

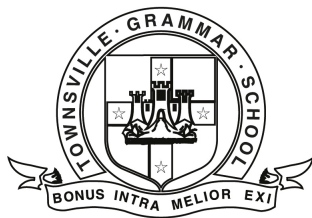


TGS

SUBJECT SELECTION HANDBOOK

YEAR 10 | 2023

BONUS INTRA MELIOR EXI



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YEAR 10 SUBJECT SELECTION

At Townsville Grammar School, Year 10 is placed within our senior schooling Curriculum Framework. Year 10 represents a transition year where students are given the opportunity to select subjects they wish to study. The subject choice offerings are designed to cater more specifically to student interest and learning aptitudes and lead into the two courses of Senior Studies offered: the Queensland Certificate of Education (QCE) and the International Baccalaureate Diploma Programme (IB).

Core: In Year 10, all students will study three (3) core subjects, English, Mathematics and at least one of Natural or Physical Sciences. Each course will prepare students for QCAA and IB programs.

Electives: Students select three (3) electives from the list below.

- | | | | |
|------------------------|-------------|----------------------|-----------------------|
| • Applied Technology | • Drama | • ^Hospitality | • Philosophy |
| • Business Studies | • * ESL | • Japanese | • Physical Education |
| • Dance | • French | • * Literacy Support | • # Physical Sciences |
| • Design Technology | • Geography | • Music | • Visual Art |
| • Digital Technologies | • History | • # Natural Sciences | |

* By invitation only

For students who choose to do both Sciences, one will count as an elective

^ For students who are taking an alternate pathway (Not IB or ATAR)

Students are advised to select elective options based on their areas of interest and aptitude. The electives should not necessarily be considered pre-requisites for the study of these subjects in Years 11 and 12. A student can move, for example, from Year 10 into the Year 11 Accounting course without having done Business Studies in Year 10. Students who have studied some subjects in Year 10 and elect to continue studying the subject in Year 11 do have an advantage. In the Modern Languages, this translates into a very real advantage. Therefore, while the School will not specify certain subjects as pre-requisite (see information about Mathematics below), it is important to take a longer-term view and select subjects that reflect interests and aptitude. In the case of Mathematics, students who have completed Core Maths in Year 9, must enrol in General Mathematics for Year 10.

Students are required to indicate four (4) elective preferences (1 being most desirable). The School will endeavour to give students their first three (3) preferences, however, in some instances it may be necessary to look to the fourth preference. Indicating only three preferences will not secure placement in a class and the practice does delay processing, often resulting in other candidates being placed ahead in the selection process.

Heads of Faculty are happy to discuss their subjects in depth with students and parents. They can be contacted at the School on 4722 4900.

The Careers Advisor, Ms Kathryn Tebble, can be contacted on 4722 4993 should you wish to discuss issues related to subject choices, and necessary pre-requisite subjects for university.

The IB Co-ordinator, Mr Hein Kamffer, can be contacted on 4722 4941 should you wish to discuss issues related to the IB Programme in Years 11 and 12.

Dr Carolyn Moores

Director of Curriculum

ENGLISH

The aim of the English course is to promote the linguistic maturity of students by developing their capacity to use language appropriately and effectively in a variety of situations, and by developing their appreciation of language and its use. This includes dealing explicitly with “the basics” such as grammar, spelling and punctuation while encouraging students to engage with a range of texts. The Year 10 course is constructed to provide two frameworks for studies in Senior English that best cater for students’ needs.

- **English** – suitable for all students
- **English Extension** – an extension course that extends able students in preparation for IB English and advanced QCAA English. It is aimed at students who are achieving at least a HA+ in Year 9 English

COURSE OUTLINE

1. English

The subject is aligned with the Australian National Curriculum and influenced by QCAA General English Senior Syllabus.

In the teaching of English, we want to encourage speaking, listening, reading, writing and viewing by involving students in situations where these skills and processes are used. We encourage students to practise and reflect on the processes involved in each of these learning activities. The central concern is the development of students’ ability to comprehend and compose a range of texts for a range of purposes and audiences. We seek to foster a culture of reading and writing with a fundamental emphasis on the control and refinement of the skills and processes of effective communication, to best prepare students for senior studies.

Because the study of English is concerned with language in all its forms, a wide range of written, spoken and audio-visual texts are studied in the English classroom.

Students in Year 10 are required to purchase their own copies of some texts.

AN OVERVIEW OF THE ENGLISH COURSE AND LINKS TO QCAA ENGLISH STUDIES FOLLOWS:

Analytical Study:	Analysis of a play and its film adaptation to explore representations constructed between two texts.
Media Study:	Critical analysis of media texts to create a persuasive response.
Australian Literature Study:	Appreciation of common themes in Australian literature to inspire creative and analytical responses.
Poetry Study:	Stylistic investigation to inspire creative responses.

SET TEXTS

Students are required to purchase the following:

- A good quality dictionary and thesaurus
- *Connecting English: A Skills Workbook* Year 10 by Cambridge
- *The Dry* by Jane Harper

2. English Extension

The subject is aligned with the Australian National Curriculum and is influenced by both the IB Language and Literature, and the QCAA Literature and General English syllabi.

The English Extension course aims to encourage in students an ability to analyse and appreciate literature, to enhance the language skills of academically orientated students and to prepare students for successful study in QCAA or IB English in Years 11 and 12. The focus of this course is the development of the ability to analyse texts in detail and the writing of imaginative texts. We seek to nurture in students a love of literature and the ways in which literary texts explore and enrich human experience.

Students will be studying set texts in the areas of poetry, prose, and plays. They will be analysing alternate texts to those studied in the Year 10 English course. The type and conditions of the assessment will be increasingly complex; consequently, students will be extended beyond those in a Year 10 English course.

Due to the academic nature and rigour of the program, a certain level of language skills is assumed, but naturally continued development will be explicitly pursued throughout the course.

AN OVERVIEW OF THE ENGLISH EXTENSION COURSE:

Analytical Study:	Analysis of a literary text and a film to explore representations of concepts constructed in two texts.
Literature Study:	Critical analysis of a canonical text to create a persuasive response.
Satire Study	Appreciation of the conventions of a satirical play to inspire creative and analytical responses
Poetry Study:	Stylistic investigation to inspire creative responses

SET TEXTS

Students are required to purchase the following:

- *The Importance of Being Earnest* by Oscar Wilde
- *All Quiet on the Western Front* by Erich Maria Remarque
- *Frankenstein* by Mary Shelley
- *Frankenstein GCSE English Literature for AQA Student Book* by Jon Deal

ASSESSMENT OUTLINE

Assessment in English is continuous. The student folios will contain both written and spoken tasks. Achievement levels are awarded based on the student's ability to meet the criteria of each standard.

A task sheet which describes the task, the audience, purpose and conditions will be given to each student. Each task will be accompanied by a criteria sheet which explains the textual and contextual features to be assessed.

