



Launceston
Grammar
EST. 1846

Grade 10 Student Handbook / 24

Senior Campus



Student Handbook

Grades 10



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Grade 10 Academic Programme

Grade 10 is an important year. It is the start of the senior secondary school, and with this comes responsibility, choice, and the ability for students to actualise their own journey.

From a structured transition in the Log Cabin in Grade 7, through to a broad experience of education at Grade 8 and the ability to specialise in a range of elective subjects according to individual needs, strengths and interests in Grade 9, Grade 10 at Launceston Grammar School consolidates this foundation, and we begin to look to preparing students for their pre-tertiary journey.

Like Grades 7, 8 and 9, Grade 10 studies will continue to consolidate their core subjects: English, Mathematics, Science, Health and Physical Education, Christian Studies and History. These subjects help us maintain the themes of literacy, numeracy, and understanding one's place in the world, whilst deepening skills including critical and creative thinking and collaboration.

Our full range of Grade 10 elective subjects, detailed in this handbook, complements the study of the core. In considering elective subjects, we highly encourage our current Grade 9 students to think about their needs, their passions, their skills, their interests and what challenges them, in pursuing a range of options with their subjects. Students may choose breadth with their elective subjects, selecting eight different subjects over the course of the year, or they may like to choose depth, building and consolidating on subjects currently studied in Grade 9 and continuing these subject choices next year.

I encourage students to take the time to read the subject outlines contained in this handbook and consider speaking with students currently studying the subject. In addition, reach out to subject teachers: we have a team of specialist teaching and support staff to guide your child through the subject selection process, ensuring it is personalised, continuous and considerate of your child's needs.

Equally important to note, however, is that over the course of Grade 10, we have opportunities beyond our curriculum offerings, to support our students with a holistic approach to learning. Our Enrichment weeks, which includes Camp, Retreat and Futures, expose our students to challenge, and develop the self, as students are encouraged to consider the future, building resilience and confidence to support them on their important senior journey.

In line with Tasmanian Government policy, Launceston Grammar School is committed to supporting students post-Grade 10 with a vast array of senior secondary programs designed to engage, extend and educate, preparing students for further study, work, and their future. Our final two years sees further personalisation, as we look to curate a package of learning that includes over 70 TCE subject offerings, complemented by VET pathways, work experience placements, school based apprenticeships and University of Tasmania subjects. We are committed to personalising pathways to support students to succeed both in school and into their adult lives. In considering elective choices at Grade 10, look to the future pathways detailed in each subject outline.

It is a privilege to be one of a team of Launceston Grammar School staff to guide your child through their senior secondary school journey. Best wishes with the subject selection process.

Mrs Natalie Stewart
Director of Teaching and Learning 10-12

Core Curriculum

The core of the Grade 10 academic programme is composed of the 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, 8 and 9.

Subjects in the core:

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

The structure of the core reflects the role of traditional subject disciplines but through Grades 9 and 10 there are numerous opportunities in a wide range of disciplines.

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

The Australian Curriculum was introduced in 2013 with students in Grade 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 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 rolled out 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 Australians should be taught.

Contact Teachers

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 world view.

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.

- Students must have completed Extension in Grade 9 to attempt **Extension** (MTM3) in Grade 10. Students who complete Extension (MTM3) in Grade 10 will not be able to use the ATAR earned in that year if they use ATAR from Grades 11 and 12 (TASC rules). For this reason, these students will be given the option of repeating MTM3 offline in Grade 11 or Grade 12. This will entail no formal lessons, but all internal and external assessments will need to be completed again in Grade 11 or Grade 12.
- The **Mathematics/Advanced Mathematics** syllabuses which address the Grade 10 and Grade 10A requirements of the Australian Curriculum. Class allocations are guided by student ability, with the primary differentiating factor being class size and student/teacher ratio. During Second Semester the class allocations are adjusted based on individual students likely pathway for TCE. Students typically choose between Mathematics Methods (an algebraic or pure maths focus) or General/Workplace Mathematics (a more concrete/real world focus).
- 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. There will be consultation 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

Mr Paul Townsend

Science Grades 10

Why we study Science

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

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



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

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

Subject Description

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

The course work comprises of three major strands:

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

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

Science - Grade 10

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

Concept Knowledge

Biological Science

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

- mendelian genetics
- monohybrid cross

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

- genetic technology

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

- natural selection
- evolution

Chemical Science

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

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

Students identify and investigate patterns in synthesis, decomposition and displacement reaction:

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

Students investigate the factors that affect reaction rates.

