Grades 9 and 10 Subject Handbook 2017

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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
GRADES 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.

The Australian Curriculum:

- 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  Mr Barry Dudgeon
Citizenship

Subject Description

The Citizenship studies in Grades 9 and 10 are designed to prepare students to take an active role in society as well-informed citizens and to be strong within themselves. The major components of the Australian Curriculum for Citizenship will be covered and assessed in discreet units within History.

The strands of the course complement each other, but equally importantly they complement and consciously relate closely to the work that students are doing in other subject areas, particularly in English and Geography. Teachers are constantly looking for these connections to stress the relevance and inter-relatedness of all aspects of the students’ educational programme.

The class work in Citizenship is supplemented by activities undertaken by students in their Outdoor Education, Retreat, and Career Planning programmes.

The strands in the course are designed to cover the religious, moral, civic, personal and emotional dimensions of human existence. This is a multi-faceted approach where each angle helps to throw light on the central concern of being an individual with integrity and confidence and one who is equipped to play a positive role as a world citizen.

The Outdoor Education programme and the Grade 10 Retreat give students opportunities not only to learn to better appreciate their natural environment, but also to gain more insight into themselves and perhaps into the spiritual dimension which all possess. Students learn of the opportunities and obligations in the workforce through their Career Planning experience and debriefing.

The following areas of study may be covered during Grades 9 and 10 Citizenship:

- Moral/ethical Issues
- Civics
- The Law and Justice

Contact Teacher

Mrs Gail Harris
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 listening, reading, viewing, speaking and writing. The three strands are:

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

The texts have been selected to correspond with the Australian Curriculum and because they offer students a range of cultural experiences, they are relevant to our students or 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 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.

The English curriculum is also designed to incorporate a number of general capabilities and cross curriculum priorities which are identified in the Australian Curriculum. These include:

- literacy
- information and communication technology (ICT) competence
- critical and creative thinking
- ethical behaviour
- personal and social competence
- intercultural understanding.
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- sustainability.

Contact Teacher

Mrs Anne Gunn
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. They will complete the work in an elective subject in addition to their regular Mathematics lessons. More details are available in the elective section of this booklet. Students at this level require a CAS (algebra) calculator to assist their learning.

The majority of students study 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 parts at Grade 9 and other parts at Grade 8) 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 based on the previous year’s performance. This allocation is not static and may change if it is decided that a student is better suited to an alternative program.

Grade 10
Students who complete 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. This will entail no formal lessons but all internal and external assessments will need to be completed again in Grade 11. Students must have completed Extension in Grade 9 to attempt this course.

The majority of students study 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 parts at Grade 10 and other parts at Grade 9) 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 10 level is not addressed.

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
Dr David Coulson
Science

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 don’t 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.

From an early age children ask the question – why? All units covered throughout the science curriculum, allow us to assist students with the understanding of the question, why? However, as the students grow older their questions also start to focus on wanting to know how?

Science is central to many of the issues facing Australia citizens and the wider global community. In recent years concerns such as climate change, genetic modification, pandemics, vaccinations, sustainability and bio-security have been discussed extensively in the media and the community. The public discussion of such issues is vastly improved when we have a good understanding of the relevant scientific concepts.

Science education is important because it teaches our students to draw their own conclusions, based on evidence and logical thinking, rather than 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.
Grade 9 and 10 Science

Subject Description

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

Grade 9 Science

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

Concept Knowledge

Physics
- Waves
- Electricity
- Light and colour
- Electromagnetic spectrum
- Heat and insulation
- Sound

Chemistry
- Periodic table, atomic structure, metals and non-metals
- Atoms and ions
- Introduction to ionic bonding
- Chemical formula and simple equations
- Introduction to reaction types:
  Acids/Base chemistry
  Endothermic/exothermic reactions
  Combustion
- Radiation

Biology
- Sense and control
- Disease
- Ecosystems

Earth and Space Sciences
- Tectonic Theory
- Volcanism
- Earthquakes

Contact Teacher

Mr Mark Cox
Science Grade 10

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

Concept Knowledge

Physics
- Linear motion
- Graphing of motion
- Newton’s laws of motion
- Kinetic (KE) and potential energy (PE)

Chemistry
- Periodic table
- Bonding models
- Writing chemical formulae
- Naming compounds
- Balancing chemical equations
- Metal displacement
- Solubility and precipitation

Biology
- Mendelian genetics
- Monohybrid cross
- Genetic technology
- Natural selection
- Evolution

Earth and Space Sciences
- Climate change
- Global Systems
- Cosmology

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.