Assessment tasks are listed below:

English	English Extension
<u>Written:</u> <ul style="list-style-type: none"> • Analytical Exposition for a public audience • Written Imaginative • Analytical Exposition (exam) <u>Spoken:</u> <ul style="list-style-type: none"> • Spoken persuasive 	<u>Written:</u> <ul style="list-style-type: none"> • Analytical Exposition for a public audience • Written Imaginative • Analytical Exposition (exam) <u>Spoken:</u> <ul style="list-style-type: none"> • Spoken persuasive

Conditions

The conditions under which work is completed reflect increasing emphasis on controlled conditions, supervised writing and formal examinations in preparation for Senior Studies.

HOMEWORK AND STUDY EXPECTATIONS

Formal homework is often given. When this is not the case, students are expected to read as widely as possible and to be working on assignments.

ENRICHMENT ACTIVITIES

- English tutorials are held weekly.
- Debating and public speaking activities are supported by the Faculty.
- External writing and poetry competitions are supported by the Faculty.

MATHEMATICS

COURSE AIM

Year 10 Mathematics education at Townsville Grammar aims to:

- Prepare students for senior Mathematics in Year 11 in both IB and QCAA courses.
- develop students' interest in and enjoyment of mathematics;
- provide students with opportunities to increase their repertoire of mathematical language, concepts, processes and skills;
- provide students with opportunities to explore and use mathematics in a variety of contexts and applications;
- enable students to experience success with mathematics;
- enable students to gain confidence in themselves through their ability to use mathematics;
- support students in becoming independent learners through an appreciation and understanding of how they personally learn mathematical ideas;
- encourage students to pursue personal excellence within mathematics;
- develop students' ability to communicate mathematical ideas effectively;
- help students to appreciate the importance of the role of technology with mathematics, and to become more confident in using it to learn and apply mathematics;
- provide students with activities in mathematics that form appropriate conclusions to their junior secondary schooling and foundations for senior school mathematical studies;
- help students to value their mathematical knowledge and to use it to become informed citizens capable of making sound decisions both in the world of work and their personal environments;
- develop in students a better appreciation of mathematics as a major, dynamic field of human endeavour, one that has both its roots in many cultures and an important role in the development of contemporary society.

COURSE OUTLINE

Recommended Minimum Prerequisite Knowledge for Year 10 Mathematics courses:

Year 10 2023	Year 9 Mathematics	Year 9 Core Mathematics
Mathematical Methods	\geq SA+	N/A
General Mathematics	\leq SA	All students

Two courses are offered to Year 10 students. They closely follow the senior curriculum.

General Mathematics will be offered to students who have completed Core Mathematics and also students who have struggled with the Mathematics course in Year 9. The General Mathematics course covers arithmetic, trigonometry, statistics, co-ordinate geometry and some basic algebra; it concentrates on mathematics in real life situations, practical problem solving and communicating mathematically. Students studying General Mathematics must have a scientific calculator. Students completing this course at a VHA or HA level will go on to study the QCAA General Mathematics course, whereas those achieving SA or below should study the QCAA Essential Mathematics Applied course. General Mathematics **does not** lead into courses in the IB Diploma.

Mathematical Methods will be offered to the Year 9 Mathematics students who have reached at least a high SA level in Year 9. The course covers advanced algebra, trigonometry, co-ordinate geometry and the study of functions as well as extension topics such as surds and inequalities. The emphasis will also be on mathematical applications. Students studying Mathematical Methods are required to have their own Casio fxCG50AU graphing calculator. Students completing this course at VHA or HA level will go on to study the QCAA Mathematical Methods course in senior years or Mathematics – Analysis and Approaches (SL or HL) in IB Diploma courses. Those students who achieve VHA in this course could also choose to study the QCAA Specialist Mathematics course in senior years.

GENERAL MATHEMATICS

Statistics and Probability
Area and Perimeter
Volume and Surface Area
Percentages
Geometry
Trigonometry

Ratio and Proportion
Pythagoras Theorem
Algebra: Linear Relationships
Consumer Maths: Simple and Compound Interest
Introduction to Navigation

MATHEMATICAL METHODS

Linear Functions I
Solving Linear Equations
Surds
Index Laws
Exponential Equations
Exponential Growth & Decay
Compound Interest
Algebra – Expanding and Factorising Expressions
Algebra of Quadratics I – Factorising
Geometry Review

Trigonometry Review
Algebra of Quadratics II – Solving Quadratic Equations
Linear Functions II and Simultaneous Solutions
Parabolas – Sketching
Reciprocal Variation and Algebraic Fractions
Logarithms
Polynomials – Remainder and Factor Theorems
Solving Linear Equations
Inequalities
Sequences

COURSE ORGANISATION

Based on their results and the recommendation of teachers, Year 10 students will be grouped at the beginning of the year into two courses, namely *General Mathematics* and *Mathematical Methods*.

Mathematical Methods students will study material which is particularly appropriate for introduction to the Mathematical Methods and Specialist Mathematics (QCAA), and IB Mathematics – Analysis and Approaches (SL or HL) courses in senior years. The *General Mathematics* groups will therefore have extra time allocated to consolidate all aspects of the Mathematics course necessary for the QCAA General Mathematics and Essential Mathematics courses.

ASSESSMENT OUTLINE

Assessment will generally involve examinations each term. In General Mathematics exams are always Technology Active while Mathematical Methods exams are both Technology Active and Technology Free. Examinations will consist of a range of Simple Familiar, Complex Familiar and Complex Unfamiliar questions. In addition, all students have a Problem Solving and Modelling Task (PSMT), usually during Semester Two. These assessment formats will prepare students for the type and range of assessment items used in Years 11 and 12.

HOMEWORK AND STUDY EXPECTATIONS

All Year 10 students will be required to complete regular homework allocated by their teacher. As well, it is highly recommended that students summarise their course work on a regular basis (fortnightly) so that they are well prepared for examinations in Mathematics.

ACADEMIC STREAMING

In Year 10, students will be guided by their academic performance into one of the two courses offered. In this way mathematical streaming occurs that best caters for the particular aptitudes and career goals of each student.

ENRICHMENT ACTIVITIES

- Regular mathematics tutorial (usually weekly)
- Australian Mathematics Competition
- QAMT Annual Year 10 Mathematics Camp
- Mathematics Challenge for Young Australians
- QAMT Problem Solving Competition

SCIENCE

COURSE AIM

In today's world a knowledge of Science is essential. A study of Science can offer ways of understanding many of the issues confronting us, such as social, political and economic issues. Further, the study of Science equips us with skills and strategies that can be used throughout our life such as critical thinking, observing, communicating and researching.