Earth and Space Sciences

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

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

Physical Science

Students investigate physics of motion and energy:

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

Assessment

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

Future pathways

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

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

Contact Teacher

Mr Mark Cox

History

Subject Description

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

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

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. Key inquiry questions include:

- How did the nature of global conflict change across the 20th century?
- What were the causes and consequences of World War II?
- How was Australian society affected by other significant global events and changes in this period?
- What were the perspectives of people at the time? How did these perspectives change?
- 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 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 as co-educational classes in Grade 10:

Grade 10

Health

- Sexuality
- Active for Life
- Safe Partying

Physical Activity

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

Contact Teacher

Mrs Emma Batten

Subject Selection Procedure

Tuesday 1 August

Grades 10-12 (2024) Subject Selection Night: 6:30 – 8:30pm

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

Tuesday 1 August

Briefing and distribution of information to Grade 10 (2024) by Director of Teaching and Learning.

Wednesday 2 – 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 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?
- Might the subject be helpful for my future?
- Will this help me build Life Skills?
- Will work in this subject enrich my personality?

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

Agricultural Science	Duke of Edinburgh (one semester only; by application)	Music
Ancient History: Personalities from the Past	English Literature	Music Technology
Applied Engineering	F1 in Schools	Passion, Acceleration and Curriculum Extension (PACE) (by application)
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	Intro to Social Science	Sports Performance and Leadership
Design and Technology	Language and Literacy	Structured Study and Life Skills
Digital Technology	Mathematics Methods Foundation	Textiles and Design
Drama	Media Arts	Visual Arts

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. 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

Grade 10 Agricultural Science is a STEM-based course which offers students the opportunity to explore the production of the food we eat and the fibre we wear. Various units are studied in Grade 10, which utilise both the practical and theoretical skills, as well as students participating in excursions for relevant on-farm and industry experiences. The course is intended to provide a variety of 'Paddock to Plate' experiences and inspire students to be informed consumers or active influencers in improving Agricultural production in Australia and globally.

Units of Study include:

Semester 1:

- Hydroponics
- Careers in Agriculture
- Prime Lamb/Wool Production
- Pork Industry

Semester 2:

- Fisheries & Aquaculture
- Farm Machinery

Future pathways

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

Contact Teacher

Mrs Amanda Luttrell

Subject Prerequisites: There are no pre-requisites for this subject.

Ancient History: Personalities in the Past

Subject Description

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.

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: Ancient History 3 and Modern History 3. However, this subject is not a pre-requisite for studying these TCE courses.

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

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

Grade 10

- Marine Engineering
- Aeronautical Engineering

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

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: Design and Production 2, Housing and Design 3, Object Design 3. However, this subject is not a pre-requisite for studying these TCE courses.

Contact Teacher

Mr Craig Slavin

Subject Prerequisites

There are no pre-requisites for this subject.

Aviation Theory

Subject Code - AVT

Subject Description

This subject is a whole year course.

Aviation topics are covered in greater depth in this course and additional disciplines of knowledge are covered for the first time. Students will have the opportunity to put theory into practice and gain basic flying skills. Although flying is an exciting part of the course, the general approach continues in this year level with a considered intention to include a broad range of topics. Experiences and excursions will enable students to appreciate the breadth and depth of the aviation/aerospace industry.

Proposed learning activities may include:

- Aerodynamics 2 (aeroplanes and helicopters)
- Flight Science
- Aircraft Systems 2 including engine model making
- Australian Air Space
- Flight Planning Basics
- Navigation
- Radio and Satellite Communication
- The Flying Environment – Meteorology
- Pilot and Crew Management
- Scenarios and Teamwork
- Introduction to Aerospace
- Exploration of Aviation Careers and Companies
- Excursions and Guest Speakers.

Flying Activities:

- Piloting Skills – Flight Lesson 1 and 2 (Aircraft Controls, Basic Manoeuvres)
- Flight Plan a Simple Navigation Exercise
- Simulator Exercises and Reinforcement of Skills
- Remote Piloted Aircraft – Advanced Air Exercises, Air Law for RPL.

Future pathways

Successful completion of this course is ideal preparation for VET Aviation. However, this subject is not a pre-requisite for studying this VET course.

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).

Future pathways

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. It is also ideal preparation for the following TCE courses: Design and Production 2, Housing and Design 3, Object Design 3. However, this subject is not a pre-requisite for studying these TCE courses.

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 in 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, 8 and 9 Chinese courses. Entry into Grade 10 Chinese for students who have not completed these courses, will require permission from the Director of Teaching and Learning and the subject teacher.
- Students enrolling in Grade 10 Chinese may be offered the opportunity of travelling to China with other LCGS Senior School Chinese language learners.
- Students will 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.

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: Chinese 2, Chinese 3.

Contact Teacher

Miss Louise Ives

Subject Pre-requisites

This course is a continuation of the Grades 7, 8 and 9 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.

Grade 10

Commerce is taught in two stand-alone semester units:

Market Awareness

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

Small Business

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

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: Business Studies 3, Economics 3, Accounting 3. However, this subject is not a pre-requisite for studying these TCE courses.

