SUNSHINE COAST
GRAMMAR SCHOOL

SUBJECT SELECTION GUIDE 2024

GRAMMAR

CONTENTS

WELCOME

This document has been compiled to assist students and their parents to make appropriate decisions about subject choices. The intention of this interactive e-booklet is to demonstrate the flow and connectivity of curriculum content, throughout Secondary, and highlight the various pathways available to students.

The rationale behind including Years 7 to 12 in a single document is to help students more easily identify those subjects that require high levels of prior knowledge in order to be successful in Senior Secondary and plan accordingly. Hyperlinks have been embedded to make it easy to access subject descriptions for all electives available for a particular year level and simultaneously enable readers to see how that subject links to the same subject in other year levels.

For further information regarding subject offerings in the Secondary School, please do not hesitate to contact me.

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Dean of Curriculum

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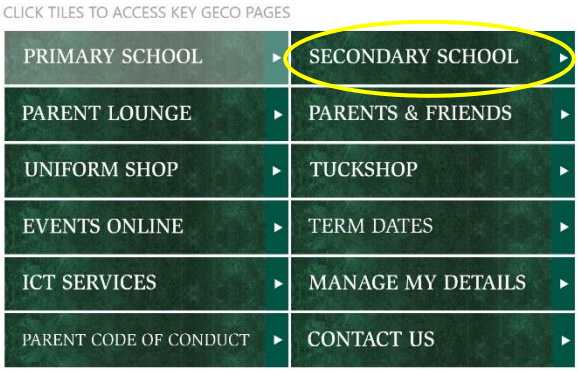
SUBJECT SELECTION MATRIX

YEAR 7	YEAR 8 & 9	YEAR 10	YEAR 11 & 12
Christian Education	**Christian Education**	**Christian Education**	**Christian Education**
English	**English**	**English**	**1 x English Elective**
Mathematics	**Mathematics**	**Mathematics**	**1 x Mathematics Elective**
Health and Physical Education	**Health and Physical Education**	Elective 1 **(Health and Physical Education)** / Elective 2 **(Science)**	Elective 1
Science	**Science**	Elective 3 **(Humanities)** / Elective 4	Elective 2
History / **Geography**	**History** / **Geography**	Elective 5 / Elective 6	Elective 3
Languages French *or* Japanese	Elective 1 / Elective 2	Elective 7 / Elective 8	Elective 4
Music / Drama	Elective 3 / Elective 4		
Visual Art / Digital Technology			
Food Technology / Industrial Technology			

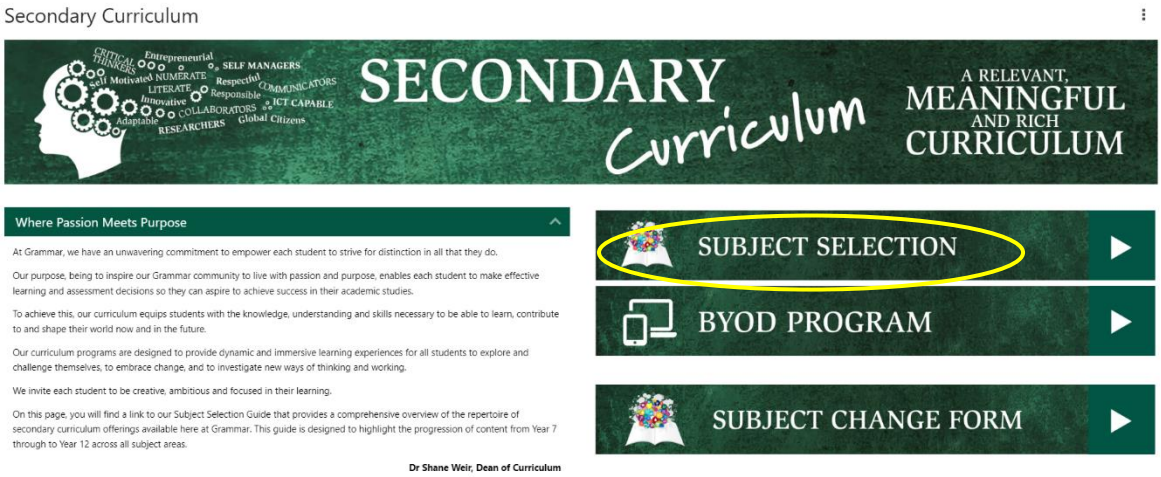
HOW TO

1 Login to GECO Parent Page > Select **SECONDARY SCHOOL**



2 Scroll down Secondary School Page and select **SECONDARY CURRICULUM**

3 Select **SUBJECT SELECTION**



YEAR 7

Our entire Year 7 program is designed around assisting young people with the transition from the traditional primary school to secondary school with the students beginning the gradual change from the one-teacher approach to a specialist teacher model. However, the students are allocated to a particular core class and do spend the majority of the time working with their particular grouping of classmates eachday.

Our Year 7 model accommodates teaching in teams across each of the five core areas of English, Mathematics, Science, Humanities and Health & Physical Education where the Year Seven teachers cover the core areas for two classes. Students will be required to move to different rooms at times but the frequency of these moves is minimised.

CORE SUBJECTS	SEMESTER SUBJECTS (Plus 6 x Semester Subjects)
Christian Education	Digital Technology
English	Drama
Health and Physical Education or Tennis Academy	Food Technology
Humanities (History & Geography)	Industrial Technology
Languages (French or Japanese)	Music
Mathematics	Visual Art
Science	

YEAR 8

Like the Year 7 model, the students are allocated to a particular core class and do spend the majority of the time working with their particular grouping of classmates each day; however, there is generally much more movement around the School. Year 8 signals a greater emphasis on the specialist teacher model the students will encounter on the remainder of their academic journey at Grammar.

CORE SUBJECTS	SEMESTER SUBJECTS (Select 4 x elective subjects from the list below)
Christian Education	Business
English	Design Technology
Health and Physical Education	Digital Technology
Humanities (History & Geography)	Drama
Mathematics	Food Technology
Science	French
	Japanese
	Media Arts
	Music
	Tennis Academy
	Visual Art

Every attempt will be made to ensure that students are able to study their first choice of subjects; however, timetable and personnel constraints may mean that some students may be asked to reconsider their selections.

YEAR 9

Like the structure that exists in Years 7 and 8, the Year 9 students are also allocated to a particular core class and spend a considerable amount of the time working with their particular grouping of classmates each day. However, being the final year of the Middle Phase of Learning, the young adolescent learners at Grammar are provided with an expanded choice in their studies.

CORE SUBJECTS	SEMESTER SUBJECTS (Select 4 x elective subjects from the list below)
Christian Education	Business
English	Design Technology
Health and Physical Education	Digital Technology
Humanities (History & Geography)	Drama – Course A and/or Course B
Mathematics	Food Technology – Course A and/or Course B
Science	French – Course A and/or Course B
	Graphics
	Industrial Technology
	Japanese – Course A and/or Course B
	Music – Course A and/or Course B
	Media Arts
	Tennis Academy
	Visual Art – Course A and/or Course B

Every attempt will be made to ensure that students are able to study their first choice of subjects; however, timetable and personnel constraints may mean that some students may be asked to reconsider their selections.

YEAR 10

At Grammar, Year 10 is a key year of transition, being the first in the Senior Phase of Learning. To assist students to make the most appropriate choices for Years 11 and 12, all Year 10 courses have been designed to reflect the expectations of Years 11 and 12 in terms of course content and assessment and as such, can generally be considered as an 'introduction' to the subject for further study in Years 11 and 12.

CORE SUBJECTS	ELECTIVE SEMESTER SUBJECTS (Select 8 x elective subjects from the list below)	
Christian Education	**INCLUDING: at least one (1) Science Elective**	
English	Biology	Core Science
Mathematics Ten Plus or Mathematics Ten	Chemistry	Psychology
	Physics	
	at least one (1) Humanities Elective	
	Ancient History	Geography
	Legal Studies	Modern History
	at least one (1) Health & Physical Education Elective	
	Healthy Lifestyles	Introduction to Senior Physical Education
	AND up to five (5) additional Elective Subjects from the below list	
	Accounting	
	Business	
	Design	
	Digital Technology	
	Drama – Course A and/or Course B	
	Economics	
	French – Course A and/or Course B	
	Graphics	
	Hospitality Practices	
	Industrial Technology	
	Japanese – Course A and/or Course B	
	Literature	
	Music – Course A and/or Course B	
	Tennis Academy	
	Visual Art – Course A and/or Course B	
	VET Certificate II in Engineering Pathways – Course A and Course B (1 year course) *equivalent to 2 elective subjects*	

Every attempt will be made to ensure that students are able to study their first choice of subjects; however, timetable and personnel constraints may mean that some students may be asked to reconsider their selections.

YEARS 11 & 12

Students in Queensland are issued with a Senior Education Profile (SEP) upon completion of senior studies. This profile may include:

- Queensland Certificate of Education (QCE)
- Australian Tertiary Admission Rank (ATAR)

To qualify for a QCE students must obtain a minimum of 20 credit points including at least one literacy and numeracy credit, and 12 credits from 'core' courses of study. Notionally, students accrue 1 credit point for each unit of study they satisfactorily complete in each subject. Subjects consist of 4 units. Units 1 and 2 are formative and units 3 and 4 are summative.

The standard academic load for senior students is 6 subjects (providing an opportunity to achieve 24 QCE credit points). Some VET qualifications offer the opportunity for additional credits.

Senior students at Grammar study Christian Education, an English subject, a Mathematics subject, and four additional elective subjects.


Queensland
Certificate of Education
Awarded to
Jane Citizen
having met the requirements for certification
QCAA

To qualify for an ATAR, students must satisfactorily complete units 3 and 4 in at least 4 General subjects and one additional subject that may be a General subject, an Applied subject or a VET subject. Additionally, students must obtain satisfactory completion of units 3 and 4 in an approved English subject.

The School offers a wide selection of General subjects for students to choose from along with a range of Applied and VET subjects.

Students may also elect to enrol in a Diverse Pathway with an external Registered Training Organisation (RTO), and complete their study independently. Such study can also contribute to a student's QCE and ATAR. Only students who are highly motivated and able to work independently should consider this option.

For more information on pathway options please contact Pathways and Partnerships via pathways@scgs.qld.edu.au or (07) 5477 4466.

YEARS 11 & 12

Students study a total of six (6) subjects consisting of an English subject, a Mathematics subject in addition to four (4) electives.

General Subjects - A minimum of four (4) General Subjects must be studied to receive an ATAR.

Applied Subjects - A maximum of two (2) Applied subjects can be studied to receive an ATAR.

GENERAL	APPLIED SUBJECTS	VET
Accounting	Essential English	Certificate III Fitness (additional costs apply)
Ancient History	Essential Mathematics	Diploma of Business (additional costs apply)
Biology	Furnishing Skills	
Business	Hospitality Practices	
Chemistry	Industrial Graphics Skills	
Design	Sport and Recreation	
Digital Solutions		
Drama		
Economics		
English		
English Literature		
English & Literature Extension (Year 12 Only)		
French		
Geography		
Japanese		
Legal Studies		
Mathematics – General		
Mathematics – Methods		
Mathematics – Specialist		
Modern History		
Music		
Music Extension (Year 12 only)		
Physical Education		
Physics		
Psychology		
Visual Art		

CHRISTIAN EDUCATION

YEAR 7

- Big Questions about Christianity

YEAR 8

- Mark's Gospel – The Life of Jesus

YEAR 9

- Christian Principles

YEAR 10

- Questions for Teens

YEAR 11

- The Heart of the Christian Message

YEAR 12

- Life Choices – Looking Back/Looking Forward

CHRISTIAN EDUCATION – Year 7

The Big Questions program explores some big issues about life allowing students to share their opinions and investigate the Bible for themselves. The intention of the course is to introduce students to God and His saving purposes for the world, through Jesus Christ, His Son. It is also designed to engage students' minds and emotions as well as develop the skills needed to explore the nature and content of the Christian faith.

CHRISTIAN EDUCATION – Year 8

This course investigates the real Jesus in the book of Mark. In that Gospel, Mark describes how Jesus' companions, critics and family often struggled to comprehend His true identity and purpose. Mark's intention was to ensure that his readers don't make the same mistake. Mark presents the real Jesus and highlights the difference He makes to life both now and in the future. Jesus is seen as a dynamic and surprising person who cannot be ignored.

CHRISTIAN EDUCATION – Year 9

Built upon students' understanding of the Christian faith, the course explores how a follower of Jesus lives out their daily life. Unpacking the key principles of the Christian faith will allow students to further understand how these impact on the life of a follower. Jesus' words from the Sermon on the Mount are also a great guide on how to live and encourage a disciple of Jesus to be noticeably different to the rest of the world. Students can understand Jesus' words, discuss and apply them to life today and consider their response to live according to these teachings.

CHRISTIAN EDUCATION – Year 10

Questions for Teens is a course about things that matter – life, death, relationships, Science, meaning and the quest for God. Students may have a hunch, a sneaking suspicion, there is more to life than meets the eye. This course investigates a number of stumbling blocks which sometimes prevent people from trusting God, for example: Science; world religions; truth of the Bible; and suffering. The course also delves deeper into some of the core teachings of the Christian faith, allowing students to benefit from the clear presentation of the Christian Gospel and down-to-earth practical advice on these important life issues.

CHRISTIAN EDUCATION – Year 11

This course involves a study of the life of Jesus and the claims He makes, investigating both the Bible and other historical documents to allow the students to critically evaluate these claims and the potential relevance of Jesus in their lives today. Further to this, a comparative study of world religions is presented where students examine the major world religions in order to seek a thorough understanding of each. This knowledge is then applied to comparing and contrasting these belief systems to Christianity.

CHRISTIAN EDUCATION – Year 12

Life Choices is the culminating course designed to look back over previous years of schooling, as well as encourage students to look forward and prepare for the future. As part of this, the course investigates the Bible and other historical documents, allowing the students to critically evaluate the life and teachings of Jesus. and how this can impact on their future choices with regards to faith and values. These topics are explained by a variety of guest presenters from a Christian perspective. Students are also encouraged to examine and question whether they believe the claims that Jesus makes and the values He promoted to be true, relevant and applicable to their future.

BUSINESS

YEAR 7

- Digital Technology Basics
- Business Basics

YEAR 8

- Money, Markets and Business Opportunities
- Consumer Rights and Business Responsibilities

YEAR 9

- Business Beginnings
- Easy ESSI (Earning, Saving Spending, Investing)
- Account-ability

YEAR 10

ACCOUNTING

- Record Keeping Basics
- Accountancy 101

BUSINESS

- Business Functions
- Business Planning
- Business Venture

ECONOMICS

- Micro Economics
- Globalisation
- Macro Economics

YEAR 11

ACCOUNTING

- Real World Accounting
- Management Effectiveness

BUSINESS

- Business Creation
- Business Growth

ECONOMICS

- Markets and Models
- Modified Markets

YEAR 12

ACCOUNTING

- Monitoring a Business
- Accounting - The Big Picture

BUSINESS

- Business Diversification
- Business Evolution

ECONOMICS

- International Economics
- Contemporary Macro Economics

BUSINESS - Year 8 Elective

This semester-long elective will give students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets work in Australia and the rights and responsibilities of consumers and businesses.

Unit 1: Consumer Rights and Business Responsibilities

This unit introduces students to their rights as consumers and spending traps to be aware of such as scams and mobile phone plans. Business responsibilities will be explored including the concept of corporate social responsibility. Students will work individually or in small teams to create an entry for the Office of Fair Trading 'Buy Smart' Competition.

Unit 2: Money, Markets and Economics

Students will explore the way markets work in Australia and the ways in which governments are involved. The Australian taxation system will also be explored.

Unit 3: Entrepreneurship and Innovation

Students will explore business opportunities, and the characteristics of entrepreneurs and successful businesses whilst engaging in opportunities to research, innovate, collaborate, and demonstrate creativity and problem-solving skills, both individually and in teams.

Assessment

Students will be assessed via two multimodal projects and an exam.

BUSINESS - Year 9 Elective

This subject is relevant and appropriate for every student, regardless of the career path they choose. The content is up to date, interesting and diverse and provides students with the opportunity to use technology in their projects and interact with, and learn from, real business personnel through established industry links.

The purpose of this subject is to give students an introduction to, and an awareness of, the activities of business. Students are at the stage where they are starting to think about future employment and so this subject allows them to explore employment options. Finally, the course introduces students to basic accounting concepts for a small business.

Unit 1: Business Beginnings

Students will learn about the basics of business including ownership structures, mission and vision statements and corporate social responsibility.

Unit 2: Easy ESSI (Earning, Saving, Spending, Investing)

Once earning money, it is of high importance that students learn strategies for managing their own finances, be able to analyse their spending options and be aware of spending traps. This is done through the engaging on-line simulation game: ESSI Money by the Financial Basics Foundation.

Unit 3: Account-ability

Students are introduced to Accounting basics such as the accounting equation, profit determination and Balance Sheets.

Assessment

Students will be assessed via two exams and a multimodal project.

ACCOUNTING - Year 10 Elective

Accounting is all about money: how to make it, and how to manage it. This is a relevant unit, not only for those interested in a career as an accountant, but for all students, as it examines money management in a business context that can be applied to a personal context.

Unit 1: Introduction to Accounting

Students will learn about the effect of transactions on the accounting equation and how to record transactions in the general journal, then posted to the ledger and the preparation of a Trial Balance.

Unit 2: Financial Reports

Students will learn how to prepare financial reports, including the Profit and Loss Statement and Balance Sheet, and will be introduced to the MYOB Software Accounting program.

Unit 3: Personal Financing and Investing

Students will learn about personal finance, main forms of investment, net returns on investments, and compare and analyse the performance of an investment portfolio over time. Students will then present these findings through the creation of a website.

Assessment

This course is assessed through two exams and a website.

BUSINESS - Year 10 Elective

This subject is designed to introduce students to basic concepts involved in establishing and running a small business and to provide an introduction to the structure, cognitions and objectives of the senior course in Business.

Unit 1: Business Functions

Students are introduced to the four main functions of business: Human Resources, Marketing, Operations Management and Finance. They will learn via a variety of learning experiences from the viewing of You-tube clips to investigating business case studies and team tasks.

Unit 2: Business Planning

Students will work through the steps involved in conceiving and establishing a hypothetical business, producing a pitch to a potential investor.

Unit 3: Business Venture

Class teams will plan, prepare and operate a real micro-business at school or be involved in planning and running a school event. This provides an excellent opportunity for students to appreciate the complexity involved in even the smallest of business ventures or events.

Assessment

1. Exam – short and extended written response to stimulus
2. Multimodal Pitch/Presentation
3. Business Venture planning report and evaluation

ECONOMICS - Year 10 Elective

This semester long elective provides students with a basic understanding as to how the economy works and microeconomics, impacts of globalization to domestic markets, and the impact of government intervention on macroeconomics via the Federal Budget and Interest Rates. This subject should be of interest to those students considering Economics as a senior subject option and/or interested in a career in business, government, politics or journalism.

Unit 1: Micro Economics

This unit introduces the basic concept of economics which is how we use our limited resources to best satisfy our unlimited wants and needs. By looking at individual markets we analyse the market forces of demand (our wants and needs) and supply (providing people with goods and services).

Unit 2: Globalisation

This unit studies the positive and negative impacts that trading (buying and selling) with other countries can have on our domestic industries and businesses.

Unit 3: Macro Economics

This unit broadens the area of study from singular markets to Australia's whole economy and how the government uses the budget (taxation and spending) and changes in interest rates to boost the economy or to slow down its growth.

Assessment

This unit will be assessed through exams and inquiry–based research projects.

ACCOUNTING – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of any Year 10 Business Subject*

Accounting provides opportunities for students to develop an understanding of the essential role of organising, analysing and communicating financial data and information in the successful performance of any organisation. Students learn fundamental accounting concepts in order to understand accrual accounting and managerial and accounting controls, preparing internal financial reports, ratio analysis and interpretation of internal and external financial reports. They synthesise financial data and other information, evaluate accounting practices, solve authentic accounting problems, make decisions and communicate recommendations.

Students develop numerical, literacy, technical, financial, critical thinking, decision-making and problem-solving skills. They develop an understanding of the ethical attitudes and values required to participate effectively and responsibly in a changing business environment.

Objectives

By the conclusion of the course of study, students will:

- describe accounting concepts and principles
- explain accounting concepts, principles and processes
- apply accounting principles and processes
- analyse and interpret financial data and information to draw conclusions
- evaluate accounting practices to make decisions and propose recommendations
- synthesise and solve accounting problems
- create responses that communicate meaning to suit purpose and audience.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Real world accounting Accounting for a service business — cash, accounts receivable, accounts payable and no GST End-of-month reporting for a service business	**Management effectiveness** Accounting for a trading GST business End-of-year reporting for a trading GST business	**Monitoring a business** Managing resources for a trading GST business — non-current assets Fully classified financial statement reporting for a trading GST business	**Accounting — the big picture** Cash management Complete accounting process for a trading GST business Performance analysis of a listed public company

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — combination response	25%	Summative internal assessment 3 (IA3): Project — cash management	25%
Summative internal assessment 2 (IA2): Examination — short response	25%	Summative external assessment (EA): Examination — short response	25%

BUSINESS – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of any Year 10 Business Subject*

Business provides opportunities for students to develop business knowledge and skills to contribute meaningfully to society, the workforce and the marketplace and prepares them as potential employees, employers, leaders, managers and entrepreneurs.

Students investigate the business life cycle, develop skills in examining business data and information and learn business concepts, theories, processes and strategies relevant to leadership, management and entrepreneurship. They investigate the influence of, and implications for, strategic development in the functional areas of finance, human resources, marketing and operations.

Students use a variety of technological, communication and analytical tools to comprehend, analyse, interpret and synthesise business data and information. They engage with the dynamic business world (in both national and global contexts), the changing workforce and emerging digital technologies.

Objectives

By the conclusion of the course of study, students will:

- describe business environments and situations
- explain business concepts, strategies and processes
- select and analyse business data and information
- interpret business relationships, patterns and trends to draw conclusions
- evaluate business practices and strategies to make decisions and propose recommendations
- create responses that communicate meaning to suit purpose and audience

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Business creation • Fundamentals of business • Creation of business ideas	**Business growth** • Establishment of a business • Entering markets	**Business diversification** • Competitive markets • Strategic development	**Business evolution** • Repositioning a business • Transformation of a business

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Extended response — feasibility report	25%
Summative internal assessment 2 (IA2): • Investigation — business report	25%	Summative external assessment (EA): • Examination — combination response	25%

ECONOMICS – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of any Year 10 Business Subject*

Economics encourages students to think deeply about the global challenges facing individuals, business and government, including how to allocate and distribute scarce resources to maximise well-being.

Students develop knowledge and cognitive skills to comprehend, apply analytical processes and use economic knowledge. They examine data and information to determine validity, and consider economic policies from various perspectives. They use economic models and analytical tools to investigate and evaluate outcomes to draw conclusions.

