

Student Handbook

Grades 9 and 10



Launceston
Grammar

EST. 1846

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Academic Programme

The six years of secondary education available at Launceston Church Grammar School can be shown as three modules, each two years in duration.

The Introductory module Grade 7 and 8

The first two years at secondary school aim to provide students with a broad experience of education. A wide range of subjects offers experience in language, speech and communication, creativity and the arts, society, science and technology, with a view to making the most informed choices for future study.

The Consolidating module – Grades 9 and 10

The middle two years of the secondary school in which students may specialise in subjects according to individual needs, strengths and interests. The course consists of a common core plus up to eight half-year elective subjects and introduces students to approaches to work and forms of assessment which will be critical in the final module.

The TCE Module – Grades 11 and 12

The final two years of secondary education which leads to the award of the Qualification Certificate and the Tasmanian Certificate of Education prepares students for further study, work, and their future. Students at this level can follow general or quite specialised courses. Provision is made for both academic and vocational pathways.



Core Curriculum

The core of the Grades 9 and 10 academic programme is composed of the key subjects studied in the introductory module maintaining such themes as literacy, numeracy, understanding and awareness of one's place in a changing world, and practical abilities developed throughout Grades 7 and 8.

Subjects in the core:

- Christian Studies
- English
- Mathematics
- Science
- History and Citizenship
- Health and Physical Education

The structure of the core reflects the role of traditional subject disciplines, but through Grades 9 and 10 there are numerous opportunities to pursue further questions using skills and understanding from a wide range of disciplines.

Some students will undertake English as a Second Language or Literacy support in addition to English.

The Australian Curriculum was introduced in 2013 with students in Grades 9 and 10 studying English, Mathematics, Science and History. Other subjects have been progressively introduced, after they have been approved by the Australian Curriculum Assessment and Reporting Authority (ACARA).



The Australian Curriculum

The Australian Curriculum sets out the core knowledge, understanding, skills and general capabilities important for all Australian students.

- describes the learning entitlement of students as a foundation for their future learning, growth and active participation in the Australian community;
- makes clear what all young Australians should learn as they progress through schooling;
- is the foundation for high quality teaching to meet the needs of all Australian students;
- acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests;
- acknowledges the changing ways in which young people will learn and the challenges that will continue to shape their learning in the future.

The Australian Curriculum will eventually be developed for all learning areas and subjects set out in the Melbourne Declaration: initially for English, mathematics, science and history; followed by geography, languages, the arts, health and physical education, economics and business, civics and citizenship, and digital technology and design and technology.

The Australian Curriculum includes a focus on seven general capabilities (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding) and three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia and Sustainability). Continua of learning have been developed for each, to describe the relevant knowledge, understanding and skills at particular points of schooling.

Contact Teacher

Mrs Michelle Stocks



Christian Studies

Subject Description

Building on their understanding of the Christian tradition gained in Grade 7 and 8, students look at wider issues in our society related to religion and ethics, and also consider more deeply their own spirituality, beliefs and values.

Students look further at world religions and religions in our society with the aim of being better informed about and gaining a deeper appreciation of religions and worldviews. They gain a deeper understanding of Christianity and Anglicanism.

They examine controversies in society, looking at ethical approaches, and studying current controversies of concern. From time to time religious and values issues in the news may be examined.

Class work in Christian Studies is supplemented by activities undertaken by students in their Chapel, Outdoor Education and Retreat programs. Where possible, links to other subject areas including English, History and Science are made, in order to enrich students understanding.

Students have opportunities to reflect on their own life and spirituality and to gain from experiences of reflection and stillness. They are encouraged to understand others and to express their convictions in an informed and respectful manner.

A number of topics and units are selected to offer the students a rich range of experiences, and may include the following:

- religious and philosophical questions such as god, creation, evil
- current issues and controversies
- ethical frameworks to assist with deeper understanding of controversies
- religious leaders and thinkers
- bible topics or themes such as psalms, love, hope
- wisdom literature including proverbs, Ecclesiastes, song of songs
- Christian denominations
- Anglicanism
- saints and mystics
- sacred places and journeys
- virtues and vices
- inspirational people
- personal beliefs, spirituality, values and purposes
- charities and humanitarian organisations
- peace

Contact Teacher

Reverend Paul Grayston



English

Subject Description

The English curriculum is based on the requirements of the Australian Curriculum which is organised into three interrelated strands. Together the three strands focus on developing students' knowledge, understanding and skills in thinking, listening, reading, viewing, speaking and writing. The three strands are:

- Language: knowing about the English language
- Literature: understanding, appreciating, responding to, analysing and creating literary texts
- Literacy: expanding the repertoire of English usage.

Texts have been selected to correspond with the Australian Curriculum and because they offer students a range of cultural experiences, are relevant to our students and have an enduring artistic value. As our students are increasingly exposed to a large range of texts and media in their life, so too our chosen texts cover a range of forms such as novels, expository texts, poetry, short stories and plays, multimodal texts such as film, documentaries, music and web based texts.

- The English curriculum aims for students to:
- Increase their ability to use language and its conventions to think, speak, listen, read, view and write according to context, purpose and audience
- Develop a sound grasp of increasingly complex linguistic structures and features of standard Australian English and the capacity to apply these
- Develop a broad knowledge of a range of literature, including Australian literature, classic and contemporary world literature and a capacity to relate this literature to aspects of contemporary society and personal experience
- Engage with a variety of literary genres (fiction, non-fiction and multimedia texts) in order to explore issues, characters, plot sequences and structures through a variety of responses and to gain insight into the structure and craft of such texts
- Compose and craft a range of texts including oral, written, creative, analytical, expository and multimedia texts in which the purpose is to engage, inform, persuade or entertain
- Increase their understanding of the ways in which textual interpretation and understanding may vary according to cultural, social and personal contexts
- Discuss and analyse texts and language critically and with appreciation
- Learn to work constructively in both individual and group contexts

Develop the organisation and skills needed to take increasing responsibility for their own learning.

Contact Teacher

Mrs Natalie Stewart



Mathematics

Subject Description

Grade 9

There are three available courses designed to cater for the differing needs of our students.

- The **Extension** syllabus is offered to students with a high degree of Mathematical skill and ability. Most students will have completed the Grade 8 extension course. If not students will need the permission of the Head of Mathematics before enrolling. They will complete the work in an elective subject in addition to their regular Mathematics lessons.
- The **Mathematics** syllabus which addresses the Australian Curriculum Mathematics syllabus at Grade 9 level. The areas addressed by this syllabus are, real number arithmetic, mathematics in finance, algebra, linear and non-linear relationships, measurement, shape properties, location and transformation, geometric reasoning, probability and statistics.
- The **Essential** syllabus is run with a lower teacher/student ratio and provides students with opportunities to revisit material they may have had difficulty with-in the past. Students may address the Australian Curriculum Mathematics syllabus at Grade 9 level or the Australian Curriculum Mathematics syllabus at Grade 8 level or an individualised program according to what best suits their needs. There will be consultation in cases where the Australian Curriculum Mathematics syllabus at Grade 9 level is not addressed.

The appropriate course for each student is determined at the beginning of the year. This allocation is not static and may change if it is decided that a student is better suited to an alternative program.

Grade 10

There are three available courses designed to cater for the differing needs of our students.

- Students must have completed Extension in Grade 9 to attempt **Extension** (MTM3) in Grade 10. Students who complete Extension (MTM3) in Grade 10 will not be able to use the ATAR earned in that year if they use ATAR from Grades 11 and 12 (TASC rules). For this reason, these students will be given the option of repeating MTM3 offline in Grade 11 or Grade 12. This will entail no formal lessons, but all internal and external assessments will need to be completed again in Grade 11 or Grade 12.
- The **Mathematics** syllabus which addresses the Australian Curriculum Mathematics syllabus at Grade 10 level. The areas addressed by this syllabus are real number arithmetic, mathematics in finance, algebra, linear and non-linear relationships, measurement, shape properties, location and transformation, geometric reasoning, probability and statistics.
- The **Essential** syllabus is run with a lower teacher/student ratio and provides students with opportunities to revisit material they may have had difficulty with in the past. Students may address the Australian Curriculum Mathematics syllabus at Grade 10 level or the Australian Curriculum Mathematics syllabus at Grade 9 level or an individualised program according to what best suits their needs.

All students are required to learn, practise and apply mathematical skills and techniques, utilise knowledge within a problem-solving context and to communicate mathematical method and process in a clear and effective format.

Contact Teacher

Mr Paul Townsend



Science Grades 9 and 10

Why we study Science

Science involves a lot of talking and listening to others; it develops patience too— a lot of the time in science things do not happen overnight. Science also provides a way to foster creativity, problem solving and a love of learning. It also develops skills for life such as perseverance and researching.

We are all born citizen scientists. From an early age children ask the question – why? All units covered throughout the science curriculum, allow us to assist students with the understandings for many of those why? Questions. As the student's understanding expands their why questions progress onto wanting to know how? WE provide opportunities for our students to take detailed observations; to hone their practical skills to plan and investigate appropriate experiments; to research a scientific issue and communicate their findings to other people.



Science is central to many of the issues facing Australia's citizens and the wider global community. In recent years concerns such as climate change, genetic modification of foods and organisms, pandemics, vaccinations, sustainability and biosecurity have been discussed extensively in the media and in the community. Public discussions of such issues are vastly improved when we have a good understanding of the relevant scientific concepts and vocabulary.