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:

- 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.

The subject is broken into two areas:
1. Personal, social and community health
2. Movement and physical activity

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 topics and is taught in single sex classes in Grade 9 and co-educational classes in Grade 10:

**Grade 9:**
- **Health**: Risk Taking Behaviours and Decision Making, Sexuality and Human Development, Community Health and Illicit Drugs
- **Physical Activity**: Volleyball, Touch Football, Tennis and Fitness Training

**Grade 10:**
- **Health**: Sexuality and STIs, Safe Driving and Safe Partying
- **Physical Activity**: Golf, Badminton, a Student-led Sport Competition and Non-traditional Sports

**Contact Teacher**

Mr Craig Slavin
Subject Selection Procedure

Monday 8 August
Briefing and distribution of information to Grade 10 (2017) by Dean of Studies.

Wednesday 10 August
Briefing and distribution of information to Grade 8 (2017) by Dean of Studies.

Thursday 11 August
Briefing and distribution of information to Grade 9 (2017) by Dean of Studies.

Thursday 11 August
Grades 9 and 10 (2017) Subject Selection Night

7.00 – 7.30 pm Grades 9 and 10 Academic Programme
Mr Nick Foster and Mr Barry Dudgeon

7.35 – 9.00 pm Elective subjects offered for 2017

Subject teachers available to explain the content and assessment of the elective subjects to students and their parents.

August

Students discuss subject choices with parents and tutors.

Tuesday 23 August

Final day for submission of signed subject registration print-out to the Deans’ 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.

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**On-Line Learning: A variety of electives from the Hybrid Learning Consortium and Launceston Church Grammar School**

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, Visual Arts, Media Arts, Music, Music Technology, Science Extension and Mathematics Extension. 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 called in for discussion with the Dean of Studies.
The Arts

- Broadcasting
- Dance
- Drama
- Drama Performance
- Media Arts
- Music
- Music Technology
- Visual Arts
Broadcasting

Subject Code  
GTV

Subject Description

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.

Learning Outcomes

- **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

Pre-requisite  
There are no pre-requisites for this subject
Dance

Subject Code
DNC

Subject Description

GRADE 9

Semester 1
In Semester 1, students study a Foundation Unit which will look at space and time in Dance and the dynamics of Dance with a focus on the Laban effort actions. Students will then apply this knowledge to small group works and a whole group movement piece. Students will be introduced to the concept of intention in Dance and will show their understanding through class tasks. Students will also learn how to write a Critical Review for Dance and will begin reflective writing about their own skills and performances.

Semester 2
In Semester 2, students will continue their study of intention in Dance by devising their own movement piece from a stimulus. Students will also take responsibility for production elements such as costume, make up and lighting. Class exercises, designed to reinforce skills from the Foundation Unit, will also be undertaken. Written work will focus on reflective writing of the students’ own skills and performances.

GRADE 10

Semester 1
In Semester 1, students will study a Foundation Unit which will look at reinforcing skills such as movement quality, levels, dimension, pathways, time and space, and intention in Dance. Students will create short movement pieces demonstrating these skills. The students will also collaborate to create a group piece. A major task will be choreographing a response to a stimulus; students will also be responsible for the production elements of this piece. Students will practise writing Critical Reviews and will continue reflective journal writing.

NOTE: STUDENTS MUST HAVE COMPLETED GRADE 10 DANCE IN SEMESTER 1 TO UNDERTAKE GRADE 10 DANCE IN SEMESTER 2.

Semester 2
In Semester 2, students will work to apply their knowledge of dance making to the preparation of a solo movement piece. They will decide an intention; consider elements of Dance from the Foundation Unit such as movement skills, pathways, quality of movement and time and space. Students will also complete a major written task reflecting on how their choices and decisions shaped and informed their piece. Students will also participate in class exercises designed to reinforce and augment their skills in creating dance works.