Students study opportunity costs, economic models and the market forces of demand and supply. They dissect and interpret the complex nature of international economic relationships and the dynamics of Australia's place in the global economy. They develop intellectual flexibility, digital literacy and economic thinking skills.

Objectives

By the conclusion of the course of study, students will:

- comprehend economic concepts, principles and models
- select data and economic information from sources
- analyse economic issues
- evaluate economic outcomes
- create responses that communicate economic meaning.

Structure

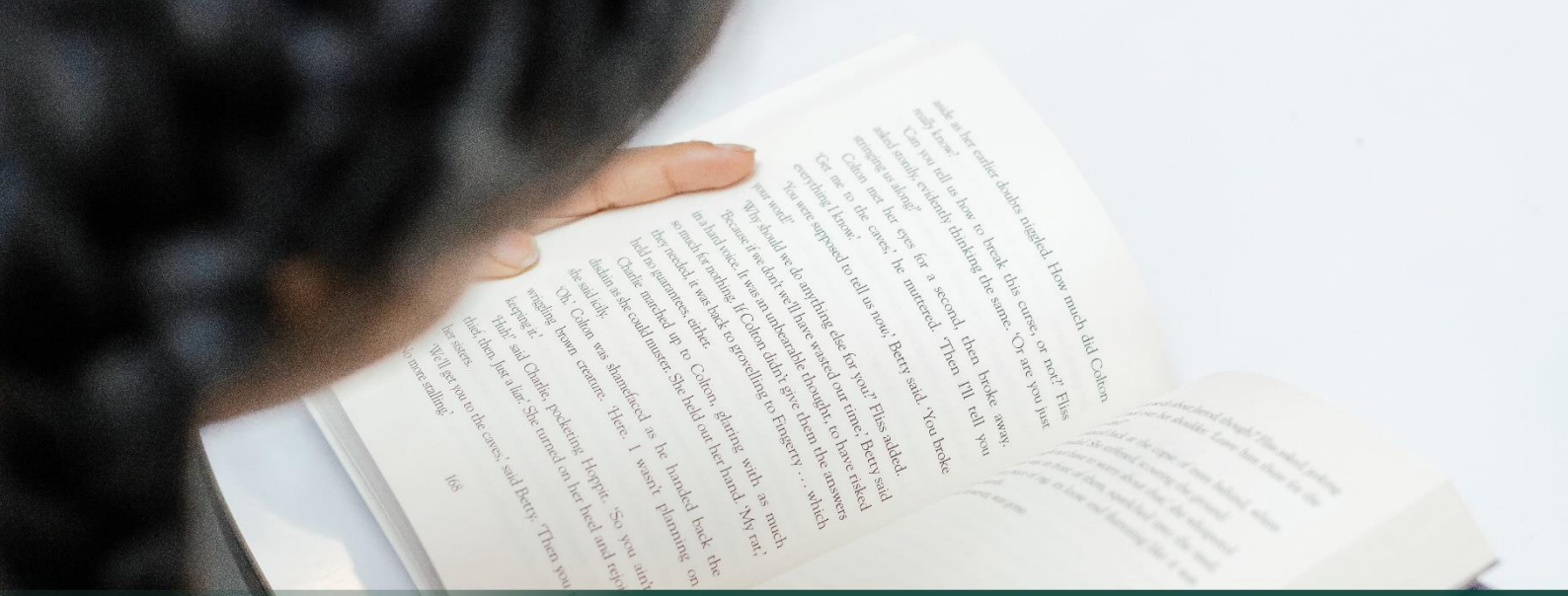
Unit 1	Unit 2	Unit 3	Unit 4
Markets and models • The basic economic problem • Economic flows • Market forces	**Modified markets** • Markets and efficiency • Case options of market measures and strategies	**International economics** • The global economy • International economic issue	**Contemporary macroeconomics** • Macroeconomic objectives and theor • Economic management

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — combination response	25%	Summative internal assessment 3 (IA3): • Examination — extended response to stimulus	25%
Summative internal assessment 2 (IA2): • Investigation — research report	25%	Summative external assessment (EA): • Examination — combination response	25%



ENGLISH

YEAR 7

- Fact and Fiction
- Fantasy
- I'm a Bookworm
- A Time to Laugh

YEAR 8

- Publishing
- Novel Study
- Poetry
- The Gothic

YEAR 9

- Creativity
- Novel Study
- Literary Analysis
- Public Speaking

YEAR 10

ENGLISH

- Literary Articles
- Creative Writing
- Persuasive Speaking
- Analytical Writing

LITERATURE

- Mystery and Mayhem
- Keep Calm and Carry On Post Apocalyptic Literature
- What a Classic!

YEAR 11

ENGLISH

- Perspectives and Texts
- Texts and Culture

ESSENTIAL ENGLISH

- Language that Works
- Texts and Human Experiences

LITERATURE

- Introduction to Literary Studies
- Texts and Culture

YEAR 12

ENGLISH

- Textual Connections
- Close Study of Literary Texts

ESSENTIAL ENGLISH

- Language that Influences
- Representations and Popular Culture Texts

LITERATURE

- Literature and Identity
- Independent Explorations

ENGLISH AND LITERATURE EXTENSION

- Theoretical Approaches to Interpreting Texts
- Text Exploration Study

ENGLISH – Year 7 Compulsory

Special Note: *Year 7 English classes undertake a structured literacy lesson each week.*

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Our teaching programs balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Unit 1: Fact and Fiction

Students will develop their extended writing skills, specifically narrative writing and constructing persuasive texts.

Unit 2: Fantasy

The focus of this unit will be on the Fantasy genre. Through an exploration of this genre, students will focus on the way language features can change with the medium and purpose.

Assessment

Assessment tasks completed include a creative written assignment, a persuasive examination and a multimodal presentation.

Unit 3: I'm a Bookworm

In this unit students will read and examine one novel. Students will be encouraged to appreciate literature and learn how to analyse it for deeper meaning. As such, students will be enhancing their skills in close-reading, as well as developing their understanding of novel elements and language features.

Unit 4: A Time to Laugh

In this unit, students will explore how humour is presented in texts. They will undertake an analysis of the different forms of humour and express their findings in a formal speech. The aim of this unit is for students to understand how meaning is created using the audience's existing knowledge, as well as developing their analytical and spoken skills.

Assessment

Assessment tasks completed included a written assignment and a spoken presentation.

ENGLISH – Year 8 Compulsory

Special Note: *Year 8 English classes undertake a structured literacy lesson each week.*

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Our teaching programs balance and integrate all three strands. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

Unit 1: Publishing

In this unit students will study the construction of novels. The goal of this unit is to reinforce students' understanding of how writer's appeal to varied audiences using narrative features and techniques. This will include close readings of a variety of texts in order to further develop students' appreciation for literary features and effects. This will culminate in students producing their own opening chapters for a young audience and promoting these.

Unit 2: Novel Study

Students explore the ideas, attitudes and values of others in a selected novel. They will learn the structure of an analytical essay and how to provide evidence to support their points.

Assessment

Assessment tasks completed include a creative written assignment, a persuasive spoken task and an analytical written examination.

Unit 3: Poetry

Students will explore the genres of personal, descriptive and poetic writing. They will examine the construction of personal identity and work with a variety of text types that present personal ideas and feelings. They will experiment with the different styles of writing and become familiar with the drafting and editing process.

Unit 4: The Gothic

In this unit students will undertake an in-depth study of Gothic Literature. As such, students will be examining the features that make up this genre. In addition, they will begin to explore language elements and evaluate the effectiveness of these elements. The purpose of this unit is to give students experience with different text types and an understanding of the concept of genre.

Assessment

Assessment tasks completed include a folio of poems, a persuasive presentation and a written film analysis.

ENGLISH – Year 9 Compulsory

Special Note: *Year 9 English classes undertake a structured literacy lesson each week.*

The core business of the English faculty– the areas of reading, responding, writing, speaking, listening and viewing – remains our focus. Within these areas, students will explore a variety of ways in which their language is used, for a variety of audiences and under many different conditions.

Unit 1: Creativity

Students investigate their own perceptions of 'adventure' and consider the representations of adventure in selected short story and film texts. In doing so, they will also explore societal ideas of heroism. Language tasks will involve individual creative writing.

Unit 2: Novel Study

In this unit students will undertake an in-depth study of an Australian novel. These novels focus on a range of issues for young adults. In addition, they will begin to explore language elements and evaluate the effectiveness of these elements. The purpose of this unit is to familiarise students with the value and purpose of novels for young adults.

Assessment

Assessment tasks completed include a creative written assignment, a persuasive spoken assignment and an analytical written examination.

Unit 4: Literary Analysis

Students analyse the Shakespearean play *Romeo and Juliet.* Students examine the enduring relevance of classic themes. The language of persuasion will be investigated with students encouraged to present their analysis in structured, powerful ways.

Unit 5: Public Speaking

Students study a film and examine its underlying themes and issues. The unit focusses on the representation of gender in texts and the genre of public speaking.

Assessment

Assessment tasks completed include written and spoken multimodal presentations.

ENGLISH – Year 10 Compulsory

Special Note: *A satisfactory achievement level in this subject is recommended, in order for a student to undertake General English in Years 11 and 12. Year 10 Support English is recommended for students who experience challenges with subject English and are considering Essential English for their Senior Pathway.*

Each unit in Year 10 English is based upon the discussion and reflection of issues examined by students as they further explore the texts of their own worlds and those of different places. Students will complete assessment tasks that will prepare them for Senior Subjects.

Unit 1: Literary Articles

In this unit students will examine how documentaries and feature films can create different representations of similar topics and events. They will study texts based on historical events and view survival films. Students will write a literary article comparing and contrasting documentaries and feature films.

Unit 2: Creative Writing

This term students will be undertaking an in-depth novel study of a Shakespearean play. Students will build their understanding of play elements in order to analyse the construction of attitudes, values and beliefs in the text. Students will complete a creative response.

Assessment

Assessment tasks completed include an analytical written assignment and a creative monologue.

Unit 3: Persuasive Speaking

This term, students will be continuing their exploration of the constructions in texts. In this unit they will be examining persuasive speaking skills. As such, they will be exploring the way language constructs and shapes representations. Students will present a persuasive speech via the genre of a Ted Talk.

Unit 4: Analytical Writing

This term students will be undertaking an in- depth novel study. Students will build their understanding of novel elements in order to analyse the construction of attitudes, values and beliefs in the text. They will also explore the genre of analytical essays, building skills that will be essential in Senior English.

Assessment

Assessment tasks completed include an analytical written examination and a persuasive spoken task.

LITERATURE – Year 10 Elective

The semester long course is broken into three units:

Unit 1: Mystery and Mayhem

Students will enter a world of suspense as they explore the moors with Sherlock Holmes and Agatha Christie, jump on the *Orient Express*, crack the clues of the *Da Vinci Code* and keep an eye on the neighbourhood through their *Rear Window*.

Assessment

Students will create a vlog, introducing their own mystery/thriller.

Unit 2: Keep Calm and Carry On – Post Apocalyptic Literature

Students will read and view a variety of post-Apocalyptic texts and analyse why this genre is so popular. Specifically, students will explore the aesthetic features and stylistic devices authors use to create such doom in their texts. The unit is not for the faint hearted (at times there will be some dark themes discussed).

Assessment

Assessment will be unseen analytical paragraph responses.

Culminating Unit: What a Classic!

Students will immerse themselves in 19th Century Literature and analyse the social commentary generated by such texts. Questions will be raised about what exactly makes this Mr Darcy any good, who is this Cathy running around the fields and why is there a woman in the attic?

Formative Assessment

Assessment will culminate in a creative visual board, about one 19th Century writer.

ENGLISH – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of Year 10 English*

English focuses on the study of both literary texts and non-literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied texts.

Students are offered opportunities to interpret and create texts for personal, cultural, social and aesthetic purposes. They learn how language varies according to context, purpose and audience, content, modes and mediums, and how to use it appropriately and effectively for a variety of purposes. Students have opportunities to engage with diverse texts to help them develop a sense of themselves, their world and their place in it.

Students communicate effectively in Standard Australian English for the purposes of responding to and creating texts. They make choices about generic structures, language, textual features and technologies for participating actively in literary analysis and the creation of texts in a range of modes, mediums and forms, for a variety of purposes and audiences. They explore how literary and non-literary texts shape perceptions of the world, and consider ways in which texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Perspectives and texts Examining and creating perspectives in texts Responding to a variety of non-literary and literary texts Creating responses for public audiences and persuasive texts	**Texts and culture** Examining and shaping representations of culture in texts Responding to literary and non-literary texts, including a focus on Australian texts Creating imaginative and analytical texts	**Textual connections** Exploring connections between texts Examining different perspectives of the same issue in texts and shaping own perspectives Creating responses for public audiences and persuasive texts	**Close study of literary texts** Engaging with literary texts from diverse times and places Responding to literary texts creatively and critically Creating imaginative and analytical texts

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response — written response for a public audience	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — persuasive spoken response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

ESSENTIAL ENGLISH – Years 11 & 12 (Applied Subject)

Essential English develops and refines students' understanding of language, literature and literacy to enable them to interact confidently and effectively with others in everyday, community and social contexts. Students recognise language and texts as relevant in their lives now and in the future and learn to understand, accept or challenge the values and attitudes in these texts.

Students engage with language and texts to foster skills to communicate confidently and effectively in Standard Australian English in a variety of contemporary contexts and social situations, including every day, social, community, further education and work-related contexts. They choose generic structures, language, language features and technologies to best convey meaning. They develop skills to read for meaning and purpose, and to use, critique and appreciate a range of contemporary literary and non-literary texts.

Students use language effectively to produce texts for a variety of purposes and audiences and engage creative and imaginative thinking to explore their own world and the worlds of others. They actively and critically interact with a range of texts, developing an awareness of how the language they engage with positions them and others.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- use appropriate roles and relationships with audiences
- construct and explain representations of identities, places, events and concepts
- make use of and explain the ways cultural assumptions, attitudes, values and beliefs underpin texts and influence meaning
- explain how language features and text structures shape meaning and invite particular responses
- select and use subject matter to support perspectives
- sequence subject matter and use mode-appropriate cohesive devices to construct coherent texts
- make mode-appropriate language choices according to register informed by purpose, audience and context
  use language features to achieve particular purposes across mode

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Language that works • Responding to a variety of texts used in and developed for a work context • Creating multimodal and written texts	**Texts and human experiences** • Responding to reflective and nonfiction texts that explore human experiences • Creating spoken and written texts	**Language that influences** • Creating and shaping perspectives on community, local and global issues in texts • Responding to texts that seek to influence audiences	**Representations and popular culture texts** • Responding to popular culture texts • Creating representations of Australian identities, places, events and concepts

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. Schools develop three summative internal assessments and the common internal assessment (CIA) is developed by QCAA.

Summative assessments

Unit 3	Unit 4
Summative internal assessment 1 (IA1): • Extended response — spoken/signed response	Summative internal assessment 3 (IA3): • Extended response — Multimodal response
Summative internal assessment 2 (IA2): • Common internal assessment (CIA) – written response	Summative internal assessment 4 (IA4): • Extended response — Written response

Please note results for this subject contribute to the QCE (Qld Certificate of Education) and ATAR (Australian Territory Admission Rank). However, only one applied subject can contribute toward ATAR.

ENGLISH LITERATURE – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of Year 10 English*

Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, analyse perspectives and evidence, and challenge ideas and interpretations through the analysis and creation of varied literary texts.

Students engage with language and texts through a range of teaching and learning experiences to foster the skills to communicate effectively. They make choices about generic structures, language, textual features and technologies to participate actively in the dialogue and detail of literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students explore how literary texts shape perceptions of the world and enable us to enter the worlds of others. They explore ways in which literary texts may reflect or challenge social and cultural ways of thinking and influence audiences.

Objectives

By the conclusion of the course of study, students will:

- use patterns and conventions of genres to achieve particular purposes in cultural contexts and social situations
- establish and maintain roles of the writer/speaker/signer/designer and relationships with audiences
- create and analyse perspectives and representations of concepts, identities, times and places
- make use of and analyse the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions
- use aesthetic features and stylistic devices to achieve purposes and analyse their effects in texts
- select and synthesise subject matter to support perspectives
- organise and sequence subject matter to achieve particular purposes
- use cohesive devices to emphasise ideas and connect parts of texts
- make language choices for particular purposes and contexts
- use grammar and language structures for particular purposes
- use mode-appropriate features to achieve particular purposes.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Introduction to literary studies • Ways literary texts are received and responded to • How textual choices affect readers • Creating analytical and imaginative texts	**Texts and culture** • Ways literary texts connect with each other — genre, concepts and contexts • Ways literary texts connect with each other — style and structure • Creating analytical and imaginative texts	**Literature and identity** • Relationship between language, culture and identity in literary texts • Power of language to represent ideas, events and people • Creating analytical and imaginative texts	**Independent explorations** • Dynamic nature of literary interpretation • Close examination of style, structure and subject matter • Creating analytical and imaginative texts

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — analytical written response	25%	Summative internal assessment 3 (IA3): • Extended response — imaginative written response	25%
Summative internal assessment 2 (IA2): • Extended response — imaginative spoken/multimodal response	25%	Summative external assessment (EA): • Examination — analytical written response	25%

ENGLISH & LITERATURE EXTENSION – Years 12 (Extension Subject)

This unit is studied concurrently with General English or Literature.

Students will be advised if they are eligible to select this subject.

English & Literature Extension syllabus is an extension of the General syllabuses in English and Literature and should be read in conjunction with those syllabuses. In Year 12, students undertake Units 3 and 4 of English & Literature Extension concurrently with, or after, Units 3 and 4 of English and/or Units 3 and 4 of Literature. The English & Literature Extension course offers more challenge than other English courses and builds on the literature study students have already undertaken.

By offering students the opportunity to specialise in the theorised study of literature, English & Literature Extension provides students with ways they might understand themselves and the potential that literature has to expand the scope of their experiences. The subject assists students to ask critical questions about cultural assumptions, implicit values and differing world views encountered in an exploration of social, cultural and textual understandings about literary texts and the ways they might be interpreted and valued.

Objectives

By the conclusion of this course of study, students will:

- demonstrate understanding of literary texts studied to develop interpretation/s
- demonstrate understanding of different theoretical approaches to exploring meaning in texts
- demonstrate understanding of the relationships among theoretical approaches
- apply different theoretical approaches to literary texts to develop and examine interpretations
- analyse how different genres, structures and textual features of literary texts support different interpretations
- use appropriate patterns and conventions of academic genres and communication, including correct terminology, citation and referencing conventions
- use textual features in extended analytical responses to create desired effects for specific audiences
- evaluate theoretical approaches used to explore different interpretations of literary texts
- evaluate interpretations of literary texts, making explicit the theoretical approaches that underpin them
- synthesise analysis of literary texts, theoretical approaches and interpretations with supporting evidence

Structure

Unit 3	Unit 4
Theoretical approaches to interpreting texts • Author-centred approaches • Text-centred approaches • Reader-centred approaches • World-context-centred approaches	**Text exploration study** • Students draw on their understanding from Unit 3 to explore a variety of texts and ideas in theoretically defensible ways. This unit is the culmination of students' learning.

Assessment

In Units 3 and 4, students complete four summative assessments. The results for each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A-E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Extended response – written reading and defence	25%	Summative internal assessment 3 (IA3): • Extended response — written academic research paper	25%
Summative internal assessment 2 (IA2): • Extended response – spoken defence of a complex transformation	25%	Summative external assessment (EA): • Examination — written reading and defence	25%

Health and Physical Education

YEAR 7

- Health Literacy Skills
- Healthy Lifestyle – The SUCCESS Acronym
- Adolescence and Change
- Fitness

YEAR 8

- Anatomy and Physiology – Body Systems
- Respectful Relationships
- Drugs and Alcohol Education
- The Sports Coach

YEAR 9

- First Aid
- Teenage Health Issues Childhood Obesity
- Respectful Relationships & Ethical Online Behaviour
- Women in Sport

YEAR 10

- Healthy Lifestyles
- Introduction to Senior Physical Education

YEAR 11

PHYSICAL EDUCATION

- Motor Learning, Functional Anatomy, Biomechanics & Physical Activity
- Sport Psychology, Equity & Physical Activity

SPORT AND RECREATION Strand A

- Coaching & Officiating
- Optimising Performance

SPORT AND RECREATION Strand B

- Optimising Performance
- Marketing and Communication in Sport & Recreation

YEAR 12

PHYSICAL EDUCATION

- Tactical Awareness, Ethics and Integrity & Physical Activity
- Energy, Fitness and Training & Physical Activity

SPORT AND RECREATION Strand A

- Athlete Development & Wellbeing
- Fitness, Sport & Recreation

SPORT AND RECREATION Strand B

- Aquatic Recreation
- Emerging Trends in Sport, Fitness & Recreation

HEALTH & PHYSICAL EDUCATION – Year 7 Compulsory

The focus of the Year 7 Health and Physical Education curriculum is on assisting students with their transition into high school and beyond by equipping them with the physical and mental skills to live productive and healthy lives. Students participate in practical based sessions learning the pre-requisite skills and strategies used in a range of sporting activities whilst at the same time developing physical literacy skills, team work skills and a fitness foundation. In theory lessons students are encouraged to analyse, appraise an evaluate aspects of their own lives, so that personalised adjustments can be made to optimise their health and well-being.

Unit 1: Health Literacy Skills

In this unit, students complete activities to establish best practice with regards to the skills of growth mindset and positive psychology, motivation, time management, goal setting, communication and assertiveness. Using this knowledge, students are asked to complete personal reflections and audits to help identify aspects of their lives that require assistance and propose strategies in support.

Assessment

Class work to contribute to Assessment Folio

Unit 2: Healthy Lifestyle – The SUCCESS Acronym

In this unit, students complete activities to establish best practice with regards to each of the areas targeted by the SUCCESS Acronym for a flourishing life. Created by a local psychologist, the SUCCESS acronym provides students with a template for healthy living based upon the needs of teenagers. Students are forced to analyse their current lifestyle choices to see if they are optimising their physical and mental health by living a life consistent with the SUCCESS model.

Assessment

Assignment

Unit 3: Adolescence and Change

In this unit, students will investigate the changes that occur as an individual moves through puberty and the many challenges that come with being an adolescent. Adolescence is not only a time when physical changes are taking place, but importantly is a time characterised by great social change, as individuals look to establish greater independence and peer-based relationships become increasingly important. It may be a challenging time for teenagers as they struggle to maintain a strong sense of self and a healthy self-esteem required for good overall health. This unit sets out to help students through this time by introducing them to Positive Psychology to provide them with the skills required to flourish.

Assessment

Class work to contribute to Assessment Folio

Unit 4: Fitness

In this unit, students investigate the benefits that arise from being physically active. Students evaluate their personal fitness levels by participating in fitness tests, and then use this information to gain a greater understanding of the process involved with maintaining personal fitness levels. Students are asked to conduct game analysis audits to determine the fitness requirements of a sport, and participate in practical fitness-based sessions where they are exposed to different types of training aimed at developing different fitness components.