The creation of new scientific knowledge involves careful, disciplined investigative and analytic work, often over long periods of time. But it also involves making bold leaps of imagination and intellect, wrestling with dilemmas, overcoming barriers, following hunches, making guesses, inventing meaning and taking risks. It is therefore important for all students at Townsville Grammar to study Science.

The Year 10 Science program has been designed to lead directly into the Senior IB and QCAA courses. There are two strands offered: **Physical Sciences** and **Natural Sciences**. Students will choose at least one of the Science subjects, with the option of taking both strands. Each strand will focus on different knowledge and skill sets. **Physical Sciences** will introduce students to the foundational knowledge and skills to study both Chemistry and Physics while **Natural Sciences** will introduce students to the study of both Biology and Earth and Environmental Science in Senior studies.

N.B. Students will only be allowed to select Year 11 Physics and Chemistry in the IB and QCAA programs if they have studied **Physical Sciences** in Year 10.

COURSE OUTLINE

The Year 10 Science Program has been redesigned to prepare students for the QLD SATE system (ATAR) and the IB programme. Since 2018, students have been able to study one or two Science subjects: **Physical Sciences** and **Natural Sciences**. The Year 10 Program has been designed with 6 major objectives:

1. To encourage a natural interest in Science;
2. To introduce students to the senior subjects of Biological Science, Earth and Environmental Science (**Natural Sciences**), Chemistry and Physics (**Physical Sciences**);
3. To better equip students intending to study Senior Science with the basic skills necessary to succeed in these subjects;
4. To meet the academic needs of all students;
5. To foster and develop higher order thinking skills;
6. To encourage and emphasise practical and enquiry skills.

With these objectives in mind the following topics are studied in two Science strands:

Physical Sciences	Natural Sciences
Term 1: Introductory Chemistry <ul style="list-style-type: none">• Periodic Table properties• Atomic Structure• Ionic Bonding• Covalent Bonding• Writing/Balancing chemical reactions• Predicting Products• Solubility	Term 1: Cells as the Basis of Life <ul style="list-style-type: none">• Prokaryotic and Eukaryotic cells• Cell Membrane Structure• Cell Membrane Transport• Enzymes• Cell Processes: Osmosis and Diffusion• Microscope Skills
Term 2: Force and Motion <ul style="list-style-type: none">• Linear Motion• Newton's Laws• Vectors• Measurement and Uncertainty• Equations of Motion• Energy	Term 2: Earth Processes <ul style="list-style-type: none">• Structure of the Earth• Introduction to Rocks• Igneous Rocks and Volcanoes• Plate Tectonics and Sea Floor Spreading• Sedimentary Rocks and Fossils• Mapping and Geological Time

Physical Sciences	Natural Sciences
Term 3: Acids and Bases <ul style="list-style-type: none"> • Properties and pH • Acid Base Reactions • Rates of Reaction • The Mole Concept • Titration • Titration and Mole Calculations 	Term 3: Earth Processes <ul style="list-style-type: none"> • Structure of the Earth • Introduction to Rocks • Igneous Rocks and Volcanoes • Plate tectonics and sea floor spreading • Sedimentary Rocks and Fossils • Mapping and Geological Time
Term 4: Radiation and Nuclear Physics <ul style="list-style-type: none"> • Nuclear model and Stability • Spontaneous decay and half-life • Fission and Fusion • Energy 	Term 4: Classification and Genetics <ul style="list-style-type: none"> • Classification methods • Classification of major groups • Genetics: Inheritance

COURSE ORGANISATION

Selection of these two separate strands will allow teachers in specialist Science subject areas to fully extend more able Science students while providing other students with a better opportunity to consolidate their understanding and knowledge.

ASSESSMENT OUTLINE

Students will be assessed using a number of instruments in order to prepare them for Year 11 and 12 Assessment in the Science subjects. These include data tests, examinations, experimental reports and research assignments. As part of the assessment techniques students will be involved in the comprehension and expansion of their in-class knowledge along with the integration of analytical practices and critical thinking skills which permit learners to think more deeply about their learned theories.

HOMEWORK AND STUDY EXPECTATIONS

Homework is set on a regular basis and is written in the students' diaries. Students should be sufficiently well organised to ensure all homework is completed on time and to a high standard. Typically, 1½ - 2 hours of study per week is required in Physical and Natural Sciences. Learning goals and task checklists are also provided to students to help them become autonomous and in control of their own learning.

ENRICHMENT ACTIVITIES

- Students undertake extended scientific activities which affords the opportunity for them to perform, understand and appreciate scientific skills, process and principles. Students are provided with challenging learning experiences to stimulate higher order thinking at a level appropriate for their understanding.
- Regular Science Tutorials (usually weekly).
- Natural Sciences excursion examining classification methods.
- All students may participate in the ICAS Science Competition (optional).

ELECTIVES

GUIDELINES FOR SELECTING ELECTIVES

STUDENTS NEED TO SELECT FOUR (4) ELECTIVES OF WHICH THREE (3) WILL BE ALLOCATED.

Number preferences 1 to 4; one being most preferred.

It is important to list a **fourth (4)** preference in case you cannot be placed due to class size in one of your initial preferences.

APPLIED TECHNOLOGY

COURSE AIM

The Year 10 Applied Technology program is designed to complement Middle School studies in Design and Technology and continue the preparation of students for life in a society increasingly dependent on the use of technology and problem solving. Students undertaking this subject are exposed to a wide variety of design and fabrication techniques specifically in the areas of furnishing and industrial graphics skills.

RATIONALE FOR SELECTING THIS SUBJECT

The Year 10 Applied Technology course is designed to provide a solid foundation for those students who may choose to further their interest in the areas of Furnishings and Industrial Graphic Skills in their senior years. Applied Technology is not a prerequisite for either of these courses. The course of study would be of interest to those students who enjoy working in a practical workshop environment. Students who are interested in pursuing vocational studies would benefit from this course.

COURSE OUTLINE

Students are involved in a variety of fabrication activities. Embedded in this course is the use of CADD software, which is fundamental in reading drawings across the range of fabrication technologies. Students will be introduced to a range of materials and techniques linked to the Furnishings and Industrial Graphics Skills. An emphasis is placed on safe workplace practices and high quality hand skills.

The Design and Technology Faculty is equipped with a wide range of resources relevant to the Furnishings and Industrial Graphics Skills. Students have access to a variety of resources, both practical and notional.

ASSESSMENT OUTLINE

Assessments are based on the following:

- Completed projects
- Appraisal and evaluation of finished products

HOMEWORK AND STUDY EXPECTATIONS

Although a great deal of assessment is practically oriented, students may be required to complete some safety and evaluation tasks at home.

Regular tutorials are held, usually on a Monday afternoon and during lunch breaks and students are encouraged to attend.

BUSINESS STUDIES

COURSE AIM

This elective aims to provide students with a basic understanding of economic, accounting and legal systems. Whilst this course is not a pre-requisite, it would provide useful background for future studies in Accounting, Economics, and/or Legal Studies. The course also provides students with valuable life skills in the areas of both personal and business financial management and record keeping, investment on the share market, and how our legal and economic systems function.

