



Launceston  
Grammar  
EST. 1846

# Grade 9 Student Handbook / 24

Senior Campus



# Grade 9 Handbook



**Launceston  
Grammar**

EST. 1846

<b>Academic Programme</b> .....	<b>3</b>
<b>Core Curriculum</b> .....	<b>4</b>
<b>The Australian Curriculum</b> .....	<b>5</b>
Christian Studies .....	6
English .....	7
Mathematics.....	8
Science .....	9
History.....	11
Health and Physical Education.....	12
<b>Subject Selection Procedure</b> .....	<b>13</b>
<b>Elective subjects</b> .....	<b>14</b>
Agriculture Science .....	15
Ancient History: Personalities in the Past.....	16
Applied Engineering .....	17
Aviation Theory .....	18
Building and Construction .....	19
Chinese.....	20
Commerce .....	21
Creative Writing .....	22
Dance .....	23
Design and Technology .....	24
Digital Technology.....	25
Drama .....	26
Duke of Edinburgh Award .....	27
English Literature .....	28
Entrepreneurship .....	29
F1 in Schools .....	30
Food Studies.....	31
French.....	32
Geography .....	33
Graphics and Design.....	34
History Extended.....	35
Language and Literacy.....	36

Mathematics Extended.....37  
Media Art - Photography .....38  
Music .....39  
Music Technology .....40  
Passion, Acceleration and Curriculum Extension .....41  
Philosophy .....42  
Robotics and Coding.....43  
Science Extended .....44  
Sports Science.....45  
Structured Study and Life Skills.....46  
Textiles and Design.....47  
Visual Arts.....48

## Academic Programme

Secondary education at Launceston Church Grammar School is unique at each grade level.

Academically and socially, Grade 7 provides a structured transition from primary school education to the challenging intellectual and emotional adolescent years. The balance between nurture and challenge is carefully managed to ensure an optimal start and successful learning outcomes across the school year. The School supports Grade 7 students by way of a purpose-built learning zone. The 'Log Cabin' has been designed to meet the developmental needs of young adolescents and provides a welcoming and nurturing environment that gently exposes students to the wider experiences of secondary school. Our Grade 7 students have a designated class teacher who teaches them for multiple subjects and they participate in a range of subjects.

Grade 8 continues to provide students with a broad experience of education. A wide range of subjects offer experiences in Language, Aviation, Creativity and the Arts, Society, Science, and Technology. This is the first opportunity that students will have to choose their electives. They should consider their passions and values, as well as how their choices could help with their future study and pathways.

In Grade 9, students may specialise in more subjects according to individual needs, strengths and interests. Some students may choose to pursue depth in their studies, electing a subject for a full year, while others may choose to seek breadth by selecting eight different electives. Grade 9 introduces students to approaches to work and forms of assessment which will be critical in their senior schooling. Many opportunities are available in Grade 9 as they start to think about courses in Grades 10 – 12 and the years beyond; for instance, students in Grade 9 have the opportunity to choose extension subjects in Mathematics, Science and History.

Grade 10 is a critical year as students begin preparation for pre-tertiary studies. Launceston Grammar provides a raft of opportunities and personalised planning for students to help prepare them for the years ahead. We highly encourage our Grade 10 students to think about their needs, their thinking, their skills, and what challenges them in pursuing a range of options in their subjects.

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

## Core Curriculum

The core of the Grades 9 academic programme covers and follows the Australian Curriculum themes such 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:

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

Reflecting our Academic Care philosophy, we encourage students to learn knowledge and thinking skills in various contexts.

# 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 includes a focus on seven general capabilities (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical understanding, personal and social capability 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.

The Australian Curriculum has recently been updated, with version 9.0 being unrolled in schools over 2023 and 2024.

For further information, please see <https://v9.australiancurriculum.edu.au>. Ultimately, this consistent curriculum sets the expectations for what all young Australian should be taught.