A rigorous science education is important because it teaches our students to draw their own conclusions, based on evidence and logical thinking, rather than simply taking the ideas of others for granted. It encourages children to take risks, to understand and appreciate the world around them, and to, above all, be curious. We hope that by the end of their science journey with us, we have nurtured our student's curiosity and helped them find answers to their why and how questions but more so we hope that we have challenged and inspired them onto the more imaginative questions and statements like what if? imagine if, I wonder... and how might?



Subject Description

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives.

The course work comprises of three major strands:

- Science Understanding
- Science as a Human Endeavour
- Science Inquiry

The aim of Science in Grades 9 and 10 is to further develop knowledge and skills attained in Grades 7 and 8, and to adequately prepare students for any science courses they may undertake in Grade 11 and 12.

Science - Grade 9

The course is divided into: Physical Science, Chemical Science, Biological Science and Earth and Space Sciences.

Concept Knowledge

Biological Science

Students study ways in which the human body as a system responds to its external environment:

- sense and control
- disease AND

interdependencies between biotic and abiotic components of ecosystems.

Chemical Science

Students study the atom as a system of protons, electrons and neutrons, and how this system can react to form compounds AND change through nuclear decay:

- atomic structure
- metals and non-metals
- Periodic Table
- ionic bonding
- chemical formula (ionic)

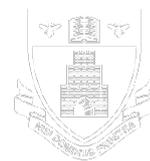
Students investigate how matter can be rearranged through common reaction types and the concept of the conservation of matter:

- introduction to reaction types:
 - acids/base chemistry
 - endothermic/exothermic reactions
 - combustion
- simple equations

Earth and Space Sciences

Students explore models used to explain continental movement and geological activity:

- plate tectonic theory
- earthquakes and volcanoes



Physical Science

Students develop ideas on energy and how it is transferred through different mediums:

- waves
- heat and insulation
- electromagnetic spectrum
- light and colour
- sound
- electricity

Assessment

Assessment comprises tests, formal and informal practical reports, case studies and written assignments.

Science - Grade 10

The course is divided into: Physics, Chemistry, Biology and Earth and Space Science.

Concept Knowledge

Biological Science

Students study the transmission of heritable characteristics from one generation to the next:

- mendelian genetics
- monohybrid cross

Students investigate how advances in technologies enable advances in science, and how science has contributed to developments in technologies and engineering:

- genetic technology

Students investigate how the theory of evolution by natural selection explains past and present diversity and analyse the scientific evidence supporting the theory:

- natural selection
- evolution

Chemical Science

Students study the structure of the Periodic Table and how it helps predict trends in chemical reactivity.

- Periodic Table
- bonding models (review ionic) and covalent.
- writing formula and nomenclature of (ionic) & covalent compounds

Students investigate how matter can be rearranged through further common reaction types:

- metal displacement
- Activity Series
- solubility and precipitates
- balancing chemical equations



Earth and Space Sciences

Students investigate how models of energy flow between the biosphere, geosphere, hydrosphere and atmosphere describe patterns of global climate change and predict future changes:

- global systems
- climate change

Students investigate how the big bang theory models the origin and evolution of the universe, including the formation of stars and galaxies, and analyse the supporting evidence for the theory:

- cosmology

Physical Science

Students investigate physics of motion and energy:

- linear motion equations (horizontal and vertical)
- physical units of motion
- graphing of motion (distance v time; speed v time)
- Influence of force on an objects motion'
- Newton's laws of motion
- kinetic (KE) and potential energy (PE)
- energy transfer and conservation

Assessment

Assessment comprises tests, formal and informal practical reports, case studies and written assignments.

Future pathways

Successful completion of this course will enable students to enrol in any of the following Science courses in Grade 11:

- Agricultural Enterprise 2
- Agricultural Systems 3
- Biology
- Environmental Science 3
- Life Sciences 2
- Physical Sciences Foundation 2
- Physical Sciences 3

Contact Teacher

Mr Mark Cox



History

Subject Description

The four-year History curriculum (Grades 7-10) has been mapped in accordance with the Australian Curriculum. It promotes the understanding of societies, events, movements and developments that have shaped humanity. It helps students appreciate how the world and its people have changed, as well as the significant continuities that exist to the present day.

The study of history is based on evidence derived from remains of the past. It is interpretative by nature, promotes debate and encourages thinking about human values, including present and future challenges. The process of historical inquiry develops transferable skills, such as the ability to ask relevant questions; critically analyse and interpret sources; consider context; respect and explain different perspectives; develop and substantiate interpretations and communicate effectively.

Australian Curriculum Citizenship content is integrated in to the Grade 9 and Grade 10 courses.

Grade 9

The Making of the Modern World

The Grade 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918.

The curriculum explores the key inquiry questions.

The Grade 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. The curriculum explores the key inquiry questions:

- what were the changing features of the movements of people from 1750 to 1918?
- how did new ideas and technological developments contribute to change in this period?
- what was the origin, development, significance and long-term impact of imperialism in this period?
- what was the significance of World War I?

Grade 10

The Modern World and Australia

The Grade 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The curriculum explores the key inquiry questions:

- how did the nature of global conflict change during the twentieth century?
- what were the consequences of World War II? How did these consequences shape the modern world?
- how was Australian society affected by other significant global events and changes in this period?

Contact Teacher

Mrs Gail Harris



Health and Physical Education

Subject Description

Health and Physical Education enables students to promote their own and other's health, wellbeing and physical activity participation across the lifespan. The subject offers experiential learning, with a curriculum that is relevant, engaging, contemporary, physically active, enjoyable and developmentally appropriate.

Each grade offers students balanced learning opportunities in both of these health-related and movement-related areas.

From Grade 7 through to Grade 10, students develop the knowledge, understanding and skills to support them to be resilient, to strengthen their sense of self, to build and maintain satisfying relationships, and to make decisions to enhance their health and physical activity participation. As students mature, they learn in age appropriate ways about key issues affecting their health and wellbeing and that of the communities to which they belong. They also learn how to apply problem-solving techniques to these issues, which is critical to maintaining and promoting health and active lives.

The HPE Programme is broken down into the following focus areas and are taught in single sex classes in Grade 9 and co-educational classes in Grade 10:

Grade 9

Health

- Decision making, Risk taking behaviour and Decision making, Sexuality and Consent
- Sexuality and Human Development
- Community Health and Illicit Drugs

Physical Activity

Volleyball, Touch Football, Tennis, Golf, Ultimate frisbee, Badminton, Fitness and Aquatics

Grade 10

Health

- Sexuality
- Active for Life
- Safe Partying

Physical Activity

Games of the World, European Handball, Fitness, Aquatics and Recreation

Contact Teacher

Mr Adrian Finch



Subject Selection Procedure

Monday 9 August

Briefing and distribution of information to Grade 10 (2021) by Director of Teaching and Learning.

Tuesday 10 August

Briefing and distribution of information to Grade 9 (2021) by Director of Teaching and Learning.

Tuesday 17 August

Grades 9 and 10 (2022) Subject Selection Night

6:30 - 7:00 PM

Grade 9 and 10 Academic Programme

Mrs Michelle Stocks

Elective subjects offered for 2022

Subject teachers available to explain the content and assessment of the elective subjects to students at school and their parents via email, from 11 August onwards.

August

Students discuss subject choices with parents and tutors.

Monday 23 August

Final date for the on-line submission of subjects for 2022 using Edval WebChoice (after this date WebChoice will not be available)

Tuesday 24 August

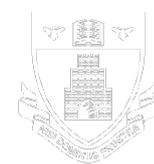
Final day for submission of signed subject Edval WebChoice print-out to the Teaching and Learning Office.

September/October

Review of student choices for balance, together with consideration of class sizes. Heads of House and tutors will be involved in discussions with students concerning subject choices. Contact will be made with parents if changes are desirable or necessary.

November

Finalised elective subjects emailed to students.



Elective subjects

The eight core subjects ensure that students have a strong basis for continuing education and life; the electives offer the individual opportunity to branch out into particular fields of interest.

There are many things to think about in deciding which elective subjects you will study.

- do I think I will enjoy/be excited by the subject?
- do I need the subject for a pre-tertiary course?
- do I need the subject for a career?
- do I need the subject for the life skills it develops?
- have I been successful in this subject in the past?
- will work in this subject enrich my personality?

In addition to the core subjects, students have the opportunity to study **up to four** electives each Semester. Each of the electives listed below will be offered in both semesters. Students are encouraged to study elective subjects from a broad range of areas.

| | | |
|---------------------------|--------------------------------------|-----------------------|
| Agricultural Science | F1 in Schools | Media Arts |
| Applied Engineering | Food Studies | Music |
| Aviation Theory | French | Music Technology |
| Building and Construction | Geography | Philosophy |
| Broadcasting | German (G10) | Robotics and Coding |
| Commerce | Graphics and Design | Science Extended |
| Creative Writing | History Extended | Sport Science |
| Dance | ICT Studies | Structured Study |
| Drama | Intro to Social Science (G10) | Technology and Design |
| English Literature | Mandarin | Textiles and Design |
| Entrepreneurship (G 9) | Mathematics Extended (G9) | Visual Arts |
| Extension Project | Mathematics Methods Foundation (G10) | Work Studies |

Students will be asked to choose **12** subjects in order of preference; of these, they will be allocated **eight** to study next year. The elective subjects will be arranged in four timetabled lines.