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

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: English Studio 3, English 3, English Literature 3, English Foundations 2. However, this subject is not a pre-requisite for studying these TCE courses.

Contact Teacher

Mrs Susan Stokes

Subject Pre-requisites

There are no pre-requisites for this subject.

Dance

Subject Code – DNC

Subject Description

This course is a year-long subject.

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

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

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

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: Dance 2, Dance 3. However, this subject is not a pre-requisite for studying these TCE courses.

Contact Teacher

Ms Ingrid Reynolds

Subject Prerequisites

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

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. In Grade 10, experience in a wider range of materials is possible, depending on student interests.

Grade 10

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

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

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: Design and Production 2, Housing and Design 3, Object Design 3. However, this subject is not a pre-requisite for studying these TCE courses.

Contact Teacher

Mr Craig Slavin

Subject Pre-requisite

There are no pre-requisites for this subject

Digital Technology

Subject Code – DT

Subject Description

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

Some of the areas of study are:-

- Animation
- Coding
- Game making
- Graphic and image manipulation and enhancement
- Negotiated project
- Programming
- Social issues
- Video editing
- Web authoring
- Artificial Intelligence
- Virtual and Augmented reality.

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: Computer Science 3, Data Science and Digital Solutions 3. However, this subject is not a pre-requisite for studying these TCE courses.

Contact Teacher

Miss Michelle Bradley

Subject Pre-requisites

There are no pre-requisites for this subject

Drama

Subject Code – DRM

Subject Description

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

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

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

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: Grade 11 and 12 study in Drama Foundations 2, Technical Theatre Production 2, Musical Theatre 2, Drama 3 or Theatre Performance 3. However, this subject is not a pre-requisite for studying these TCE courses.

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

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.

Future pathways

The course provides an excellent pathway towards the Community Service Learning and Outdoor Leadership courses offered to Grade 11 and 12 students. However, this subject is not a pre-requisite for studying these TCE courses.

Contact Teacher

Mr John McLaine

Subject Pre-requisites

There are no pre-requisites for this subject.

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 10

Literature is taught in two stand-alone semester units:

1. Works in Translation

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

2. Celebrating Black Voices

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

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: English Studio 3, English 3, English Literature 3, English Foundations 2. However, this subject is not a pre-requisite for studying these TCE courses.

Contact Teachers

Mrs Natalie Stewart

Subject Pre-requisites

There are no prerequisites 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.

Grade 9

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

Some of the areas of study are:

- Laws of Motion
- Aerodynamics and streamlining
- 3D-modelling and 3D-printing
- Problem solving and product prototyping
- Marketing and team promotion
- Innovation and entrepreneurialism

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

Contact Teacher

Miss M Bradley

Subject Prerequisites

There are no pre-requisites for this subject.

Food Studies

Subject Code – FST

Subject Description

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

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

Students can select from the following semesters:

Grade 10- Food and Culture

Semester 1:

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

Semester 2:

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

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: Food and Nutrition 3, Food, Cooking and Nutrition 2. However, this subject is not a pre-requisite for studying these TCE courses.

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.

Future pathways

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.

Grade 10

Physical theme - Environmental change and management

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

Human theme - Geographies of human wellbeing

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

Future pathways

Successful completion of this course is ideal preparation for the following TCE course: Geography 3. However, this subject is not a pre-requisite for studying this TCE course.

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

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.

Future Pathways

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.

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.

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: Ancient History 3 and Modern History 3. However, this subject is not a pre-requisite for studying these TCE courses.

Contact Teacher

Dr Nicholas Clements & Mr Simon Shaw

Subject Pre-requisites

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

Introduction to Social Sciences

Subject Code - SSC

Subject Description

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

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

Some of the topics discussed in class include:

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

Future pathways

This elective serves as an ideal introduction to TCE Humanities courses including Sociology, Psychology and Legal Studies. However, this subject is not a pre-requisite for studying these TCE courses.

Contact Teacher

Mr Simon Shaw and Dr Nicholas Clements

Subject Pre-requisites

There are no pre-requisites for this subject.

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 Methods Foundation 3

Subject Code – MTM3

Subject Description

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

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

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

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

Future pathways

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

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

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

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

Contact Teacher

Mr Paul Townsend

Subject Pre-requisites

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

Media Art

Subject Code – MRT

Subject Description

The **Grade 10 Media Art** course is designed to enable students to develop, through a variety of practical and theoretical activities, an appropriate understanding of skills related to the creation of screen-based media, with a focus on narrative film making and the production of journalistic pieces for GrammarTV.

The course is designed to sequentially scaffold skills over the year and is therefore a requirement that students enrol for the entire year. A largely practical course, products completed throughout the year include, producing short narratives, creating news stories, and working with sound and genre based investigations. A theoretical focus will be placed on pre-production; planning, storyboards and shot listing and also understanding codes and conventions of narrative films and journalism. This subject is best suited to highly motivated and self-directed learners.