## Contact Teacher

Ms Sarah Shepherd and Mrs Natalie Stewart

# Christian Studies

## Subject Description

Building on their understanding of the Christian tradition gained in Grade 7 and 8, students look in more depth at particular issues and themes from the Bible, considering both how they influence contemporary life and varying perspectives of their meaning, considering in turn, their own spirituality, beliefs, and values.

Students gain a deeper understanding of Christianity and the Anglican denomination on which our school is based. They look further at world religions and ideologies, with the aim of developing a deeper appreciation of the role of religions in our society, empathy for different perspectives and critical thinking skills in learning about varying ideas and practices.

They look at the big questions humans ask and varying responses to them, they develop their analytical skills in reading religious texts, learn about the lives of religious adherents and consider how belief shapes actions in particular case studies of topical issues and ethical dilemmas.

Students are given the opportunity to reflect on their own life and spirituality. They are encouraged to understand others and to express their convictions in an informed and respectful manner, growing in their confidence as to the coherence of their own worldview.

Class work in Christian Studies is cross-curricular, in that we consider other subject areas including English, Philosophy, History and Science, in order to enrich student understanding. Content is enriched by wider engagement in school activities, such as Chapel, Service learning and Retreat programs.

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

- Religious and philosophical questions such as God, creation, and suffering
- Pursing meaning and happiness in life
- Current issues and controversies
- Bible topics on themes such as love and hope
- Wisdom literature including Ecclesiastes and proverbs
- Historicity and the life of Jesus
- The history and denominational variance of Christianity, including Anglicanism
- Questions of coherence of faith, including the transmission of sacred texts, dynamic of faith and science, and objective vs subjective morality
- Service activities in the wider community, such as charities
- Inspiring people from history and the present
- Differing perspectives, including a variety of ideologies and religions
- Personal beliefs, values, and purposes

## Contact Teacher

Ms Rachel Pickering

# 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 Susan Stokes



# Mathematics

## Subject Description

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. Students enrolled in this course will complete the requirements of the Grade 9 and Grade 10A Australian Curriculum within one year. To enable this, students will use an elective line (an additional 5 lessons per cycle) and cover work at an accelerated rate.
- The **Australian Curriculum** syllabus which covers the standard requirements for Grade 9. Class allocations are guided by student ability, with the primary differentiating factor being class size and student/teacher ratio. The areas addressed by this syllabus are: real number arithmetic, finance, algebra, linear and non-linear relationships, measurement, shape properties, location and transformations, geometric reasoning, probability and statistics.
- If required an **Essential** syllabus is run with 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 curriculum requirements at Grade 9 level or Grade 8 level or an individualised program according to what suits their needs. There will be consultation where the Australian Curriculum Mathematics syllabus at Grade 9 level is not addressed.

All students are required to learn, practice 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

## 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 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 provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, science's contribution to our 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 Grade 9 is to further develop knowledge and skills attained in Grades 7 and 8, and to adequately prepare students for 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
- Response to stimuli
- Role of positive and negative feedback mechanisms
- Disease AND interdependencies between biotic and abiotic components of ecosystems
- Sexual and asexual reproduction in animals and plants (revisited)

#### 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
- Natural radioactive decay
- 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
- Simple balances chemical equations

#### Earth and Space Sciences

Students investigate how combustion, photosynthesis and respiration reply on interaction between earths spheres (geosphere, biosphere, hydrosphere and atmosphere:

- Carbon cycle
- Water cycle (revisited)

#### 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 including – system efficiency in toms of energy inputs, outputs, transfers and transformations

#### Assessment

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

#### 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. Key inquiry questions include:

- What are the significant events, ideas, individuals and groups that caused change from 1750 to 1918?
- What were the causes, developments, significance and long-term effects of imperialism in this period?
- What were the causes and significance of First World War?
- What were the perspectives of different people at the time?
- What are the contested debates and reasons for different historical interpretations?

## 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 preferably in single sex classes in Grade 9

## Grade 9

### Health

- Risk taking behaviour and Decision Making
- Growth & Development: Sexuality and Consent
- Community Health
- Illicit Drugs

### Physical Activity

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

### Contact Teacher

Mrs Emma Batten

## **Subject Selection Procedure**

### **Thursday 3 August**

Briefing and distribution of information to Grade 9 (2024) by Director of Teaching and Learning.