Contact Teacher
Mrs Fiona Hickman

Pre-requisite
Due to the sequential nature of this course, students enrolling in Grade 10 Dance must have completed 1 semester of Dance in Grade 9.
Drama

Subject Code          DRM

Subject Description

It is **recommended** that students have previous drama experience in school productions or involvement in community drama in order to enjoy and achieve success in this course.

Course content:
- Skill building and skill acquisition, activities in pairs, small groups and whole class, as directed by teacher
- Exploration of a wide range of Drama skills: improvisation and role-play, building stories, using props, lighting, set and sound, use of voice to communicate character and written text, operation of specialist equipment such as lighting and set props.
- Elizabethan Theatre (Grade 9); Commedia dell ‘Arte (Grade 10)
- Use of appropriate sound, lights, costume, staging/props to suit intention of the piece.
- Sharing of pair, small groups and whole class work to a specific invited audience. Introduction to performance etiquette. Tasks should develop ability to project the intention of the piece effectively to the audience.
- Compulsory performances in the Launceston Competitions and Soirees.
- Personal responses about in class activities
- Viewing of the work of others in class, in public performances and on video.
- Introduction to the writing of critical reviews on the theatrical work of others.
- Workshops with Bell Shakespeare, Launceston Youth Ensemble Theatre as available.

Students who study Grades 9 and 10 Drama will qualify to study the pre-tertiary courses: Drama TQA 3 (Grade 11) and/or Theatre Performance TQA 3 (Grade 12).

Contact Teacher   Mrs Louise Peters

Pre-Requisite   Previous drama experience
Drama Performance

Subject Code  DRP

Subject Description

This course requires students to have had previous drama experience in school or involvement in community drama. It is expected that students who wish to undertake this course will have received an HA or EA assessment for Grade 8 Drama and Grade 9 Drama/Drama Performance or are able to provide evidence of skill and involvement in community drama.

Course Content:

- Skill building and skill acquisition activities in pairs, small groups and whole class, as directed by teacher.
- Exploration of a wide range of performance skills: memorising a variety of works from a range of styles; characterisation using body, face and voice for a variety of roles; vocal clarity, projection and expression; ensemble and solo strategies; audience awareness; use of dramatic tension, mood and language; demonstrating a variety of dramatic genres.
- Elizabethan Theatre (Grade 9); Commedia dell ‘Arte. (Grade 10)
- Use of appropriate sound, costume, staging/props. to suit intention of the piece. It is anticipated that this class will operate as a ‘mini theatre company’ and assume responsibility for staging, publicity etc. as required.
- Sharing of pair, small groups and whole class work to a specific invited audience. It is expected that work will be rehearsed and polished to a high standard.
- A strong emphasis on performance and theatre etiquette. It is expected that the class will regularly attend local performances both in school and the local community.
- Compulsory performances in the Launceston Competitions and school soirees.
- Personal responses about in class activities.
- Introduction to the writing of critical reviews on the performance work of others.
- Workshops with Bell Shakespeare, Launceston Youth Theatre Ensemble as available

Students who study Grades 9 and 10 Drama Performance will qualify to study the pre-tertiary courses: Drama TQA 3 (Grade 11) and/or Theatre Performance TQA 3 (Grade 12).

Contact Teacher  Mrs Louise Peters

Pre-requisite  Previous Drama experience
Media Arts

Subject Code MRT

Subject Description
Grade 9
The Grade 9 Media Art program is designed to introduce students to various digitally based art medium through the completion of; film, photographic and graphic design exercises. The tasks completed through the year provide an introduction to concepts and skills that will be further explored in Grade 10. Students will develop their story telling skills and idea development parallel to their understanding of the technical component of the course. The importance of process is equal to that of the outcome and assessment will reflect this. The course is designed to ensure students continuing in Grades 11 or 12 have the skills required to excel.

Semester 1: During Semester 1 students will explore photographic composition and abstraction, and also explore narrative within a single still image. Wherever possible students are taken out of school grounds to broaden their subject material. Print making techniques are used to integrate material taken from the initial photographic unit into student visual diary covers. Students are also given a chance to experiment with traditional art making methods and the subsequent digitisation and manipulation of these artworks within Photoshop. The semester is rounded out with an exercise designed to introduce students to video editing with a focus on the importance of sound.