RATIONALE FOR SELECTING THIS SUBJECT

Business, in one form or another, affects everyone's life. Over 95% of all businesses in Australia are classified as small businesses and it is expected that most new jobs will be created in the small business sector. Employers, especially those involved with small businesses, prefer to employ people with knowledge of how such businesses operate. To satisfy the needs of business employers effectively, young people entering the workforce will be more valuable if they possess enterprising attributes and background knowledge of management techniques. Completion of this course will empower students to participate more effectively and responsibly in a changing business environment.

COURSE OUTLINE

The elective is organised into four discrete units.

1. **Business in the Economy**

This unit introduces students to entrepreneurship and the markets in which small and large businesses operate. Participation in the ASX Share Market Game will give students a better understanding of the volatility of markets and the importance of corporations in the economy. Students are introduced to concepts underlying the study of Economics.

2. **Accounting for Business**

This unit introduces students to financial record keeping practices of small businesses. The students will learn the process of single entry cash books, the completion and presentation of Income Statement and Balance Sheets and will investigate the use of analysis of reports in decision making for a business. Microsoft's Excel spreadsheets will be an integral part of this course. Students are introduced to concepts underlying the study of Accounting.

3. **Business and the Law**

This unit introduces students to Australia's legal system. The process of making laws, basic aspects of criminal and civil, rights and responsibilities in the workplace and the law within the business environment will be investigated. This course provides a good introduction to Legal Studies.

4. **Enterprise and Ventures**

This unit examines small business structures and methods of operation. Students will investigate the process of developing a business and marketing plan and have the chance to propose a business solution that will meet the needs of local consumers.

ASSESSMENT OUTLINE

Knowledge and understanding, interpretation and analysis and, synthesis and evaluation are assessed throughout the year using a range of instruments. These will include short answer, response to stimulus and practical tests, as well as, research assignments.

HOMEWORK AND STUDY EXPECTATIONS

Students will be expected to do regular homework consisting of either set work or study of work covered during the School day. Assignment work will also need homework time to complete.

DANCE

COURSE AIM

Dance, as a subject, is a specialised study of dance exploring dance contexts (frame through which the dance is viewed e.g. historical, cultural, political, environmental, personal) genres, (broad category of dance eg. Ballet or hip-hop) and styles (specific category within a genre).

RATIONALE FOR SELECTING THIS SUBJECT

- Dance encourages a holistic individual.
- It engages mind, body and spirit and provides opportunities for the development of physical, expressive, “critical, imaginative, appreciative and perceptive abilities” (Bannon & Sanderson, 2000).
- Students’ self-confidence and the necessary social skills to work effectively, individually, and in teams are developed within the study of Dance.
- Creative and problem-solving abilities are fostered through research, synthesis and communication of concepts, images, themes and feelings.
- Students develop insights about the world in which they live and promote an understanding of their own culture as well as sensitivity to other cultures.

COURSE OUTLINE

- Learning to explore the language of movement from a range of angles
- It differs from outside school recreational dance classes and TGS Dance Troupe (heavily performance based learning)
- You do not need to be at a professional dance level – however having dance experience is highly recommended
- Study a range of contexts, genres and styles of dance including Jazz, Popular Culture, Musical Theatre, World Dance Styles, the foundation of all dance: Ballet. **There will be a heavy focus on contemporary dance (core).**
- Explore through practical and theoretical activities and assessments the foundations of dance, history, safe dance practice, performance skills, composition of dance and production of dance.
- It will be compulsory to attend at least one organised Dance North performance which is a unique sensory learning experience and an enjoyable aspect of the program.

ASSESSMENT OUTLINE

Theoretical and practical assessments including:

- Performance Tasks:
Through performance, students gain understandings of technical competencies and expressive skills within a particular genre/style
- Choreographic Tasks:
Through choreography, students explore, manipulate, integrate and structure movement to reflect an intent which may be to create meaning, express personal or social issues, tell stories and entertain.
- Appreciation Tasks:
By reflecting on, responding to, and evaluating various dance genres and styles, students develop an awareness of how and why dance reflects the contexts in which it is created.

HOMEWORK AND STUDY EXPECTATIONS

Dance is predominately a practical subject however formal homework will be given and is generally concentrated to two weeks before the assessment task. The majority of practical work will be completed in class time. Students must demonstrate a sense of discipline and commitment, as performance assessments in Dance involve rehearsal both inside and outside of classroom hours to achieve polish.

DESIGN TECHNOLOGY

COURSE AIM

The Year 10 Design Technology program is designed to complement Middle School studies in the Design and Technology course and continue the intellectual preparation of students for life in a society increasingly dependent on the use of technology and problem solving. Students undertaking this subject are exposed to a wide variety of challenges aimed at developing their knowledge and understanding of design techniques, materials, processes, systems and technological literacy.

RATIONALE FOR SELECTING THIS SUBJECT

The Year 10 Design Technology course is designed to provide a solid foundation for those students who intend undertaking the QCAA subject Design in their senior years. The course of study would be of interest to those students who enjoy graphics, designing and solving theoretical problems on paper and then making the solutions to resolve problems. Students who are interested in pursuing vocational studies would benefit from this course as well as those students interested in studying Engineering, Product Design, Architecture and associated courses at University.

COURSE OUTLINE

Students are involved in a variety of problem solving activities which include designing and making within specific constraints. Embedded in this course is the use of Graphics, which is fundamental across the range of fabrication technologies. A diversity of resistant materials, such as wood, plastics and metal, are made available to facilitate this development. Design technique and basic electronic principles are studied and problems are posed that require the practical application of these theoretical concepts.

To enable students to construct designed problem solutions, the Faculty is equipped with a wide range of resources including hand, power tools as well as electronic resources like computers, laser cutters and 3D printers. Students have access to a variety of media to assist them with their design and research assignments. These include textbooks, audio-visual resources and networked personal computer stations.

ASSESSMENT OUTLINE

Assessments are based on the following:

- Examination – Design challenge. The examination assesses the application of a range of cognitions to a design brief. The student response must be completed individually, under supervised conditions. Stimulus is unseen.
- Projects – the assessment focuses on a design process that requires the application of a range of cognitive, technical and creative skills and theoretical understandings. Students document the iterative process undertaken to explore and develop a response to a design opportunity.

HOMEWORK AND STUDY EXPECTATIONS

Although a great deal of assessment is practically oriented, students are required to complete related design folios in class and for homework.

Regular tutorials are held, usually on a Tuesday afternoon and during lunch breaks and students are encouraged to attend.

DIGITAL TECHNOLOGIES

COURSE AIM

Personal access to computers and electronic information networks is increasing and becoming an important aspect of life in our society. This rapid proliferation of computers as a medium for providing and communicating information has made the ability to use Digital Technologies a vitally important skill.