Assessment

Exam

HEALTH & PHYSICAL EDUCATION – Year 8 Compulsory

The focus of the Year 8 Health and Physical Education Curriculum is to further equip students with the strategies and resources to manage change and transitions within their lives and to investigate their impact on personal identities. They investigate strategies and practices that enhance their own, others and community health, safety and well-being. Students participate in practical based sessions learning the pre-requisite skills and strategies used in a range of sporting activities whilst at the same time developing physical literacy skills, team work skills and the ability to conduct game and performance analysis.

Unit 1: Anatomy and Physiology – Body Systems

In this unit, students create links between physical movement and the body systems responsible for this. By studying the skeletal, muscular and cardio-vascular systems, students develop the foundation skills to analyse and evaluate physical characteristics of their sporting performance and personal fitness.

Assessment

Exam

Unit 2: Respectful Relationships

In this unit, students will investigate the personal skills required to ensure optimum sexual health. To do this, students will analyse and evaluate characteristics of healthy, loving relationships to determine the knowledge base, attitudes and behaviours required for optimum sexual health. Students will also analyse and evaluate the supportive environments afforded to teenagers with regards to their sexual health, to identify barriers that may currently prevent individuals from enjoying safe and healthy relationships.

Assessment

Class work to contribute to Assessment Folio

Unit 3: Drugs and Alcohol Education

In this unit, students will investigate the health issue of teenage drug and alcohol use by applying the action areas of the Ottawa Charter. Using the enquiry-based approach to learning, students investigate the extent of the health issue by analysing the social, physical and mental health impacts, drugs and alcohol have on teenagers. Students learn harm minimization strategies and skills to assist teenagers towards better health, and analyse and evaluate the support currently offered to students by their social and physical environments and by Australian laws and regulations linked to this health issue.

Assessment

Class work to contribute to Assessment Folio

Unit 4: The Sports Coach

In this unit, students work collaboratively to deliver a sports based coaching session to their peers. In preparation, students investigate the qualities of a good coach and the strategies and skills used by coaches to motivate, provide instruction and feedback to ensure maximum participation. Students actively learn the processes and skills required to effectively design and implement a successful coaching session.

Assessment

Delivery of a Peer Based Coaching Session

HEALTH & PHYSICAL EDUCATION – Year 9 Compulsory

The focus for the Year 9 Health and Physical Education curriculum is to provide students with the learning experiences that help to develop active and informed citizens who are capable of helping others when required. Increasingly students are challenged to look at health issues from more than just a personal perspective to investigate how social and physical environments as well as government legislation all play a pivot role in creating optimal health outcomes. Students are also challenged to be more analytical of their own sporting performances and are provided with the physical and mental tools to maximise their talents. Issues of equity are also explored as students investigate the many socio-cultural factors that influence participation trends within sport.

Unit 1: First Aid

Every year hundreds of Australians die because of accidents at the beach, on roads or around the home. Many of these deaths are avoidable and could have been prevented if first aid had been delivered correctly to the victims. In this unit, students investigate the knowledge areas and practical first aid procedures linked to common scenarios that require medical attention.

Assessment - Exam

Unit 2: Teenage Health Issue – Childhood Obesity

In this unit, students will investigate the health issue of teenage obesity by applying the action areas of the Ottawa Charter. Using the enquiry-based approach to learning, students investigate the extent of the health issue by analysing the social, physical and mental health impacts that obesity can have on teenagers. Students develop their personal skills surrounding exercise and nutrition that are required to assist teenagers towards better health, and analyse and evaluate the support currently offered to teenagers by their social and physical environments and by Australian laws and regulations linked to this health issue.

Assessment - Class work to contribute to Assessment Folio

Unit 3: Respectful relationships and ethical online behaviour

In this unit, students will examine the impact of changes and transitions on personal relationships (romantic and platonic) as they move through adolescence and relationships become more intense. Students will learn about the importance of respect and diversity, as they explore the characteristics of respectful relationships, and they will investigate how empathy and ethical decision making contributes to respectful relationships. Using the "Tagged" online resource, students will practise skills to deal with challenging or unsafe practices, such as refusal skills, communicating choices, expressing opinions respectfully, and initiating contingency plans. Students will also be asked to evaluate situations and propose appropriate emotional responses, and then reflect upon the possible outcomes of different responses.

Assessment - *Class work to contribute to assessment Folio*

Unit 3: Women in Sport

Despite the obvious benefits that are gained from participating in a sporting activity many girls drop out of organised sport in their early teenage years. In this unit, students will investigate the major reasons for this trend and propose strategies to assist young women back into sport, by using Figueroa's Framework to help analyse and evaluate the major socio-cultural factors that influence participation in sport.

Assessment - Exam In-class Essay

HEALTH & PHYSICAL EDUCATION – Year 10 Elective

Special Note: *Year 10 Health and Physical Education comprises of two semester long courses. All students must select at least one course; however, may also choose to select both courses, particularly if they are considering Physical Education as part of their senior studies.*

The two courses provide for two distinct pathways, one equips students with the skills to live a healthy and active life, whilst the other prepares those students wishing to study Senior Physical Education in Year 11 and 12.

Course A: Healthy Lifestyles

The focus of this subject is on equipping students with the knowledge, skills and strategies required to live a long and healthy life. Students are provided with learning experiences that target both physical and mental well-being. Students will participate in a variety of sporting activities and pursuits to encourage a lifelong interest in sport and activity.

Students will investigate the many benefits that maintaining an active lifestyle can bring, whilst learning the theory and skills behind designing, implementing and maintaining a personalised fitness program. Students will also investigate the latest theory and research on optimising mental health and will participate in practical sessions aimed at enhancing mental health. Additional learning experiences may include the designing and creating of nutritional meals to supplement an active lifestyle and completing positive psychology activities linked to gratitude and the serving of others as an active and contributing community member.

Assessment

Exam and assignment

Course B: Introduction to Senior Physical Education

The focus of this subject is on preparing students for the Senior Physical Education course of study. A feature of the senior program is a strong focus on learning that occurs in, through and about sport. This means that practical performance environments provide opportunities for students to engage with the subject matter that is being investigated in an active and personalised way. Using the enquiry-based approach to learning, students become experts in the subject matter, gathering data from primary and secondary sources that is used to devise, implement and evaluate performance strategies linked to either exercise science, motor learning, sport psychology, tactical awareness or biomechanics. Students may also investigate equity issues or ethical dilemmas within sport, and use data collection tools to help devise, implement and evaluate strategies or solutions in response.

Assessment

Students will complete a Folio and an Investigation Report

SPORT AND RECREATION – Years 11 & 12 (Applied Subject)

Sport and Recreation activities are a part of the fabric of Australian life and are an intrinsic part of Australian culture. These activities can encompass social and competitive sport, aquatic and community recreation, fitness and outdoor recreation, and participation in sport and recreation can make significant positive contributions to a persons' wellbeing. Sport and recreation activities also represent growth industries in Australia, providing many employment opportunities, many of which will be directly or indirectly associated with hosting Commonwealth, Olympic and Paralympic Games.

Sport and Recreation is an Applied senior syllabus in the Health and Physical Education learning area. The skills developed in Sport and Recreation may be oriented towards work, personal fitness or general health and well-being. Students will be involved in learning experiences that allow them to develop their interpersonal abilities and encourage them to appreciate and value active involvement in sport and recreational activities, contributing to ongoing personal and community development through-out their lives.

Active participation in sport and recreation activities is central to the learning in Sport and Recreation. The subject enables students to engage in sport and recreational activities to experience and learn about the role of sport and recreation in their lives, the lives of others and the community. Participation in these activities provides a unique and powerful opportunity for students to experience the challenge and fun of physical activity while developing vocational, life and physical skills.

Objectives

By the conclusion of the course of study, students will have:

- investigated related vocational pathway and employment opportunities across recreation and fitness sectors
- actively participated in a variety of sport and recreation activities
- analysed factors influencing personal and community outcomes in recreation activities
- planned courses of action, provided solutions and implemented strategies
- evaluated outcomes, implications and limitations of proposed strategies

Structure

Each unit requires the students to engage in sport and recreation activities. They investigate, plan, perform and evaluate procedures and strategies and communicate appropriately to particular audiences for particular purposes. Sport and Recreation at Grammar will be run using two strands, providing an opportunity to offer two learning experiences for our students. Students will be encouraged to select either Strand A or Strand B based upon their interests.

Year 11 – Stand A	Year 11 – Stand B	Year 12 – Strand A	Year 12 – Strand B
• Coaching & Officiating • Optimising Performance	• Coaching & Officiating • Marketing and Communication in Sport & Recreation	• Athlete Development & Wellbeing • Fitness in Sport & Recreation	• Aquatic Recreation • Emerging Trends in Sport, Fitness & Recreation

Assessment

Unit 3	Unit 4
Summative internal assessment 1: • Performance	Summative internal assessment 3: • Performance
Summative internal assessment 2: • Project	Summative internal assessment 4: • Project

Please note results for this subject contribute to the QCE (Qld Certificate of Education) and ATAR (Australian Territory Admission Rank). However, only one applied subject can contribute toward ATAR.

PHYSICAL EDUCATION – Year 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of a semester of Year 10 Health and Physical Education*

Physical Education provides students with knowledge, understanding and skills to explore and enhance their own and others' health and physical activity in diverse and changing contexts.

Physical Education provides a philosophical and educative framework to promote deep learning in three dimensions: about, through and in physical activity contexts. Students optimise their engagement and performance in physical activity as they develop an understanding and appreciation of the interconnectedness of these dimensions.

Students learn how body and movement concepts and the scientific bases of biophysical, sociocultural and psychological concepts and principles are relevant to their engagement and performance in physical activity. They engage in a range of activities to develop movement sequences and movement strategies.

Students learn experientially through three stages of an inquiry approach to make connections between the scientific bases and the physical activity contexts. They recognise and explain concepts and principles about and through movement, and demonstrate and apply body and movement concepts to movement sequences and movement strategies.

Through their purposeful engagement in physical activities, students gather data to analyse, synthesise and devise strategies to optimise engagement and performance. They engage in reflective decision-making as they evaluate and justify strategies to achieve a particular outcome.

Objectives

By the conclusion of the course of study, students will:

- recognise and explain concepts and principles about movement
- demonstrate specialised movement sequences and movement strategies
- apply concepts to specialised movement sequences and movement strategies
- analyse and synthesise data to devise strategies about movement
- evaluate strategies about and in movement
- justify strategies about and in movement
- make decisions about and use language, conventions and mode-appropriate features for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Motor learning, functional anatomy, biomechanics and physical activity • Motor learning integrated with a selected physical activity • Functional anatomy and biomechanics integrated with a selected physical activity	**Sport psychology, equity and physical activity** • Sport psychology integrated with a selected physical activity • Equity — barriers and enablers	**Tactical awareness, ethics and integrity and physical activity** • Tactical awareness integrated with one selected 'Invasion' or 'Net and court' physical activity • Ethics and integrity	**Energy, fitness and training and physical activity** • Energy, fitness and training integrated with one selected 'Invasion', 'Net and court' or 'Performance' physical activity

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	30%
Summative internal assessment 2 (IA2): • Investigation — report	20%	Summative external assessment (EA): • Examination — combination response	25%

HUMANITIES

YEAR 7

HISTORY
- Investigating the Ancient Past
- The Ancient World

GEOGRAPHY
- Water in the World
- Mapping Skills
- Place & Liveability

YEAR 8

HISTORY
- Medieval Europe
- The Spanish Conquest of the Americas

GEOGRAPHY
- Changing Nations
- Landforms & Landscapes – Coastal Systems

YEAR 9

HISTORY
- The Industrial Revolution
- World War I

GEOGRAPHY
- Biomes & Food Security
- The Geographies of Interconnections

YEAR 10

ANCIENT HISTORY
- Source Reliability & Contestability
- The Vikings
- Innovation & Invention in the Ancient World

GEOGRAPHY
- Environmental Change & Management
- The Geographies of a Human Wellbeing

LEGAL STUDIES
- Crime & Punishment
- Current Legal Issues

MODERN HISTORY
- World War II
- Rights & Freedoms
- Popular Culture

YEAR 11

ANCIENT HISTORY
- Investigating the Ancient World
- Personalities in the Times

GEOGRAPHY
- Responding to Risk & Vulnerability in Hazard Zones
- Planning Sustainable Places

LEGAL STUDIES
- Beyond Reasonable Doubt
- Balance of Probabilities

MODERN HISTORY
- Ideas in the Modern World
- Movements in the Modern World

YEAR 12

ANCIENT HISTORY
- Reconstructing the Ancient World
- People, Power & Authority

GEOGRAPHY
- Responding to Land Cover Transformations
- Managing Population Change

LEGAL STUDIES
- Law, Governance & Change
- Human Rights in Legal Contexts

MODERN HISTORY
- National Experiences in the Modern World
- International Experiences in the Modern World

HISTORY – Year 7 Compulsory

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome and China. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. This course is studied in Semester One.

Unit 1: Investigating the Ancient Past

This unit introduces students to the methodology and terminology of the historian and the historian's use of sources, both primary and secondary. It includes a study of archaeology along with the importance of historical conservation.

Unit 2: The Ancient World

Students will conduct an in-depth investigation into an ancient society of their choice. Options include China, Rome, Egypt or Greece.

Assessment

Students will complete three assessment pieces – a guided investigation into the Iceman, a short response examination, and a group research assignment / multimodal presentation.

GEOGRAPHY – Year 7 Compulsory

Geography can be defined as the investigation and understanding of the earth and its features and the distribution of life on earth, including human life and its impacts. It is the study of the many different environments or places which make up our world. Places are specific areas of the Earth's surface, and can range from a locality to a country to a major world region. The Year 7 course includes fieldwork which is central to the study of Geography in the 21st century as it provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Geography is studied in Semester Two.

Unit 1: Water in the World

This unit focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity.

Unit 2: Mapping Skills

This unit covers basic mapping skills including: grids, direction, longitude and latitude and the essential features to maps (BOLTSS – border, orientation, legend, title, scale and source). Students will also learn how to use a compass.

Unit 3: Place and Liveability

This unit focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people.

Assessment

Students will complete two assessment pieces – an examination and an assignment.

HISTORY – Year 8 Compulsory

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape. The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries. Students will study History for one semester.

Unit 1: Medieval Europe

This unit allows students to investigate the way of life in Medieval Europe, significant cultural developments and achievements and continuity and change with regard to key domains such as crime and punishment and towns, cities and commerce.

Unit 2: The Spanish Conquest of the Americas

The second unit focuses on Pre-Columbian life in the Americas (with a focus on the Aztecs), including social organisation, city life and beliefs. Students also investigate the reasons for the arrival of the Spanish in the Americas and the impacts of these interactions.

Assessment

Students will complete two assessment pieces – a research task and an essay examination.

GEOGRAPHY – Year 8 Compulsory

Geography allows students to enhance their understanding of the earth and its features and the distribution of life on earth. It is the study of the many different environments or places which make up our world and how people impact upon natural environments. The Year 8 Geography course covers both human and environmental themes, with students partaking in fieldwork to complement their studies. They will study Geography for one semester.

Unit 1: Changing Nations

This unit investigates the changing human geography of countries, as revealed by shifts in population distribution, an indicator of economic and social change. The unit also explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia.

Unit 2: Landforms and Landscapes – Coastal Systems

This unit focuses on investigating geomorphology through a study of landscapes and their landforms. There is a focus on coastal systems as students examine the processes that shape these environments, hazards associated with them, and management of coastal areas. An excursion will take place to investigate and evaluate coastal processes and management strategies at Point Cartwright and Cotton Tree.

Assessment

Students will complete two assessment pieces – a short response examination and a field report.

HISTORY – Year 9 Compulsory

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the "war to end all wars". Students will study History for one semester.

Unit 1: The Industrial Revolution

This unit focuses on the technological innovations which led to the Industrial Revolution, the population movements and changing settlement patterns during the period, the experience of men, women and children during this time period, and the short- and long-term impacts of the Industrial Revolution.

Unit 2: World War I

Students will investigate the causes of World War I and the reasons why men enlisted to fight, the places where Australians fought and the nature of warfare, the impact of the war on the home front, and the significance of a selected individual and their role in World War I.

Assessment

Students will complete two assessment pieces – a short response examination and a research task.

GEOGRAPHY – Year 9 Compulsory

In Year 9, students will have the opportunity to explore, analyse and understand the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. The units allow for the integration of knowledge from the natural sciences, social sciences and humanities to help students to build a holistic understanding of the world. Geography is studied for one semester.

Unit 1: Biomes and Food Security

The first unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. A closer look at food security for the growing world population is undertaken with a focus on solutions and sustainable practices. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Unit 2: The Geographies of Interconnections

The second unit focuses on how the choices and actions of people impact on places and environments. It focuses on investigating how people are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Local and global connections and interconnections are examined. Students will take part in an excursion to Mooloolaba and surrounds to explore the wide-reaching impacts of tourism.

Assessment

Students will complete two assessment pieces – a short response examination and an assignment.

ANCIENT HISTORY – Year 10 Elective

Ancient civilisations built great empires whose influence and impact on many aspects of life have outlived the demise. By studying ancient civilisations, students will examine how people lived, how they fought and how they were governed, the significant developments made in the areas of art, architecture, technology, thinking, oral traditions or literature, and finally, the important cultural practices, beliefs, values and customs that impact on people's way of life.

Unit 1: Source Reliability and Contestability

This unit introduces students to the methodology and terminology of the historian and the historian's use of sources, both primary and secondary. They will also investigate historiography, including source reliability, authentication and contestability.

Unit 2: The Vikings

Students will investigate the fall of the Roman Empire and the subsequent influence of the Vikings on Europe.

Unit 3: Innovation and Invention in the Ancient World

Students will explore the key technological developments in the Ancient World related to weaponry, warfare, medicine, engineering and building. They will also consider the impact of such developments on the modern world.

Assessment

Students will complete three assessment pieces – a short response examination, an essay examination and a research assignment on an ancient civilization.

GEOGRAPHY – Year 10 Elective

Environmental sustainability and human wellbeing and development are themes of global significance in the 21st Century. This course covers both areas, allowing students to consider how people impact on the natural environment and how the natural environmental ultimately impacts upon us.

Unit 1: Environmental Change and Management

This unit includes an overview of the environmental functions that support life, the major challenges to their sustainability and the environmental world views that influence how people perceive and respond to these challenges; specifically, the process of and challenges to coastal aquatic and marine environments will be studied. Students will investigate this topic using global and local case studies. This will include a field excursion to Moreton Bay, which will involve collecting data on the marine environment, accessing St Helena Island and investigating Wynnum foreshore.

Unit 2: The Geographies of Human Wellbeing

Students will also investigate global, national and local differences in human wellbeing. This will include investigating development issues using case studies from Australia, India and across the world. Through these, the role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries is examined and assessed.

Assessment

Students will complete two assessment pieces – a field report and a combination response examination.

LEGAL STUDIES – Year 10 Elective

The Year 10 Legal Studies course provides a foundation to the study of law. It covers two main areas. The first unit focuses on an introduction to Australia's legal system, including law formation processes, police powers, the role of the courts, punishment and sentencing. The second unit allows students to conduct an investigation into a legal issue and consider potential modifications to related laws.

Unit 1: Crime and Punishment

Students will gain an understanding of how our legal system operates, including what constitutes 'good law', why society needs laws, how laws are made and the different levels of court. They will then move into a study of criminal law, including police powers, court proceedings and the categories of criminal activity and their scope of punishment. Students will examine sentencing options available and evaluate whether or not sentences 'fit' the crime within a number of case studies. They will then evaluate elements within the *Penalties and Sentencing Act 1992 [Qld]* and make recommendations about the effectiveness of sentencing laws in Queensland, referring to stakeholder opinions.

Unit 2: Current Legal Issues

Students will choose an area of law which they believe requires modification and prepare a presentation on this area. Students may select from topics such as euthanasia, surrogacy, environmental management, government surveillance, immigration and many others.

Assessment

Students will complete two assessment pieces – a combination response examination and a research task.

MODERN HISTORY – Year 10 Elective

This subject provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region and its global standing.

Unit 1: World War II

Did you know that towns and cities from Broome to Sydney came under direct attack during World War II? In the first unit of for this course, students explore both the European and Pacific theatres of war, including how Australia mobilised its forces to help halt the Japanese advance. They also consider the impact of the war on the Australian home front.

Unit 2: Rights and Freedoms

The second unit explores the history of race relations in both the United States and Australia. Students first explore the causes and outcomes of the US civil rights movement of the 1950s and 60s and then consider how the rights and freedoms of indigenous Australians have altered in the last 100 years.

Unit 3: Popular Culture

Finally, students explore popular culture in Australia, focusing on the 1950s to the modern day. Have you ever wondered about the man behind the Bradman myth, or how AC/DC conquered international music charts or the key figures in Australian fashion in the last 60 years? These are just some of the topics students could explore in their research assignment.

Assessment

Students will complete three assessment pieces – a short response examination, an essay examination and a research assignment about a specific popular culture domain.

ANCIENT HISTORY – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of any Year 10 Humanities subject*

Ancient History provides opportunities for students to study people, societies and civilisations of the past, from the development of the earliest human communities to the end of the Middle Ages. Students explore the interaction of societies, and the impact of individuals and groups on ancient events and ways of life, and study the development of some features of modern society, such as social organisation, systems of law, governance and religion.

Students analyse and interpret archaeological and written evidence. They develop increasingly sophisticated skills and understandings of historical issues and problems by interrogating the surviving evidence of ancient sites, societies, individuals and significant historical periods. They investigate the problematic nature of evidence, pose increasingly complex questions about the past and formulate reasoned responses.

Students gain multi-disciplinary skills in analysing textual and visual sources, constructing arguments, challenging assumptions, and thinking both creatively and critically.

Objectives

By the conclusion of the course of study, students will:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning

Structure

Unit 1: Investigating the Ancient World	**Unit 2: Personalities in the Times**	**Unit 3: Reconstructing the ancient world**	**Unit 4: People, power and authority**
Topic 1: Digging up the past Topic 2: Ancient Societies: Sparta	Topic 1: Hatshepsut Topic 2: Akhenaten	Topic 1: Philip II and Alexander III of Macedon Topic 2: The Medieval Crusades	Topic 1: Ancient Rome - Civil War and the breakdown of the Republic Topic 2: (To be confirmed)

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		**Unit 4**	
Summative internal assessment 1 (IA1): Examination - essay in response to historical sources	25%	Summative internal assessment 3 (IA3): Investigation - historical essay based on research	25%
Summative internal assessment 2 (IA2): Independent source investigation	25%	Summative external assessment (EA): Examination - short responses to historical sources	25%

GEOGRAPHY – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of any Year 10 Humanities subject*

Geography focuses on the significance of 'place' and 'space' in understanding our world. Students engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical challenges and their effects on people, places and the environment.

Students investigate places in Australia and across the globe to observe and measure spatial, environmental, economic, political, social and cultural factors. They interpret global concerns and challenges including responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change. They develop an understanding of the complexities involved in sustainable planning and management practices.