Semester 2: During Semester 2 students are given the opportunity to explore studio based portraiture photography that incorporates hand-made wearable art. The second semester also allows students to explore conceptual filmmaking where narrative becomes more critical to the success of each film. Wherever possible students are encouraged to enter at least one film or photographic competition and time is given to this during second semester. Students finish the semester through a practical graphic design unit related to a real world design brief.

Grade 10
The Grade 10 Media Art program is designed to further develop skills learned in Grade 9 through the completion of various digitally based; film, photographic and graphic design exercises. The tasks completed through the year provide deeper understanding of concepts and skills that will be highly beneficial to those students going on with digital art and film making at a pre-tertiary level. There is considerable focus on technical photography and camera control. The importance of concept and polished outcomes is reflected in the assessment of the subject.

Semester 1: Initially students are given a graphic design brief, this forms the basis for the cover of their visual art diary. Photographic units within Grade 10 require greater technical control of DSLR cameras. Time is given in Semester 1 to exploring basic camera control with relevant assessment tasks. As a follow up to the technical photography unit students are given the opportunity to explore a photographic concept that is manipulated and resolved in Photoshop. The Semester 1 film task requires students to make a short but professional quality film that must adhere to a production brief. Greater emphasis is placed on the ideas that are generated and underpin each project.

Semester 2: During Semester 2 students are given a chance to develop their photographic skills whilst working with still life within a studio environment. The skills developed pertain to lighting, composition and visual perception. This exercise is closely related to contemporary art practice and provides students with a greater understanding of conceptual art. Students are again given the chance to make short narrative films with a focus on effective story-telling and idea development. Students finish the semester through a practical graphic design unit related to a real world design brief.

Contact Teacher Mr Paul Snell

Pre-requisite There are no prerequisites for this subject
Music

Subject Code MSC

Subject Description

The course 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
- computer technology in music

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 Mrs Sherryn Arneil Hepher

Pre-requisite 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 course 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.

Developments in 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 teach theoretical and aural concepts
- a variety of hardware and software used to develop creative skills
- computers and digital instruments that can be linked by MIDI (Musical Instrument Digital Interface)
- file transfer systems, such as MIDI, WAV and MP3, that can be used to share musical ideas between members of the class, between students and teachers, or across the internet
- 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
- Creating CDs of student performances
- Publishing scores using Sibelius
- Recording in the Recording Studio
- Project based musical tasks

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

Contact Teacher  Mrs Sherryn Arneil Hepher

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

Subject Code          VRT

Subject Description

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.

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

Pre-requisite  There are no prerequisites for this subject.
Languages

- French
- German
- Japanese
French

Subject Code
FRN

Subject Description

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 Dean of Studies 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
Miss Caitlin Haynes

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

Subject Code  GRM

Subject Description

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  Miss Caitlin Haynes

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

Subject Code       JPN

Subject Description

Japan is a vitally important trading partner for Australia and the importance of Japan in our tourism sector is, of course, self-evident.

Students in Grades 9 and 10 will study all three Japanese scripts.

Topics centre on daily activities in both Japan and Australia and provide a valuable insight into an Asian culture.

Students have the opportunity to travel to Japan to visit our partner school in Osaka.

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

Contact Teacher    Miss Caitlin Haynes

Pre-requisite       Due to the sequential nature of this course, students enrolling in Semester 2 must have completed Semester 1 Japanese.
Technology

- Applied Engineering
- Computer-aided Design and Graphics
- Craft and Design
- Food Studies
- ICT Studies
- Robotics and Coding
- Technology
- Textiles and Design
Applied Engineering

Subject Code
APE

Subject Description

The Applied Engineering course aims to investigate a practical range of engineering concepts through a problem solving – design approach. The course includes study within the following areas:

- Structural Engineering – Grade 9 Semester 1
- Mechanical Engineering – Grade 9 Semester 2
- Marine Engineering – Grade 10 Semester 1
- Aeronautical Engineering – Grade 10 Semester 2

Students undergo a range of units, which cover key concepts within each of these engineering fields. Each unit would contain a related theoretical component, after which, students would be required to apply these engineering concepts to achieve a range of tasks and challenges.

As well as learning about engineering concepts, which have relevance to all man-made structures, students will also gain valuable experience in:

- The Design Process
- Graphics
- Materials and their properties
- Processes related to the use of materials
- Workshop construction and safety

Contact Teacher
Mr Nick Hansson

Pre-requisite
There are no prerequisites for this subject.
Craft and Design

Subject Code

CRD

Subject Description

The Craft and Design course offers students the opportunity to experience a number of different crafts which are not available in the general Technology course. Students will learn a range of skills and processes related to that particular area, and, as their level of expertise increases, will also be required to design their own projects.