Some of the elective subjects are **sequential** in nature including Dance, Languages, Media Arts, Mathematics Extension, Mathematics Methods Foundation, Music, Music Technology, Physical Science Foundation, Science Extended. If these subjects are to be chosen for Semester 2 they must have been studied in Semester 1. Likewise, some of these subjects must have been studied in Grade 9 for them to be undertaken in Grade 10. For more information please check each subject's prerequisites.

The majority of students will be enrolled in the subjects of their first choice. Where a student's initial choices cannot be accommodated due to clashes on lines or class numbers not reaching the minimum quota, the reserve preferences will be used; where it is necessary to go outside the initial choices the student will be contacted by the Director of Teaching and Learning.



Agriculture Science

Subject Code - AGS

Subject Description

This subject is for students in both Grade 9 and Grade 10.

Agricultural Science is a two-year course that aims to develop a wide range of farming skills that can be applied to many of the agricultural industries in Tasmania. It is based on a sound understanding of the physical, soil, plant, animal, social and economic environments and develops this knowledge through a holistic approach to different farming situations. Much of the course is based upon practical hands-on activities, Grade 9 students are involved in hatching, raising and caring for chickens and then rearing dairy calves. Grade 10 students undertake plant trials and engineering challenge.

Intensive farming topics studied include:

- horticulture
- soil science
- climatology
- irrigation
- orcharding
- intensive animal management
- farm machinery
- grain crops
- pasture production
- agricultural chemistry
- extensive animal management

Future pathways

Successful completion of this course is ideal preparation for the following pre-tertiary Science courses: Environmental Science 3, Agricultural Systems 3 and Biology 3 in either Grade 11 or 12, but it is not a pre-requisite for these courses. Students may also study Agriculture Enterprise 2 or Life Sciences 2.

Contact Teacher

Mr George Darby / Harold Bonnington

Subject Prerequisites

There are no pre-requisites for this subject.



Applied Engineering

Subject Code APE

Subject Description

This subject is for students in both Grade 9 and Grade 10.

Applied Engineering introduces learners to engineering principles and systems through an integrated Science, Technologies, Engineering and Mathematics (STEM) inquiry. STEM education integrates concepts that are usually delivered as separate subjects in different classes and emphasise the application of knowledge to real-life situations. STEM learning is typically based around finding a solution to a 'real-world' problem and tends to emphasise project-based learning.

Applied Engineering affords an opportunity for learners to gain an understanding of our influence as users and consumers, and can equip students with the skills and knowledge to make positive contributions to the future of the societies and environments in which they live. In this regard, an engineer must be socially responsible and conscious of global community issues that may impact on the environment and sustainable management of resources.

Society's heavy reliance on the creativity and problem-solving abilities of Engineers reinforces that Applied Engineering students need to learn how to formulate ideas and strategies to solve problems through applying lateral thinking and engineering design principles.

Through the Applied Engineering course, learners will have the opportunity to research and appraise existing ideas, products, processes and solutions to problems. Learners will learn to generate imaginative and creative solutions of their own. They will communicate their ideas within the parameters and requirements of engineering-based tasks whilst gaining and applying knowledge of industry standards of design, manufacture and safety. Through practical, experiences, learners will learn to use technology to design, test and appraise products and solutions.

Each Semester, students investigate a different engineering field, giving them a broad range of learning experiences relevant to each specialisation. Units covered include the following areas –

Grade 9

- Structural Engineering
- Mechanical Engineering

Grade 10

- Marine Engineering
- Aeronautical Engineering

Each unit of study covers a related theoretical component, after which students are required to apply the engineering concepts learnt to a range of tasks and challenges

Contact Teacher

Mr Nick Hansson

Subject Prerequisites

There are no pre-requisites for this subject.



Aviation Theory – Grade 9

Subject Code - AVT

Subject Description

This subject is offered to students in Grades 9 and Grade 10. It is a whole year course.

It is designed for students who enjoy technical matters and want the chance to apply in the “real world”, what you have learned in science and mathematics.

Aviation theory is detailed, technical and includes a wide range of scientific and mathematical concepts. You will be expected to use trigonometry to resolve forces and calculate the “g”-loading of a wing and will learn the difference between the rate and the angle of a descent.

In Grade 9, students will cover the introductory content required for the Recreational Pilot Licence (RPL) exam, as administered by the Civil Aviation Safety Authority (CASA). Pilot theory exams provide a great context in which to explore and expand concepts from science, technology engineering and mathematics. Students will also participate in the construction of the school’s RV12, a light sports kit aircraft. Through this process they will learn about aeronautical engineering and aircraft maintenance.

The RPL theory includes units on:

- radio operating procedures
- aerodynamics
- engine design, fuel and fuel systems
- aircraft instrument design and function
- aircraft assembly and maintenance

NOTE: This class has a maximum class size of 20 students which may result in an application process, should numbers exceed this.

Contact Teacher

Dr Cameron Rogers

Subject Prerequisites

There are no pre-requisites for this subject.



Aviation Theory – Grade 10

Subject Code - AVT

Subject Description

This subject is offered to students in Grades 9 and Grade 10. It is a whole year course.

It is designed for students who enjoy technical matters and want the chance to apply in the “real world”, what you have learned in science and mathematics.

Aviation theory is detailed, technical and includes a wide range of scientific and mathematical concepts. You will be expected to use trigonometry to resolve forces and calculate the “g”-loading of a wing and will learn the difference between the rate and the angle of a descent.

In Grade 10, students continue developing their aviation expertise. This course follows from Grade 9 and covers the remaining theory necessary for the Recreational Pilot Licence (RPL), as administered by the Civil Aviation Safety Authority (CASA). Pilot theory exams provide a great context in which to explore and expand your knowledge of science, technology engineering and mathematics. Students will also learn about risk analysis and the human factors which can compromise pilot performance. Additionally, students will continue work on the school’s RV12 build project.

The RPL theory includes units on:

- Radio operating procedures
- Aerodynamics
- Engine design, fuel and fuel systems
- Aircraft instrument design and function
- Factors impacting aircraft performance
- Human Factors effecting performance
- Air Law
- Navigation
- Meteorology

NOTE: This class has a maximum class size of 20 students which may result in an application process, should numbers exceed this. Students who have been studying Aviation Theory in Grade 9 will be given priority.

Contact Teacher

Dr Cameron Rogers

Subject Prerequisites

It is recommended student have completed the Grade 9 Course.



Building and Construction

Subject Code - BAC

Subject Description

This subject is offered to students in both Grade 9 and Grade 10.

The Building and Construction course develops students' knowledge and practical appreciation of building technologies. The course provides students with a context in which to practise and integrate their knowledge and apply it to meet community and environmental responsibilities. It develops their knowledge of environmental issues. It allows them to apply and extend mathematical knowledge and strategies for problem solving. It develops their skills in planning and management and in technical communication. In achieving the course outcomes, students learn and practise building processes and technologies, principles of design, planning and management.

It develops interaction and communication skills and fosters an understanding of teamwork. It prepares students to appreciate the continually changing conditions and expectations within building professions and encourages innovation and creativity. The course trains students in safe work practices and the principles of occupational safety and health (OSH).

The course is an introduction to further studies in trades, engineering and architecture. The course leads to employment options, further vocational education and industry training.

Contact Teacher

Mr Nick Hansson

Subject Prerequisites

There are no pre-requisites for this subject.



Broadcasting

Subject Code – GTV

Subject Description

This subject is for students in both Grade 9 and Grade 10.

Students are introduced to production processes and procedures to create a broadcast television segment, called *Grammar TV*. Students will collaborate in a production team to produce a short 'live to record' segment on a regular basis. *Grammar TV* will be published on YouTube with the view to progress to live to air broadcast in the future. The course will have significant links to a journalism career pathway, parallel to the broadcasting/video production pathway.

Pre-production skills

- forming and contributing to an effective production team
- story construction and planning
- storyboarding
- script writing
- preparing auto cue documents
- preparing production breakdowns

Production techniques

- interview techniques
- anchoring
- reporting
- editing
- camera operation (studio and location)
- sound capture (studio and location)
- lighting (studio and location)
- sound mixing – live
- technical direction
- playback operation
- graphics and titling

Post production skills

- web publishing
- encoding
- self-assessment and appraisal
- peer assessment and appraisal

Contact Teacher

Mr Mark Webster

Subject Pre-requisites

There are no pre-requisites for this subject.



Commerce

Subject Code – CMC

Subject Description

This subject is for students in both Grade 9 and Grade 10.

Commerce teaches students skills in financial literacy, seen by so many as essential life skills. Students will learn to manage money and make wise financial decisions, and to learn what it takes to be enterprising by nature and in business.

Grade 9

Commerce is taught in two stand-alone semester units.

Smart Consumer

Students will study essential aspects of finance and commerce to prepare and develop their decision-making skills in relation to money, saving, budgeting and banking, as well as issues such as overview of credit, legal and economic issues. Commerce is taught in a relevant hands-on manner to suit most learning styles.

Being Enterprising

Students will conduct their own enterprise to learn the principles of running a small business. Students will then relate their experiences to small business and undertake a small business investigation.

Grade 10

Commerce is taught in two stand-alone semester units:

Market Awareness

Students look at how markets operate in the economy with a view for students to become more financially literate to make wiser financial decisions. Students apply their economic knowledge in order to become a smarter investor by looking at various strategies for investments.

Small Business

Students deal with basic business principles, starting and managing a business and evaluating business performance. Students are expected to conduct a Business Enterprise with the \$20 Boss program and complete a business plan.