Students observe, gather, organise, analyse and present data and information across a range of scales. They engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork is central to the study of Geography in the 21st century. It provides authentic opportunities for students to engage in real-world applications of geographical skills and thinking, including the collection and representation of data. Fieldwork also encourages participation in collaborative learning and engagement with the world in which students live.

Objectives

By the conclusion of the course of study, students will:

- explain geographical processes
- comprehend geographic patterns
- analyse geographical data and information
- apply geographical understanding
- synthesise information from the analysis to propose action
- communicate geographical understanding

Structure

Unit 1: Responding to risk and vulnerability in hazard zones	**Unit 2: Planning sustainable places**	**Unit 3: Responding to land cover transformations**	**Unit 4: Managing population change**
Topic 1: Natural hazard zones Topic 2: Ecological hazard zones	Topic 1: Responding to challenges facing a place in Australia Topic 2: Managing challenges facing a megacity	Topic 1: Land cover transformations and climate change Topic 2: Responding to local land cover transformations	Topic 1: Population challenges in Australia Topic 2: Global population change

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		**Unit 4**	
Summative internal assessment 1 (IA1): Examination — combination response	25%	Summative internal assessment 3 (IA3): Investigation — data report	25%
Summative internal assessment 2 (IA2): Investigation — field report	25%	Summative external assessment (EA): Examination — combination response	25%

LEGAL STUDIES – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of any Year 10 Humanities subject*

Legal Studies focuses on the interaction between society and the discipline of law and explores the role and development of law in response to current issues. Students study the legal system and how it regulates activities and aims to protect the rights of individuals, while balancing these with obligations and responsibilities.

Students study the foundations of law, the criminal justice process and the civil justice system. They critically examine issues of governance, explore contemporary issues of law reform and change, and consider Australian and international human rights issues.

Students develop skills of inquiry, critical thinking, problem-solving and reasoning to make informed and ethical decisions and recommendations. They identify and describe legal issues, explore information and data, analyse, evaluate to make decisions or propose recommendations, and create responses that convey legal meaning. They question, explore and discuss tensions between changing social values, justice and equitable outcomes.

Objectives

By the conclusion of the course of study, students will:

- comprehend legal concepts, principles and processes
- select legal information from sources
- analyse legal issues
- evaluate legal situations
- create responses that communicate meaning.

Structure

Unit 1: Beyond reasonable doubt	**Unit 2: Balance of probabilities**	**Unit 3: Law, governance and change**	**Unit 4: Human rights in legal contexts**
Topic 1: Legal foundations Topic 2: Criminal investigation process Topic 3: Criminal trial process Topic 4: Punishment and sentencing	Topic 1: Civil law foundations Topic 2: Contractual obligations Topic 3: Negligence and the duty of care	Topic 1: Governance in Australia Topic 2: Law reform within a dynamic society	Topic 1: Human rights Topic 2: The effectiveness of international law Topic 3: Human rights in Australian contexts

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		**Unit 4**	
Summative internal assessment 1 (IA1): Examination — combination response	25%	Summative internal assessment 3 (IA3): Investigation — argumentative essay	25%
Summative internal assessment 2 (IA2): Investigation — inquiry report	25%	Summative external assessment (EA): Examination — combination response	25%

MODERN HISTORY – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of any Year 10 Humanities subject*

Modern History provides opportunities for students to gain historical knowledge and understanding about some of the main forces that have contributed to the development of the Modern World and to think historically and form a historical consciousness in relation to these same forces.

Modern History enables students to empathise with others and make meaningful connections between the past, present and possible futures. Students learn that the past is contestable and tentative. Through inquiry into ideas, movements, national experiences and international experiences they discover how the past consists of various perspectives and interpretations.

Students gain a range of transferable skills that will help them become empathetic and critically-literate citizens who are equipped to embrace a multicultural, pluralistic, inclusive, democratic, compassionate and sustainable future.

Objectives

By the conclusion of the course of study, students will:

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources
- synthesise evidence from historical sources to form a historical argument
- evaluate evidence from historical sources to make judgments
- create responses that communicate meaning

Structure

Unit 1: Ideas in the modern world	**Unit 2: Movements in the modern world**	**Unit 3: National experiences in the modern world**	**Unit 4: International experiences in the modern world**
Topic 1: The French Revolution (1789–1799) Topic 2: The Russian Revolution (1905–1920s)	Topic 1: Australian Indigenous rights movement since 1967 Topic 2: Women's movement since 1893	Topic 1: Germany (1914–1945) Topic 2: Israel (1948–1993)	Topic 1: The Cold War (1945–1991) Topic 2: (To be confirmed)

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		**Unit 4**	
Summative internal assessment 1 (IA1): Examination — essay in response to historical sources	25%	Summative internal assessment 3 (IA3): Investigation — historical essay based on research	25%
Summative internal assessment 2 (IA2): Independent source investigation	25%	Summative external assessment (EA): Examination — short responses to historical sources	25%

FRENCH

YEAR 7

- C'est la rentrée
  Back to School
- Au marché
  Shopping for Food
- J'adore le sport
  Sport and Recreation
- Qui est-ce?
  Personal Descriptions

YEAR 8

- Le goût de France
  A Taste of France
- Ma ville
  My Town

YEAR 9

- Bienvenue à mon collège
  My School
- Vive les vacances!
  Future Holidays
- C'est ma vie
  Daily Routines and Habits
- Quel weekend!
  Describing a Past Weekend

YEAR 10

- Bienvenue à Paris
  A Virtual Visit to Paris
- Bien manger, bien vivre
  Healthy Lifestyles
- Vers le futur
  Work and Future Plans
- Autrefois et ailleurs
  Describing the Past

YEAR 11

- Ma vie
  My World
- L'exploration du monde
  Exploring our World

YEAR 12

- Notre société
  Our Society
- Mon avenir
  My Future

FRENCH – Year 7 Compulsory

In Year 7, students continue the study of their elected language. Our French program aims to develop students into citizens who are globally engaged, comfortable with diversity and with the skills to operate effectively across cultures with different world-views and belief systems. Our Year 7 units enable students to enhance their linguistic and cultural competencies through a wide range of learning experiences.

Unit 1: C'est la rentrée – Back to School

This unit develops a cultural awareness of the differences between school systems in France and Australia. Students learn to talk about a typical school timetable, their preferences, tell the time and describe a typical school day.

Unit 2: Au marché – Shopping for Food

This unit focusses on the importance of fresh, regional food and how it influences meals and the impact on French culture. Students learn a wide range of food items, discover French delicacies, describe quantities, revise numbers and currency and culminate with developing role-plays at a French market. The unit also allows includes a *dégustation (tasting)* session so students can experience many of the typically French items we have discussed.

Unit 3: J'adore le sport – Sport and Recreation

Sport and leisure are the key focus of this unit. Students learn about a wide range of sports and especially those played in the French-speaking world. We talk about our own preferences and give opinions about how we feel about different sports. We learn to use a variety of verb structures and describe some of our sporting heroes and the sports they play. At the end of the unit, we also learn how to play pétanque the French way!

Unit 4: Qui est-ce? – Personal Descriptions?

In this unit, students focus firstly on key verbs to revise key personal details such as name, age, where they live, languages and nationality. Once consolidated, we move on to describe both physical appearance and personality traits. The unit focusses around the required language to play the boardgame "Guess Who!"

Assessment

Each semester, students are assessed through examination style tasks, which demonstrate the skills of Understanding (Reading or Listening) and Communicating (Writing and Speaking).

FRENCH – Year 8 Elective

Special Note: *Entry prerequisite: successful completion of Year 7 French. Year 8 French is a prerequisite course to French in Year 9 and beyond*

Our French program aims to develop students into citizens who are globally engaged, comfortable with diversity and with the skills to operate effectively across cultures with different world-views and belief systems. Learning to speak a language contributes and enriches intellectual, linguistic, cognitive, personal and social development across all curriculum areas.

Topics and themes in Year 8 relate to personal and real-life situations likely to be encountered when travelling in French-speaking countries. Students use modelled and rehearsed language and gestures in familiar contexts and increase their linguistic independence through a wide range of learning experiences.

Unit 1: Le goût de France - A Taste of France

The initial part of the unit focusses on the cultural importance of food in everyday life, regional delicacies, and comparing eating habits between France and Australia. The second part looks at the linguistic and cultural expectations of ordering food in a restaurant in France and culminates in an excursion to an authentic French crêpe restaurant to sample the real thing and put their skills to the test!

Unit 2: Ma ville - My Town

This unit focusses on describing our local environment and attractions and how we feel about them. We explore French-speaking tourist destinations around the world and learn to describe where places are located. The second part of our unit focusses on the more practical aspect of asking and giving directions and understanding culturally relevant places and language.

Assessment

Each semester, students are assessed through examination style tasks, which demonstrate the skills of Understanding (Reading or Listening) and Communicating (Writing and Speaking).

FRENCH – Year 9 Elective

Special Note: *Entry prerequisite – successful completion of Year 8 French. The Year 9 elective is a prerequisite course to Year 10 French and beyond. Students are strongly encouraged to engage in a full year of study if they wish to continue beyond Year 9.*

Topics and themes in Year 9 expand upon previous learning and allow students to deepen their cultural competence and linguistic control and independence. We explore the concept of tenses more deeply and students completing a full year of study are able to communicate in the past, present, future and conditional tenses. The ability to communicate in an additional language is an important 21st century skill enabling students to participate successfully in a global society, expand their horizons and better understand their place in the world.

Course A: Semester 1

Unit 1: Bienvenue à mon collège - My School

In this unit, students learn to express a wider range of feelings about school life, school routines and their own strengths and weaknesses. We describe our own school and make comparisons to school life in France. School rules, uniform, clubs and school infrastructure allow us to compare systems in detail. Grammar in this unit focuses on the present tense of regular verbs, adjectives, modal verbs, a wider range of conjunctions and structures for developing complexity in sequencing language. We also focus on identifying register and how to write informally.

Unit 2: Vive les vacances - Future Holidays

This unit allows us to explore the geographical features of France and the French-speaking world and how this influences French holiday habits. Students use the present tense to discuss their normal holiday plans and compare these to those in France. Using the near future tense, students begin to talk about future holiday plans and understand others describing their plans. This unit develops conversational fluency and focuses on the use of register in speech and how to maintain and sustain conversation in an informal context.

Course B: Semester 2

Unit 3: C'est ma vie - Daily Routines and Habits

We begin the unit looking at media and technology (TV, cinema, reading and IT) to revisit grammatical structures and begin to look at adverbs of frequency, negation and idiomatic phrases to describe preferences. Daily routine is then explored through reflexive verbs, allowing students to make comparisons and similarities between their own lives and those of a French teen. Once mastered, our descriptions move into the third person to allow us to describe living conditions in less developed areas of the French-speaking world, drawing on France's strong cultural links with humanitarian aid and comparing them to our own experiences.

Unit 4: Quel weekend! - Describing a Past Weekend

Our focus in our final unit is the perfect tense and being able to describe past events. Accuracy with key expressions in the present tense ensures students have a wide range of infinitive phrases firmly embedded. We combine these with more colloquial structures to express preferences and frequency, thus allowing students to gain genuine conversational competency. From there we move to acquisition of the perfect tense to describe a past weekend. The culmination of this unit is all about tone and describing both an amazing or disastrous weekend and expressing this in more emotive language. Once again, we explore informal written expression through the structure of texts, social media and emails, allowing students to transfer and deepen knowledge from previous units.

Assessment

Each semester, students are assessed through examination style tasks, which demonstrate the skills of Understanding (Reading or Listening) and Communicating (Writing and Speaking).

FRENCH – Year 10 Elective

Special Note: *Entry prerequisite - successful completion of Year 9 French (at least one full semester is required).*

Year 10 French is a prerequisite course to Senior French. Students are strongly encouraged to engage in a full year of study if they wish to continue beyond Year 10. There are opportunities for students to participate in the France Tour and individual student exchanges to our sister school in Aurillac.

The Year 10 French course offers students a number of opportunities for real life use of language through a well-supported Tour and Exchange program as well as making use of opportunities to include native speakers in the classroom. It also provides an essential foundation to Senior French, permitting students to learn key grammar structures and tenses through relevant topics and assessment, thus establishing firm foundations for success in future learning.

Learning to speak a language in addition to English not only enhances employment opportunities in a global economy; it also contributes and enriches intellectual, linguistic, cognitive, personal and social development across all curriculum areas. The ability to communicate in an additional language is an important 21st century skill enabling students to participate successfully in a global society, expand their horizons and better understand their place in the world.

Course A : Semester 1

Unit 1: Bienvenue à Paris – A Virtual Visit to Paris

The unit begins by gaining a real insider's knowledge of Paris and its most famous landmarks and how to describe and compare them. We re-visit the perfect tense and use key verbs to describe a recent visit to the City of Lights, through post cards, messages and emails. We revisit informal language in both written and spoken texts to allow us to describe our own "virtual" visit to this amazing city.

Unit 2: Bien manger, bien vivre – Healthy Lifestyles

Unit 2 initially revisits the topic of food, this time looking more deeply at nutrition and what we should and shouldn't eat and why. We consider differences in eating habits and related health benefits. Our focus then turns to fitness and sport, and how to maintain a healthy lifestyle. Through the topic of teen health, we also look at stress, alcohol and illegal substances, culminating in a "letter to the editor" style task relating to the lives of young people.

Course B: Semester 2

Unit 3: Vers le futur – Work and Future Plans

We begin Unit 3 by looking at jobs and the careers of those around us. We discuss qualities needed for particular professions and through the future tense and conditional tenses, we express future plans and intentions. We learn to write formal letters of application and résumés and learn how to prepare and respond to potential interview questions.

Unit 4: Autrefois et ailleurs – Describing the Past

This unit takes a deeper look at family and family relationships, using a wide range of adjectival structures to describe relationships with others. Students consider parental and sibling relationships more deeply and discuss parental permissions and perspectives. Through the imperfect tense, students compare their own lives to those of their grandparents and consider societal changes, both at home and in France, over time. They share their own childhood experiences and write about a biographical experience using both the perfect and imperfect tenses.

Assessment

Each semester, students are assessed through examination style tasks, which demonstrate the skills of Understanding (Reading or Listening) and Communicating (Writing and Speaking). Students will also participate in our new Year 9 Immersion Day, allowing them to access a range of authentic experiences beyond the curriculum.

FRENCH – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of a semester of Year 10 French*

Entry prerequisite: successful completion of Year 10 French.

There are opportunities for Year 11 students to participate in student exchange to Grammar's Sister School in Aurillac through ELO as well as Grammar's bi-annual France Tour.

French provides students with the opportunity to reflect on their understanding of the French language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Students communicate with people from French-speaking communities to understand the purpose and nature of language and to gain understanding of linguistic structures. They acquire language in social and cultural settings and communicate across a range of contexts for a variety of purposes.

Students experience and evaluate a range of different text types; reorganise their thinking to accommodate other linguistic and intercultural knowledge and textual conventions; and create texts for a range of contexts, purposes and audiences.

Objectives

By the conclusion of the course of study, students will:

- comprehend French to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of French language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in French.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Ma vie **My world** • Family/carers and friends • Lifestyle and leisure • Education	**L'exploration du monde** **Exploring our world** • Travel • Technology and media • The contribution of French culture to the world	**Notre société** **Our society** • Roles and relationships • Socialising and connecting with my peers • Groups in society	**Mon avenir** **My future** • Finishing secondary school, plans and reflections • Responsibilities and moving on

Assessment

Assessments in Units 1 and 2 will be short, combination and extended response tasks. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — short response analysing texts in English	15%	Summative internal assessment 3 (IA3): • Extended response – prepared individual response to texts	30%
Summative internal assessment 2 (IA2): • Examination — combination response analysing French written/audio texts in English, creating texts in French and exchanging ideas in French.	30%	Summative external assessment (EA): • Examination — combination response to texts for Unit 4 content only.	25%

JAPANESE

YEAR 7

- はじめまして!
  Nice to Meet You!
- 買って食べましょう!
  Shopping and Eating!
- げきてきビフォーアフター
  Extreme Before and After
- でんしゃ、じてんしゃ、しんかんせん
  Trains, Bicycles and Bullet Trains

YEAR 8

- ポップカルチャー
  Pop-Culture
- そうしましょう!
  Let's Do It!

YEAR 9

- ぶかつどってなに?
  What is Bukatsudo?
- ここ、そこ、どこ?
  Here, There and Where?
- むかしぶなし!
  Once Upon a Time!
- もったない!
  Wastefulness!

YEAR 10

- いらっしゃいませ!
  Welcome!
- いたい!
  Ouch!
- アルバイト
  Part-Time Work
- ホームスティ!
  Homestay!

YEAR 11

- 私のくらし
  My World
- 私達のまわり
  Exploring Our World

YEAR 12

- 私達の社会
  Our Society
- 私の将来
  My Future

JAPANESE – Year 7 Compulsory

Special Note: *A course designed for both new learners and continuing learners. A prerequisite course to Japanese in Year 8 and beyond.*

Our Japanese program aims to develop students into citizens who are globally engaged, comfortable with diversity and with the skills to operate effectively across cultures with different world-views and belief systems. In a globally connected world, languages are valuable and useful tools for communication, relationship building and the transfer and advancement of knowledge. The ability to speak a language in addition to English enhances one's competitive edge in a global economy. Japanese language and culture offer a mix of traditional and modern features, creating a rich context for intercultural learning; and something for everyone with unique food, popular culture, art, music, cinema, martial arts, technology and many other areas.

Students become familiar with the sounds and patterns of spoken Japanese, including pronunciation, rhythm and intonation. They use Japanese in classroom interactions and short communicative tasks. Students understand and apply rules or patterns to elements of Japanese grammar including word order, simple verb forms, nouns, adjectives and particles. They are exposed to two scripts, hiragana and kanji, and develop a working knowledge of how these are used to create meaning. Students identify words, phrases and behaviours that convey Japanese traditions including politeness and humility and use these appropriately.

Unit 1: はじめまして！ **Nice to Meet You!**

Personal details; school life; subjects; comparing Australia and Japan's school system; first 5 lines of the standard hiragana chart; and simple kanji (numbers and days of the week).

Unit 2: 買って食べましょう！**Shopping and Eating!**

Japanese foods; eating habits; diet; meal etiquette; shopping for food; ordering in a Japanese restaurant; comparing typical Japanese and Australian diets and food; taste testing; last 5 lines of the standard hiragana chart; and simple kanji relevant to this unit.

This unit culminates with a visit to a local Japanese restaurant.

Unit 3: げきてきビフォーアフター**Extreme Before and After**

Housing features; prepositions; comparing housing in Japan and Australia; explaining purpose/function of rooms; dream house design and virtual tour; sound changes on the hiragana chart; and simple kanji relevant to this unit.

Unit 4: でんしゃ、じてんしゃ、しんかんせん **Trains, Bicycles and Bullet Trains**

Travel phrases; transport; timetables; travel opportunities within Japan; blended hiragana sounds; and simple kanji relevant to this unit.

Assessment

Assessment looks at students' abilities to communicate (speaking and writing tasks) and understand (listening and reading tasks). Assessment includes both exams and assignments.

JAPANESE – Year 8 Elective

Special Note: *Entry prerequisite: successful completion of Year 7 Japanese. A prerequisite course to Japanese in Year 9 and beyond.*

Our Japanese program aims to develop students into citizens who are globally engaged, comfortable with diversity and with the skills to operate effectively across cultures with different world-views and belief systems. In a globally connected world, languages are valuable and useful tools for communication, relationship building and the transfer and advancement of knowledge. The ability to speak a language in addition to English enhances ones competitive edge in a global economy. Japan and Australia have been close strategic and economic partners for over 60 years. These close relationships create employment opportunities for Australians with knowledge of Japanese and an understanding of Asia in Australia, Japan and Internationally. Japanese language and culture offer a mix of traditional and modern features, creating a rich context for intercultural learning; and something for everyone with unique food, popular culture, art, music, cinema, martial arts, technology and many other areas.

Students use modelled and rehearsed language and gestures in familiar contexts and begin to use learnt language to express their personal meaning. They use high-frequency words and expressions, broadening their range of vocabulary and language functions. They develop a clearer knowledge of Japanese word order and of grammatical features including particles, adjectives and verb tenses. They develop metalanguage to talk about Japanese grammar and to make comparisons and connections with their own language(s). Students develop confidence and proficiency in reading and writing hiragana and use high-frequency kanji.

Unit 1: ポップカルチャー**Pop-Culture**

Exploring Japanese pop-culture including anime, manga, fashion and music; detailed personal descriptions; clothing; analyse traditional and new culture; describe appearances, clothing and traditions; consolidate hiragana; and simple kanji relevant to this unit. The term culminates with an incursion to create a personal pop-culture element.

Unit 2: そうしましょう！**Let's Do It!**

Time; frequency; complex sentences; verb conjugations; creating/accepting/declining invites; social etiquette in Japan; analyse teenage past-times in Australia and Japan; and kanji relevant to this unit.

Assessment

Assessment looks at students' abilities to communicate (speaking and writing tasks) and understand (listening and reading tasks). Assessment includes both exams and assignments.

JAPANESE – Year 9 Elective

Special Note: *Entry prerequisite: successful completion of Year 8 Japanese. A prerequisite course to Japanese in Year 10 encourages to engage in a full year of study if they wish to continue beyond Year 9.*

Our Japanese program aims to develop students into citizens who are globally engaged, comfortable with diversity and with the skills to operate effectively across cultures with different world-views and belief systems. In a globally connected world, languages are valuable and useful tools for communication, relationship building and the transfer and advancement of knowledge. The ability to speak a language in addition to English enhances ones competitive edge in a global economy. Japan and Australia have been close strategic and economic partners for over 60 years. These close relationships create employment opportunities for Australians with knowledge of Japanese and an understanding of Asia in Australia, Japan and Internationally. Japanese language and culture offer a mix of traditional and modern features, creating a rich context for intercultural learning; and something for everyone with unique food, popular culture, art, music, cinema, martial arts, technology and many other areas.

Students build fluency and greater control of grammatical elements, using expressive and descriptive language to convey personal opinions. Students develop linguistic and cultural awareness through analysing texts and applying their knowledge in language exercises and tasks. They explore how moving between different languages and cultural systems impacts on the student's ways of thinking and behaving; and how successful communication requires flexibility, awareness and openness to alternative ways. Students identify aspects of culture embedded in Japanese words, expressions and behaviours, and recognise contexts in which particular values are expressed for different purposes and audiences. Students understand sound variation in the pronunciation of borrowed words through the introduction of the third Japanese script katakana. Students continue to study kanji relevant to each unit.

Course A: Semester 1

Unit 1: ぶかつどってなに？ **What is *Bukatsudo?***

Extra-curricular activities; likes/dislikes; skills; comparing extra-curricular opportunities in Australia and Japan; and third script of katakana.

Unit 2: ここ、そこ、どこ？ **Here, There and Where?**

Prepositions; interrogatives; asking and giving directions; verb conjugations (て (te) form); travelling within Japan; and kanji relevant to this unit.