The course could include study within the following areas:

- stained glass
- lead lighting
- leather craft
- jewellery making

Students may undergo units in each of these crafts, learning relevant skills and processes while producing individual projects designed by them.

Once the introductory units have been completed, students would then have the opportunity to revisit the craft of their choice to undergo further study and undertake more demanding projects.

Contact Teacher

Mr Nick Hansson

Pre-requisite

There are no prerequisites for this subject.
Computer-aided Design and Graphics
Grade 9 and Grade 10

Subject Code  CAD

Subject Description

In recent years much greater use has been made of computers across all areas of design. The Computer-aided Design course will provide an excellent basis for those students selecting Computer Graphics and Design TQA 3 and/or Housing and Design TQA 3 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
- Animation

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

Pre-requisite  There are no prerequisites for this subject.
ICT Studies

Subject Code          ICT

Subject Description

Grade 9
This course aims at the development of practical computer skills through the use of a variety of applications and programming languages. 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:-

- Graphic and image manipulation and enhancement
- Web authoring
- Video editing
- Programming
- Social issues
- Major Project

Grade 10
This course aims at the development of practical computer skills through the use of a variety of applications and programming languages. 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:-

- Graphic and image manipulation and enhancement
- Web authoring
- Video editing
- Programming
- Social issues
- Major Project

Students who have already completed Grade 9 ICT will be encouraged to deepen and broaden their understanding of topics covered.

Contact Teacher        Mrs Michelle Cooper

Pre-requisite         There are no prerequisites for this subject.
Robotics and Coding

Subject Code RBT

This course for Grades 9 and 10 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

Contact Teacher Mrs Michelle Cooper

Pre-requisite There are no prerequisites for this subject.
Technology

Subject Code
TCH

Subject Description

The aim of Technology is to provide students with an opportunity to gain experience in the skills used to work common materials. The course develops students’ problem-solving abilities through the manipulation of materials in a practical environment. In order to achieve good solutions to problems set, students will have to apply technology appropriate to that particular area and develop a sense of craftsmanship in their work.

This is a ‘hands on’ course with the emphasis on skill development through the design and construction of projects in, principally, wood and metal. In the latter part of the course, experience in a wider range of materials is possible, depending on students’ interests.

It is expected that students will undertake at least two projects in Grade 9, covering a Design in Wood unit in Semester 1 and a Design in Metal unit in Semester 2.

In Grade 10, students have a choice to undergo Semester based projects or undertake a larger full year project.

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

Contact Teacher
Mr Nick Hansson

Pre-requisite
There are no prerequisites for this subject.
Food Studies

Subject Code  FST

Subject Description

The syllabus for Grade 9 and 10 caters for students planning to participate in the course for one semester only or two years consecutively.

Food Studies in Grade 9 and 10 provide students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns.

- It addresses the importance of hygiene and safe working practises and legislation in the production of food
- It provides students with a context through which to explore the richness and pleasure and variety that food adds to life
- Students 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.

One major assignment will be given each semester and will form the main assessment tool for the communication criteria. Students will be expected to plan and design two recipes of their own choice in each unit of work

Student can select from the following semesters.

Grade 9
Semester 1:
Unit 1 – Food for Good Health – Plan, design and prepare healthy breakfast and lunch foods
Unit 2 - Nutritious and Delicious Foods – Prepare soups, snacks and hearty dinner meals.

Semester 2:
Unit 3 – Party planning - Prepare party foods for children, high tea and design a novelty cake.
Unit 4 - Food for Special Occasions- Prepare cocktail foods, confectionery, desserts and make a decorated Gingerbread House

Grade 10
Semester 1:
Unit 1 – Food in the Home- design everyday foods for different needs and for the home -salads, barbeques and desserts.
Unit 2 - Fast Food Good Food – Design and make pies, wraps and burgers and convenience meals

Semester 2:
Unit 3- Foods from other Cultures- Investigate a cuisine of your choice and prepare some cultural dishes.
Unit 4 – Food for Festive Occasions – Make food for gifts, Christmas foods and decorate a Christmas Cake

Contact Teacher  Ms  Ena Rigney

Pre-requisite  There are no prerequisites for this subject.
Textiles and Design

Subject Code  
TXD

Subject Description

Grade 9 and 10 Textiles and Design
The syllabus for Grade 9 and 10 Textiles and Design caters for students planning to participate in the course for one semester only or two years consecutively. The course is arranged to provide students with practical experience in garment construction techniques using commercial patterns 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, 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 using 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 garments into local and national competitions. Work on both units occurs concurrently throughout the semester.