### **Tuesday 15 August**

Grades 8 and 9 (2024) Subject Selection Night: 6:30 – 8.00pm

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

### **Wednesday 16 – Monday 21 August**

Students discuss subject choices with parents and tutors.

### **Monday 21 August**

Final date for the on-line submission of subjects for 2024 using Edval WebChoice (after this date WebChoice will not be available)

### **Tuesday 22 August**

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

### **End Term 3/Start Term 4**

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. Finalised elective subjects will then be emailed to students.

## Elective subjects

The 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.

- What do I think I will enjoy?
- Where do my strengths lie?
- What am I passionate about?
- Do I need the subject for a pre-tertiary course?
- Might the subject be helpful for my future?
- Will this help me build life skills?

In addition to the core subjects, students have the opportunity to study **up to four** electives each Semester. Students are encouraged to study elective subjects from a broad range of areas.

Agricultural Science	English Literature	Passion, Acceleration and Curriculum Extension (PACE)  (by application)
Ancient History: Personalities from the Past	Entrepreneurship (one semester only)	
Applied Engineering	F1 in Schools	
Aviation Theory	Food Studies	
Building and Construction	French	Philosophy
Chinese	Geography	Robotics and Coding
Commerce	Graphics and Design	Science Extended
Creative Writing	History Extended	Sport Science
Dance	Language and Literacy	Structured Study and Life Skills
Design and Technology	Mathematics Extended	Textiles and Design
Digital Technology	Media Arts	Visual Arts
Drama	Music	
Duke of Edinburgh (by application; one semester only)	Music Technology	

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. It is important to try to get your selections right in the first instance, as this can change the subjects that are offered based on student numbers.

Some of the elective subjects are **sequential** in nature. 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**

The Grade 9 Agricultural Science syllabus provides students with opportunities to develop skills in soil science, plant and animal science, farm machinery and an understanding of the social and economic aspects that impact upon the agricultural sector. It is based on a sound understanding of the physical, soil, plant, animal (dairy and poultry), social and economic environments and develops this knowledge through a holistic approach to different farming situations and practical hands-on activities.

Students study the important role of soil science in the sequestration of carbon to combat climate change; explore the ethics of food production such as organic vs non-organic practices; animal rights and welfare. Students also explore innovation and design principles in the agriculture sector. Successful completion of this course is ideal preparation for Grade 10 Agriculture.

## **Contact Teachers**

Ms Jo Stackhouse

## **Subject Prerequisites:**

There are no pre-requisites for this subject.



# Ancient History: Personalities in the Past

## Subject Description ANH

This is a one or two semester elective course focusing on skills required for the study of TCE and tertiary Ancient History, such as:

- Examining the physical evidence e.g. archaeology
- Interpreting the written evidence – reading the original texts and secondary historians
- Learning the role of context in interpretation
- The ability to argue by conjecture using parallel studies such as anthropology and sociology
- Writing history essays
- Learning to use referencing systems
- Using online databases
- Independent planning and research in consultation with your teacher mentor

You will choose, in consultation with your teacher, a powerful personality from the past about whom we have evidence. You will then conduct an historical research project culminating in a multimedia report with interpretation of primary and secondary sources.

People you may choose from include:

Egypt – Hatshepsut OR Akhenaten

The Near East – Darius I OR Xerxes OR Atossa

Greece – Pericles OR Alexander the Great OR Cleopatra

Rome – Tiberius Gracchus OR Gnaeus Pompeius Magnus OR Marcus Antonius OR Marcus Agrippa OR Agrippina the Younger

## Contact Teacher

Mrs Susan Stokes

## Subject Prerequisites

There are no pre-requisites for this subject.

# Applied Engineering

## Subject Code APE

### Subject Description

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. Students 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

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 Craig Slavin

### Subject Prerequisites

There are no pre-requisites for this subject.