Students will be encouraged to develop the knowledge, skills, processes and attitudes that are required for effective participation in the community as responsible users of information technology. They will be expected to develop self-reliance, personal responsibility, self-management, the ability to work as a member of a team and the ability to think critically and constructively about situations and practices involving computer and associated technologies.

RATIONALE FOR SELECTING THIS SUBJECT

This subject will suit students who want to be in control of computer technology and use it to accomplish their own ends in new and exciting ways. Studying Digital Technologies will empower students and foster the ability to meet challenges with a sense of confidence.

Students may choose to terminate any further study in this area after Year 10. In this case, the Year 10 course will have contributed in a significant way to students' general education and it will have served as a support subject for study in other subjects. Students intending to study Digital Solutions in Years 11 and 12 will be familiar with the demands of that subject and will be better able to determine if the emphasis on software development in Digital Solutions, rather than just the use of software applications, is what they really want to do.

A wide variety of careers and employment opportunities would use the Digital Technologies skills and processes to varying degrees. It will enhance opportunities to gain employment and advancement in almost all workplaces.

COURSE OUTLINE

Since Digital Technologies changes so rapidly, the specific knowledge, processes and skills associated with working with this subject will not be software or system specific and should assist students in developing an attitude of adaptability to change. Within this framework, students will develop their ability to use a variety of languages, common and not so common software applications and hardware technology. Students will be given the opportunity to develop the skills needed to participate in creative work, practical problem solving and communication through a variety of media. Students will not only acquire and apply knowledge associated with Digital Technologies; they will also develop skills in analysis, synthesis, evaluation and effective communication.

Topics covered in Year 10 include:

- Web Design using HTML, CSS & PHP
- Relational Databases & SQL
- Robotic Programming using Python
- IOT (Internet of Things) using Arduino
- Multimedia

ASSESSMENT OUTLINE

Students will be expected to complete a range of assessment tasks during the year including objective tests (short answer and multiple choice questions) and larger projects where the students will follow a systems lifecycle approach to analyse, design, develop and evaluate solutions for a range of problems. In all of the project tasks, there will be a degree of choice and not all students will complete exactly the same tasks. This allows students to choose tasks best suited to their individual interests and abilities. All tasks will be based on real life scenarios.

HOMEWORK AND STUDY EXPECTATIONS

Students will be expected to complete one and a half hours of homework a week. If students require extra time on a computer, arrangements will be made for after-hours access of school computer facilities.

DRAMA

COURSE AIM

Drama seeks to foster 21st century skills by using the techniques of acting to gain a psychological understanding of real people, their reactions and their behaviour, while examining the actions and motives of imaginary characters. This fascinating, relevant subject is transferable to real life proving invaluable for personal and work contexts, especially in jobs that are client-based and require empathy. Drama increases self-awareness, self-discipline and confidence and aims to equip students with first class communication skills.

RATIONALE FOR SELECTING THIS SUBJECT

This subject will suit any student who likes to learn in a practical manner by actively engaging with others and will suit different types of learners. Students learn meditation for focus, how to have a pleasant voice, exploit expression and frame words. They are always physically active as movement training is essential. There are no desks or chairs in Drama. Acting, conversing, negotiating, directing, problem solving and creating dramatic concepts with other people will broaden life skills, social experience and refine English language use. This subject compliments many subjects, equipping the student for any client-based profession. Drama training is applicable for jobs that demand first-class communication skills, emotional intelligence and social ease, the ability to adopt a calm, relaxing manner or project energetic dynamism as required.

COURSE OUTLINE

- | | |
|---------------|---|
| Unit 1 | RED GLOVES - You cannot make a revolution in white gloves - Castro
You will explore: <ul style="list-style-type: none">• Acting and singing of the everyday life, trials and tribulations of rich and poor in <i>Les Miserables</i>, the musical.• How to generate suspense for an audience in film and theatre.• Improvisation and role creation by interrogating passengers to catch a spy on the Trans-Siberian express• Acting Techniques in <i>The Queen and the Rebels</i>• Re-enacting events and experiences from past and present revolutions such as dangerous border crossings and an escape from Colditz Castle• Analysing how symbols resonate to create atmosphere |
| Unit 2 | CROWNS - Uneasy lies the head that wears the crown - Shakespeare
You will experience: <ul style="list-style-type: none">• Elizabethan England through role play, comedy, costume and duelling• You will meet a contemporary version of Lady Macbeth as she plots for the lead role in the school production• The importance of clear speech and good posture• Evaluating how directors re-invent classic plays using new forms |
| Unit 3 | THE SEEING PLACE - Theatre is a Greek word for a seeing place where people come to see the truth about life
You will: <ul style="list-style-type: none">• Discover what inspires you by delivering a speech to inspire an audience• Investigate Greek Theatre to learn “how tragedy and comedy are both about something awful happening to someone else” Aaron Allston• Analyse and create dramatic meaning in performance |
| Unit 4 | SOULS ON FIRE - The human soul needs beauty not bread - D H Lawrence
You will examine the truth by: <ul style="list-style-type: none">• Inventing the trial of Sarah Osborne - she was one of the first women to be accused of witchcraft in the Salem witch trials• Acting realistically from <i>The Crucible</i>, a play about witch-hunts• Contrasting range of contemporary plays to learn style and staging techniques |

ASSESSMENT OUTLINE

Students are assessed according to the following criteria:

Making:	Performing, devising, creating, inventing, rehearsing and communicating, individually and in groups
Responding:	Exploring, analysing, reflecting, discussing, synthesising and evaluating performances through written and oral responses.

GEOGRAPHY

COURSE AIM

Geography is the study of people and their connections with places. The way people interact with places is dynamic and these interactions have consequences for sustainability and management. Students will engage in a range of learning experiences that develop their geographical skills and thinking through the exploration of geographical issues and their effects on people, places and the environment. Students investigate places in Australia and across the globe to observe and measure spatial, environmental, and cultural factors.

The course is aligned with the Australian Geography Curriculum. The content is organised into two strands: *Geographical Knowledge and Understanding* and *Geographical Inquiry and Skills*. These strands are interrelated and are taught in an integrated manner.

The key inquiry questions for Year 10 are articulated below.

- How can the spatial variation between places and changes in environments be explained?
- What management options exist for sustaining human and natural systems into the future?
- How do worldviews influence decisions on how to manage environmental and social change?

COURSE OUTLINE

Term 1: Perspectives about Sustainability

Students will investigate the differing perspectives and actions of groups towards the sustainability of the environment. Traditional environmental management practices of indigenous populations will be investigated along with contemporary environmental issues. On an international level, the focus will be on the management of climate change whilst at a regional/national level the students will have the freedom to choose a topic of interest from a wide range of choices.