Course B: Semester 2

Unit 3: むかしぶなし！ **Once Upon a Time!**

Nationality, verb conjugations, reporting language, sequencing events, folktales and the culture they reflect, kanji relevant to the unit.

Unit 4: もっとない！ **Wastefulness!**

Consolidates learning thus far in the Junior Japanese program; using conjugations to create instructions and advice; provides opportunity to compare and contrast Australian and Japanese lifestyles; explore Japanese innovation and development around sustainability; kanji relevant to this unit.

Assessment

Assessment looks at students' abilities to communicate (speaking and writing tasks) and understand (listening and reading tasks). Assessment includes both exams and assignments.

JAPANESE – Year 10 Elective

Special Note: *Entry prerequisite: successful completion of Year 9 Japanese. A prerequisite course to Senior Japanese. Students are strongly encouraged to engage in a full year of study if they wish to continue beyond Year 10. There are opportunities for students to participate in the School Tour to Japan and the student exchange program with Grammar's Sister School, Shohei. There is also an opportunity for students to participate in the School Japan Study Tour which is held bi-annually.*

Our Japanese program aims to develop students into citizens who are globally engaged, comfortable with diversity, and with the skills to operate effectively across cultures and belief systems. In a globally connected world, languages are valuable and useful tool for communication, relationship building, the transfer and advancement of knowledge, and provide a competitive edge in a global economy. Japan and Australia have been close strategic and economic partners for well over 60 years. These close relationships create employment opportunities for Australians with knowledge of Japanese and an understanding of Asia not only within Australia, Japan but also internationally. Japanese language and culture offer a mix of traditional and modern features, creating a rich context for intercultural learning; and something for everyone with unique food, popular culture, art, music, cinema, martial arts, technology and many other areas.

Students use Japanese to communicate and interact, to access and exchange information, to express feelings and opinions, to participate in imaginative and creative experiences, and to design, interpret and analyse a range of texts. Students initiate and sustain interactions with other speakers of Japanese in spoken and written modes. They use familiar language patterns as a foundation for generating increasingly original language in their physical and social environments. They develop broader knowledge of vocabulary and grammar to produce more sophisticated language for a variety of audiences. Students use a range of culturally appropriate gestures and behaviours, with a greater degree of self-correction, spontaneity and repair. They develop a greater understanding of Japanese cultural norms, for example, in relation to responding to praise, communicating refusal, or the use of eye contact. They use a greater number of kanji and apply their understanding of known kanji to predict the meaning of unfamiliar words.

Course A: Semester 1

Unit 1: いらっしゃいませ! **Welcome!**

Shops; shopping; requesting assistance; exploring unique Japanese shopping experiences; and kanji relevant to this unit.

Unit 2: いたい！ **Ouch!**

Healthy lifestyles; visiting doctors; giving advice; and kanji relevant to this unit.

Course B: Semester 2

Unit 3: アルバイト **Part-Time Work**

Part-time job applications; writing a resume; discussing personal attributes and skills; responding to employment advertisements; and kanji relevant to this unit.

Unit 4: ホームスティ！ **Homestay!**

Life as an exchange student; rules; requests; permissions; Japanese student and family life; and kanji relevant to this unit.

Assessment

Assessment looks at students' abilities to communicate (speaking and writing tasks) and understand (listening and reading tasks). Assessment includes both exams and assignments.

JAPANESE – Years 11 & 12 (General Subject)

Recommended Prior Learning: Successful completion of a semester of Year 10 Japanese

There are opportunities for students to participate in the School Tour to Japan and the student exchange program with Grammar's Sister School, Shohei. There is also an opportunity for students to participate in the School Japan Study Tour which is held bi-annually.

Our Senior Japanese program aims to develop students into citizens who are globally engaged, comfortable with diversity and with the skills to operate effectively across cultures with different world-views and belief systems. The ability to communicate in an additional language such as Japanese is an important 21st century skill. Furthermore, the study of an additional language contributes to and enriches intellectual, educational, linguistic, metacognitive, personal, social and cultural development.

Japanese provides students with the opportunity to reflect on their understanding of the Japanese language and the communities that use it, while also assisting in the effective negotiation of experiences and meaning across cultures and languages. Students participate in a range of interactions in which they exchange meaning, develop intercultural understanding and become active participants in understanding and constructing written, spoken and visual texts.

Objectives

By the conclusion of the course of study, students will:

- comprehend Japanese to understand information, ideas, opinions and experiences
- identify tone, purpose, context and audience to infer meaning, values and attitudes
- analyse and evaluate information and ideas to draw conclusions and justify opinions, ideas and perspectives
- apply knowledge of Japanese language elements, structures and textual conventions to convey meaning appropriate to context, purpose, audience and cultural conventions
- structure, sequence and synthesise information to justify opinions, ideas and perspectives
- use strategies to maintain communication and exchange meaning in Japanese.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
私のくらし **My world** Family/carers and friends Lifestyle and leisure Education	**私達のまわり** **Exploring our world** Travel Technology and media The contribution of Japanese culture to the world	**私達の社会** **Our society** Roles and relationships Socialising and connecting with my peers Groups in society	**私の将来** **My future** Finishing secondary school, plans and reflections Responsibilities and moving on

Assessment

Assessments in Units 1 and 2 will be short, combination and extended response tasks. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Examination — short response analysing texts in English	15%	Summative internal assessment 3 (IA3): Extended response – prepared individual response to texts	30%
Summative internal assessment 2 (IA2): Examination — combination response analysing Japanese written/audio texts in English, creating texts in Japanese and exchanging ideas in Japanese.	30%	Summative external assessment (EA): Examination — combination response to texts for Unit 4 content only.	25%

MATHEMATICS

YEAR 7

- Fractions/Percentages
- Area 3D Shapes
- Linear Representations
- Measure of Central Tendency

YEAR 8

- Index Laws
- Congruence
- Pythagoras Theorem
- Probability

YEAR 9

- Surface Area
- Trigonometry
- Binomial Expressions

YEAR 10

MATHEMATICS TEN

- Measurement
- Conditional Probability
- Trigonometry
- Algebra
- Linear Relationships
- Statistics
- Growth and Decay
- Scaling

MATHEMATICS TENPLUS

- Measurement
- Algebra
- Trigonometric Equations
- Linear & Quadratic Equations
- Growth and Decay
- Linear Relationships
- Statistics
- Surds & Non-Linear Relationships

YEAR 11

ESSENTIAL MATHEMATICS

- Number, Data and Graphs
- Money, Travel and Data

GENERAL MATHEMATICS

- Money, Measurement and Relations
- Applied Trigonometry, Algebra, Matrices and Univariate Data

MATHEMATICAL METHODS

- Algebra, Statistics and Functions
- Calculus and Further Functions

SPECIALIST MATHEMATICS

- Combinatorics, Vectors and Proofs
- Complex Numbers, Trigonometry, Functions and Matrices

YEAR 12

ESSENTIAL MATHEMATICS

- Measurement, Scales and Data
- Graphs, Chance and Loans

GENERAL MATHEMATICS

- Bivariate Data, Sequences & Change, and Earth Geometry
- Investing and Network Analytics

MATHEMATICAL METHODS

- Further Calculus
- Further Functions and Statistics

SPECIALIST MATHEMATICS

- Mathematical Inductions, & Further Vectors, Matrices and Complex Numbers
- Applications of Calculus and Statistical Inference

MATHEMATICS – Year 7 Compulsory

The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry,* and *Statistics and Probability*. In Year 7, students make connections between whole numbers and index notation and move between representations of fractions, decimals and percentages. Students generalise using variables, solve simple linear equations and identify points on the Cartesian plane. They compare costs of items to make financial decisions and investigate questions involving the collection of data. Students classify basic shapes and establish the formulas for area, perimeter and volume. They identify angles formed by a transversal and describe transformations on the Cartesian plane. Assessment will include problem solving and modelling tasks and formal examinations.

MATHEMATICS – Year 8 Compulsory

The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. In Year 8, students use strategies to carry out operations with integers, fractions, decimals and percentages. They recognise and use the index laws and solve problems involving rates and ratios and compound areas and volumes. Students will simplify a variety of algebraic expressions and solve linear equations. They represent data in a variety of ways and calculate Measures of Central Tendency and study basic probability and features of geometrical shapes. Assessment will include problem solving and modelling tasks and formal examinations.

MATHEMATICS – Year 9 Compulsory

The Australian Curriculum: Mathematics provides students with essential mathematical skills and knowledge in *Number and Algebra*, *Measurement and Geometry*, and *Statistics and Probability*. In Year 9, students express numbers in scientific notation and apply the index laws. They expand and factorise algebraic expressions and solve problems involving simple interest. Students solve linear equations using graphical and algebraic techniques. They construct displays of data and analyse sets of data. Students calculate areas of shapes and volume and surface area of right prisms. They solve problems involving Pythagoras' theorem and use the trigonometric ratios to solve problems involving right-angled triangles. Assessment will include problem solving and modelling tasks and formal examinations.

MATHEMATICS – Year 10 Compulsory

Pathways to Year 11 and 12 Studies

Mathematics Ten ➡ Essential Mathematics and General Mathematics

These two Senior subjects are designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require knowledge of calculus. These pathways include trades, and university courses in areas such as economics, psychology, business and the arts.

Mathematics TenPlus ➡ Mathematical Methods and Specialist Mathematics

These two Senior subjects are designed for students with a strong interest in mathematics. They provide preparation for tertiary studies in the natural, physical and medical sciences, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

In Year 10, students have two courses to choose from. A course recommendation will be made by the School for each student based on performance in the Year 9 course, teacher observation and parental discussion. The courses available are Mathematics Ten and Mathematics TenPlus.

If you wish to discuss this recommendation it is advisable to contact the Head of Mathematics.

Mathematics Ten

This course is aimed at students who have achieved a standard 'C' or below in Year 9 Mathematics. The course will contain all of the Year 10 Australian Curriculum content. This course is aimed particularly at students intending to study Essential Mathematics or General Mathematics in Years 11 and 12.

Unit 1: Measurement | Probability | Trigonometry | Algebra

This semester students will study surface area and volume of prisms and pyramids, probability calculations including use of Tree and Venn diagrams, trigonometry, index laws and expansion and factorisation of algebraic expressions.

Unit 2: Linear Relationships | Statistics | Growth and Decay | Scaling

This semester students will study linear graphs and simultaneous equations, measures of central tendency, growth and decay and similarity and scale factor.

Assessment

Assessment will include a problem solving and modelling task and formal examinations.

Mathematics TenPlus

This course is aimed at students who have achieved a standard 'B' or above in Year 9 Mathematics. The course will contain all of the Year 10 Australian Curriculum content plus additional Year 10 content. This course is aimed at students intending to study Mathematical Methods (or Mathematical Methods and Specialist Mathematics) in Years 11 and 12.

Unit 1: Measurement | Algebra | Trigonometry | Linear & Quadratic Equations

This semester students will study surface area and volume of prisms and pyramids, trigonometry, linear equations, expansion and factorisation of algebraic expressions and solving quadratic equations.

Unit 2: Index Laws | Linear Relationships | Statistics | Surds & Non-Linear Relationships

This semester students will study index laws, investigating linear equations and graphs, simultaneous equations, statistic, surds and quadratic equations and their graphs.

Assessment

Assessment will include a problem solving and modelling task and formal examinations.

ESSENTIAL MATHEMATICS – Years 11 & 12 (Applied Subject)

Essential Mathematics' major domains are Number, Data, Location and time, Measurement and Finance.

Essential Mathematics benefits students because they develop skills that go beyond the traditional ideas of numeracy.

Students develop their conceptual understanding when they undertake tasks that require them to connect mathematical concepts, operations and relations. They learn to recognise definitions, rules and facts from everyday mathematics and data, and to calculate using appropriate mathematical processes.

Students interpret and use mathematics to make informed predictions and decisions about personal and financial priorities. This is achieved through an emphasis on estimation, problem-solving and reasoning, which develops students into thinking citizens.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number, Data, Location and time, Measurement and Finance
- comprehend mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Number, data and graphs • Fundamental topic: Calculations • Number • Representing data • Graphs	**Money, travel and data** • Fundamental topic: Calculations • Managing money • Time and motion • Data collection	**Measurement, scales and data** • Fundamental topic: Calculations • Measurement • Scales, plans and models • Summarising and comparing data	**Graphs, chance and loans** • Fundamental topic: Calculations • Bivariate graphs • Probability and relative frequencies • Loans and compound interest

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments – Year 12 *(Calculator allowed for all assessments)*

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	25%	Summative internal assessment 3 (IA3): • Problem Solving & Modelling Task	25%
Summative internal assessment 2 (IA2): • Common Internal Assessment	25%	Summative internal assessment 4 (IA4): • Examination	25%

Please note results for this subject contribute to the QCE (Qld Certificate of Education) and ATAR (Australian Territory Admission Rank). However, only one applied subject can contribute toward ATAR.

GENERAL MATHEMATICS – Years 11 & 12 (General Subject)

Recommenced Prior Learning: *Successful completion of Year 10 Mathematics*

General Mathematics' major domains are Number and algebra, Measurement and geometry, Statistics, and Networks and matrices, building on the content of the P–10 Australian Curriculum.

General Mathematics is designed for students who want to extend their mathematical skills beyond Year 10 but whose future studies or employment pathways do not require calculus.

Students build on and develop key mathematical ideas, including rates and percentages, concepts from financial mathematics, linear and non-linear expressions, sequences, the use of matrices and networks to model and solve authentic problems, the use of trigonometry to find solutions to practical problems, and the exploration of real-world phenomena in statistics.

Students engage in a practical approach that equips learners for their needs as future citizens. They learn to ask appropriate questions, map out pathways, reason about complex solutions, set up models and communicate in different forms. They experience the relevance of mathematics to their daily lives, communities and cultural backgrounds. They develop the ability to understand, analyse and take action regarding social issues in their world.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- comprehend mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics, and Networks and matrices.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Money, measurement and relations • Consumer arithmetic • Shape and measurement • Linear equations and their graphs	**Applied trigonometry, algebra, matrices and univariate data** • Applications of trigonometry • Algebra and matrices • Univariate data analysis	**Bivariate data, sequences and change, and Earth geometry** • Bivariate data analysis • Time series analysis • Growth and decay in sequences • Earth geometry and time zones	**Investing and networking** • Loans, investments and annuities • Graphs and networks • Networks and decision mathematics

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

MATHEMATICAL METHODS – Years 11 & 12 (General Subject)

Recommenced Prior Learning: *Successful completion of Year 10 Mathematics*

Mathematical Methods' is a rigorous subject with major domains being Algebra, Functions, relations and their graphs, Calculus and Statistics.

Mathematical Methods enables students to see the connections between mathematics and other areas of the curriculum and apply their mathematical skills to real-world problems, becoming critical thinkers, innovators and problem-solvers.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, and build on algebra, functions and their graphs, and probability from the P–10 Australian Curriculum. Calculus is essential for developing an understanding of the physical world. The domain Statistics is used to describe and analyse phenomena involving uncertainty and variation. Both are the basis for developing effective models of the world and solving complex and abstract mathematical problems.

Students develop the ability to translate written, numerical, algebraic, symbolic and graphical information from one representation to another. They make complex use of factual knowledge to successfully formulate, represent and solve mathematical problems.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- comprehend mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and StatisticsStructure

Unit 1	Unit 2	Unit 3	Unit 4
Algebra, statistics and functions • Arithmetic and geometric sequences and series 1 • Functions and graphs • Counting and probability • Exponential functions 1 • Arithmetic and geometric sequences	**Calculus and further functions** • Exponential functions 2 • The logarithmic function 1 • Trigonometric functions 1 • Introduction to differential calculus • Further differentiation and applications 1 • Discrete random variables 1	**Further calculus** • The logarithmic function 2 • Further differentiation and applications 2 • Integrals	**Further functions and statistics** • Further differentiation and applications 3 • Trigonometric functions 2 • Discrete random variables 2 • Continuous random variables and the normal distribution • Interval estimates for proportions

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task	20%	Summative internal assessment 3 (IA3): • Examination	15%
Summative internal assessment 2 (IA2): • Examination	15%		
Summative external assessment (EA): 50% - Examination			

SPECIALIST MATHEMATICS – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of Year 10 Mathematics with a B grade or above*

Specialist Mathematics' is a rigorous subject with major domains being Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus. Specialist Mathematics is designed for students who develop confidence in their mathematical knowledge and ability, and gain a positive view of themselves as mathematics learners. They will gain an appreciation of the true nature of mathematics, its beauty and its power.

Students learn topics that are developed systematically, with increasing levels of sophistication, complexity and connection, building on functions, calculus, statistics from Mathematical Methods, while vectors, complex numbers and matrices are introduced. Functions and calculus are essential for creating models of the physical world. Statistics are used to describe and analyse phenomena involving probability, uncertainty and variation. Matrices, complex numbers and vectors are essential tools for explaining abstract or complex relationships that occur in scientific and technological endeavours.

Student learning experiences range from practising essential mathematical routines to developing procedural fluency, through to investigating scenarios, modelling the real world, solving problems and explaining reasoning.

Objectives

By the conclusion of the course of study, students will:

- select, recall and use facts, rules, definitions and procedures drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- comprehend mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus
- communicate using mathematical, statistical and everyday language and conventions
- evaluate the reasonableness of solutions
- justify procedures and decisions, and prove propositions by explaining mathematical reasoning
- solve problems by applying mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus.

Structure

Specialist Mathematics is to be undertaken in conjunction with, or on completion of, Mathematical Methods.

Unit 1	Unit 2	Unit 3	Unit 4
Combinatorics, vectors and proof • Combinatorics • Vectors in the plane • Introduction to proof	**Complex numbers, trigonometry, functions and matrices** • Complex numbers 1 • Trigonometry and functions • Matrices	**Mathematical induction, and further vectors, matrices and complex numbers** • Proof by mathematical induction • Vectors and matrices • Complex numbers 2	**Further statistical and calculus inference** • Integration and applications of integration • Rates of change and differential equations • Statistical inference

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Problem-solving and modelling task</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Examination</td><td rowspan="2">15%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Examination</td><td>15%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 50%
• Examination</td></tr>
</table>

SCIENCE

YEAR 7

- Relationship Between the Moon and the Tides
- Separation Techniques
- Simple Machines
- Habitats & Ecosystems

YEAR 8

- Energy
- The Rock Cycle
- Cells and the Digestive System
- Properties of Matter

YEAR 9

- Body Systems
- Tectonic Plates, Earthquakes and Volcanos
- Electricity & Light and Sound Energy

YEAR 10

BIOLOGY

- Cells
- Plant Physiology
- Genetics

CHEMISTRY

- Energy in Chemistry
- Properties of Matter

CORE SCIENCE

- The Theory of Evolution by Natural Selection
- Expanding Universe (Big Bang) Theory
- The Theory of Human Influenced Climate Change

PHYSICS

- Kinematics
- Electronics

PSYCHOLOGY

- Role of the Brain
- Sensation and Perception
- Learning

YEAR 11

BIOLOGY

- Cells and Multicellular Organisms
- Maintaining the Internal Environment

CHEMISTRY

- Chemical Fundamentals – Structure, Properties & Reactions
- Molecular Interactions and Reactions

PHYSICS

- Thermal, Nuclear and Electrical Physics
- Linear Motion and Waves

PSYCHOLOGY

- Individual Development
- Individual Behaviour

YEAR 12

BIOLOGY

- Biodiversity and the Interconnectedness of Life
- Heredity and Continuity of Life

CHEMISTRY

- Equilibrium, Acids and Redox Reactions
- Structure, Synthesis and Design

PHYSICS

- Gravity and Electromagnetism
- Revolutions in Modern Physics

PSYCHOLOGY

- Individual Thinking
- The Influence of Others

SCIENCE – Year 7 Compulsory

By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences.

SCIENCE – Year 8 Compulsory

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle.

SCIENCE – Year 9 Compulsory

By the end of Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They begin to apply their understanding of energy and forces to global systems such as continental movement.

BIOLOGY – Year 10 Elective

Special Note: *It is compulsory to select at least one (1) Science elective.*

This unit is useful for students who are considering choosing Biology at a Senior level, but should also be an interesting and worthwhile study for students who just wish to broaden their Biology knowledge.

Unit 1: Cells

Covers structure and function of cells. Students will develop basic microbial lab skills.

Unit 2: Plant Physiology

Covers plant classification, structure and reproductive systems. Students will germinate seeds to collect data and develop skills in analysing data.

Unit 3: Genetics

Students study inheritance with a particular emphasis on human examples. Students will be introduced to DNA and learn about genes. They will learn how genetic characteristics are determined, study a variety of genetics crosses and explore pedigrees. They will also study one inherited condition in some detail.

Assessment

Assessment models the modes students will face in Senior Secondary Science and includes a data test, student experiment and an end of semester exam covering the entire semester of work.

CHEMISTRY – Year 10 Elective

Special Note: *It is compulsory to select at least one (1) Science elective.*

This unit is strongly recommended prior to studying Chemistry in Senior. It is recommended that students electing to do this unit have achieved at least a satisfactory level of performance in Mathematics.

Unit 1: Energy in Chemistry

Covers fuels and energy from fuels. Students will conduct Mandatory Practicals that forms the basis of some assessment tasks.

Unit 2: Properties of Matter

Covers structure of the Periodic table, types of reactions, and concepts of solubility and concentration.

Assessment

Assessment models the modes students will face in Senior Secondary Science and includes a data test, a student experiment and an end of semester exam covering the entire semester of work.

CORE SCIENCE – Year 10 Elective

Special Note: *It is compulsory to select at least one (1) Science elective.*

This unit is strongly recommended for students who do not wish to pursue studying Science in Years 11 and 12. The content will broadly cover the key elements of the Year 10 Australian Curriculum. The course is designed to present science to students in a relevant and thoughtful way. During the semester they will use numeracy, literacy and research skills to develop their understanding of the three big controversies of the 20th Century.

Unit 1: The Theory of Evolution by Natural Selection

Unit 2: Expanding Universe (Big Bang) Theory

Unit 3: The Theory of Human Influenced Climate Change

Assessment

Unit 1 – Research Investigation Assignment (20 marks)

Unit 2 – Exam (40 marks)

Unit 3 – Student Experiment Report (20 marks)

PHYSICS – Year 10 Elective

Special Note: *It is compulsory to select at least one (1) Science elective.*

This unit is highly recommended as a course for study prior to Senior Physics. It is recommended that students electing to do this unit have achieved at least a satisfactory level of performance in Mathematics.

Unit 1: Kinematics

The study of kinematics is the study of motion' and develops the foundations of units, definitions, symbols and equations used in understanding motion.

Unit 2: Electronics

Students will develop understanding of concepts concerning current electricity, such as Current, Voltage and Resistance. Students will also learn soldering skills and construct their own project varying from a short-wave radio to components of a home security system.

Assessment

Assessment models the modes students will face in Senior Secondary Science and includes a data test, a student experiment and an end of semester exam covering the entire semester of work.

PSYCHOLOGY – Year 10 Elective

Special Note: *It is compulsory to select at least one (1) Science elective.*

This unit is highly recommended as a course for study prior to Psychology in Senior. It is recommended that students electing to do this unit have achieved at least a satisfactory level of performance in Mathematics.