# Aviation Theory

## Subject Code AVT

## Subject Description

This year long course involves theoretical and practical studies that immerse students in real world learning. Content takes a general approach to motivate and interest students in the many diverse areas of aviation and aerospace. The application of science, maths, engineering, communication, and business is implicit in many of the units of work. Aviation is widely regarded as the perfect example of STEM education. For students it is meaningful learning, challenging and personally rewarding.

## Proposed learning experiences include:

The Aviation/ Aerospace World – Past, Present and Future

Support Structures Enabling Flight – Engineering, Maintenance, Design, Airport Operations

Aerodynamics 1

The Flying Environment

Aircraft Systems 1

The Business of Flight

Modern Communications, Uses and Limitations

Air Law 1

## Flying activities:

Remote Piloted Aircraft – safety, aerodynamics, applications, air exercises

Piloting Skills – Trial Instructional Flight in a C172 (ab initio air exercise)

Simulator Exercises

## Contact Teacher

To be confirmed

## Subject Prerequisites

There are no pre-requisites for this subject.

# **Building and Construction**

## **Subject Code BAC**

## **Subject Description**

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 within a building context. 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, planning jobs and management of work sites.

This course 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 Building and Construction course is an introduction to further studies in construction trade certificates, engineering and architecture. The course leads to employment options, further vocational education, and industry training.

## **Contact Teacher**

Mr Craig Slavin

## **Subject Prerequisites**

Semester 1 is a prerequisite for Semester 2 in both Grades 9 and 10.

# Chinese

## Subject Code MAN

### Subject Description

Mandarin Chinese is spoken by 1.3 billion people around the world. It is the official language of mainland China and Taiwan and one of the official languages of Hong Kong, Singapore, and the United Nations. It is spoken by approximately 40 million people in Asian countries geographically located “on Australia’s doorstep” including Indonesia, Malaysia, and Vietnam. It is also spoken by people of Chinese heritage living in English-speaking countries all around the world, including right here in Australia, where Chinese is the second most spoken language after English.

China is Australia’s – and Tasmania’s – largest trading partner, so Australian government and business are looking for employees with Chinese language skills and an understanding of contemporary Chinese culture. So, in acquiring Chinese language skills, you will be broadening your horizons whilst also enhancing your travel, educational and career opportunities

- This course is a continuation of the Grades 7 and 8 Mandarin courses. Entry into Grade 9 Chinese for students who have not completed Grades 7 and/or 8 Chinese, will require permission from the Director of Teaching and Learning and the subject teacher.
- Students enrolling in Grade 9 Chinese may be offered the opportunity of travelling to China with other LCGS Senior School Chinese language learners.
- Students who complete Grade 9 Chinese may continue their Chinese studies in Grade 10. These students would have the option of enrolling directly in TCE pre-tertiary Chinese Level 3 in Grade 11.
- Students who complete Grade 9 Chinese but who do not study Chinese in Grade 10, would have the option of completing TCE Chinese Level 2 in Grade 11, then completing the TCE pre-tertiary Chinese Level 3 course in Grade 12.

### Contact Teacher

Miss Louise Ives

### Subject Pre-requisites

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

# 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.

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.

## Contact Teacher

Mrs Pushpa Kunasegaran

## Subject Pre-requisites

There are no pre-requisites 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:

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

## Contact Teacher

Mrs Natalie Stewart

## Subject Pre-requisites

There are no pre-requisites for this subject.

# Dance

## Subject Code DNC

### Subject Description

This course 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.



# Design and Technology

## Subject Code TCH

### Subject Description

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.

Design and Technology 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.

### Grade 9

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

### Contact Teacher

Mr Craig Slavin

### Subject Pre-requisite

There are no pre-requisites for this subject

# Digital Technology

## 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 Digital Technology 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
- Artificial intelligence
- Virtual and Augmented reality

## Contact Teacher

Miss Michelle Bradley

## Subject Pre-requisites

There are no pre-requisites for this subject.