Contact Teacher

Mr Bernd Meyer

Subject Pre-requisites

There are no pre-requisites for this subject.



Creative Writing

Subject Code – CRW

Subject Description

This subject is offered to students in both Grade 9 and Grade 10.

This course is designed to extend students with an interest in creative writing beyond that studied in the core English class. Through this subject they will explore a number of ideas through writing.

During this course students will:

- investigate and discuss imaginative texts as a model for their own writing
- learn about audience and purpose in conceptualising their own writing
- discover ways to use their own experience as a basis for their writing
- examine effective aspects of character and setting
- develop skills in crafting their own work
- reflect on their own writing in order to improve the final product
- investigate various genres and forms of writing
- share ideas for writing with a writing community
- workshop their writing with their peers
- examine professional writers and their interests in writing
- engage in their own reading and viewing, reflecting on this as a source of their own ideas
- discuss how writing has changed over time

Students will also have the opportunity to participate in competitions such as:

- Book Blitz
- Dorothea McKellar Poetry Awards
- ABC Heywire
- Australian Writers' Centre competitions

Contact Teacher

Mrs Fiona Lockwood

Subject Pre-requisites

There are no pre-requisites for this subject.



Dance – Grade 9

Subject Code – DNC

Subject Description

This course is offered to Grade 9 students only. It may be undertaken for one semester or for the entire year.

In this course, you will learn how to create and choreograph your own dance pieces and then perform them. The course caters for both experienced dancers and those wishing to begin dancing. It allows you to explore, develop and appreciate elements of movement, choreography and dance performance. During each semester, you will present polished performances to an audience.

In a typical lesson, you might be involved in the following:

- warm up and stretch
- review of theory work, eg, laban effort actions
- apply theory work to a practical task
- continue work on a practical task
- work with a partner
- work with a group
- present a work to the class
- write a reflection in your journal
- view a dance performance
- write a critical appraisal of a dance performance
- research other dance styles

Contact Teacher

Ms Ingrid Reynolds

Prerequisites

Grade 9 requires no pre-requisites. Students enrolling in Grade 10 Dance are recommended to have completed 1 semester of Dance in Grade 9.



Dance – Grade 10

Subject Code – DNC

Subject Description

This course is offered to Grade 10 students only and is a year-long subject.

In this course, you will revise the foundation elements for creating and choreographing dance and refine these skills to create and perform your own dance pieces. The course caters for experienced dancers and for those with limited dance experience. The course allows you to develop a deeper understanding and analysis of the elements of movement, choreography and dance performance. Solo performance is an expectation in Semester 2.

In a typical lesson, you might be involved in the following:

- warm up and stretch
- review of theory work, eg, manipulating a motif
- apply theory work to a practical task
- work by yourself
- contribute to a collaborative task
- present a work to the class
- write a reflection in your journal
- view a dance performance
- write a critical analysis of a dance performance
- use production elements to enhance a dance piece
- research contemporary dance

Contact Teacher

Ms Ingrid Reynolds

Subject Prerequisites

Grade 9 requires no pre-requisites. Students enrolling in Grade 10 Dance are recommended to have completed 1 semester of Dance in Grade 9.



Drama – Grade 9

Subject Code – DRM

Subject Description

This subject is offered to students in Grade 9 only.

This Grade 9 course can be undertaken for a semester or for the entire year. At this level students begin to really hone drama and performance skills. As well as group work, polished solo performances are an expectation. Through involvement in different genres of drama and attendance at live theatre productions a deeper understanding of theatre will be explored. There will be a more in-depth focus on voice work and physicalisation, character development and stagecraft in order to develop self-esteem, confidence and communication skills. During each semester students will present polished performances for audiences.

In typical lessons, students might be involved in the following:

- participate in improvisation and role-play
- share individual and ensemble work and provide constructive feedback for other students
- use of props, lighting, set, music and sound, costume and simple staging
- participation in workshops such as Homunculus Theatre Company
- creation of solo and group performances
- attend theatre performances and write reviews
- learn about theatre etiquette and safe performance practices
- reflect on their own work
- learn about Elizabethan Theatre
- perform in public including Competitions, 9-12 Soiree and 9/10 Drama/Dance Evening
- develop vocal skills including use of accent, vocal dynamics and the importance of breath
- develop characterisation skills through interpretation of text and physicalisation techniques

Contact Teacher

Mrs Louise Peters

Subject Pre-requisites

There are no pre-requisites for this subject.



Drama – Grade 10

Subject Code – DRM

Subject Description

This subject is offered to students in Grade 10 only.

This Grade 10 course can either be undertaken for a semester or for the entire year. At this level students are provided with the opportunity to develop their artistic ideas and skills through exploring a wide variety of genres and styles. During each semester students will present polished performances for audiences.

In typical lessons, students might be involved in the following:

- extend their use of voice and movement to build a wider variety of roles
- share individual and ensemble work and provide constructive feedback for other students
- use devices such as contrast, dramatic tension, creation of mood, Laban's Effort Actions
- learn about the genre of Naturalism
- use elements such as lighting and staging to suit different audiences and genres
- workshops as available - Bell Shakespeare
- devise solo and group performances
- engage with more diverse performances to evaluate acting and use of production elements
- further develop theatre etiquette and maintain safe performance practices
- reflect on their own work
- learn about Commedia dell'arte and its impact on modern theatre and performers
- explore the drama and influences of Aboriginal and Torres Strait Islander Peoples
- compulsory performances in Competitions, 9-12 Soiree and 9/10 Drama/Dance Evening
- develop vocal skills including use of accent, vocal dynamics and the importance of breath

This subject could lead to:

Grade 11 and 12 study in Drama Foundations 2, Technical Theatre Production 2, Musical Theatre 2, Drama 3 or Theatre Performance 3. These courses all contribute 15 points towards the Tasmanian Certificate of Education

Contact Teacher

Mrs Louise Peters

Subject Pre-requisites

It is recommended although not mandatory that students have previous experience in Grade 9 Drama.



English Literature

Subject Code - ENL

Subject Description

This subject is for students in both Grade 9 and Grade 10.

The study of Literature provides an opportunity for students to explore how texts represent identity, culture (past and present) and perspective, and to consider them in light of their own understanding and life experience. Students study texts drawn from a range of authors, poets, genres, time periods and regions. Aims of the course are to foster an enjoyment and appreciation for literature, to encourage wide and independent reading and to develop an understanding of the different ways in which literary texts are constructed. In addition, critical and creative thinking, collaboration and discussion are highly valued in the Literature classroom.

Grade 9

Literature is taught in two stand-alone semester units.

1. Literature to Life

In this unit we will explore the nature of Literature and the different ways stories are told through both poetry and prose. From Emily Dickinson to Seamus Heaney, Robert Frost to Wislawa Szymborska, we will develop essential skills in literary analysis and explore connections between Literature and Art, Philosophy and History. The focus of this unit is finding pleasure and joy in texts and confidence with exploring and discussing great literary works.

2. Confessional Poetry & Contemporary Prose

In this unit we will engage with contemporary authors and poets including Sharon Olds, Carol Anne Duffy and Sylvia Plath to understand the nature of confessional poetry. We will also explore short prose from the likes of Charlotte Perkins Stetson and Shirley Jackson, learning to apply feminist lenses to view texts in new and exciting ways.

Grade 10

Literature is taught in two stand-alone semester units:

1. Works in Translation

Travel the world, learning about other cultures through translated poetry and prose. In this unit we will traverse three continents to explore contemporary world voices. Our journey begins in Japan where we will explore Banana Yoshimoto. A stopover in Chile and Columbia will see us engage with Pablo Neruda and Gabriel Garcia Marquez. On the way, we will also visit Poland and Norway before finally landing softly back in Tasmania where we'll reflect on what we have learned and our place within the global community.

2. Celebrating Black Voices

Explore the poetry and prose of important black voices from Australia and around the world. This unit will study works from such luminaries as Langston Hughes, Alice Walker, Toni Morrison, Oodgeroo Noonuccal, James Baldwin, Wole Soyinka and Samuel Wagon Watson. Learn to apply post-colonial theory to open up new and different interpretations of texts.

The Grade 9 and 10 courses provide a pathway to the Grade 11-12 study of TCE English Literature 3.

Contact Teachers

Mrs Natalie Stewart

Subject Pre-requisites

There are no pre-requisites for this subject.



Entrepreneurship

Subject Code - ENT

Subject Description

This subject is offered to students in Grade 9.

In an ever-changing world characterised by fractured and uncertain employment opportunities, together with high youth unemployment (particularly in Northern Tasmania), it has become increasingly vital that young people learn how to create their own sources of work and income streams. This two-module elective runs over one semester and will introduce participants to the worlds of entrepreneurship and social enterprise and equip them with the knowledge and skills required to start up ethical and financially sustainable small businesses. Students will benefit from guest presentations delivered by successful entrepreneurs as well as tertiary-based and industry-based experts.

Module One

- An introduction to the world of Entrepreneurship, and an exploration of why participating in it has become increasingly necessary.
- Understanding the qualities, skills and attributes of a successful entrepreneur
- Case Study: Young Australian entrepreneur, Jack Bloomfield.
- Select, research, craft and deliver a presentation on a successful entrepreneur
- Guest Speaker Programme
- Introduction to Business Plans and Business Canvas Models.
- Introduction to branding, marketing and creating web sites and online stores
- Create your own business (individually or in teams)

Module Two

- How is Social Enterprise different to Entrepreneurship?
- Case Study: Orange Sky
- Guest Speaker Programme
- Sustainability is vital – successful and failed initiatives in Cambodia
- Guest Speaker: Kirsten Ritchie (Founder Strike It Out)
- Introduction to the Art of Successful Pitching
- End of Course Pitching Competition.