Semester 2
Unit 1: Fashion Magazine.
Students design a class fashion magazine 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/articles 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 Teachers  
Ms Ena Rigney / Mrs Janelle Scott

Pre-requisite  
There are no prerequisites for this subject.
Other Subjects

- Agricultural Science
- Commerce
- Creative Writing
- Extension
- Geography
- Mathematics Extended
- On-line Learning
- Physical Science Foundation – Science Ext
- Sport Science
- Support
- Work Studies
Agricultural Science

Subject Code
AGS

Subject Description

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.

Topics studied include: intensive farming skills including:-

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

This course is ideal preparation for students wishing to study pre-tertiary Environmental Science and Society TQA 3 and Biology TQA 3 in either Grade 11 or 12, but it is not a pre-requisite for these courses.

Contact Teacher
Mr George Darby

Pre-requisite
There are no prerequisites for this subject.
Commerce

Subject Code
CMC

Subject Description

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

Commerce is taught in two stand-alone semester units.

1. **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.

2. **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

Commerce is taught in two stand-alone semester units:

1. **Small Business** deals with basic business principles, starting and managing a business and evaluating business performance. Students are expected to complete major practical tasks such as a business plan and an enterprise challenge.

2. **Market Awareness** looks 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.

The Grade 10 course provides an excellent background and pathway to Grade 11-12 study Of Accounting, Economics, Legal Studies or Business Studies.

Contact Teacher
Mr Bernd Meyer

Pre-requisite
There are no prerequisites for this subject.
Creative Writing

Subject Code
CRW

Subject Description
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:
- Write a Book in a Day Competition
- Dorothea McKellar Poetry Awards
- ABC Heywire

Contact Teacher
Mrs Anne Gunn

Pre-requisite
There are no prerequisites for this subject.
Extension

Subject Code
EXT

Subject Description

The Grade 9 and 10 Extension 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 four 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 informally report their findings and participate in discussions concerning other students’ research.

The class is designed to facilitate flexibility and open-ended learning. Students are encouraged to use the open-plan space of Old Broadland Hall to create a working space and style that suits them. 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. The only homework is that which the student chooses to do. 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.

Over the last two years students have chosen projects in areas such as:

- Developing a small business
- Psychology
- Religion
- Commerce
- Extended Mathematics
- The Kokoda Campaign
- Ancient Greek Warfare
- Fantasy Writing
- Contemporary Art
- Portrait Photography
- Additional structured extension opportunities include:
  - Write a Book in a Day Competition
  - Dorothea McKellar Poetry Awards
  - Frank McDonald Memorial Prize (Grade 9 only)
  - MyState Film Festival
  - Tasmanian Science Talent Search
  - Research projects into areas such as religion, sport, criminology, music, history, biography, art, science, etc.

Athlete Support

This year we are offering a programme to students who are competing at a state or national level in their chosen sport as a part of the Extension Option. 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 Teacher

Dr Nick Clements

Pre-requisite

There are no prerequisites for this subject, though some evidence of the student’s ability to work independently and with initiative is expected.
All students in Grades 9 and 10 have the opportunity to study Geography for one semester as outlined below. 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** 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.

**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

**Pre-requisite**

There are no prerequisites for this subject.
Mathematics Extended

Subject Code

MXT

Subject Description

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 this course.

Over the two-year period, students complete the Grade 9 and Grade 10 Australian Curriculum Mathematics syllabuses, plus the Mathematics Methods – Foundation 3 course. Mathematics Extended is undertaken in both core and elective time.

This option is only available after consultation and approval by the Head of the 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. This will entail no formal lessons but all internal and external assessments will need to be completed again in Grade 11.