# Drama

## Subject Code DRM

### Subject Description

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.

# Duke of Edinburgh Award

## Subject Code DOE

## Subject Description

This subject can only be selected for one semester and students will need to complete an application for entry. Students will be supported through the process of registering within the Duke of Edinburgh International Award programme and commencing the Award journey. The Award facilitates personal development through:

- Community service
- Acquisition of skill
- Recreation
- Adventurous journeys

Students will be guided to choose a level of challenge for the Award (Bronze, Silver or Gold) and to select and plan activities to fulfil the requirements of the Award within the categories of community service, skills, and recreation.

The course will include the following components to help students prepare for adventurous journeys:

- Outdoor safety
- Adventure planning
- Group management
- Leadership skills

Students will be supported to undertake appropriate adventurous journeys to satisfy the requirements of the level of the Duke of Edinburgh Award in which they are registered. This may be undertaken within the School's scheduled Outdoor Education programme, or through a field trip offered specifically to Duke of Edinburgh participants.

The course provides an excellent pathway towards the Community Service Learning and Outdoor Leadership courses offered to Grade 11 and 12 students.

## Contact Teacher

Mr John McLaine

## Subject Pre-requisites

Students will need to apply for this course through myGrammar.

# English Literature

## Subject Code ENL

## Subject Description

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.

## 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 only and can be selected for one semester.

If anything, the COVID-19 pandemic together with high youth unemployment (particularly in Northern Tasmania), have taught us just how vital it is 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. It will 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 and at the end of the semester they will compete for \$500 in prize money in a hotly contested “pitching competition”.

## Module One

- An introduction to the world of Entrepreneurship, and an exploration of why participating in it has becoming increasingly necessary.
- Understanding the qualities, skills and attributes of a successful entrepreneur
- Select, research, craft and deliver a presentation on a successful entrepreneur
- Create and run your own small team business
- Introduction to Business Plans and Business Canvas Models.
- Introduction to branding, marketing and creating web sites and online stores
- The Art of Successful Pitching (Part 1)

## Module Two

- How is Social Enterprise different to Entrepreneurship?
- Case Studies: Orange Sky, Fare Share, Strike it Out, Backpack Beds
- Sustainability is vital – successful and failed initiatives in Cambodia
- The Art of Successful Pitching (Part 2)
- End of Course Pitching Competition.

## Contact Teacher

Mr Chris Ellison

## Subject Prerequisites

There are no pre-requisites for this subject.

# 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.

The F1 in Schools STEM Challenge assists with the transition to the world of 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

### Contact Teacher

Miss Michelle Bradley

### Subject Prerequisites

There are no pre-requisites for this subject.

# Food Studies

## Subject Code FST

## Subject Description

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.

## 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.

## Contact Teacher

Mrs Janelle Scott

## Subject Pre-requisites

There are no pre-requisites for this subject.



# 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 Director of Teaching and Learning and the relevant subject teacher.

If there are sufficient numbers, students may be 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**

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.

### **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.

## **Contact Teacher**

Mr John McLaine and Ms Sarah Shepherd

## **Subject Pre-requisites**

There are no pre-requisites for this subject.

# Graphics and Design

**Subject Code GAD**

## Subject Description

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 Craig Slavin

## Subject Pre-requisites

There are no pre-requisites for this subject.

# History Extended

**Subject Code HXT**

## **Subject Description**

This subject can be studied for one semester in a year or both. The course allows for students to investigate aspects of History which are of personal interest. Some students choose to further investigate an aspect of history which has been touched upon previously, for example Medieval Europe, World War I and II, whereas other students investigate a question or topic which is beyond the prescribed school curriculum such as Ancient Rome, famous historical figures and so on.

Using a model of historical inquiry, students undertake a series of investigations where they can research topics of their choosing. Assessments are negotiable and flexible, but can include producing a YouTube video or podcast, teaching the class a mini-lesson or producing an informative poster to be put on display in a prominent place.

This course is designed for those students who are fascinated by history and historical events and seek to delve deep into the topics and concepts which interest them the most.