Contact Teacher

Mr Chris Ellison

Subject Prerequisites

There are no pre-requisites for this subject.



Extension Project

Subject Code – EXT

Subject Description

This subject is offered to students in both Grade 9 and Grade 10.

This course is designed to challenge students with self-directed, project-based learning. Students are given the opportunity to explore areas of interest and passion by undertaking projects that can either be inquiry-based or creative. Depending on the student and the project, the duration of these projects range from one to two terms. Typically, students work independently, though there is scope for collaborations. Projects are refined through a process of negotiation between the student, the teacher, the mentor (optional), and the parents. A rigorous planning process helps to ensure that students are well prepared for their projects. Each student is challenged to investigate different sources and determine their authenticity and usefulness to the project. There is an expectation that students will report their findings informally and participate in discussions concerning other students' research.

The class is designed to facilitate flexibility and open-ended learning. Outside the formal planning and reflective components of the course, students are encouraged to take control of their learning. Help is always available for students, but they decide when and how to access it. With independence comes responsibility, which makes this a great opportunity for students to experience the kind of motivation and time management challenges they will experience after Grade 10.

In recent years students have chosen projects in areas such as:

- developing a small business
- lengthy written and artistic projects and portfolios
- research projects into areas such as religion, sport, criminology, music, history, biography, art, science, etc.
- support for competitive entries to My State Film Festival and Tasmanian Science Talent Search

Athlete Support

We also offer a programme to students competing at a state or national level in their chosen sport as part of their Extension options. Students will have the opportunity for additional time and support in maintaining their academic standards. Each individual will need to submit their training programme as a part of their involvement in this option. Each student's course will be tailored to meet his/her individual needs

Contact Teachers

Mrs Fiona Lockwood / Mrs P Kunasegaran

Subject Pre-requisites

Evidence of the student's ability to work independently and with initiative is expected. Previous academic reports will be used to determine suitability



F1 in Schools

Subject Code – F1S

Subject Description

This course is for students entering Grade 9 only. However students in Grade 10 who wish to participate may enrol in 10 ICT Studies and still work on the F1 in Schools challenge.

Grade 9

The F1 in Schools STEM Challenge assists with the transition to the world or work and bridges the gap between high schools, TAFE and universities. Collaboration is a fundamental aspect of the program. It is multi-faceted and multi-disciplined. It is about much more than car design and mimics the world of a F1 Team.

Some of the areas of study are:

- Laws of Motion
- aerodynamics and streamlining
- 3D-modelling and 3D-printing
- problem solving and product prototyping
- marketing and team promotion
- innovation and entrepreneurialism

Students choosing this course will work on the programme within the 9ICT elective class.

Contact Teacher

Miss M Bradley

Subject Prerequisites

There are no pre-requisites for this subject.



Food Studies

Subject Code – FST

Subject Description

This subject is offered to students in both Grade 9 and Grade 10.

Students will develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods, and equipment. Integral to this syllabus is the ability to design, produce and evaluate solutions to situations involving food.

During the two years students will study 8 units that are developed on the principles of nutrition, communication skills, management of resources, and the decision-making process. Students will complete one assignment in each unit that forms a major assessment task.

Students can select from the following semesters:

Grade 9 - Food for Friends and Family

Semester 1:

- **Unit 1 – Nutritious and Delicious** - Plan, design and prepare nutritious breakfast meals, lunches, and snack foods. Design a café breakfast and a canteen salad as major projects.
- **Unit 2- Food and Convenience** - Plan, design and prepare hearty winter dinner meals, soups, snacks, and desserts. Sweet pastries and donuts are popular special occasion foods in this unit.

Semester 2:

- **Unit 3 –Food and Entertaining** - Plan and prepare party foods for children, morning tea and high tea foods. Decorate a children's party cake as a major project.
- **Unit 4- Festive Foods** - Prepare cocktail foods, sweets, and desserts. Design, make and decorate a gingerbread house as a major project.

Grade 10- Food and Culture

Semester 1:

- **Unit 1 – Seasonal and Sensational** – Design and prepare everyday seasonal foods in the home- eg preserves, salads, dinner meals and sensational desserts in a glass. Design a Tasmanian apple or pear dessert as a major project.
- **Unit 2 – Fast and Fabulous Food** -Design and prepare healthy fast foods eg spring rolls, pies and gourmet burgers. Design a fast- food item or a food van product as a major project.

Semester 2:

- **Unit 3 – Food around the World** -Investigate a cuisine of your choice and prepare some cultural dishes. Share a cultural meal with your friends.
- **Unit 4 – Celebration Foods**- Make foods for gifts, Christmas foods and cookies. Decorate a Christmas cake as a major project.

Contact Teacher

Ms Ena Rigney

Subject Pre-requisites

There are no pre-requisites for this subject.



French

Subject Code – FRN

Subject Description

This subject is offered to students in both Grade 9 and Grade 10.

French remains a key international language; indeed, it is the only language apart from English which has truly international status, being spoken as a native tongue in 42 nations and on all five continents.

France constitutes one of the central powers of the European Union and the study of French, apart from its inherent cultural interest, is a key to other Romance languages. It is truly a 'world language' and the one most often recommended for the career of journalism.

This course is a continuation of the Grade 7 and Grade 8 course. Entry into Grade 9 without Grade 7 and Grade 8 must be negotiated with both the Director of Teaching and Learning and the relevant subject teacher.

If there are sufficient numbers, students are offered a study tour to New Caledonia or France.

Students can complete University entry level French in Grade 11 or 12.

Contact Teacher

Mrs Allison Sheehan

Subject Pre-requisites

This course is a continuation of the Grade 7 and Grade 8 course. Due to the sequential nature of this course, students enrolling in Semester 2 must have completed Semester 1 French.



Geography

Subject Code – GGY

Subject Description

This subject is offered to student in both Grade 9 and Grade 10.

The content is organised into two themes: physical geography and human geography. These themes are interrelated and are taught in an integrated manner, using topics from a local to a global scale.

Grade 9

Physical theme - Biomes and food security

This focuses on investigating the role of the natural environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of resources, and the environmental challenges and constraints on expanding food production in the future.

Human theme - Geographies of interconnections

Examines the interconnections between people and places through the products and resources that people consume and the environmental, social, and economic impacts of their production on the places that make them.

Grade 10

Physical theme - Environmental change and management

Begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews that influence how people perceive and respond to these challenges. Students apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Human theme - Geographies of human wellbeing

Focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore programs designed to reduce the gap between differences in wellbeing.

Contact Teacher

Mr John McLaine

Subject Pre-requisites

There are not prerequisites for this subject.



German – Grade 10

Subject Code – GRM

Subject Description

This subject is offered to students in Grade 10.

Germany is a significant trading partner for Australia. Given the remarkable changes in eastern and central Europe and the formation of a single European market, Germany's position is strategically very important, and it is no accident that the waiting lists for the Goethe Institute's German language courses all over the world run into tens of thousands and that Tasmania has a tourist office in Frankfurt.

Students are able to complete their study of German to University entrance level (TCE 3) by the end of Grade 11.

Students in Grade 10 can participate in exchange schemes and should contact the Languages Co-ordinator for further information.

Contact Teacher

Mrs Allison Sheehan

Subject Pre-requisites

Due to the sequential nature of this course, students enrolling in Semester 2 must have completed Semester 1 German.



Graphics and Design

Subject Code – GAD

Subject Description

This subject is offered to students in both Grade 9 and Grade 10.

The Graphics and Design course will provide an excellent basis for those students selecting Computer Graphics and Design, Technical Graphics, and/or Housing and Design in Grade 11 or 12, which are both pre-tertiary subjects.

Graphics exists as a means of communication. As a life skill, the ability to rapidly visualise one's ideas would, to many, be highly treasured. Students undertake a core of work encompassing the following areas:

- freehand sketching
- two- or three-dimensional computer modelling and printing
- perspective, isometric and oblique projection
- principles of design - harmony, contrast, balance and function
- techniques of visual communication - line, form, tone, colour, composition
- orthographic projection including the use of standards and symbols
- 3D drawing methods - perspective and isometric
- engineering drawing
- architectural drawing

Semester 1 - Engineering

This course develops students' knowledge, skills and capabilities to respond to design problems of an industrial/engineering nature. Emphasis is placed on developing Engineering design skills through a range of design briefs requiring students to virtual model their ideas using different software programs and then producing prototype of their designs using 3D printers or a laser cutter for 2D briefs. Analysis and testing will then occur. Students will consider environmental, aesthetic, functional, social, technological and ergonomic influences and impacts within a range of industrial engineering briefs.

Semester 2 - Architecture

This Course develops students' knowledge, skills and capabilities to respond to design problems relating to indoor and outdoor living spaces. Emphasis is placed on developing the architectural design skills of imagining, representing and testing design ideas, and application of research strategies to support this progress. Students will consider environmental, aesthetic, functional, social, technological and ergonomic influences and impacts within a range of housing and design projects.

Contact Teacher

Mr Nick Hansson

Subject Pre-requisites

There are no pre-requisites for this subject.