Contact Teacher

Dr David Coulson

Pre-requisite

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

Subject Code

All separate codes

Subject Description

On-line Learning will be available at Launceston Church Grammar School offering courses from Launceston Church Grammar School and The Hybrid Learning Consortium.

The Hybrid Learning Consortium brings together schools, teachers and students from around the world to create opportunities for education in diverse and creative ways. The Consortium aims to create a globalised learning community, immersing students and staff in the 21st Century digital world. This will offer freedom of content, collaboration and scheduling.

All courses are online, but when possible, practical elements are incorporated. Each course has a unique class site and this can be visited at times that suit the student. Students and teachers interact through online discussion, video-posting and web conferencing.

These courses can be completed within an elective line at school and although courses will mostly be carried out online, but you will be provided with a facilitator/mentor.

These courses will be assessed and reported with appropriate criteria.

LCGS courses:-

- Advanced video editing with Adobe After effects
- Blender Introduction
- Creating books with Adobe in Design
- Flash Animation
- Flash Gaming
- Illustrator
- Manipulating images with Photos
- Video editing with Adobe Premiere

Hybrid Learning Consortium courses:-

- Humanitarianism in a Changing World
- Culture and Communication
- Latin 1
- Latin 2

Contact Teacher

Mrs Michelle Cooper

Pre-requisite

There are no prerequisites for this subject.
LCGS Courses

**Advanced video editing with Adobe After effects** - Subject Code VEE
Adobe After effects allows users to add effects such as fire, light, explosions to their films. This course requires some understanding of Adobe Premiere.

Students completing this course will cover:
- Consolidation of basic skills in Adobe Premiere
- Creation of complex titles for films
- Creating of a variety of effects that are seen in films
- Consolidation of these skills within a major film project

**Blender Introduction** - Subject Code BLI
Blender is a 3D Design software package. This course offers students an introduction to 3D modelling. It will give students a basic understanding of skills and techniques used by 3D designers in a variety of situations. Students will be able to develop skills in:
- Modelling
- Texturing
- Lighting
- Amination
- Rendering

**Creating books with Adobe InDesign** - Subject Code PSE
Adobe InDesign is a program that allows students to create booklets and books in a more advanced and creative way that Publisher, and is often what “real” books are created in. Students completing this course will cover:
- Template creation and design
- Manipulation of texts
- Manipulation of images
- Printing effectively and professionally
- Students will complete a major project that will allow them to have a book/booklet design at the end of the allocated time

**Flash Animation** - Subject Code FLI
Flash is an animation programme that is used in many area, including websites and games. This course gives an introduction to the basics of animation. At the end of the course students will have the ability to build very detailed animations. Students will be able to develop skills in:
- Drawing tools
- Shape and motion tweens
- Motion Guides
- Masking
- Deco and Bone tool
- Code snippets
LCGS Courses continued

Flash Gaming
- Subject Code FGC
Flash is an animation tool that allows students to be able to create cartoon animations, web elements and games. In this course students will develop the skills to create their own games in Flash, beginning with simple Drag and Drop games and progressing towards first person shooters. Some knowledge of basic Flash skills is preferable when starting this course. Students will develop skills in:-

- Review of animation concepts
- Basics of Action script 3.0
- Rendering techniques
- Velocity and acceleration
- Boundaries and Friction
- User Interaction
- Collision detection and gravity

Illustrator
- Subject Code ILI
Adobe Illustrator is a drawing program that is used to create illustrations, graphics and page designs. It has a large range of drawing and painting tools, and gives a high level of typographic control.

- User interface
- Colour, gradients and patterns
- Vector Graphics
- Working with Raster images
- Creating effects

Manipulating images with Photoshop
- Subject Code PSP
Photoshop is an image manipulation and creation programme that allows you to mix together images to create new forms. It is also what magazines use to create “perfect” images. Students are able to manipulate reality, and create their own artistic images using this program.

Students completing this course will cover:-

- Cropping and manipulating images
- Using layers effectively
- Applying and manipulating filters
- Adjusting colour and opacity
- Drawing techniques
- Being creative with Photoshop
- Is seeing believing with Photoshop?

Video editing with Adobe Premiere
- Subject Code VIE
Adobe Premiere is a more complex program than Movie Maker, and is often used in professional movie making. It allows much more room for creativity and manipulation of film snippets.