Term 2: The Bottom Billion

Students explore the differences in well-being within and between developed and developing nations. Global trends, reasons for differences, inter-relationships and consequences will be investigated.

Term 3: Surfs Up – Coastal Geography

Through an investigation of coastal environments, including national and international case studies, a field excursion to Rowes Bay and visits from guest speakers, students will gather data to solve the mystery of the disappearing sand at Rowes Bay and evaluate the alternative solutions to the problem.

Term 4: Fight or Flee?

Inequity, resources pressure and cultural/religious/ideological differences have contributed to conflict and human suffering across the globe. Students will investigate the human rights and social issues associated with conflict; including child soldiers, land mines, displaced persons and refugees. The contribution and importance of international organisations and aid agencies towards conflict resolution and enhancing the well-being of victims will be examined.

COURSE ORGANISATION

The course will be organised into the above units. The environments studied within these units will be based on the teacher's expertise and changing community priorities or global issues.

ASSESSMENT OUTLINE

Assessment will consist of short response tests on knowledge and responses to stimuli, a field report and research inquiries.

HOMEWORK AND STUDY EXPECTATIONS

It is expected that students will complete set tasks, often from the set textbook, and sufficient time should be devoted to the preparation of field reports and independent research inquiries.

ENRICHMENT ACTIVITIES

Field work and the application of digital technologies, such as Google maps, will be incorporated into studies to allow students to have the opportunity to extend their understanding of geographical models and skills. Students may also participate in the National Geographic Australian Geography Competition.

HISTORY

COURSE AIM

The Year 10 History course aims to expose students to key ideas, events and developments that have moulded their world. They will acquire knowledge, concepts and skills which will help underpin constructive citizenship in the 21st century world. Students will enhance skills they will need in various areas of the Year 11 and 12 curriculum.

History remembers the past, explains the present and gives hope and interpretations for our future.

COURSE OUTLINE

The course is designed to allow for one semester of Ancient History and one semester of Modern History. There are four (4) depth studies separated by bridging and background units of work.

The Course will include the following units:

- Rome (Depth Study)
- Medieval and Renaissance Periods (Depth Study)
- Other Factors that Shaped the Modern World
- World War Two (Depth Study)
- The United States in the Modern World
- The American Civil Rights Movement (Depth Study)

COURSE ORGANISATION

These units will be spread over two semesters, with “Inquiry” Units running for approximately 7 weeks. The shorter “background and bridging” units, will run for approximately 3-4 weeks. All units will be studied according to the Historical Inquiry Process.

ASSESSMENT OUTLINES

Assessment will consist of the following tasks over two semesters:

- A response to stimulus test
- A content test
- Two research projects with research folios leading to
 - an in-class essay
 - an Oral Presentation
- An in-class independent source investigation

HOMEWORK AND STUDY EXPECTATIONS

It is expected that student homework will involve working with sources, wide reading, and preparation of Research Folios.

ENRICHMENT ACTIVITIES

Students will be further engaged with their learning through re-enactment, guest speakers and simulations.

HOSPITALITY

COURSE AIM

This subject is only available for students who are seeking an alternate pathway (other than tertiary education) beyond their Senior studies.

Hospitality aims to introduce students to a range of employment opportunities in the hospitality industry. A broad overview of the industry will be given particularly concentrating on the food production and service sectors. Practical work including cookery will be undertaken weekly.

Studying Hospitality develops attitudes and skills useful not only in hospitality but other areas of employment and life.

Although not a pre-requisite for Year 11 Hospitality Practices, the subject will give students a good understanding of the expectations of the senior subject. Some work will be able to be credited towards core competencies (Vocational Education component only). Hospitality as a senior subject can contribute towards an ATAR score as an Applied subject.

COURSE OUTLINE

Topic 1 – Introducing Hospitality

- Introduction to the Hospitality Industry
- Food Production – the Kitchen/Knife Skills
- Workplace Health and Safety
- Resumes/Letters of Application

Topic 2 – Focus on Nutrition

- Nutrition and the Food Industry
- Food and Beverage Service
- Occupational Hygiene

Topic 3 – Multicultural and Festive

- Food Presentation and Service
- Cultural Foods
- Menu Planning

Topic 4 – Hospitality Service

- Accommodation
- Food/Hospitality Industry

ASSESSMENT OUTLINE

Each semester will involve the following assessment

1. On-going practical performance
2. Practical planning task
3. Theoretical test
4. Written assignment

HOMEWORK AND STUDY EXPECTATIONS

Included in the program are some excursions to Hospitality Industry venues as well as gaining experience from a range of Guest Speakers from the Hospitality Industry.

MODERN LANGUAGES

(FRENCH, JAPANESE)

COURSE AIM

Modern Language courses at all levels focus on the communicative function of the language in a cultural context. Effective participation in the course at Year 10 level offers students the potential to:

- Enhance their level of literacy
- Enhance their general cognitive development, memory skills and problem-solving skills
- Familiarise themselves further with many different genres/text types
- Extend their understanding and appreciation of their own language and culture as well as their target language and culture with a diversity of linguistic and cultural perspectives
- Acquire knowledge, skills and strategies to communicate in the target language with a native speaker at a basic level
- Develop culturally sensitive attitudes toward people of other cultures

RATIONALE FOR SELECTING THIS SUBJECT

Whom will it suit?

- Any student who enjoys the study of their chosen language and its culture, having already studied their language up to the end of Year 9.

What is the subject useful for in Years 11 and 12?

- Throughout Years 10, 11 and 12, students are exposed to a wide variety of learning opportunities that are communicative in nature, cater to various learning styles and encourage and promote a vast array of skills: improving memory, improving academic performance and improving students' first language. Themes and topics included in the course reflect realistic life opportunities and current social issues.

What job opportunities does it offer?

- Modern Languages offer terrific employment opportunities in our rapidly changing, globalised world. Each year advances in international communications technology result in an ever-increasing demand for people with information technology skills and a knowledge of foreign languages and cultures. Knowledge of a foreign language provides a competitive edge in career choices in today's and tomorrow's world in service industries, the publishing and entertainment industries, corporate offices with international branches, medicine, law, business, journalism, teaching and general government work.

COURSE OUTLINE

Students in Year 10 are able to study one Modern Language from French and Japanese.

The Year 10 course of study is developed around the following general themes:

- Leisure and Recreation
- Personal and Community Life
- The International World,
- The Built World
- The Imaginary World.

More specifically, students will engage in and develop their language skills further around the following topics:

- Shopping
- Music and popular culture
- Hobbies, interests and healthy lifestyles
- Technology

- The environment
- My home and neighbourhood
- School
- Travel
- Part-time jobs
- Future aspirations
- Social and World Issues
- Hosting a student from the target country

By the end of Year 10, students will have covered the basic language items and functions required to allow them to progress quickly through the first stage of the senior course of study.