History Extended

Subject Code – HXT

Subject Description

This subject is offered to students from both Grade 9 and Grade 10. History extended can be studied for one semester in a year or both.

It allows students with a passion for history to go beyond the Australian Curriculum. The subject branches into intriguing episodes of history, each a fascinating confluence of human, economic, environmental, and geographic factors that produced remarkable situations from which much can be learned. Moreover, it allows students to dig deeper into historical questions by employing more of the historiographic toolkit. For instance, students will have the opportunity to undertake comparative history, and to subject sources to more fine-grained analysis. During the course, students may also examine the storytelling techniques employed by historians.

Grade 9 topics may include

Ancient Sparta: Fraught documents and archaeological remains are all we have to try to disentangle the mythology surrounding this bizarre, warlike society.

Hatshepsut: How and why did this extraordinary woman step outside the gender limitations of Ancient Egyptian society to take complete control as a Pharaoh. Was she a wicked stepmother or a fairy godmother?

The Roman Games: Gladiator contests, chariot races, mock naval battles – these violent and blood-thirsty spectacles kept Romans ‘entertained’ for centuries and modern movie-goers as well. However, as the sources will show, the games were also a means of political control and coercion.

Negotiated study: Independent research into an area of interest for the student.

Grade 10 topics may include

Genghis Khan vs. Hitler: Comparative history can be highly illuminating, and the comparison of these two sadistic leaders from different eras is deeply revealing.

Atlantic Slave Trade: The dark world of slavery offers an opportunity to look objectively at an emotionally stirring topic. The big question here is how people could perpetrate such cruelty while also thinking of themselves as morally upstanding.

The American Civil War: New-world trends in freedom and human rights collide with old-world commitments to slavery and racism. The rich textual and photographic record from this war makes it one of the most studied events in all of history.

Negotiated study: Independent research into an area of interest for the student.

Contact Teacher

Mrs Michelle Stocks / Dr Nicholas Clements

Subject Pre-requisites

There are no pre-requisites for this subject.



ICT Studies – Grade 9

Subject Code – ICT

Subject Description

This course aims at the development of practical computer skills through the use of a variety of applications. Students are encouraged to continually build their knowledge based on their existing skills, understanding and interests. While basic subject areas are taught, students are encouraged (in conjunction with their teacher) to create an individual learning programme. This allows a wide interpretation of each topic.

Students who have already completed Grade 8 ICT will be encouraged to deepen their knowledge and understanding of the area of study.

Some of the areas of study are:-

- animation
- coding
- game making
- graphic and image manipulation and enhancement
- negotiated project
- programming
- social issues
- video editing
- web authoring

Contact Teacher

Miss Michelle Bradley

Subject Pre-requisites

There are no pre-requisites for this subject.



ICT Studies – Grade 10

Subject Code – ICT

Subject Description

This course aims at the development of practical computer skills through the use of a variety of applications. Students are encouraged to continually build their knowledge based on their existing skills, understanding and interests. While basic subject areas are taught, students are encouraged (in conjunction with their teacher) to create an individual learning programme. This allows a wide interpretation of each topic.

Some of the areas of study are:-

- animation
- coding
- game making
- graphic and image manipulation and enhancement
- negotiated project
- programming
- social issues
- video editing
- web authoring

Contact Teacher

Miss Michelle Bradley

Subject Pre-requisites

There are no pre-requisites for this subject.



Introduction to Social Sciences

Subject Code - SSC

Subject Description

This subject is offered to students in both Grade 9 and Grade 10.

Why do people behave the way that they do? How can the same society produce good, productive citizens but also criminals, deviants and psychopaths? Are people born bad or does society create them? What psychological and social factors impact their choices and behaviour?

This year-long subject is about human behaviour. We approach this topic from a sociological and psychological perspective, while also examining economic and legal aspects that relate to social issues

This elective serves as an ideal introduction to TCE Humanities courses including Sociology, Psychology and Legal Studies.

Some of the topics discussed in class include:

- what is the difference between Psychology and Sociology?
- what makes us who we are? Are we a product of our genes and hormones or does our physical environment play a role in who we are
- why do people commit crime? What types of crimes occur in Tasmania? What can be done to address criminal behaviours in Tasmania?
- What is a psychopath? What is a sociopath? How prevalent are these conditions in Australian Society?

Contact Teacher

Mr Simon Shaw / Dr Nicholas Clements / Mr Bernd Meyer

Subject Pre-requisites

There are no pre-requisites for this subject.



Mandarin

Subject Code – MAN

Subject Description

This subject is only available to students entering Grade 9.

As the most widely spoken language in the world, Mandarin has expanded into a key international language. The Chinese language is the official language of six countries and it's one of the six official languages of the United Nations. As a distinctively different language from English, the non-lettered alphabet and the different tones are challenging for English speakers to master, but genders, cases and tenses do not exist and generally only 3,500 words are used in daily conversation. The ability to communicate in Chinese, in conjunction with other skills acquired in this subject will provide learners with enhanced vocational opportunities and further study.

- This course is a continuation of the Grade 7 and Grade 8 course. Entry into Grade 9 without Grade 7 and Grade 8 must be negotiated with both the Director of Studies and the relevant subject teacher.
- If there is sufficient interest, students may be offered the opportunity of a study tour to China.
- Students can complete University entry level Chinese 2 and 3 in Grade 11 or 12.

Contact Teacher

Mrs Allison Sheehan

Subject Pre-requisites

This course is a continuation of the Grade 7 and Grade 8 course. Due to the sequential nature of this course, students enrolling in Semester 2 must have completed Semester 1 Mandarin



Mathematics Extended

Subject Code – MXT

Subject Description

This subject is only available to students entering Grade 9.

In the normal course of events, students who wish to study Tasmanian Certificate of Education Mathematics Methods 4 course (a pre-requisite to most tertiary mathematics, science courses and some business courses) do so in Grade 12 after studying Mathematics Methods Foundation 3 in Grade 11.

Some very able students prefer to undertake Mathematics Methods 4 in Grade 11 and this enables them to:

- complete Mathematics Methods 4 in only one year of TCE study
- study Mathematics Specialised 4 (advantageous for University engineering courses) in Grade 12
- develop their potential in mathematics more fully
- enjoy the challenges posed by a most demanding subject

To undertake Mathematics Methods 4, Grade 11 students need to have successfully completed Mathematics Extended in Grades 9 and 10.

Only students with outstanding mathematical potential and above average results will be accepted for Grade 9 Mathematics Extended. Most, if not all students, who are accepted into Grade 9 Mathematics Extended will have completed Grade 8 Mathematics Extended. Any student who has not completed the Grade 8 Extended course will need permission of the Head of Mathematics before enrolling.

During Grade 9, Grade 9 Mathematics Extended students complete the Grade 9 and Grade 10 Australian Curriculum Mathematics syllabuses to enable them to undertake the TASC Mathematics Methods – Foundation 3 course in Grade 10 Mathematics Extended. Mathematics Extended is undertaken in both core and elective time.

The availability of this two-year option for individual students is carefully considered by the Head of Mathematics Department and/or the teacher of the Grade 8 Mathematics Extended class.

Note that students who complete Mathematical Methods Foundation 3 in Grade 10, will not be able to use the ATAR earned in that year if they use ATAR from Grades 11 and 12 (TASC rules). For this reason, these students will be given the option of repeating Mathematical Methods Foundation 3 offline in Grade 11 or Grade 12. This will entail no formal lessons, but all internal and external assessments will need to be completed again in Grade 11.

Contact Teacher

Mr Paul Townsend

Subject Pre-requisites

Due to the sequential nature of this course, students enrolling in Semester 2 must have completed Semester 1 Mathematics Extended.



Mathematics Methods Foundation

Subject Code – MTM3

Subject Description

This subject is only available to students entering Grade 10.

Grade 10 Mathematics Extended teaches the TASC Mathematics Methods – Foundation 3 course utilizing an elective line and the line devoted to core mathematics giving 14 periods a fortnight (the same organisation as Grade 9 Mathematics Extended).

Due to the sequential nature of this course, students enrolling in Semester 2 must have completed Semester 1 Grade 10 Mathematics Extended.

In the normal course of events, students who wish to study Tasmanian Certificate of Education Mathematics Methods 4 course (a pre-requisite to most tertiary mathematics, science courses and some business courses) do so in Grade 12 after studying Mathematics Methods Foundation 3 in Grade 11.

Some very able students prefer to undertake Mathematics Methods 4 in Grade 11 and this enables them to:

- complete Mathematics Methods 4 in only one year of TCE study
- study Mathematics Specialised 4 (advantageous for university engineering courses) in Grade 12
- develop their potential in mathematics more fully
- enjoy the challenges posed by a most demanding subject

To undertake Mathematics Methods 4, Grade 11 students need to have successfully completed (a CA or better is recommended) the Mathematics Methods – Foundation 3 course in Grade 10 taught in Grade 10 Mathematics Extended. Only students with solid Grade 9 Mathematics Extended results will be accepted for this course.

Note that students who complete Mathematical Methods Foundation 3 in Grade 10 will need to sit the 3-hour TASC external examination in the subject.

Note also, that students who complete Mathematical Methods Foundation 3 in Grade 10, will not be able to use the ATAR earned in that year if they use ATAR from Grades 11 and 12 (TASC rules). For this reason, these students will be given the option of repeating Mathematical Methods Foundation 3 offline in Grade 12 assuming successful completion of Mathematical Methods 4 in Grade 11. This will entail no formal lessons, but all internal and external assessments will need to be completed again in Grade 11.