Students completing this course will cover:-

- Introductory Story boarding
- Basic skills - importing and manipulating film fragments
- Splicing video
- Adding sound and music
- Rendering
- Students will then produce a major project to showcase these skills
Hybrid Learning

Humanitarianism in a Changing World
1 Semester
This Course is an interactive discussion platform designed to help students grasp the history and developments in humanitarianism. An introduction to humanitarianism will engage the students in understanding the change in focus in humanitarianism over time with the awareness of the individual and collective responsibility to uphold the principals of human dignity, equality at the global level. The course will interactively navigate through the involvement of humanitarianism in global peace-keeping to peace-building and the founding of the United Nations.

Latin 1
2 Semesters
Latin 1 will introduce students to the Latin language and the culture of the ancient Roman world. Throughout the course, students build a foundational vocabulary, along with a working knowledge of the basic language structure. Students develop foundational reading and writing skills by reading short stories and novels and by engaging in creative writing. Videos, music, class discussions, presentations and projects cultivate student’ skills. Studies of Ancient Rome and Greece foster cultural appreciation and provide a platform for making intercultural connections. Latin also provides a foundational understanding of the roots of most English words, as well as an ability to utilise scientific vocabulary more knowledgeably.

Latin 2
2 Semesters
In this course, students will continue learning Latin grammar and vocabulary, improving our translation skills and exploring Greco-Roman culture. Students will cover the tenses, voices, dependent clauses, pronouns and other grammatical topics. This course will give the students the ability to choose many of their own cultural topics to explore. Additionally, there will be an emphasis on relating Latin and Greco-Roman culture to our own modern world.

Pre-requisite
Students must complete Latin 1 before enrolling in Latin 2

Culture and Communication (ELL1)
2 Semesters
This course is a study of the relationship between media communications and social actions and attitudes. Students examine the relationship between cultural values and mass media and their influence on each other. Additionally, students will conduct an analysis of the various media employed in communicating to the masses through an examination of the practices to learn about the possibilities and limitations of each.

Contact Teacher
Mr Barry Dudgeon
Physical Science Foundation (Science Extension)

Subject Code  SCX

Subject Description

The physical sciences endeavour to explain natural phenomena and properties of matter that occur in the physical world. Physics uses models and theories based on physical laws to visualise, explain and predict physical phenomena. Chemistry uses an understanding of chemical structures, interactions and energy changes to explain chemical properties and behaviours.

The Extension syllabus is offered to students with a high degree of Scientific ability and skill. Students will complete the course work in an elective subject in addition to their regular Science lessons.

Based on the TCE Physical Sciences - Foundation 2 prepares students for pre-tertiary Physical Science 3 in Grade 11. The course is designed to equip students with skills and knowledge in physical sciences to apply basic principles to explain observations of the properties and behaviour of matter and natural phenomena that occur in the real world. 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 inquiring into the physical and chemical nature of their world. Content will have a strong practical basis that is covered and, where possible, links with the students' experiences and lives.

Students will also be required to complete the content for the Australian Curriculum Science syllabus at Grade 10 level.

Contact Teacher

Mr Mark Cox

Pre-requisite

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

Subject Code  SPT

Subject Description

Sport Science provides students with opportunities to understand and apply scientific principles to help analyse and improve sports performance.

The Grade 9 course offers students 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 Grade 10 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 Sport Science program is broken up into the following units:

Grade 9 - Semester 1:  The skeletal system, muscular system, how they both relate to movement in sport and sports injuries.
Grade 9 - Semester 2:  Training principles, training methods, the cardiovascular system and how it relates to movement in sport.
Grade 10 - Semester 1:  Exercise Physiology with an emphasis on energy systems and how they are utilised during different sporting activities.
Grade 10 - 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 TQA 3 course in Grades 11 or 12.

Contact Teacher  Mr Craig Slavin

Pre-requisite  There are no prerequisites for this subject.
Support

Subject Code  SUP

Subject Description

Support is of particular advantage to students requiring additional support 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.

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

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

Contact Teacher  Ms Jami Lane

Pre-requisite  There are no prerequisites for this subject.
Work Studies

Subject Code WKS

Subject Description

The focus of this new 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.

Work Studies will be taught as an elective subject in Grades 9 and 10.

Grade 9

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

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

Pre-requisite There are no prerequisites for this subject.