Unit 1: Role of the Brain

Students study basic structure and function of the central and peripheral nervous systems. They will also learn about the role of the cerebral cortex in the processing of complex sensory information, the initiation of voluntary movements, language, symbolic thinking and the regulation of emotion, including localisation of function.

Unit 2: Sensation and Perception

Students study sensation and perception as two complementary but distinct roles in the reception, processing and interpretation of sensory information. Additionally, they learn the influence of biological, psychological and social factors on visual perception.

Unit 3: Learning

Students study models that explain learning including; classical conditioning, operant conditioning and observational learning.

Assessment

Assessment models the modes students will face in Senior Secondary Science and includes a data test, a student experiment and an end of semester exam covering the entire semester of work.

BIOLOGY – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of Year 10 Biology*

Biology provides opportunities for students to engage with living systems.

Students study cells and multicellular organisms. They engage with the concept of maintaining the internal environment. They study biodiversity and the interconnectedness of life. This knowledge is linked with the concepts of heredity and the continuity of life.

Students develop an appreciation of how to plan and carry out fieldwork, laboratory and other research investigations; interpret evidence; use sound, evidence-based arguments creatively and analytically when evaluating claims and applying biological knowledge; and communicate biological understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society. They develop their sense of wonder and curiosity about life; respect for all living things and the environment; understanding of biological systems, concepts, theories and models; appreciation of how biological knowledge has developed over time and continues to develop; a sense of how biological knowledge influences society.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Cells and multicellular organisms • Cells as the basis of life • Multicellular organisms	**Maintaining the internal environment** • Homeostasis • Infectious diseases	**Biodiversity and the interconnectedness of life** • Describing biodiversity • Ecosystem dynamics	**Heredity and continuity of life** • DNA, genes and the continuity of life • Continuity of life on Earth

Assessment

In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Note: In Units 1 and 2 'formative' assessment will model the summative assessment methods; this is a continuation of the exposure to these modes of assessment from Year 10 Science courses (Biology, Chemistry, Physics).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): **Data test** – 60 minutes + 10 minutes perusal	10%	Summative internal assessment 3 (IA3): **Research investigation** – 3 weeks class time 1500 – 2000 words	20%
Summative internal assessment 2 (IA2): **Student experiment** – 3 weeks class time	20%		
Summative external assessment (EA):	50%	2 X 90 minute examinations	

CHEMISTRY – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of Year 10 Chemistry*

Chemistry provides opportunities for students to engage with chemicals and their properties and structure.

Students study atomic theory, chemical bonding, and the structure and properties of elements and compounds. They explore intermolecular forces, gases, aqueous solutions, acidity and rates of reaction. They study equilibrium processes and redox reactions. They explore organic chemistry, synthesis and design to examine the characteristic chemical properties and chemical reactions displayed by different classes of organic compounds.

Students develop their appreciation of chemistry and its usefulness; understanding of chemical theories, models and chemical systems; expertise in conducting scientific investigations. They critically evaluate and debate scientific arguments and claims in order to solve problems and generate informed, responsible and ethical conclusions, and communicate chemical understanding and findings through the use of appropriate representations, language and nomenclature.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Chemical fundamentals — structure, properties and reactions • Properties and structure of atoms • Properties and structure of materials • Chemical reactions — reactants, products and energy change	**Molecular interactions and reactions** • Intermolecular forces and gases • Aqueous solutions and acidity • Rates of chemical reactions	**Equilibrium, acids and redox reactions** • Chemical equilibrium systems • Oxidation and reduction	**Structure, synthesis and design** • Properties and structure of organic materials • Chemical synthesis and design

Assessment

In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Note: In Units 1 and 2 'formative' assessment will model the summative assessment methods; this is a continuation of the exposure to these modes of assessment from Year 10 Science courses (Biology, Chemistry, Physics).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): **Data test** – 60 minutes + 10 minutes perusal	10%	Summative internal assessment 3 (IA3): **Research investigation** – 3 weeks class time 1500 – 2000 words	20%
Summative internal assessment 2 (IA2): **Student experiment** – 3 weeks class time	20%		
Summative external assessment (EA):	50%	2 X 90 minute examinations	

PHYSICS – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of Year 10 Physics*

Physics provides opportunities for students to engage with classical and modern understandings of the universe.

Students study fundamental concepts of thermodynamics, electricity and nuclear processes; and about the concepts and theories that predict and describe the linear motion of objects. Further, they explore how scientists explain some phenomena using an understanding of waves. They engage with the concept of gravitational and electromagnetic fields. They study modern physics theories and models that are fundamental to our understanding of many common observable phenomena.

Students develop appreciation of the contribution physics makes to society: understanding that diverse natural phenomena may be explained, analysed and predicted using concepts, models and theories that provide a reliable basis for action; and that matter and energy interact in physical systems across a range of scales. They understand how models and theories are refined, and new ones developed in physics; investigate phenomena and solve problems; collect and analyse data; and interpret evidence. Students use accurate and precise measurement, valid and reliable evidence, and scepticism and intellectual rigour to evaluate claims; and communicate physics understanding, findings, arguments and conclusions using appropriate representations, modes and genres.

Students learn and apply aspects of the knowledge and skills of the discipline (thinking, experimentation, problem-solving and research skills), understand how it works and how it may impact society.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Thermal, nuclear and electrical physics • Heating processes • Electrical circuits	**Linear motion and waves** • Linear motion and force • Waves	**Gravity and electromagnetism** • Gravity and motion • Electromagnetism	**Revolutions in modern physics** • Special relativity • Quantum theory • The Standard Model

Assessment

In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Note: In Units 1 and 2 'formative' assessment will model the summative assessment methods; this is a continuation of the exposure to these modes of assessment from Year 10 Science courses (Biology, Chemistry, Physics).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): **Data test** – 60 minutes + 10 minutes perusal	10%	Summative internal assessment 3 (IA3): **Research investigation** – 3 weeks class time 1500 – 2000 words	20%
Summative internal assessment 2 (IA2): **Student experiment** – 3 weeks class time	20%		
Summative external assessment (EA):	50%	2 X 90 minute examinations	

PSYCHOLOGY – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of a Year 10 Science course*

Psychology provides opportunities for students to engage with concepts that explain behaviours and underlying cognitions.

Students examine individual development. They investigate the concept of intelligence. They examine individual thinking and how it is determined. Finally, students consider the influence of others.

Students develop an appreciation of complex interactions involving multiple parallel processes that continually influence human behaviour. Additionally, they conduct a variety of field research and laboratory investigations involving collection and analysis of evidence.

Students learn that psychological knowledge has developed over time and is used in a variety of contexts, and is informed by social, cultural and ethical considerations. They develop an ability to critically evaluate psychological concepts, interpretations, claims and conclusions with reference to evidence. Students also learn to communicate psychological understandings, findings, arguments and conclusions using appropriate representations, modes and genres.

Objectives

By the conclusion of the course of study, students will:

- describe and explain scientific concepts, theories, models and systems and their limitations
- apply understanding of scientific concepts, theories, models and systems within their limitations
- analyse evidence
- interpret evidence
- investigate phenomena
- evaluate processes, claims and conclusions
- communicate understandings, findings, arguments and conclusions

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Individual development • Psychological science A • The role of the brain • Cognitive development • Human consciousness and sleep	**Individual behaviour** • Psychological science B • Intelligence • Diagnosis • Psychological disorders and treatments • Emotion and motivation	**Individual thinking** • Localisation of function in the brain • Visual perception • Memory • Learning	**The influence of others** • Social psychology • Interpersonal processes • Attitudes • Cross-cultural psychology

Assessment

In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Note: In Units 1 and 2 'formative' assessment will model the summative assessment methods; this is a continuation of the exposure to these modes of assessment from Year 10 Science courses (Biology, Chemistry, Physics).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): **Data test** – 60 minutes + 10 minutes perusal	10%	Summative internal assessment 3 (IA3): **Research investigation** – 3 weeks class time1500 – 2000 words	20%
Summative internal assessment 2 (IA2): **Student experiment** – 3 weeks class time	20%		
Summative external assessment (EA):	50%	2 X 90 minute examinations	

DESIGN TECHNOLOGY

YEAR 7

- Construction of Small Timber Projects

YEAR 8

- Construction of a Carry Box
- Construction of a Solar Boat

YEAR 9

DESIGN TECHNOLOGY

- Construction of CO_2 Dragster
- Construction of Eco Lamp

GRAPHICS

- Production Graphics
- Built Environment

INDUSTRIAL TECHNOLOGY

- Construction of Timber Projects

YEAR 10

DESIGN

- Design in Practice
- Sustainable Design
- Human-Centred Design

GRAPHICS

- Product Design
- Built Environment

INDUSTRIAL TECHNOLOGY

- Construction of Timber Project Incorporating Design Element
- Construction of Timber Project

YEAR 11

DESIGN

- Design in Practice
- Commercial Design

FURNISHING SKILLS

INDUSTRIAL GRAPHICS SKILLS

YEAR 12

DESIGN

- Human-Centred Design
- Sustainable Design

FURNISHING SKILLS

INDUSTRIAL GRAPHICS SKILLS

INDUSTRIAL TECHNOLOGY – Year 7 Compulsory

Special Note: *Materials are supplied for this course of study.*

Industrial Technology in Year 7 is introductory hands-on subject that focuses on practical skill development. This is a semester long subject where students are exposed to the Design Technology Workshop and guided through the construction process as they complete small timber projects. Students are also directed through relevant Work Health and Safety procedures.

Assessment

Students are not assessed in this course.

DESIGN TECHNOLOGY – Year 8 Elective

Special Note: *Materials are supplied for this course of study.*

Design Technology is a one semester, hands-on subject, that focuses on design processes and practical skill development. Students are guided through the design and construction process as they complete a series of small projects within an industrial workshop environment. They are exposed to a range of intellectual challenges while developing CAD (computer aided design) and practical skills associated with hand and power tools, machinery and equipment. Students are also directed through relevant Work Health and Safety procedures.

Unit 1: **Construction of a Carry Box**

Unit 2: **Construction of Solar Boat**

Assessment

One practical project and one theory exam.

DESIGN TECHNOLOGY – Year 9 Elective

Special Note: *Materials are supplied for this course of study.*

Design Technology encompasses both the theoretical and practical components of this subject area. It is a course that further explores the design process in preparation for the senior subject of Design.

This one-semester course requires students to produce design-based projects including a CO2 dragster and a small timber project such as an LED Lamp. Students will develop a solid skills base while investigating the nature of design and technology, and are encouraged to be active participants in invention and innovation. They are exposed to a range of intellectual challenges while developing practical skills associated with hand tools, machinery and equipment.

Unit 1: **Construction of CO_2 Dragster**

Unit 2: **Construction of Eco Lamp**

Assessment

Two practical projects (including design folios).

GRAPHICS – Year 9 Elective

Special Note: *Software and other resources are supplied for this course of study.*

Graphics engages students in solving design problems and presenting their ideas and solutions as graphical products. These design settings are based in the real-world design areas of industrial design (product design) and built environment design

In the development of solutions to design problems, students sketch and draw freehand, produce technical graphical representations in both two-dimensional and three-dimensional formats and use existing and emerging technologies to present solutions graphically. A strong emphasis will be placed on using Computer Aided Drafting (CAD) programs to produce drawings.

Unit 1: Production Graphics

Upon completion of Production Graphics unit of work, students will have investigated, researched, designed and sketched an industrial design product before utilizing the Autodesk CAD program Inventor or Fusion 360 to draw the product in 3D.

Unit 2: Built Environment

When undertaking the Built Environment Unit, students will be completing a folio of work that will encompass design techniques, sketching and CAD Drawing using the Autodesk Revit or ArchiCAD program. Students will be designing a club house of their own choosing and design.

Assessment

Two folios of work.

INDUSTRIAL TECHNOLOGY – Year 9 Elective

Special Note: *Materials are supplied for this course of study.*

Industrial Technology encompasses both the theoretical and practical components of this subject area. It is a course designed to equip students with practical skills for the year 10 and senior electives of Design Technology, Industrial Technology and Furnishings Skills.

Year 9 Industrial Technology requires students to produce two timber and one plastics project. Students will develop a solid skills base while investigating the nature of industrial technology. They will explore material properties, joinery techniques, safe and accurate use of hand tools and powered tools as well as software used with the laser cutter.

Unit 1: Construction of timber project (e.g. napkin holder, timber clock)

Unit 2: Construction of timber project (e.g. folding picnic table, phone charging station)

Assessment

Two practical projects and one theory exam.

DESIGN – Year 10 Elective

This one-semester course provides an introduction to the senior Design course which could establish a basis for further education and employment in the fields of: architecture, digital media design, fashion design, graphic design, industrial design, interior design, landscape architecture and human centred design.

The Design subject focuses on the practical application of design thinking, drawing skills and prototyping skills required to develop creative ideas in response to human needs, wants and opportunities.

Unit 1: Design in Practice

Students will develop a broad appreciation and knowledge of design elements, principles and styles in the disciplines of architecture, fashion, interior design, industrial design and visual communication/digital media design.

Unit 2: Sustainable Design

Students will focus on sustainable design in various forms in their chosen area of architecture, fashion, interior design, landscape architecture, industrial design and visual communication/digital media design.

Unit 3: Human-Centred Design

This unit will focus on designing with empathy with students being assessed via a multimedia project.

Assessment

Sustainable Project Design and Design Challenge

GRAPHICS – Year 10 Elective

Special Note: *Software and other resources are supplied for this course of study.*

This one-semester course focuses on the underpinning industry practice, design and drafting processes required to produce drawings and designs used in a variety of industries and may establish a basis for further education and employment in the fields of architecture, building, graphic design and product design.

The Graphics subject focuses on the practical application of design thinking, drawing skills and creative skills using hand drawing, CAD program and Graphics Design programs.

Unit 1: Product Design

The Product Design unit will further enhance sketching, designing and drafting skills and Computer Aided Drawing (CAD) of everyday products and engineering items using industry standard software and presenting their final drawings in an A3 Folio.

Unit 2: Built Environment

Architecture, house design and presentation using the latest industry software are the major focus of this unit of work. This course has been designed to create high quality design visualisation using the various media available and presenting finished drawings in an A3 Folio.

Assessment

Unit 1 – Assignment
Unit 2 – Assignment

INDUSTRIAL TECHNOLOGY – Year 10 Elective

Special Note: *This course of study is designed to equip students with practical skills for the senior elective Furnishing Skills. Materials are supplied for this course of study.*

This hands-on unit focuses on practical skill development in an industrial workshop setting. In Unit 1, students will learn to read and interpret project plans and are guided through the construction process of a set timber project. The emphasis of this unit is refining hand skills and extending students repertoire of joinery techniques. A design element of this project will encourage students to be innovative. They will then formulate a plan enabling them to construct this part of their design solution. In Unit 2, there is a greater focus on the use of powered tools and equipment and relevant safety considerations. Students will use this equipment after accurate measuring and marking out, to construct their project that includes the installation of required hardware.

Unit 1: **Construction of timber project incorporating design element (e.g. side table)**

Unit 2: **Construction of timber project (e.g. hinged lid keyed mitre box)**

Assessment

Two practical projects and one theory exam.

DESIGN – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of a Year 10 Design Technology subject*

Design focuses on the application of design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Designing is a complex and sophisticated form of problem-solving that uses divergent and convergent thinking strategies that can be practised and improved. Designers are separated from the constraints of production processes to allow them to appreciate and exploit new innovative ideas.

Students learn how design has influenced the economic, social and cultural environment in which they live. They understand the agency of humans in conceiving and imagining possible futures through design. Collaboration, teamwork and communication are crucial skills needed to work in design teams and liaise with stakeholders. They learn the value of creativity and build resilience as they experience iterative design processes, where the best ideas may be the result of trial and error and a willingness to take risks and experiment with alternatives.

Students learn about and experience design through exploring needs, wants and opportunities; developing ideas and design concepts; using drawing and low-fidelity prototyping skills; and evaluating ideas and design concepts. They communicate design proposals to suit different audiences.

Objectives

By the conclusion of the course of study, students will:

- describe design problems and design criteria
- represent ideas, design concepts and design information using drawing and low-fidelity prototyping
- analyse needs, wants and opportunities using data
- devise ideas in response to design problems
- synthesise ideas and design information to propose design concepts
- evaluate ideas and design concepts to make refinements
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Design in practice • Experiencing design • Design process • Design styles	**Commercial design** • Explore — client needs and wants • Develop — collaborative design	**Human-centred design** • Designing with empathy	**Sustainable design** • Explore — sustainable design opportunities • Develop — redesign

Assessment

Schools devise assessments in Units 1 and 2 to suit their local context. In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	15%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	35%	Summative external assessment (EA): • Examination — design challenge	25%

FURNISHING SKILLS – Years 11 & 12 (Applied Subject)

Furnishing Skills focuses on the underpinning industry practices and production processes required to manufacture furnishing products with high aesthetic qualities.

Students understand industry practices; interpret specifications, including technical information and drawings; demonstrate and apply safe practical production processes with hand/power tools and machinery; communicate using oral, written and graphical modes; organise, calculate and plan production processes; and evaluate the products they create using predefined specifications.

Students develop transferable skills by engaging in manufacturing tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete practical work.

Objectives

By the conclusion of the course of study, students should:

- describe industry practices in manufacturing tasks
- demonstrate fundamental production skills
- interpret drawings and technical information
- analyse manufacturing tasks to organise materials and resources
- select and apply production skills and procedures in manufacturing tasks
- use visual representations and language conventions and features to communicate for particular purposes
- plan and adapt production processes
- create products from specifications
- evaluate industry practices, production processes and products, and make recommendations.

Structure

Core topics	Elective topics
• Industry practices • Production processes	• Cabinet-making • Furniture finishing • Furniture-making

Assessment

For Furnishing Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- two projects
- one practical demonstration
- one exam

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a product component and a 6 – 8 page "Digital Portfolio" of the production process.	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item

INDUSTRIAL GRAPHICS SKILLS – Years 11 & 12 (Applied Subject)

Industrial Graphics Skills focuses on the underpinning industry practices and production processes required to produce the technical drawings used in a variety of industries, including building and construction, engineering and furnishing.

Students understand industry practices, interpret technical information and drawings, demonstrate and apply safe practical modelling procedures with tools and materials, communicate using oral and written modes, organise and produce technical drawings and evaluate drawings using specifications.

Students develop transferable skills by engaging in drafting and modelling tasks that relate to business and industry, and that promote adaptable, competent, self-motivated and safe individuals who can work with colleagues to solve problems and complete tasks.

Objectives

By the conclusion of the course of study, students should:

- describe industry practices in drafting and modelling tasks
- demonstrate fundamental drawing skills
- interpret drawings and technical information
- analyse drafting tasks to organise information
- select and apply drawing skills and procedures in drafting tasks
- use language conventions and features to communicate for particular purposes
- construct models from drawings
- create technical drawings from industry requirements
- evaluate industry practices, drafting processes and drawings, and make recommendations.

Structure

The Industrial Graphics Skills course is designed around core and elective topics.

Core topics	Elective topics
• Industry practices • Drafting processes	• Building and construction drafting • Engineering drafting • Furnishing drafting

Assessment

For Industrial Graphic Skills, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- at least two projects
- at least one practical demonstration, (separate to the assessable component of a project).

Project	Practical demonstration	Examination
A response to a single task, situation and/or scenario.	A task that assesses the practical application of a specific set of teacher-identified production skills and procedures.	A response that answers a number of provided questions, scenarios and/or problems.
A project consists of a technical drawing (which includes a model) component and at least one of the following components: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal – non-presentation: 8 A4 pages max (or equivalent) – presentation: 3-6 minutes • product: continous class time	Students demonstrate production skills and procedures in class under teacher supervision.	• 60–90 minutes • 50–250 words per item

DIGITAL TECHNOLOGY

YEAR 7

DIGITAL TECHNOLOGY

- 3D Game Development
- Hardware Programming

YEAR 8

DIGITAL TECHNOLOGY

- Multimedia Magic
- Creating with Code

YEAR 9

DIGITAL TECHNOLOGY

- The Web
- OOP and Databases

YEAR 10

DIGITAL TECHNOLOGY

- Game On
- User Applications

YEAR 11

DIGITAL SOLUTIONS

- Creating with Code
- Application and Data Solution

YEAR 12

DIGITAL SOLUTIONS

- Digital Innovation
- Digital Impacts

DIGITAL TECHNOLOGY - Year 7 Compulsory

This semester-long, one lesson per week course, will give students the opportunity to experience a variety of programming platforms and develop essential problem-solving skills through exploration and investigation.

Unit 1: 3D Game Development

This unit provides opportunities for students to develop 3D games using Kodu Game Lab which allows creators to build the world's terrain, populate it with characters and props, and then program their behaviours and games rules in a visual programming language.

Unit 2: Hardware Programming

This unit Introduces students to the concepts of computer systems through linking input sensors to a process and producing an output using the BBC micro:bit. Students will explore and develop a range of digital solutions using a problem-solving process in a number of micro challenges.

Assessment

Students are not assessed in this course.

DIGITAL TECHNOLOGY - Year 8 Elective

This course will provide students with opportunities to create a range of digital solutions, such as interactive web applications and multimedia assets or simulations of relationships in the real world. They will explore multimedia elements and digital communications to develop an informative and interactive mobile application as well as a multimedia presentation.

Unit 1: Multimedia Magic

Students will develop essential problem-solving skills using Adobe Photoshop and Animate to create a multimedia project. They will explore existing solutions, develop a plan, generate and evaluate a multimedia solution.

Unit 2: Creating with Code

Coding experiences are explored/broadened with students using 'Thunkable' or another general-purpose programming language/platform, depending on their level of experience and skills. Thunkable allows students to program their own interactive phone applications for both Android and Apple devices and share their creations with others in the online community. "Thunkable helps young people learn to think creatively, reason systematically, and work collaboratively — essential skills for life in the 21st century."

Assessment

Students will be assessed via a project for both units.

DIGITAL TECHNOLOGY - Year 9 Elective

This course will provide opportunities for students to learn technology knowledge and skills through hands-on practical exercises in the areas of internet infrastructure and web development. They will also be introduced to Object Orientated Programming (OOP) using the Python programming language and turtle graphics as well as being exposed to the impacts of our data driven world through database development, data structures and data stores.

Unit 1: The Web

This unit introduces students to website development in HTML5, CSS and JavaScript depending on their level of experience and skill level. Students will develop a website using the systems development lifecycle of analysing, designing, developing and evaluating. They will also have the opportunity to program drones as an introduction to programming in the Python language.

Unit 2: OOP and Databases

Students will have the opportunity to develop effective and efficient programming structures through both text-based programs and turtle graphics using the Python programming language. They will also be introduced to the importance of databases and be exposed to database concepts and structures.

Assessment

Students will be assessed via a project and online exams.

DIGITAL TECHNOLOGY - Year 10 Elective

Learning in Digital Technologies focuses on further developing understanding and skills in computational thinking such as precisely and accurately describing problems and the use of modular approaches to solutions. This course uses a problem-solving approach to develop real world digital solutions.

