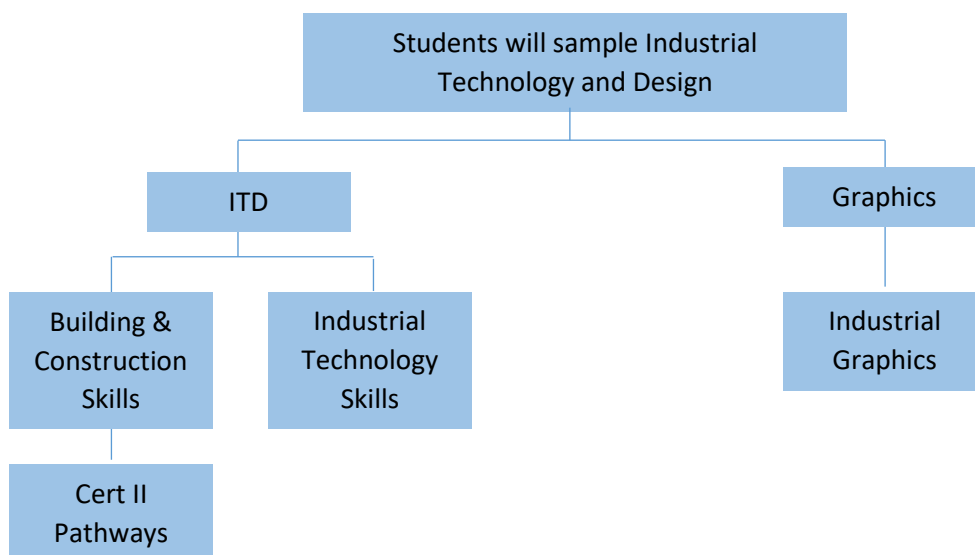
FIELD TRIPS/EXCURSIONS

Nil

COSTS OVER AND ABOVE RESOURCE SCHEME

All materials used during the course are covered by resource fees. Please note that it is a Workplace Health and Safety requirement that all students wear black leather school shoes in ITD workshops.

SUBJECT FLOWCHART



JAPANESE

CONTENT

Students study languages as a mandatory subject until Year 8 in Queensland, where in Wellington Point State High School they have an option to choose between Japanese and French.

From Year 9, languages become an elective subject. As part of the junior model, students will learn languages for a semester each year in Year 7 and 8. During the course, students will develop their language skills and cultural knowledge through the study of the following units in Japanese:

	Term 1/3	Term 2/4
Year 7	Welcome to Japan! Folio work and exam	Me and my family Presentation and exam
Year 8	Yurukyara Mascots Presentation and exam	Thanks for the meal! Exam

JUNIOR ELECTIVE JAPANESE:

	Term 1	Term 2	Term 3	Term 4
Year 9	Let's find Japan! Group presentation and exam	Irasshaimase: Welcome! Comic strip and exam	Cold winds and catching colds Presentation, interview and exam	What did you wear? Extended response exam
Year 10	Guiding the way Interview and exam	Folktales Picture book assignment and exam	Inventions Group presentation and exam	Excursions and Homestays Interview and extended response exam

PREREQUISITES

Foundation Japanese [Year 8] is a prerequisite for Year 9 Japanese. Year 9 and 10 Japanese is a prerequisite for Senior Japanese.

HOW STUDENTS ARE ASSESSED

Assessment is separated into three types: assignments, paper exams, and interviews. Assignments range from projects such as children picture books, to presentations of destinations in Brisbane in Japanese. Paper exams require students to comprehend reading and listening stimulus in Japanese, as well as extended responses where students write in Japanese to prompts. Finally, in Year 10 students begin short one on one exams, wherein they must converse with the teacher in Japanese.

EXPECTED WEEKLY WORKLOAD

Apart from class time students are expected to do between 5 to 10 minutes of personal study in Years 7 and 8, and roughly 20 and 30 minutes of homework or personal study, five nights a week for Years 9 and 10.

FIELD TRIPS/ EXCURSIONS

Cultural excursions such as visits to exhibitions, restaurants, films and concerts may be part of the Japanese program, and students are encouraged to participate in the Australian Language Certificate each year. Additionally, students who are wanting to achieve an internationally recognised proficiency of Japanese in Year 12, we do organise class excursions to sit the JLPT N5 exam on the Gold Coast. Students can also choose to host or be a buddy for Japanese students visiting our school.

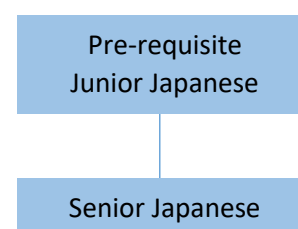
Students who study elective Japanese are also eligible to go on the biennial study tour to Japan. The trip is roughly two weeks and not only do students visit various famous places in Japan such as Kyoto, Tokyo, Osaka, Hiroshima and Miyajima, they also experience homestay at our sister school Suzuka High School in Mie.

CAREER PATHWAYS

Australian national and international industries constantly seek workers who demonstrate a proficiency in a second language. For example, employees who value the knowledge of an additional language and the intercultural understanding it encompasses gain an edge in employment in industries such as business, hospitality, law, science, technology, sociology and education.

Additionally, several SEQ universities such as UQ, QUT and Griffith award additional selection points for course enrolments for students graduating Year 12 Japanese with a passing grade.