Contact Teacher

Mr Paul Townsend

Subject Pre-requisites

Due to the sequential nature of this course, students enrolling in Semester 2 must have completed Semester 1 Mathematics Methods Foundation.



Media Art - Photography - Grade 9

Subject Code – MRT

Subject Description

This subject is only available to students in Grade 9.

This course is designed to enable students to develop, through a variety of practical and theoretical activities, an appropriate standard of knowledge and skills relating to the creation of digital artwork, with a focus on digital image manipulation and photography. It is designed to ensure students continuing with visual art studies in Grades 11 or 12 have the skills required to excel, but teaches skills relevant to all students regardless of future studies or career choices.

All of the units of study are of a practical nature but include a research and reflection component. Students learn about visual art through their involvement in creating, documenting and reflecting on work they have created, whilst gaining an insight into artists, working in related fields, through research tasks.

Throughout the year students will be frequently involved in the following activities:

- researching contemporary practitioners
- documentation, and developing an understanding of the importance of idea development
- image manipulation through the use of Photoshop
- justification of decisions made
- visual diary maintenance
- problem solving
- critical thinking

Semester 1

Units of work which include:

- photographic composition and abstraction
- narrative within a single image
- contemporary collage
- camera control

Semester 2

Units of work which include:

- still life photography
- studio portraiture
- self-directed independent study

Contact Teacher

Mr Mark Webster

Subject Pre-requisites

There are no pre-requisites for this subject.



Media Art - Photography - Grade 10

Subject Code – MRT

Subject Description

This course is only available to students in Grade 10.

This course is designed to enable students to develop, through a variety of practical and theoretical activities, an appropriate standard of knowledge and skills relating to the creation of screen based media, with a focus on narrative film making. This course is designed to ensure students continuing with Media or Art Production in Grades 11 or 12 have the skills required to excel but teaches skills relevant to all students regardless of future studies or career choices. The course is designed in two distinct semesters, either of which will give students a good grounding in film making, however it is ideal if students were to complete both semesters.

Throughout the year students will be frequently involved in the following activities:

- non-linear editing (Final Cut Pro)
- post production adjustments and effects (After Effects)
- story-boarding
- script writing
- studio and location lighting
- audio capture
- soundtrack and foley
- recognising and appraising codes and conventions in film making
- directing
- camera control

Semester 1

Students will focus on the creation of short prescribed productions and skills based activities, with the aim of preparing them for self-directed film making in the future.

Semester 2

Students will work in production teams and focus on producing a short film for submission to the MyState Film Festival:

Contact Teacher

Mr Mark Webster

Subject Pre-requisites

There are no pre-requisites for this subject.



Music

Subject Code - MSC

Subject Description

This subject is available for students in both Grade 9 and Grade 10.

Music is designed to enable students to develop, through a variety of integrated activities, an appropriate standard of knowledge and skills in performing, creating (improvising, composing and arranging) and listening. Individual and group work will enable students to develop ideas through the manipulation of the elements of music and to gain some understanding of the historical development of music.

In both Semester 1 and Semester 2 students will be involved in the following activities:

- development of instrumental skills
- solo and ensemble performance
- creating music through improvising, composing and arranging
- critical and analytical listening
- development of aural skills
- interpreting music notation

Many of the activities are of a practical nature and students learn about music through their involvement in creating, performing and listening to music.

Contact Teacher

Director of Music

Subject Pre-requisites

Due to the sequential nature of this course, students enrolling in Semester 2 must have completed Semester 1 Music.



Music Technology

Subject Code – MTC

Subject Description

This subject is available for students in both Grade 9 and Grade 10.

Music Technology allows students to develop, through computer-based technologies, an appropriate standard of knowledge and skills in performing, creating and listening. Using a range of ICT, students will develop skills using composing as a means of self-expression, musical creation and problem-solving.

Digital electronics provide musicians with a wide range of new instruments and sounds, as well as the means to record and manipulate sounds. Synthesisers, sequencers, recording and editing systems are the everyday tools of many musicians.

The range of technologies may include:

- computer-based notation and performance software
- sound reinforcement (PA systems)
- a variety of hardware and software used to develop creative skills
- recording and editing systems that allow recording and transformation of musical performances.

In both semester one and semester two students will be involved in some of the following activities:

- Composing and arranging using software such as Sibelius and Mixcraft
- Creating accompaniments using Mixcraft
- Audio recording and editing using Pro-Tools and Audacity
- Recording in the Studio
- Project based musical tasks
- live sound set-up

In Semester 2 students will consolidate their skills enabling them to more proficiently select appropriate technology.

Contact Teacher

Director of Music

Subject Pre-requisites

Due to the sequential nature of this course students enrolling in Semester 2 must have completed Semester 1 Music Technology.



Philosophy

Subject Code – PHL

Subject Description

This subject is offered to students from both Grade 9 and Grade 10.

Students in Grades 9 and 10 can study Philosophy for **one or both semesters**. The course is designed to introduce philosophical thinking skills through the exploration of relevant and interesting topics. In a world of quick and often dubious information, Philosophy equips students to ask probing questions and scrutinise claims, as it introduces them in a safe and structured context to some of life's most fascinating and meaningful questions. The course examines a range of big questions, some of which are front and centre in our minds, while others rarely occur to us. But all are crucial to understanding ourselves, our place in the world, and our relations with others. It is designed to be accessible and engaging for young people who are curious about themselves and life's big questions. Each Semester entails a negotiated inquiry, but otherwise students' assessments are based on their group work, contributions to discussions, and minor written tasks.

Grade 9 Philosophy, in Semester 1, begins with a 'skilling up' unit on logical fallacies (common logical errors and deceptions) before delving into the philosophical debate over God's existence and the controversial terrain of free speech. 5 weeks will be devoted to the negotiated inquiry. Second semester explores the murky but all-important notion of love and the ethical minefield created by advancing artificial intelligence. Again, 5 weeks will be devoted to the negotiated inquiry.

In Grade 10 Philosophy, Semester 1 will focus on the questions: What is consciousness? And do we have free will? Semester 2 interrogates our attitudes towards death and mortality before considering the basis of our personal identity over time. Both semesters will entail a 5-week negotiated inquiry.

Contact Teacher

Dr Nicholas Clements

Subject Pre-requisite

There are not pre-requisites for this subject.



Robotics and Coding

Subject Code – RBT

Subject Description

This subject is for students in both Grade 9 and Grade 10.

This course is aimed at developing programming and problem-solving skills in students, with a focus on robotics and coding. Students completing this course will be able to begin from their current level of expertise and build on that expertise to complete robotic and gaming challenges.

Some areas the course will cover are:

- algorithm design
- basic robotic programming introduction
- project building
- design challenges
- major project

Students with advanced prior knowledge and understanding will be able to use Arduino to create their own custom projects.

Contact Teacher

Miss Michelle Bradley

Subject Pre-requisites

There are no pre-requisites for this subject.



Science Extended – Grade 9

Subject Code – SCX

Subject Description

Grade 9 Science Extended is offered to students with a high degree of scientific ability, skill and genuine interest. Students are given an opportunity in their elective periods to study the Grade 9 Australian Curriculum content in greater depth with a focus on contemporary issues in Science.

In studying this course, students will further develop skills in scientific thinking and understanding of scientific terminology. Students will be exposed to a range of scientific enquiry methods. Content will have a strong practical basis and where possible, be linked to the students' experiences.

Through a variety of hands on (STEM) activities students will extend their understanding of the scientific investigation process. Students will learn to set up fair tests, make detailed observations; plan, design and carry out appropriate experiments and to communicate their findings clearly.

In Semester 1 students enrolled in Grade 9 Science Extended will be expected to participate in the Science and & Engineering Challenge.

Time permitting, students may choose to enter a research investigation into the UTAS Science Investigations Awards or the Tasmanian Science Talent Search.

NB: Grade 9 Science Extended is offered in both Semesters. Course work will be linked in content to the units of work being covered in the Grade 9 Science Curriculum during each semester.

Limitations: Class sizes are limited due to issues of safety and access to equipment.

Contact Teacher

Ms Victoria Haeusler / Miss Alex Noyman / Mr Mark Cox

Subject Pre-requisites

The award of EA or HA in Grade 8 Science is considered advantageous.



Science Extended – Grade 10

Subject Code – SCX

Subject Description

The Science Extended syllabus is a two-year course offered to students with a high degree of scientific ability, skill and genuine interest. Students will complete the coursework in an elective subject in addition to their regular Science lessons.

Grade 10 Science Extended (2022) includes the content from the Grade 10 Australian Curriculum for Physical Sciences, Chemical Sciences and Biological Sciences. Concepts are studied with greater depth of detail.

Note: The Grade 10 Earth and Space Sciences coursework was completed as part of the Grade 9 Science extension course.

In studying this course, students will also develop skills in scientific thinking and understanding of scientific terminology. Students will be exposed to a range of scientifically based approaches for inquiry into the physical, chemical and natural world. Content will have a strong practical basis and where possible, linked to the students' experiences and lives.

Students will undertake a major open-ended student-led investigation with the best projects being entered in the UTAS Science Investigations Awards or the Tasmanian Science Talent Search.