Unit 1: Game On

This unit explores digital game development structures and exposes students to effective game design through exploring existing arcade style games, user interaction design concepts and program generation using the Python programming language.

Unit 2: User Applications

Students will further develop their Object Orientated Programming abilities through enhancing text-based programs with effective user interfaces. Students use problem-based learning to write computer programs to create digital solutions that require interactions with users and within systems.

Assessment

Students will be assessed via a project for each unit.

DIGITAL SOLUTIONS - Years 11 & 12 (General)

Recommended Prior Learning: *Successful completion of a Year 10 Digital Technology subject*

Digital Solutions enables students to learn about algorithms, computer languages and user interfaces through generating digital solutions to problems. Students engage with data, information and applications to create digital solutions that filter and present data in timely and efficient ways while understanding the need to encrypt and protect data. They understand computing's personal, local and global impact, and the issues associated with the ethical integration of technology into our daily lives.

Students use problem-based learning to write computer programs to create digital solutions that: use data; require interactions with users and within systems; and affect people, the economy and environments. They develop solutions using combinations of readily available hardware and software development environments, code libraries or specific instructions provided through programming.

Students create, construct and repurpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Objectives

By the conclusion of the course of study, students will:

- recognise and describe elements, components, principles and processes
- symbolise and explain information, ideas and interrelationships
- analyse problems and information
- determine solution requirements and criteria
- synthesise information and ideas to determine possible digital solutions
- generate components of the digital solution
- evaluate impacts, components and solutions against criteria to make refinements and justified recommendations
- make decisions about and use mode-appropriate features, language and conventions for particular purposes and contexts.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Creating with code • Understanding digital problems • User experiences and interfaces • Algorithms and programming techniques • Programmed solutions	**Application and data solutions** • Data-driven problems and solution requirements • Data and programming techniques • Prototype data solutions	**Digital innovation** • Interactions between users, data and digital systems • Real-world problems and solution requirements • Innovative digital solutions	**Digital impacts** • Digital methods for exchanging data • Complex digital data exchange problems and solution requirements • Prototype digital data exchanges

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

Unit 3		Unit 4	
Summative internal assessment 1 (IA1): Investigation — technical proposal	20%	Summative internal assessment 3 (IA3): Project — folio	25%
Summative internal assessment 2 (IA2): Project — digital solution	30%	Summative external assessment (EA): Examination	25%

FOOD TECHNOLOGY AND HOSPITALITY

YEAR 7

- Fast, Fresh and Fun

YEAR 8

- Getting it Right, Eating for Life

YEAR 9

- Food and Nutrition – Australia's Cuisine – A Cultural Hot Pot
- Exploring Hospitality Practices

YEAR 10

- Introduction to Hospitality Practices

YEAR 11

- Café Mons
  Lunchtime Beverage Outlet
- Grab & Go
  Takeaway Food Outlet

YEAR 12

- Event
  Small Scale Catering Operation
- Event
  Cultural Banquet

FOOD TECHNOLOGY – Year 7 Compulsory

Fast, Fresh and Fun is a semester-based practical introductory unit to Food Technology where Year 7 students develop an understanding of kitchen routines and management while working with food. Students gain a basic knowledge of some simple cookery techniques, kitchen hygiene and safety considerations, and use of major kitchen equipment (oven, stovetop, microwave, food processor, electric frypan, sandwich press). These skills are used to prepare snacks and light meals for teenagers with an emphasis on fresh foods.

Life skills are an essential inclusion to a well-rounded education and this unit will equip students with the introductory skills to independently manufacture healthy snacks at home using major kitchen appliances and utensils.

Recipes might include: a basic Fruit and / or Vegetable Salad, Sushi Style Sandwiches, Bliss Balls, Quesadillas, Tortilla Cups, Pizza Fingers, Baked Apples, Speedy Sausage Rolls, Pikelets, Nachos, Lunch Box Legends, Beverages. Students will also cook and package for a special occasion event (e.g. Easter, Mother's Day, Father's Day, Christmas).

Assessment

Students are assessed on their practical skills each lesson.

FOOD TECHNOLOGY – Year 8 Elective

Getting it Right, Eating for Life is a practical and theoretical semester-based unit where students develop a further understanding of kitchen routines and management, along with some guidelines for healthy eating. Students extend their basic knowledge of cookery techniques, kitchen hygiene and safety, while using a variety of kitchen equipment. These skills are used to prepare a range of snacks and meals for teenagers and families with the emphasis on fresh foods utilising *The Australian Guide to Healthy Eating* while considering sustainable practices.

Life skills are an essential inclusion to a well-rounded education and this semester-based unit will equip students with the necessary skills to independently manufacture meals and snacks at home.

Recipes might include: Bruschetta, Rice Paper Rolls, Beef and Vegetable Kebabs, Oven Wedges, Teriyaki Chicken, Meatball Tortillas, San Choy Bow, Chow Mein, Fettuccini Bolognaise, Beef and Black Bean Stir Fry, Pork Tacos with Pineapple Salsa, Sushi, Poke Bowls, Loaded Potatoes, Breakfast Muffins. Students will also cook and package for a special occasion event (e.g. Easter, Mother's Day, Father's Day, Christmas).

Assessment

Students are assessed on their practical skills each week, as well as plan for, prepare and evaluate a chosen meal through a major assignment task suitable for a family dinner. Students are also tested on their theoretical knowledge via a short written examination.

FOOD TECHNOLOGY - Year 9 Electives

Special Note: *Students may elect to study one unit for one Semester, or both units for the full school year. It is not a requirement that Year 8 Food Technology has been studied, nor is one Year 9 elective unit a prerequisite for the other.*

Course A: Food and Nutrition – 'Australia's Cuisine - A Cultural Hot Pot'

The study of Food Technology (Food and Nutrition) enables students to become aware of the nutritional value of foods and how to plan a lifelong approach to good eating habits.

Today, more than ever, the study of food and nutrition is a relevant issue in everyday life with the skills learned having life-long implications. Research indicates that teenagers in the 21st Century are showing signs of increased health problems as a direct result of the nature of the food they eat. The practical nature of the course draws on the popularity of shows like *MasterChef* to expose students to the skills required to become confident with the terminology, utensils, skills and techniques required in the kitchen to produce a variety of meals with cultural significance, aligning to the principles of *The Australian Guide to Healthy Eating*.

Life skills are an essential inclusion to a well-rounded education and the study of this subject area in Year 9 equips students with the necessary skills to independently manufacture nutritious meals and snacks at home. It also prepares students with knife skills, kitchen hygiene and safety, cookery terms and techniques, and time management skills.

A snap-shot of the unit includes:

- An investigation into *The Australian Guide to Healthy Eating* framework with an emphasis on the major nutrients and dietary considerations
- *Australia – An international destination* and the implications of various international cultures on our cuisine
- Examining and using some of Australia's native ingredients
- A variety of cookery methods
- Sensory properties of foods
- Recognising seasonal produce
- The changing face of local farming and produce
- Food as a celebration
- Sustainability

Recipes might include:

- Fried Rice with Pan Fried Chicken
- Aussie Style Pizza
- Beef Tortilla Stack
- Vegetarian Curry with Yoghurt Dressing
- Pork Stir Fry with Roasted Chilli Jam
- Mexicana Chicken
- Slow Cooked Meal
- Aussie Burger with Sweet Potato Wedges
- Butter Chicken
- Grilled Kebabs with Shredded Crunch Salad
- Bush Chips
- Pad Thai
- Pot Pies
- Wattle Seed Pavlovas
- Chicken Korma

Assessment

Students are assessed on their practical skills each week and they will be tested on their theoretical knowledge via a written examination. The major assignment task for the semester is to plan and produce a product or meal/s (main meal and dessert) related to the above themes, justifying decisions and evaluating their performance.

FOOD TECHNOLOGY - Year 9 Electives

Special Note: *Students may elect to study one unit for one Semester, or both units for the full school year. It is not a requirement that Year 8 Food Technology has been studied, nor is one Year 9 elective unit a prerequisite for the other.*

Course B: Exploring Hospitality Practices

Exploring Hospitality Practices is a semester-based foundation unit to the Hospitality industry where students will be introduced to a range of simple food production, presentation and service skills related to manufacturing food in a kitchen setting. They will also develop knowledge, understanding and skills in communication, including interpersonal communication required when working with others in a team environment. Students will demonstrate safe workplace hygiene and safety practices in lessons, and in this unit, there is scope for student work to be showcased wider afield such as in a local Show, via a small fundraising event, or supporting a community group.

Recipes might include:

- Meals and products suitable for mass production; such as lasagna and garlic bread, nachos, slow cookery meals.
- Snacks using pastry; such as mini pies, a range of curries, an assortment of sweets such as muffins, slices, biscuits, confectionery and desserts, etc.

Assessment

Students are assessed on their practical skills each week and they will be tested on some fundamental knowledge via a short-written examination. The major assessment item for the semester will be to plan for and produce products related to the above themes, justifying decisions and evaluating their performance.

HOSPITALITY PRACTICES – Year 10 Elective

Special Note: *Although not compulsory, this unit is recommended prior to studying Hospitality Practices in Years 11 and 12.*

Year 10 Hospitality Practices is a semester-based introductory unit to the Hospitality industry where students develop a range of food production, presentation and service skills related to manufacturing food in a kitchen setting. Students will study and practice a range of cookery techniques and will gain an introduction to beverage production and service.

They will also develop knowledge, understanding and skills in communication, including interpersonal communication required when working with colleagues and customers in the hospitality industry. Students will consolidate and demonstrate safe workplace hygiene and safety practices throughout the unit.

Recipes might include:

- Café Styled Burgers
- Wraps and Sandwiches
- Bite-size Savoury Foods: e.g. Muffins, Mini-Quiches, Filo Pastries
- Sweet Treats: e.g. Cookies, Brownies, Muffins, Apple Roses, Slices and Cupcakes
- Variet of Beverages: e.g. Fruit Punch, Plunger Coffee and Loose-Leaf Tea

Assessment

Students are assessed on their practical skills each week, and through a written examination they will be tested on workplace hygiene and costing a recipe. The major project for the semester is to plan and implement a small-scale event that highlights the student's newly acquired skills while working in a team environment.

HOSPITALITY PRACTICES – Years 11 & 12 (Applied Subject)

Hospitality Practices develops knowledge, understanding and skills about the hospitality industry and emphasises the food and beverage sector, which includes food and beverage production and service.

Students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector and examine and evaluate industry practices from them.

Students develop skills in food and beverage production and service. They work as individuals and as part of teams to plan and implement events in a hospitality context. Events provide opportunities for students to participate in and produce food and beverage products and perform service for customers in real-world hospitality contexts.

Objectives

By the conclusion of the course of study, students should:

- explain concepts and ideas from the food and beverage sector.
- describe procedures in hospitality contexts from the food and beverage sector.
- examine concepts and ideas and procedures related to industry practices from the food and beverage sector.
- apply concepts and ideas and procedures when making decisions to produce products and perform services for customers.
- use language conventions and features to communicate ideas and information for specific purposes.
- plan, implement and justify decisions for events in hospitality contexts.
- critique plans for, and implementation of, events in hospitality contexts.
- evaluate industry practices from the food and beverage sector.

Structure

The Hospitality Practices course is designed around core topics embedded in a minimum of two elective topics.

Core topics	Elective topics
• Navigating the hospitality industry • Working effectively with others • Hospitality in practice	• Kitchen operations • Beverage operations and service • Food and beverage service

Assessment

For Hospitality Practices, assessment from Units 3 and 4 is used to determine the student's exit result, and consists of four instruments, including:

- two projects (Events)
- one extended response
- one examination

Project	Extended response	Examination
A response to a single task, situation and/or scenario. A project (event) provides students with authentic and/or real world opportunities to demonstrate their learning.	A technique that assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials.	A response that answers a number of provided questions, scenarios and/or problems.
• A project (event) consists of a product and performance component and a written component of 500–900 words. • Unit 3 and 4 events may be held out of school hours. o Unit 1 Event: Café Mons – lunchtime beverage outlet o Unit 2 Event: Grab and Go takeaway food outlet o Unit 3 Event: Small scale catering operation – specialised event o Unit 4 Event: Cultural banquet.	• written: 600–1000 words • magazine feature article	• 90 minutes • 50–250 words per item

Note: QCAA is soon to release new Hospitality Practices Syllabus for 2024. Therefore, some of the above topics and assessment will change to reflect the new Syllabus.

DRAMA

YEAR 7

- Elements of Drama
- Dramatic Language

YEAR 8

- Elements of Drama
- Dramatic Language
- Dramatic Conventions

YEAR 9

- Stream It
- The Silver Screen

YEAR 10

- Comedy with Attitude
- From Page to Stage

YEAR 11

- Share
- Reflect

YEAR 12

- Challenge
- Transform

DRAMA - Year 7 Compulsory

Drama is one of the oldest forms of communication known to man. In Drama we explore characters, storylines and relationships through an exploration of the Elements of Drama and the Dramatic Languages. At Sunshine Coast Grammar School, Drama is seen as a vital part of the curriculum studied as it develops the whole person and gives students a voice with insight into the world through the eyes of others. Through scripted and composed text, improvisation, drama skill games and exercises, Drama offers a rich contextual and aesthetic environment in which to learn.

Assessment

Making task – Creating Drama for Performance
Responding to Live Theatre
Making Performance – Scripted Text Performance

DRAMA - Year 8 Elective

The Year 8 Drama Course is designed to explore and expand on the Elements of Drama, Dramatic Languages and the Dramatic Conventions to challenge the students to work with a variety of texts and styles. Students will continue to develop performance skills as they work as an ensemble to create characters, develop relationships and bring a script to life on the stage. The class will explore the medium of storytelling through fairy tales and will write their own twists. Students will build character, develop sets, explore staging and directions, and learn how to write for live performance. They will embody both actor and director as they transform text to performance and block their own scenes. Students will be assessed individually through the dimensions of Responding to and Making Drama.

Assessment

Performance – Scripted text performance
Responding Essay – Written response
Script writing – Write a script for performance
Performance – Small group performance

DRAMA - Year 9 Elective

The Year 9 Drama program reflects Grammar's philosophy of ensuring that dynamism and relevance are the principles driving program design. It is envisaged that the Drama program will:

- assist students to achieve their unique potential through The Arts
- foster confidence and self-discipline in social interaction
- develop skills in interpersonal relationships and teamwork
- foster personal communication skills
- encourage the development of skills related to dramatic and other expressive activities
- encourage students to be active citizens in their changing world

Course A: Stream It

'Stream It' is a semester long unit that explores the ever-changing medium of small screen performance and media. Students will study filming and cinematic techniques used in television in both streaming episodes and live news production. They will explore and engage in the performance techniques professional presenters' use. They will learn how to identify the various conventions used in a variety of genre and apply these conventions in their own works. Students will analyse, write, create and produce an episode for a show to upload on a streaming platform. Throughout the course, students will reflect on performances and their own learning through responding work in both written and spoken forms.

Assessment

Practice-led project – (Individual) A presentation for a network producer about their episode idea.

Performance – (Group) Either a filmed or live performance of a student-devised work. This will be in an episode, live news or current affair format.

Course B: The Silver Screen

The Silver Screen is a semester long unit that furthers student's skills and understanding in both the Dramatic Elements, Dramatic Languages, and Dramatic Conventions through the medium of film making. Students will study a variety of film genre and will explore the conventions, acting styles, editing and filming techniques within them. They will have the opportunity to work with industry professionals as they write, direct, act in, film and edit their own short film. Throughout the course, students will reflect on performances and their own learning through responding work in both written and spoken forms.

Assessment

Presentation – A presentation of a researched film genre that will analyse the dramatic conventions and elements within that style.

Short Film – In pairs students will write, produce, perform, film and edit their own short film. This may be entered into either the *Queensland Film Festival* or the *Stuffit Film Festival for students*.

DRAMA - Year 10 Elective

In Drama, students explore, depict and celebrate human experience by imagining and representing other people through live enactment. Drama is a collaborative art, combining physical, verbal, visual and aural dimensions. In drama students experience theatre and develop an understanding of the performer/audience relationship. The Year 10 Drama Course allows students a variety of opportunities to explore their place in the world, and reflect on the way Theatre and performance is shaped.

Course A: Comedy with Attitude

Students will explore the comedy of Shakespeare through the play text *A Midsummer Night's Dream*. Tasks include performing the text, performance analysis and creating performance based on the themes of the play. Students will work in the dimensions of Forming, Presenting and Responding with a view to preparation for Senior Drama.

Assessment

Presenting – Group Scripted Text
Responding – Extended Analytical Essay
Forming – Group Student Devised Collage Drama

Course B: From Page to Stage

Students will read and explore a Theatre for Young People play text in order to investigate their place in the world through scripted performance. Analysis of dramatic technique, interpretation and transformation will be discussed and students will have the opportunity to perform for a formal audience. Students will reflect on the purpose of the text as well as explore characters through improvisation. All tasks are designed to prepare students for Senior Drama.

Assessment

Presenting – Group Scripted Text
Responding – Extended Analytical Essay
Forming – Improvisation

DRAMA - Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of a semester of Year 10 Drama*

Drama fosters creative and expressive communication. It interrogates the human experience by investigating, communicating and embodying stories, experiences, emotions and ideas that reflect the human experience. It engages students in imaginative meaning-making processes and involves them using a range of artistic skills as they make and respond to dramatic works.

Students experience, reflect on, understand, communicate, collaborate and appreciate different perspectives of themselves, others and the world in which they live. They learn about the dramatic languages and how these contribute to the creation, interpretation and critique of dramatic action and meaning for a range of purposes. They study a range of forms, styles and their conventions in a variety of inherited traditions, current practice and emerging trends, including those from different cultures and contexts.

Students learn how to engage with dramatic works as both artists and audience through the use of critical literacies. The study of drama develops students' knowledge, skills and understanding in the making of and responding to dramatic works to help them realise their creative and expressive potential as individuals. Students learn to pose and solve problems, and work independently and collaboratively.

Objectives

By the conclusion of the course of study, students will:

- demonstrate an understanding of dramatic languages
- apply literacy skills
- apply and structure dramatic languages
- analyse how dramatic languages are used to create dramatic action and meaning
- interpret purpose, context and text to communicate dramatic meaning
- manipulate dramatic languages to create dramatic action and meaning
- evaluate and justify the use of dramatic languages to communicate dramatic meaning
- synthesise and argue a position about dramatic action and meaning.

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Share How does drama promote shared understandings of the human experience? • cultural inheritances of storytelling • oral history and emerging practices • a range of linear and non-linear forms	**Reflect** How is drama shaped to reflect lived experience? • Realism, including Magical Realism, Australian Gothic • associated conventions of styles and texts	**Challenge** How can we use drama to challenge our understanding of humanity? • Theatre of Social Comment, including Theatre of the Absurd and Epic Theatre • associated conventions of styles and texts	**Transform** How can you transform dramatic practice? • Contemporary performance • associated conventions of styles and texts • inherited texts as stimulus

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — practice-led project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — dramatic concept</td><td>20%</td></tr>
<tr><td colspan="2">Summative external assessment (EA): 25%</td><td colspan="2">Examination — extended response</td></tr>
</table>

MEDIA ARTS

YEAR 8

- Animation
- Meme Art
- Documentary as Portrait

YEAR 9

- MTV
- Alternative Representations
- Media Marketing

MEDIA ARTS – Year 8 Elective

Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Learning in Media Arts involves students learning to engage with communications technologies and cross-disciplinary art forms to design, produce, distribute and interact with a range of print, audio, screen-based or hybrid artworks.

Unit 1: Animation

Students will study Animation and collaboratively produce a short film. They will be using either clay, the medium of drawing or digital technology to tell a story of their choice. Students will write a story, produce the storyboard, construct their dioramas/sets, design and make their characters and engage in the production process.

Unit 2: Meme Art

Students will develop an awareness of the importance of observation and seeing the world with different eyes. Students will engage with the digital medium of photography learning how to communicate an intended meaning using the creative process of Meme Art. Students will extend their technology skills using photoshop to complete the final work.

Unit 3: Documentary as Portrait

After being introduced to a stimulus, students will explore how media artworks construct representations of people and will create a documentary video portrait to express a point of view. They will explore how media artworks are influenced by different cultures, times and places; students will analyse various genre and investigate media conventions, technical and symbolic elements to make meaning.

Assessment

Making

- A finished project or folio of work from each of the three units
- Media Arts Journal (important evidence of their process steps)

Responding

- Students will respond accordingly in each unit; this maybe in the format of either an artist statement, worksheet questions or an analyse and interpretation of a short documentary film. They will analyse the construction and representation of social values by filmmakers through the application of technical and symbolic forms.

MEDIA ARTS – Year 9 Elective

The use of technology is fast becoming our preferred mode of communication, on both a personal and a mass scale. Media production and use involves expressing ideas in a variety of contexts, genres and styles by manipulating media languages and technologies. Modes of media communication will be explored in this elective, developing skills in a collaborative learning environment to produce two short films and an individualised advertising campaign.

Unit 1: MTV

Groups will work on the conceptualisation and production of a music video. Students will be exploring this genre as a style using dramatic presentation. Students will plan and design a storyboard that manipulates technical and symbolic elements to enhance the intentions of the selected music. They shall be investigating computer technology through software: editing through 'Premier Pro'. Their abilities in researching and problem solving will be further enhanced.

Unit 2: Alternative Representations

Working collaboratively to plan and design a short film to represent an alternate representation. Students will be involved in script design that explores the manipulation and construction of representations in media artworks that challenge social and cultural expectations. They will expand their knowledge about the work of media artists, directors, actors, and sound technicians.

Unit 3: Media Marketing

Students will individually refine their software skills to create a poster to advertise their film to the general public utilising photoshop and illustrator skills and techniques. Students will have the opportunity to build their skills of analysis, interpretation and judgment of media artworks.

Assessment

Making

- A finished project or folio of work from each of the three units
- Media Arts Journal (important evidence of their process steps)

Responding

- Students will respond accordingly to each unit; this will be in the format of either worksheet questions and/or an analysis and comparison of two short films. They will evaluate the use of technical and symbolic elements in media artworks.

MUSIC

YEAR 7

- FUN-damentals of Music

YEAR 8

- Popular Music

YEAR 9

- Music of the Theatre *(offered in the year of a SCGS Musical)*
- Film Music

YEAR 10

- Music of the Theatre *(offered in the year of a SCGS Musical)*
- Let's Get Together *(Ensemble Music)*

YEAR 11

- Designs
- Identities

YEAR 12

MUSIC

- Innovations
- Narratives

MUSIC EXTENSION

- Explore
- Emerge

MUSIC – Year 7 Compulsory

Music in Year 7 is compulsory, allowing students an opportunity to experience reading, writing and making music. Students will study music from various styles, genres and cultures, including Australian music, and will use digital music composition software to compose their own works. Students will learn to play The Blues and improvise on guitar, ukulele or keyboard. Assessment will be continuous and consist of a series of small written tasks, a composition task and performance task.