ASSESSMENT OUTLINE

Year 10 students undertake assessment in a combination of the four macro-skills each term: listening, speaking, reading and writing. Students will both respond to and create a variety of texts. Assessment instruments reflect real-life situations and are designed to reflect the content taught. A variety of tasks is used to allow all learners to demonstrate the skills they have developed.

Summative internal assessment 1 (IA1): Examination – short response	15%	Summative internal assessment 3 (IA3 or IA2/): Extended response/ combination response	30%
Summative internal assessment 2 (IA2): Examination – combination response	30%	Summative external assessment (EA): Mock Examination / or IA3 combination response	25%

HOMEWORK AND STUDY EXPECTATIONS

The study of foreign languages is both skills based and academic. For foreign-language learners to optimise their effectiveness and to achieve successful outcomes in their studies, it is essential to:

- Work independently
- Be willing to practise
- Be willing to communicate as much as possible in the target language
- Apply a consistent approach to homework and revision
- Apply a healthy level of commitment and dedication to their studies

ENRICHMENT ACTIVITIES

Weekly tutorials are offered for language extension and/or support.

Students may be offered the opportunity to be further engaged in enrichment activities such as:

- The Alliance Française Schools' French Competition
- The Townsville French Speech Competition
- The Townsville & District Annual Japanese Speaking Competition
- The Biennial Educational Language and Cultural Study Tour to France/ Japan
- Visiting a restaurant/ experiencing cuisine.

MUSIC

COURSE AIM

Music is an integral part of life for all cultures. The study of music develops creativity, which goes hand in hand with fostering self-discipline, concentration, listening skills and fine-motor skills. It will help students develop important interpersonal skills as well as a sense of responsibility and teamwork and lead to an informed awareness of the world at large. Other benefits may include improved language and mathematical abilities, development of analytical skills and enhanced self-esteem. Job opportunities directly related to music education are many and varied.

Music in Year 10 is designed to enable students to be literate and functioning musicians, who are capable of contributing with confidence to a music ensemble, whether vocal or instrumental. Prior study of music is not a prerequisite to this course however it is recommended. Students who have completed a significant amount of music study on a musical instrument already, will find that this course will complement and extend their existing knowledge.

The course aims to assist students in the following areas of music:

- Musicology – using visual and/or aural analysis skills to determine musical relationships within the pieces they study.
- Composing music – music notation, composition techniques, and music technology.
- Performing – performing both vocally and instrumentally.

COURSE OUTLINE

Semester One – Music of the Classical Period and Music for Film

- **Composition** – students will compose and improvise in styles related to the topics. These compositions will be composed using computer composition software.
- **Performance** – includes musicianship and aural skill activities, vocal and instrumental improvisation and performing.
- **Musicology** – aurally and visually analyse music related to styles being studied.

Semester Two – Music of the 19th & 20th Century and Music of Various Cultures

- **Composition** – students will compose music related to the topics.
- **Performance** – includes musicianship and aural skill activities, vocal and instrumental improvisation, performing and recording of compositions, and vocal and instrumental arrangements of various genres of 19th and 20th century music.
- **Musicology** – aurally and visually analyse music related to styles being studied.

ASSESSMENT OUTLINE

Students are assessed each semester in performance, composition and analysis.

	Term 1	Term 2	Term 3	Term 4
Topics	Music of the Classical Period	Music for Film	Music of the Romantic Period	Music of the 20 th & 21 st Centuries
Assessment	Performance	Exam: Musicology (Classical & Film) Composition (Film)	Composition	Integrated Project: Performance & musicology

HOMEWORK AND STUDY EXPECTATIONS

The Music Faculty strongly supports those students who contribute to their own development and who actively participate in the learning through regular completion of aural and visual, musicianship, and composition tasks.

ENRICHMENT ACTIVITIES

- Use of Music technology and special workshops with visiting professionals
- Grammar Singers, Bands, Orchestra, and other large Ensembles
- A range of small ensembles depending on skills of students
- Concert program involving School and community events
- Attendance at performances at various venues

PHILOSOPHY

COURSE AIM

The Year 10 Philosophy course aims to provide students with the opportunity to engage with some of the powerful ideas which have shaped the way humans view and understand the world and themselves. Students will acquire knowledge, concepts and skills in the fields of philosophical argument and analysis which they will then be required to apply to contemporary issues.

Students will develop and enhance thinking processes they will need in various areas of the Year 11 and 12 curriculum. Philosophy will also provide students who might be considering studying for the International Baccalaureate Diploma, a basic introduction to key ideas from the interdisciplinary subject, Theory of Knowledge.

COURSE OUTLINE

The Course will be clearly divided into two semesters of study with 3 distinct units per semester:

Semester 1: 'I think therefore I am'- Existence, Knowledge and Reasoning (the Matrix Factor)

- Mind, Body and Reality
- Ways of Knowing: knowledge, truth and belief
- Introduction to Logic and Reasoning

Semester 2: 'What is Right?'- Ethics and Philosophical Investigation

- Ethics and ethical dilemmas presented in modern life
- The philosophy of politics- rights and responsibilities
- Applied Reasoning

COURSE ORGANISATION

The units will be spread over two semesters with each unit running for approximately 6 weeks. All units will be studied according to an inquiry process with a focus on developing complex reasoning skills.

ASSESSMENT OUTLINE

Assessment will consist of the following tasks over two semesters:

- A process exam
- A Moodle Short answer test
- A short answer/paragraph test
- A researched oral presentation
- A researched essay
- An extended response/essay test

HOMEWORK AND STUDY EXPECTATIONS

It would be expected that students would complete approximately a ½ hour of homework each evening on days which they have Philosophy lessons. Students would also be expected to have/develop a good general knowledge of contemporary social issues to be able to engage in philosophical investigations in Semester Two. This could be facilitated by regular reading of newspapers and periodicals.

ENRICHMENT ACTIVITIES

Students will be further engaged with their learning through in-class debates, excursions and simulation activities.

PHYSICAL EDUCATION

COURSE AIM

The aim of Year 10 Physical Education is to prepare and provide the basis for students to enter the senior subject of Physical Education in Years 11 and 12. Across the course of study, students will engage in a range of physical activities to develop movement sequences and movement strategies. In becoming physically educated, students learn to see 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.

RATIONALE FOR SELECTING THIS SUBJECT

The Physical Education learning area reflects the dynamic and multi-dimensional nature of the health and fitness industry. The program recognises the significance of physical activity in the lives of individuals and groups in contemporary Australian society. This provides a sound basis for the development of physically educated citizens who have an understanding and appropriate attitude towards good health and lifestyle.

Physical Education at the Year 10 level will suit students who are interested in the human body and sport science. It will also be an important transition year for those students who would like to prepare for the type of written and physical learning experiences to be encountered in the Senior Physical Education subject. The program reflects the organisation and content areas of Senior Physical Education.