SUBJECT FLOWCHART



FRENCH

CONTENT

Students study languages as a mandatory subject until Year 8 in Queensland, where in Wellington Point State High School they have an option to choose between Japanese and French.

From Year 9, languages become an elective subject. As part of the junior model, students will learn languages for a semester each year in Year 7 and 8. During the course, students will develop their language skills and cultural knowledge through the study of the following units in French:

	Term 1/3	Term 2/4
Year 7	Me and Family Interview and exam	To the table! Listening and reading exams
Year 8	Pets and animals Multimodal presentation	School life Listening and reading exams

JUNIOR ELECTIVE FRENCH:

If enough students select French as an elective subject in Year 9, French will be offered as a course of study from Year 9 and beyond.

HOW STUDENTS ARE ASSESSED

Assessment is separated into two types: assignments and paper exams. Assignments range from projects such as a skit written and performed in French. Paper exams require students to comprehend reading and listening stimulus in French, as well as create language by responding to questions in written French.

EXPECTED WEEKLY WORKLOAD

Apart from class time students are expected to do between 5 and 15 minutes of homework or personal study, several nights a week.

FIELD TRIPS/ EXCURSIONS

Cultural excursions such as visits to exhibitions, restaurants, and cultural festivals may be part of the junior elective French program, and students are encouraged to participate in the Australian Language Certificate each year through ACER.

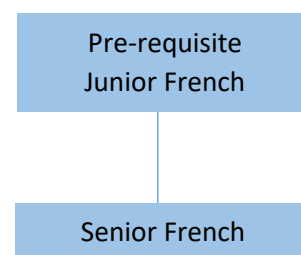
Students who study elective French may also benefit in going on the biennial Europe Trip, where one of the destinations is France.

CAREER PATHWAYS

Australian national and international industries constantly seek workers who demonstrate a proficiency in a second language. For example, employees who value the knowledge of an additional language and the intercultural understanding it encompasses gain an edge in employment in industries such as business, hospitality, law, science, technology, sociology and education.

Additionally, several universities such as UQ, QUT and Griffith award additional selection points for course enrolments for students graduating Year 12 French with a passing grade. French specifically is currently listed as one of the most highly scaled subjects in Queensland towards an ATAR.

SUBJECT FLOWCHART



MUSIC

CONTENT

Students in year 9 and 10 Music will have the opportunity to study a range of styles including Rock, Film, Musical Theatre, Blues, World Music and the student's own choice. The course is a 3-semester program that focuses on the development of musicianship skills that will be achievable yet challenging for all students, regardless of previous musical knowledge. The students will be required to perform and compose in a variety of styles.

PRE-REQUISITES

Nil

HOW STUDENTS ARE ASSESSED

Students are assessed in the areas of Creating and Making, Presenting and Performing, and Exploring and Responding.

EXPECTED WEEKLY WORKLOAD

Most of the practical work is completed in class time, however revision of skills learnt and additional practice at home is necessary to assist improvement of skills. At other times homework covering the theoretical aspects of the subject will be assigned. Generally, 1-2 hrs per week in year 9 and 2-3 hrs per week for year 10.

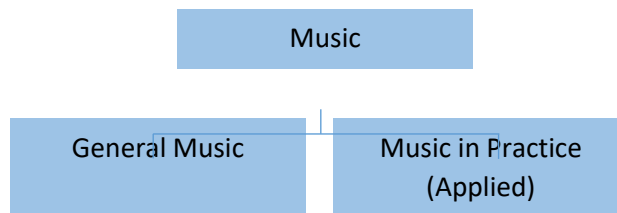
FIELD TRIPS/EXCURSIONS

Varies with each year and unit

COSTS OVER AND ABOVE RESOURCE SCHEME

Excursions and basic items such as pics and cables are found on the stationery list.

SUBJECT FLOWCHART



YEAR 10 SUBJECTS LINK TO SENIOR SUBJECTS

KEY LEARNING AREA	YEAR 10 SUBJECTS	YEARS 11 and 12 SUBJECTS
English	English (Core)	General English Essential English
Maths	Mathematics (Core)	General Mathematics Mathematical Methods Specialist Mathematics Essential Mathematics
Science	Science (Core)	Biology Chemistry Physics Psychology Aquatic Practices Certificate II in Sampling and Measuring
Health and Physical Education	Health and Physical Education (Core) Extension HPE (Yr 9 and 10 Elective)	Physical Education Sport and Recreation Certificate III in Fitness
Humanities	History (Core)	Ancient History Geography Legal Studies Modern History Tourism
	Business (Elective)	Business Business Studies
The Arts	Art (Elective)	Visual Art Visual Arts in Practice
	Drama (Elective)	Drama Drama in Practice Film, Television and New Media Media Arts in Practice
	Music (Elective)	Music in Practice
	Dance (Elective)	Dance in Practice
Technology	Digital Technologies (Elective)	Certificate II in Applied Digital Technologies Certificate II in Skills for Work and Vocational Pathways Certificate II in Workplace Skills
	Food and Design Technologies (Elective)	Hospitality Practices Early Childhood Studies
	Industrial Design and Technology (Elective)	Building and Construction Skills Industrial Technology Skills Cert II Construction Pathways
	Graphics (Elective)	Industrial Graphics Skills
LOTE	Japanese French (Elective)	Japanese

Senior Subject offerings are subject to numbers of students who select them each year. Additional certificate courses may be offered to Senior Students.