MUSIC – Year 8 Elective

The Year 8 Music course is taught through the two dimensions of Music: Making (composing and performing) and Responding (analysing, reading and writing).

The students' learning is organised around a sequential and developmental program, with a focus on performance and the elements of music. Students will explore a variety of genres to become familiar with the elements of music. They will develop their instrumental, vocal and performance skills in small ensembles and will use different compositional techniques and technologies to create and record music.

Students will experience and analyse a variety of popular music genres, including contemporary styles.

Small ensembles will be organised around student interest and musical strengths and may include the following: Rock Bands, Vocal, String and Wind Ensembles. The focus of this activity is to develop collaborative skills.

Assessment:

Ongoing assessment begins in the first week and continues throughout the semester. Students will be given regular opportunities within the class setting to demonstrate their ability to think and communicate in, and about, sound. Students will show that they can aurally and visually recognise, read and write, and sing and play music, using known and studied musical elements. Students will experience assessment in performance, composition and analysing music.

MUSIC – Year 9 Elective

The Year 9 Music course is taught through the two dimensions of Music: Making (composing and performing) and Responding (analysing, reading and writing).

Students will experience an integrated approach to Music studies using instruments and their voice. There is an emphasis on improving their understanding of Music as a language through reading, writing, listening, performing and creating. Students are challenged to further their musicianship skills which directly affect their understanding and ability to perform the music of other artists and to create their own.

Units of work will be organised around student interest and musical strengths and may include the following:

Course A: Music of the Theatre (will be offered in the year of a musical at SCGS)

Students will work collaboratively to produce and explore Music of the Theatre and will further their experiences of Music through practical and aural approaches. Students will also travel to see a live performance of a professional show during this unit of work.

Assessment:

Ongoing assessment begins in the first week and continues throughout the semester. Students will be given regular opportunities within the class setting to demonstrate their ability to think and communicate in, and about, sound. Students will show that they can aurally and visually recognise, read and write, and sing and play music, using known and studied musical elements. Students will experience assessment in performance, composition and analysing music.

Course B: Film Music

Students will work collaboratively to produce and explore Film Music and will further their experiences of Music through practical and aural approaches.

Assessment:

Ongoing assessment begins in the first week and continues throughout the semester. Students will be given regular opportunities within the class setting to demonstrate their ability to think and communicate in, and about, sound. Students will show that they can aurally and visually recognise, read and write, and sing and play music, using known and studied musical elements. Students will experience assessment inperformance, composition and analysing music.

MUSIC – Year 10 Elective

The Year 10 Music course seeks to facilitate cultural, personal, aesthetic and technological learning through engaging with music literature, multimedia and traditional and contemporary genres of music. Student learning is organised around a sequence of structured units of work, each with a clearly defined focus. Units of work will be organised around student interest and musical strengths.

Course A: Music of the Theatre (will be offered in the year of a musical at SCGS)

Students will work collaboratively to produce and explore Music of the Theatre and will further their experiences of Music through practical and aural approaches. Students will also travel to see a live performance of a professional show during this unit of work.

Assessment:

Ongoing assessment begins in the first week and continues throughout the semester. Students will be given regular opportunities within the class setting to demonstrate their ability to think and communicate in, and about, sound. Students will show that they can aurally and visually recognise, read and write, and sing and play music, using known and studied musical elements. Students will experience assessment in performance, composition and analysing music.

Course B: Let's Get Together (Ensemble Music 101)

Students will study instrumental and vocal ensemble music in a range of musical styles with an emphasis on contemporary music.

The focus of this unit is to develop collaborative skills in rehearsal and performance. Activities in performance and composition will develop students' creativity.

Students will be assessed in the same criteria as Senior Music subjects to prepare them for Senior if they choose to continue.

Assessment:

Musicology

Composition

Performance

Continuous Class Assessment

MUSIC – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of a semester of Year 10 Music*

Music fosters creative and expressive communication. It allows students to develop musicianship through making (composition and performance) and responding (musicology).

Through composition, performance and musicology, students use and apply music elements and concepts. They apply their knowledge and understanding to convey meaning and/or emotion to an audience.

Students use essential literacy skills to engage in a multimodal world. They demonstrate practical music skills, and analyse and evaluate music in a variety of contexts, styles and genres.

Objectives

By the conclusion of the course of study, students will:

- demonstrate technical skills
- explain music elements and concepts
- use music elements and concepts
- analyse music
- apply compositional devices
- apply literacy skills
- interpret music elements and concepts
- evaluate music to justify the use of music elements and concepts
- realise music ideas
- resolve music ideas

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Designs Through inquiry learning, the following is explored: How does the treatment and combination of different music elements enable musicians to design music that communicates meaning through performance and composition?	**Identities** Through inquiry learning, the following is explored: How do musicians use their understanding of music elements, concepts and practices to communicate cultural, political, social and personal identities when performing, composing and responding to music?	**Innovations** Through inquiry learning, the following is explored: How do musicians incorporate innovative music practices to communicate meaning when performing and composing?	**Narratives** Through inquiry learning, the following is explored: How do musicians manipulate music elements to communicate narrative when performing, composing and responding to music?

Assessment

Assessments in Units 1 and 2 are formative and include assessment in performance, composition and an integrated musicology assignment. Students will also complete an examination to assist in their preparation for the external examination in Units 3/4.

In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Integrated project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Composition</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

MUSIC EXTENSION – Year 12 (Extension Subject)

This unit is studied concurrently with Music

The Music Extension syllabus should be read in conjunction with the Music syllabus. In Music Extension, students follow an individual program of study designed to continue the development of refined musicianship skills. Music Extension encourages students to investigate music concepts and ideas relevant to their specialisation.

In the Composition specialisation (making), students create and resolve new music works. They demonstrate use of music concepts and manipulate music concepts to express meaning and/or emotion to an audience through resolved compositions. In the Musicology specialisation (responding), students investigate and analyse music works and ideas. They synthesise analytical information about music, and document sources and references about music to support research. In the Performance specialisation (making), students realise music works, demonstrating technical skills and understanding. They make decisions about music, interpret music elements and concepts, and express music ideas to realise their performances.

Objectives

By the conclusion of the course of study, students will:

- apply literacy skills
- evaluate music and ideas about music
- examine music and ideas about music
- express meaning, emotion or ideas about music
- apply technical skills
- interpret music elements and concepts
- realise music ideas

Structure

Unit 3	Unit 4
Explore Students enter an apprenticeship and work towards realising their potential as composers, musicologists or performers. Unit 3 contains two key ideas: • Initiate best practice • Consolidate best practice	**Emerge** Students draw on their experiences from Unit 3 to realise their potential as composers, musicologists or performers. Unit 4 contains one key idea: • Independent best practice

Assessment

In Units 3 and 4, students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Performance 1/Composition 1/ Musicology 1</td><td>20%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Performance/Composition/Musicology Project</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Performance 2/Composition 2/ Musicology 2</td><td>20%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25%
• Examination</td></tr>
</table>

VISUAL ART

YEAR 7

- Practical and Theoretical Aspects of Visual Art

YEAR 8

- Abstract Painting
- 3D Construction
- Drawing

YEAR 9

- Developing an Open Mind
- How Far Can You Go?

YEAR 10

- Tradition vs Contemporary
- Having a Visual Voice

YEAR 11

- Art as Lens
- Art as Code

YEAR 12

- Art as Knowledge
- Art as Alternate

VISUAL ART – Year 7 Compulsory

Visual Art has existed since the very beginning of civilisation and predates language in the written form as a means of communication. Visual Art is an invaluable preparation for many vocations including: architecture, engineering, town planning, teaching, fashion, advertising, film and television, industrial design and performing arts.

Visual Art offers a diverse range of experiences in the practical and theoretical aspect of visual arts. Students are assessed on their ability to make visual art and to communicate responses about artists and their practices. Assessment includes a self-portrait drawing and a folio of printmaking utilising linoleum, Visual Art Journal and completing short answered questions.

VISUAL ART – Year 8 Elective

Visual Art is one of the most important means by which people express their innate creativity and communicate visually in their daily lives. It develops general learning abilities such as visual perception, pattern recognition, and the understanding of spatial relationships. Visual Art develops aesthetic sensitivity and gives students the enjoyment of making visual art.

Unit 1: Abstract Painting

Students will study the concept of compositional structure through the use of the elements and principles of design. Through the use of digital photography, they will compose their image which will inspire their abstract painting on a canvas. Students will also explore a diverse range of painting techniques to enhance the visual impact of their abstract painting.

Unit 2: 3D Construction

Students will be offered the opportunity to create a sculpture either through hand building techniques utilising clay; or through construction techniques using a variety of 'found' mediums. On alternate years students will construct a 3D sculpture inspired by Modernism.

Unit 3: Drawing

The Year 8 Visual Art course is designed to build on the Foundations of Art in which the *elements of art* and *principles of design* are explored.

In this unit you will:

- be introduced to observational drawing, looking particularly at realism
- be introduced to the concept of still life
- experiment with drawing techniques and processes
- be introduced to the work of various artists that work within the category of drawing
- produce a series of drawings

Assessment

Making

- A finished product from each of the three units.
- Visual Art Journal (an important part of the making process).

Responding

- Students will investigate several artists and how they have communicated, meaning through their artworks, by answering worksheets in each unit.

VISUAL ART – Year 9 Elective

Special Note: *The study of both courses is strongly recommended if students are intending on electing to study Visual Art in Year 10, and later in Years 11 and 12.*

The study of Visual Art is of great benefit to all students whether they are considering a career in this field or not. Visual Art learning develops the student's ability to think with an open mind, be resourceful, imaginative, perceptive, aesthetically aware and creative.

Course A: Developing an Open Mind

The unit involves the student generating ideas using skills, technologies and techniques while applying artistic processes. Students work with a wide range of art styles and media including 3D construction, printmaking and the mixed media of drawing. Within these mediums the student will explore hand building techniques, throwing on the wheel, construction, collage, one- and two-point perspective, scratchboard and collagraphs to produce both 2D and 3D artworks.

Assessment

Making

- Three finished products from each of the tasks studied.
- Visual Art Journal (an important part of the making process).

Responding

- Extended writing essay. Students will reflect upon their own work, and the work of others, and develop the skills to analyse art from past and present contexts.

Course B: How Far Can You Go?

In this unit students will manipulate materials, techniques and processes to produce artworks involving computer animation, illustration and photography. Students will learn to evaluate their own artworks and be inspired by artists from the past and present. Students will produce a short film using the software 'I can Animate'. They will learn the painting and drawing techniques of illustration to produce a child's storybook. Students will experiment with photography and produce a folio of experiments and resolved art pieces using the technique of photograms.

Assessment

Making

- Three finished products from each of the tasks studied.
- Visual Art journal an important part of the making process.

Responding

- Multimodal. Students will develop their skills of analysis, interpretation and judgement as they investigate artists from different times, cultures and places.

VISUAL ART – Year 10 Elective

Special Note: *The study of both courses is strongly recommended if students are intending on electing to do Visual Art in Years 11 and 12.*

Visual Art prepares young people for a future in the workforce by requiring them to seek creative solutions to complex design problems, to think divergently and use higher order thinking skills to articulate their personal expression.

Course A: Tradition vs Contemporary

Throughout this exciting unit of work, students will be encouraged to explore and experiment with a wide range of media and techniques. Commencing with an introduction to the traditional genre of portraiture. A particular emphasis will be given to the study of styles entered in the Australian Archibald Prize. This will result in students producing their own portrait on canvas. In addition, the techniques of printmaking are explored, resulting in a folio of experimental works and some resolved art pieces.

Assessment

Making

- One folio of work from each of the tasks studied.
- Visual Art Journal (an important part of the making process).

Responding

- Comparative Written Essay. Students will research into a range of ideals, styles, subject matter and concepts learned through a comparison study of related artists.

Course B: Having a Visual Voice

In this dynamic unit students will explore how to present their ideas creatively through various categories of visual communication. They will investigate the manner in which different cultures and artists have expressed strong viewpoints through their art. Students will have the opportunity in their own art making to produce art in both 2D and 3D forms – producing Graffiti Art and making Wearable Art.

Assessment

Making

- One folio of work from each of the tasks studied.
- Visual Art Journal (an important part of the making process).

Responding

- Comparative Written Essay – Students will be studying artworks by artists who challenge the norm. By comparing artists, students will gain an understanding of how art can be interpreted and judged as art.

VISUAL ART – Years 11 & 12 (General Subject)

Recommended Prior Learning: *Successful completion of a semester of Year 10 Visual Art*

Visual Art provides students with opportunities to understand and appreciate the role of visual art in past and present traditions and cultures, as well as the contributions of contemporary visual artists and their aesthetic, historical and cultural influences. Students interact with artists, artworks, institutions and communities to enrich their experiences and understandings of their own and others' art practices.

Students have opportunities to construct knowledge and communicate personal interpretations by working as both artist and audience. They use their imagination and creativity to innovatively solve problems and experiment with visual language and expression.

Through an inquiry learning model, students develop critical and creative thinking skills. They create individualised responses and meaning by applying diverse materials, techniques, technologies and art processes.

In responding to artworks, students employ essential literacy skills to investigate artistic expression and critically analyse artworks in diverse contexts. They consider meaning, purposes and theoretical approaches when ascribing aesthetic value and challenging ideas.

Objectives

By the conclusion of the course of study, students will:

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate art practices, traditions, cultures and theories
- justify viewpoints
- experiment in response to stimulus
- create meaning through the knowledge and understanding of materials, techniques, technologies and art processes
- realise responses to communicate meaning

Structure

Unit 1	Unit 2	Unit 3	Unit 4
Art as lens Through inquiry learning, the following are explored: • Concept: lenses to explore the material world • Contexts: personal and contemporary • Focus: People, place, objects • Media: 2D, 3D, and time-based	**Art as code** Through inquiry learning, the following are explored: • Concept: art as a coded visual language • Contexts: formal and cultural • Focus: Codes, symbols, signs and art conventions • Media: 2D, 3D, and time-based	**Art as knowledge** Through inquiry learning, the following are explored: • Concept: constructing knowledge as artist and audience • Contexts: contemporary, personal, cultural and/or formal • Focus: student-directed • Media: student-directed	**Art as alternate** Through inquiry learning, the following are explored: • Concept: evolving alternate representations and meaning • Contexts: contemporary and personal, cultural and/or formal • Focus: continued exploration of Unit 3 student-directed focus • Media: student-directed

Assessment

Assessment in Units 1 and 2 will be designed to reflect those the students can expect to experience for Units 3 and 4 as outlined in the table below. In Units 3 and 4 students complete four summative assessments. The results from each of the assessments are added together to provide a subject score out of 100. Students will also receive an overall subject result (A–E).

Summative assessments

<table>
<tr><th colspan="2">Unit 3</th><th colspan="2">Unit 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Investigation — inquiry phase 1</td><td>15%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Project — inquiry phase 3</td><td rowspan="2">35%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Project — inquiry phase 2</td><td>25%</td></tr>
<tr><td colspan="4">Summative external assessment (EA): 25% - Examination</td></tr>
</table>

PATHWAYS

HIGHER EDUCATION

- Studying academic subjects in the senior phase of learning prepares you for further study at University.

VOCATIONAL EDUCATION

- Including a vocational course as part of your study program gives you a qualification and skills to increase your employability.

SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

- Working and learning in a paid job role while still at school gives you experience and skills to move into a related role in the workforce after Year 12.

UNIVERSITY PROGRAMS FOR SCHOOL STUDENTS

- Universities offer a range of subjects that will accept enrolments by current high school students, so you can get a head start on your university study.

WORK EXPERIENCE

- Exposure to the world of work through formal work experience placements helps you see whether particular career paths will be suitable for you.

PATHWAYS

Vocational Education and Training (VET) provides pathways for all young people, including those seeking further education and training and those seeking employment-specific skills.

Organisations that provide VET are known as registered training organisations (RTOs). They include Technical and Further Education (TAFE) institutes, adult and community education providers, community organisations, industry skill centres, commercial and enterprise training providers and colleges, and some universities and schools.

Students at Grammar can access VET programs as part of the curriculum, through partnerships with external registered training organisations. A VET qualification contributes to a student's QCE, and a Certificate III or above, can be used to calculate a student's ATAR.

Students should consider VET when developing their Senior Education and Training (SET) Plan. This planning helps students structure their learning around their abilities, interests and ambitions, and map out what, where and how they will study during their senior schooling.

The benefits VET offers to students include:

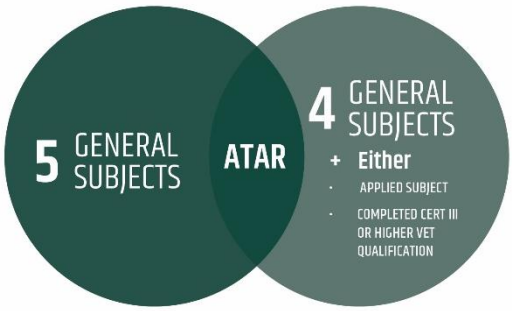
- Development of work-related skills that enhance employability
- Access to learning opportunities beyond the traditional curriculum, including work-based learning
- Competency-based assessment that meets industry standards
- Pathways to further training, education and tertiary learning

VET and the ATAR

Completed VET courses will still be used for tertiary entrance in two ways:

1. VET incorporation into ATAR; and/or
2. VET as the basis of admission

Eligibility



Each VET qualification level will have a single scaled score that can be included in the student's ATAR

Cert III in Hospitality and Cert III in Lab Skills will have the same scaled score, regardless of duration or content

A scaled score for a VET Diploma will be higher than a Certificate IV, which in turn will be higher than a Certificate III

Qualifications currently offered			
Years 11 & 12	BSB50120	Diploma of Business	21 months duration
Years 11 & 12	SIS30315	Certificate III in Fitness	21 months duration
Year 10	MEM20413	Certificate II Engineering Pathways	12 months duration
Please note: Course fee involved in VET qualifications			

Certificate II in Engineering Pathways – MEM20413 *(Course Fees Apply)*

Course Entry Requirements

Students must have demonstrated satisfactory level in English and Maths in a pre course LLN Test.

Assessment Types

The course contains both theory and practical assessments on a unit by unit basis. Theory assessments are open-book, comprising of multiple choice and short answer questions.

What you need to know

This program will allow students to:

- Gain functional knowledge and experience in a broad range of engineering disciplines.
- Apply these acquired skills in the construction of individual drones and a larger group-based drones.
- Obtain insights into the exciting and growing employment pathways in the trade, engineering, and aviation industries as well as other industries that now utilise drone technology.

Course Units

MEM13014A	Apply principles of occupational health and safety in the work environment
MEMPE005A	Develop a career plan for the engineering and manufacturing industry
MEMPE006A	Undertake a basic engineering project
MSAENV272B	Participate in environmentally sustainable work practices
MEM16006A	Organise and communicate information
MEM16008A	Interact with computing technology
MEM18001C	Use hand tools
MEM18002B	Use power tools/hand held operations
MEMPE001A	Use engineering workshop machines
MEMPE002A	Use electric welding machines
MEMPE007A	Pull apart and re-assemble engineering mechanisms
MSAPMSUP106A	Work in a team

Certificate III in Fitness – SIS30321 *(Course Fees Apply)*

Course Outline

Certificate III in Fitness is the industry standart to work as a Fitness Instructor in the fitness industry in every state of Australia. Fit Eduction offers a comprehensive learning package for the full Certificate III. Including fitness instruction and group fitness instruction electives. You may be eligible for Government Funding for the Certificate III.

Course Units

Gym Maintenance	
SISXFAC007	Maintain clean facilities (E)
HLTWHS001	Participate in workplace health and safety (C)
Anatomy and Physiology	
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise (C)
Orientation, Health Screening, Fitness Assessment	
BSBOPS304	Deliver and monitor a service to customers (C)
SISFFIT032	Complete pre-exercise screening and service orientation (C)
SISFFIT033	Complete client fitness assessments (C)
Healthy Eating	
SISFFIT052	Provide healthy eating information (C)
Exercise Instruction	
SISFFIT040	Develop and instruct gym based exercise programs for individual clients (C)
SISXCA009	Instruct Strength and Conditioning Techniques
Training Children	
SISFFIT037	Develop and instruct group movement programs for children (E)
BSBPEF301	Organise personal work priorities (C)
Group Exercise	
SISFFIT035	Plan group exercise sessions (C)
SISFFIT036	Instruct group exercise sessions (C)
BSBOPS403	Apply business risk management processes (E)
First Aid	
HLTAID011	Provide First Aid (C)

Diploma of Business – BSB50120 *(Course Fees Apply)*

Course Outline

The Diploma of Business is designed for future business leaders. Successful students will develop their supervisory, decision-making and problem solving skills across a range of business functions.

Throughout the course, students will discover how to develop and implement successful business, project and marketing plans; lead teams and manage meetings and projects; identify and pursue business opportunities; and much more.

Course Units

BSBCRT511	Develop critical thinking in others
BSBFIN501	Manage the budgets and financial plan
BSBOPS501	Manage business resources
BSBXCM501	Lead communication in the workplace
BSBSUS511	Develop workplace policies and procedures for sustainability
BSBPMG430	Undertake project work
BSBTWK503	Manage meetings
BSBTWK502	Manage team effectiveness
BSBMKG555	Write persuasive copy
BSBSTR402	Implement continuous improvement
BSBOPS505	Manage organisational customer service
BSBMKG541	Identify and evaluate marketing opportunities

Duration of Course: 7 Terms

GRAMMAR TENNIS ACADEMY

Players in the Grammar Tennis School of Excellence Program will participate in both on and off court sessions. The majority of program is made up of on-court tennis sessions that include technical/tactical coaching, squad training and match play. The off-court component includes athletic development sessions (speed, agility, coordination, etc.), gym sessions (mastering fundamental movement patterns, age/development appropriate strength and power training, core stability, injury prevention exercises, etc.) and technical/tactical video sessions. The program is overseen by the Head Coach of the Tennis Academy – Mr Clint Fyfe.

The Academy is structured into two tiers, Elite and Development. For eligibility to the Elite squad, players are required to be regularly engaged in Tournament play with those seeking acceptance into the Development squad playing regular fixtures – as a minimum.

To be considered for participation in the program, students are required to submit a "tennis resume" to the Teacher in Charge of Tennis, Mrs. Sandra Ferrier. Those students, whose resume indicates the required level of skill and/or potential, as well as the required level of dedication and motivation, will be referred for a trial with the Head Coach. Students who are deemed successful through these two steps will be eligible to join the program.

The additional cost for participation in this program need to be met by the students' families. Whilst not insignificant, the costs are very reasonable when compared to the cost of individual or small group lessons, and are dependent upon the number of sessions a student is scheduled to attend each week. Information pertaining to the billing process will be forwarded to parents once enrolment in the program has been confirmed.

Students who are continuing their participation in the Tennis program are not required to resubmit their resume nor are they required to complete the trial with the Head Coach.

Entry into this program is subject to eligibility requirements.

For more information contact:

Clint Fyfe – Head Coach
tenniscoach@scgs.qld.edu.au
(07) 5477 4489

GRAMMAR

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