Future pathways

Successful completion of this course will enable students to enrol in any of the following Science courses in Grade 11:

- Agricultural Enterprise 2
- Agricultural Systems 3
- Biology
- Environmental Science 3
- Life Sciences 2
- Physical Sciences Foundation 2
- Physical Sciences 3

Limitations: Class sizes are limited due to issues of safety and access to equipment.

Contact Teacher

Mr Darren Chilcott / Mr Tony Kang

Subject Pre-requisites

The award of EA or HA in Grade 9 Science Extended (with a minimum of B ratings on the Biology, Physics and Chemistry criteria) is considered essential.



Sports Science

Subject Code – SPT

Subject Description

This subject is available to students in both Grade 9 and Grade 10.

Grade 9

Students are offered the chance to develop an understanding of the fundamental knowledge and skills used to analyse human performance. The systems of the human body that contribute to sporting excellence are studied, as is how exercise affects their functioning. Sport Science is an applied science and various components of fitness are tested and analysed by students in laboratories throughout the year.

The following topics are covered:

Semester 1

The skeletal system, muscular system, how they both relate to movement in sport and sports injuries.

Semester 2

Training principles, training methods, the cardiovascular system and how it relates to movement in sport.

Grade 10

This course delves deeper into the main pillars of Sport Science. Students work within the areas of Exercise Physiology, Biomechanics, Sport Psychology and Skill Acquisition. Through practical and theory lessons students are exposed to the scientific aspects of sport and their application.

The following topics are covered:

Semester 1

Exercise Physiology with an emphasis on energy systems and how they are utilised during different sporting activities.

Semester 2

Sport Psychology, Biomechanics and Skill Acquisition.

The Sport Science program is developmental and although each of the semesters are stand-alone units, it is recommended that student's progress through each of the semesters. The programme is an excellent lead –in subject for those going on to study the Sport Science 3 course in Grades 11 or 12.

Contact Teacher

Mr Adrian Finch

Subject Pre-requisites

There are not pre-requisites for this subject.



Structured Study Line

Subject Code – SSL

Subject Description

This subject is offered to students in both Grade 9 and Grade 10.

However this option is only available after consultation and approval by the Co-ordinator for Educational Support.

Structured Study Line is of particular advantage to students requiring additional support and consolidation in core skills such as literacy and numeracy, as well as needing help with organisational and time management skills.

Students are able to receive assistance with assignment work from all subject areas, and examination review and planning. Assistance is also given to support students with career pathway planning and work placement opportunities.

The small group environment allows opportunities for one-on-one tutoring, whilst at the same time encouraging more independent learning.

Contact Teacher

Ms Jami Lane

Subject Pre-requisites

There are not pre-requisites for this subject.



Technology and Design

Subject Code – TCH

Subject Description

This subject is available to students in both Grade 9 and Grade 10.

Design responds to human need by producing artefacts and solutions to enhance quality of life and user experience. Innovative solutions to 'real world' problems are addressed through the use of a design process. Objects are designed in a range of fields.

Social, economic and environmental benefits are derived from the innovation and the creative use of technologies that contribute to the lives of individuals and to cultures and environments. The use of a design process, when devising and producing solutions, necessitates the application of a range of cognitive processes which are transferable to contexts beyond the design realm. These include business, engineering, social entrepreneurship and innovation in other sectors.

Technology and Design develops design thinking, systems thinking and project implementation skills which typify contemporary design practice. Through an iterative and reflective approach, ideas are generated, tested and refined and the functional, environmental, economic, aesthetic, social and technological attributes of the design brief are considered. A range of technological skills are developed, through the use of tools and equipment to transform materials to meet a need in areas such as furniture and homewares, farm equipment and tools and devices.

This is a 'hands on' course with the emphasis on skills development through the design and construction of projects in principally, wood and metal. In Grade 10, experience in a wider range of materials is possible, depending on student interests.

Grade 9

- Semester 1 – Design in Wood
- Semester 2 – Design in Metal

Grade 10

Students have a choice to undergo semester-based projects or to undertake a larger full-year project which would have a student-directed design brief.

It is advisable for students wishing to undertake study in this area in Grade 11 or 12 to have studied Technology and Design in Grades 9 and 10.

Contact Teacher

Mr Nick Hansson

Subject Pre-requisite

There are not pre-requisites for this subject



Textile and Design

Subject Code - TXD

Subject Description

This subject is available to students in both Grade 9 and Grade 10.

The syllabus for Grade 9 and 10 Textiles and Design caters for students planning to participate in the course for one or two semesters only or two years consecutively. The course is arranged to provide students with practical experience in textile construction techniques and the design process, encouraging the translation of original ideas into completed textile articles.

Semester 1

Unit 1: Fashion Design Project.

This unit incorporates the design process, design development, simple fashion drawing and mood board construction. Students are encouraged to consider entering a national competition.

Unit 2: Fashion/Textile Design and Construction

Students are introduced to the design process, elements of design, pattern making and use of commercial patterns. Students work to complete 2 articles of individual choice from within the course guidelines. There is a focus on meeting individual needs and enabling individual creative expression using textiles. Students are encouraged to enter textile articles and projects into local and national competitions.

Work on both units occurs concurrently throughout the semester.

Semester 2.

Unit 1: Fashion Story.

Students create a class fashion presentation incorporating history of fashion and current textile issues eg. Manmade and natural fibres and eco- fashion.

Unit 2: Fashion /Textile Design and construction.

Students construct 2 garments or projects of choice from within the course guidelines incorporating skills according to their textile experience. Individual needs and experience levels are catered for.

Students interested in designing and creating with textiles should include this course of study as part of their elective program.

Contact Teacher

Ms Ena Rigney / Mrs Janelle Scott

Subject Pre-requisite

There are no pre-requisites for this subject.



Visual Arts – Grade 9

Subject Code – VRT

Subject Description

This course is offered to students in Grade 9.

Semester 1

In first semester the Grade 9 Visual Arts program is designed to further extend and consolidate the skills students have acquired in Grades 7 and 8 and to continue to build student confidence through the completion of a variety of two and three-dimensional media.

Students will be introduced to key art movements of the early 20th century through the journal project and from this project the first semester's activities will focus on applying the style of these movements to a variety of media including drawing, painting and printmaking.

Throughout both semesters students will be exposed and will engage in Visual Art terminology and the practices and responsibilities of working in a studio environment.

Semester 2

This second semester course in Visual Arts builds upon the experiences of the first, or effectively stands alone. Students will have the opportunity to work with ceramics, drawing and painting to complete exciting two and three-dimensional work that encourages the students to have fun expressing themselves while considering Elements of Design; line, shape, space, colour, texture, pattern and tone.

An integral element of the learning will be to foster curiosity and confidence and to encourage students to create and complete work that makes the best use of their skills. Links are made to other cultures, Artists and Art movements to enable students to see the influences that help to shape the way that we see and produce artworks. There will also be an on-going use of ICT through the use of the student's tablets as a research tool to enable a comprehensive diary to be enhanced over the course of the school year. Students will use their artwork to communicate ideas and feelings and are motivated to achieve quality-finished pieces.

Contact Teacher

Mr Paul Snell

Subject Pre-requisite

There are no pre-requisites for this subject.



Visual Arts – Grade 10

Subject Code – VRT

Subject Description

This course is only offered to students in Grade 10.

Semester 1

In this first semester Visual Arts course students acquire a broad range of technical skills across the disciplines of collage, printmaking, drawing, painting and sculpture. On each occasion they employ the elements and principles of design to progressively produce works that are perceptive and expressive.

The maintenance of a visual diary is also an essential component of this course, becoming a depository for everything of concern to the individual – visual, conceptual, expressive or highly personal. Some of the major units have allied theory assignments through which students are expected to demonstrate their understanding of art and culture. They are also required to make work individually as well as within a collaborative context.

Semester 2

This second semester course in Visual Arts builds upon the experiences of the first, or effectively stands alone. Students acquire a broad range of technical skills across the disciplines of collage, printmaking, drawing, painting and sculpture. On each occasion they employ the elements and principles of design to progressively produce works that are perceptive and expressive.

The maintenance of a visual diary is also an essential component of this course, becoming a depository for everything of concern to the individual – visual, conceptual, expressive or highly personal. Some of the major units have allied theory assignments through which students are expected to demonstrate their understanding of art and culture. They are also required to make-work individually as well as within a collaborative context.

Contact Teacher

Mr Paul Snell

Subject Pre-requisite

There are no pre-requisites for this subject.



Work Studies

Subject Code

Subject Description

This subject is available in both Grades 9 and Grade 10.

The focus of this course is to enable young individuals to become life-long learners and to educate them to be entrepreneurial rather than just educating them to be employees.

Grade 9

Students will:

- learn the importance and components of self-directed and lifelong learning
- they will investigate the skills and personal qualities associated with a range of occupations
- also examine entrepreneurial behaviours and their importance for work and in addressing a range of challenges
- plan and implement strategies to improve their learning and strengthen their individual learning skills.

Grade 10

Students will:

- learn the relationship between changing circumstances and 21st century work opportunities, and identify the skills needed to manage changes
- evaluate work-related communication tools and analyse the skills and capacities needed for 21st century work including appropriate communication skills, collaboration and teamwork
- learn the importance of developing entrepreneurial skills and a distinct profile to access and manage 21st century work opportunities and challenges
- research a range of information and data to identify trends in work arrangements emerging over time and evaluate agencies and organisations that support various employment situations.

Contact Teacher

Mrs Pushpa Kunasegaran

Subject Pre-requisites

There are no pre-requisites for this subject.