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

- Non-linear editing (Final Cut Pro)
- Post production adjustments and effects (After Effects)
- Story-boarding
- Script writing
- Studio and location lighting
- Audio capture
- Soundtrack and foley
- Recognising and appraising codes and conventions in film making and journalism
- Understanding target audiences and demographics
- Directing
- Camera control
- Interview skills
- Lighting.

Future pathways

This course is designed to ensure students continuing with Media Production or Foundation, in Grades 11 or 12, have the skills required to excel in those courses, but also teaches skills relevant to students regardless of future studies or career choices.

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.

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: Music 3, Music Studies 2, Music Technology Projects – Foundation 2. However, this subject is not a pre-requisite for studying these TCE courses.

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.

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: Music 3, Music Studies 2, Music Technology Projects – Foundation 2. However, this subject is not a pre-requisite for studying these TCE courses.

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 interview with their parents and Head of School Learning Support and Enrichment 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 allocation. Student application should 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.

Future pathways

Successful completion of this course is ideal preparation for the following TCE course: Student Directed Inquiry 3. However, this subject is not a pre-requisite for studying this TCE course.

Contact Teachers

Mr David Clark

Subject Pre-requisites

Application Required

Philosophy

Subject Code – PHL

Subject Description

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

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

Future pathways

Successful completion of this course is ideal preparation for the following TCE course: Philosophy 3. However, this subject is not a pre-requisite for studying this TCE course.

Contact Teacher

Dr Nicholas Clements

Subject Pre-requisite

There are no 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.

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: Computer Science 3, Data Science and Digital Solutions 3. However, this subject is not a pre-requisite for studying these TCE courses.

Contact Teacher

Miss Michelle Bradley

Subject Pre-requisites

There are no pre-requisites for this subject.

Science Extended

Subject Code – SCX

Subject Description

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

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

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

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

Future pathways

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

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

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

Contact Teacher

Mr Mark Cox

Subject Pre-requisites

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

Sports Science

Subject Code – SPT

Subject Description

Grade 10

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

The following topics are covered:

Semester 1

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

Semester 2

Sport Psychology, Biomechanics and Skill Acquisition.

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

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: Health Studies 3, Sports Science 3, Athlete Development 2. However, this subject is not a pre-requisite for studying these TCE courses.

Contact Teacher

Mrs Emma Batten

Subject Pre-requisites

There are no pre-requisites for this subject.

Sports Performance and Leadership

Subject Code – SPL

Subject Description

Sport performance and coaching will enable students to gain an in-depth knowledge of their chosen sport. This will assist each student to be engaged in a sporting community and be an active person for life, whether it is through competing, sports management, coaching or umpiring. Sports performance and coaching plans to broaden each student's knowledge surrounding nutrition, coaching, umpiring and strength and conditioning.

Nutritional comprehension will assist the students to create food plans and enable them to understand how to meet the nutritional needs of a professional athlete. Each student will develop and implement a strength and conditioning plan to grow as an athlete in their chosen field and understand the necessary steps it takes to minimise the risk of injuries.

Students have the opportunity to develop their coaching knowledge of tactics and strategy to increase their successfulness in their sport. Furthermore, they have a chance to develop leadership skills when coaching a group and how to apply their knowledge to improve performance. The students will focus on umpiring their sport to enhance their understanding of their game and leadership characteristics it takes to responsibly umpire a group of athletes.

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: Health Studies 3, Sports Science 3, Athlete Development 2. However, this subject is not a pre-requisite for studying these TCE courses.

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

This option is only available after consultation and approval by the Head of Learning Enrichment

Students work on class assignments for 2 periods per week 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 not pre-requisites for this subject.

Textiles and Design

Subject Code - TXD

Subject Description

The syllabus for Grade 10 Textiles and Design caters for students planning to participate in the course for one or two semesters only. 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.

Future pathways

Successful completion of this course is ideal preparation for the following TCE course: Object Design. However, this subject is not a pre-requisite for studying this TCE course.

Contact Teacher

Mrs J Scott

Subject Pre-requisite

There are no pre-requisites for this subject.

Visual Arts

Subject Code – VRT

Subject Description

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.

In this course, maintaining a visual diary is essential for students to record their visual, conceptual, and personal concerns. Alongside practical assignments, theory-based units explore art and culture. Students create individual and collaborative artworks, fostering creativity and understanding of the course material.

Future pathways

Successful completion of this course is ideal preparation for the following TCE courses: Visual Art 2, Visual Art 3, Art Studio Practice 3. However, this subject is not a pre-requisite for studying these TCE courses.

Contact Teacher

Mr Paul Snell

Subject Pre-requisite

There are no pre-requisites for this subject.