## **Contact Teacher**

Dr Nicholas Clements and Mr Simon Shaw

## **Subject Pre-requisites**

Students should be achieving at CA standard or higher in History.

## **Language and Literacy**

**Subject Code LAL**

### **Subject Description**

Students are provided with explicit language and literacy intervention through the implementation of the Orton Gillingham approach, which is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy. This subject also uses The Writing Revolution and Big Write methodology which is an explicit way of teaching language and literacy that enables students to master the skills that are essential if they are to become competent writers.

### **Contact Teacher**

Mr David Clark

### **Subject Pre-requisites**

This course is designed to assist students with significant language difficulties as evidenced by a professional report or school-based assessment.

# 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 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.

# Media Art - Photography

**Subject Code** MRT

## **Subject Description**

The **Grade 9 Media Art** 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. This course 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** will see students focus on units of work which include:

- Photographic composition and abstraction
- Narrative within a single image
- Contemporary collage
- Camera control

**Semester 2** will see students focus on units of work which include:

- Still life photography
- Studio portraiture
- Ephemeral art
- Self-directed independent study

## **Contact Teacher**

Mr Mark Webster

## **Subject Pre-requisites**

There are no pre-requisites for this subject.

# Music

## Subject Code MSC

## Subject Description

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

Dr Melissa Rogers

## 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

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

Dr Melissa Rogers

## Subject Pre-requisites

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

## **Passion, Acceleration and Curriculum Extension**

### **Subject Code PAC**

### **Subject Description**

Students complete an application prior to enrolment in this course to identify the specific areas of giftedness, talent and passion to plan their individual projects for the Semester which they will work on during a facilitated elective. The application will include a written reference, professional reports, school reports or school-based assessments that demonstrate their strengths and ability to work autonomously. Students will also work on a group project over the semester with like-minded peers to solve multidimensional problems utilising higher order thinking skills, application of new knowledge and skills, and through networking with specialists in the field with real-world context and application.

### **Contact Teachers**

Mr David Clark

### **Subject Pre-requisites**

Students will need to apply for this course through myGrammar.

# Philosophy

## Subject Code PHL

## Subject Description

This 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 murky but all-important notion of love. Five weeks will be devoted to the negotiated inquiry. Second semester explores the controversial terrain of free speech and the ethical minefield created by advancing artificial intelligence. Again, five weeks will be devoted to the 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 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

### 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 will be expected to participate in the Science and & Engineering Challenge. In Semester 2, time permitting, students may choose to enter a research investigation into the Tasmanian Science Talent Search.

**NB:** Grade 9 Science Extended is offered as a one-year course, for the full year. Course work will be linked in content to the units of work being covered in the Grade 9 Science Curriculum during each semester.

### Contact Teacher

Ms Victoria Haeusler and Mr Mark Cox

### Subject Pre-requisites

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

# Sports Science

## Subject Code SPT

## Subject Description

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.

## Contact Teacher

Mrs Emma Batten

## Subject Pre-requisites

There are no pre-requisites for this subject.

## **Structured Study and Life Skills**

### **Subject Code SSL**

### **Subject Description**

Students work on classwork and assignments for 3 periods per fortnight and for the other 2 periods they complete a designed course that covers a range of essential life skills such as resume writing, interviewing skills, preparing a tax return, touch typing and Microsoft Office skills, financial literacy and car loans, and basic vehicle maintenance. This is a competency-based subject with additional tutoring to assist organisation, build study habits and to break down and chunk assignments into smaller parts.

### **Contact Teacher**

Mr David Clark

### **Subject Pre-requisites**

There are no pre-requisites for this subject.

# Textiles and Design

## Subject Code TXD

## Subject Description

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 study current textile issues, manmade and natural fibres as well as eco- fashion and how these can be considered when making textile project.

### 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

Mrs Janelle Scott

## Subject Pre-requisite

There are no pre-requisites for this subject.



# Visual Arts

## Subject Code VRT

## Subject Description

### 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 20<sup>th</sup> 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.