Students who undertake studies in Physical Education will find the content matter and attitudes appropriate grounding for a very wide range of future job opportunities. ACHPER recently reported that the Sports and Recreation Industry is currently one of Australia's largest employment areas. A small sample of jobs include: Aerobics Instructor, Chiropractor, Exercise Scientist, Gym Instructor, Human Movements Consultant, Occupational Therapist, PE Teacher, Physiotherapist, Sports Coach, Sportsperson, Sports Psychologist, Sports Scientist, Sports Trainer.

COURSE OUTLINE

Students will be involved in four physical activities that will form the basis of the course learning. Activities include:

Practical Elements	Theoretical Elements
Netball	Tactical Awareness
Track and Field	Functional Anatomy
Touch	Exercise Physiology and Tactical Awareness
Table Tennis	Ethics & Integrity in Sport

ASSESSMENT OUTLINE

Students can be assessed across 7 objectives in preparation for Senior PE. This assessment process will be continuous throughout the year and mirrors the basic assessment requirements and standards of Senior Physical Education. Students will be assessed on both physical and written tasks. Physical assessment will contribute 40% of a student's Level of Achievement. Theory tasks will contribute 60% of the final grade.

HOMEWORK AND STUDY EXPECTATIONS

Students should aim for two 45 minute study sessions per week to cover all areas effectively. These sessions should cover set homework, review of current and past work, and wider reading in the content areas being covered.

VISUAL ART

COURSE AIM

The Year 10 Visual Art course encourages students to individually and collaboratively develop:

- conceptual and perceptual ideas and representations through design and inquiry processes
- visual arts techniques, materials, processes and technologies
- critical and creative thinking, using visual arts languages, theories and practices to apply aesthetic judgement
- respect for and acknowledgement of the diverse roles, innovations, traditions, histories and cultures of artists, craftspeople and designers
- confidence, curiosity, imagination and enjoyment through engagement with visual arts making, ways of representing and communicating.

RATIONALE FOR SELECTING THIS SUBJECT

Year 10 Visual Art is not a pre-requisite for the study of Senior Visual Art however, it would give students a tremendous advantage in being able to work with the Senior Syllabus.

The study of Visual Art would suit students who enjoy experiencing varied media areas, collecting, analysing and organising information, and participating in an atmosphere of curiosity, inquiry and creativity. It is important to note that the study of Visual Art includes written assessment as well as practical assessment. Students need to be willing to build literacy skills in order to describe, analyse and interpret artworks. Visual Art complements the learning of Design, Drama, the Social Sciences, Digital Technologies and many other subjects. Studying Visual Art would be helpful if a student was considering a career in advertising, architecture, teaching, early childhood, fashion design, textile design, set design, photography, interior design, graphic design, illustration, museum or gallery directorship, to name a few.

COURSE OUTLINE

	SEMESTER 1		SEMESTER 2
Unit Title	1. What is Visual Art?	2. The Frames or Contexts	3. Object of Obsession
Concept	What is Visual Art? explores the importance of art in our lives. Students explore various forms of art practice and investigate the agencies of the artist, artwork, art world and audience.	The Frames provides ways for students to look at artworks from different points of view. They are a way to understanding the connection between the agencies that surround an artwork.	Students explore everyday objects and select one that will become their ' Object of Obsession '. They research and evaluate the works of visual artists who have used mundane objects as stimuli for artworks, examining the qualities and styles of representation. Students examine the emotional, symbolic and conceptual nature of the works adapting ideas to their own work.
Focus	<ul style="list-style-type: none"> • The importance of Visual Art • Artistic practice • The forms – 2D, 3D and time-based • Artist • Artwork • Audience 	<ul style="list-style-type: none"> • Personal • Formal • Cultural • Contemporary • Elements of Design • Principles of Organisation 	<ul style="list-style-type: none"> • Objects • Signs • Symbols • Elements of Design • Principles of Organisation • Personal, Formal, Cultural and Contemporary frames of reference • Still Life
Media	3D – sculpture	2D – painting,	<ul style="list-style-type: none"> • 2D – drawing, painting, printmaking • 3D – ceramics, assemblage, wearable art • Time-based
Assessment	Experimental making and responding folio	Experimental making and responding folio	<ul style="list-style-type: none"> • Experimental making and responding folio • Written Report • Examination

ASSESSMENT OUTLINE

Students are assessed according to the following criteria:

Making: The production of artworks demonstrated through visual literacy and application.

Responding: Exploring, analysing, interpreting and evaluating artworks through researching, developing and resolving individualised responses.

Assessment items include:

- *Making* folios
- *Responding* written reports or multi-modal presentations which are linked directly to *Making* tasks
- Art journals that document research and development of *Making* and *Responding* tasks

HOMEWORK AND STUDY EXPECTATIONS

Visual Art is mostly a practical subject and therefore tends to generate less homework, however, students are expected to research and develop their ideas for *Making* tasks out of class time.

When *Responding* tasks are set, class time is provided, however, the majority of the assessment will be completed for homework.

ENRICHMENT ACTIVITIES

Excursions into and visits from the local community are organised to give students a wide exposure to the stimuli of the world in which we live. These include gallery visits, artists' talks and workshops. The Art department publicises and co-ordinates a wide range of Art competitions, exhibitions and displays throughout the year and offers support to all students via class time, tutorials, and Art Club.

ENGLISH AS A SECOND LANGUAGE (ESL)

Townsville Grammar School is an outward looking learning institution that embraces students from different cultures. We understand that some students may require additional support in English as this is not their first language. When the need arises, English as a Second Language (ESL) is offered at Townsville Grammar School.

At the North Ward Campus, students may be invited to attend English as a Second Language (ESL) support classes, where they receive individually tailored language and subject-specific support. Specialist ESL teachers are timetabled to teach multi-age groups across the Middle School. The School recognises the importance of providing direct language assistance to this group to enhance their learning outcomes.

The classes target key language concepts and skills. The ESL program concentrates on the student's own curriculum, which is differentiated to accommodate the various learning needs and levels of students.

In addition to ESL support classes, the School offers subject specific after-school tutorials to students. Should an ESL student find examination preparation or assignments challenging they can attend subject tutorials and receive help to complete their homework. The specific details regarding tutorials are available on our website.

As additional support, ESL students are eligible for Special Consideration in relation to internal assessment at Townsville Grammar School. For example, under test conditions students may receive 10 minutes extra per hour; they may take a dictionary to the exam; and they can ask that the teacher read the question aloud to them.

LITERACY SUPPORT

COURSE AIM

The aim of Literacy Support is to provide additional assistance to students in their educational development. Students may experience literacy difficulties for a variety of reasons. This subject is for students who may experience barriers in their learning due to either an imputed learning difficulty or a diagnosed disability or impairment.

Literacy Support program is designed to run parallel to the core curriculum areas across the school, whilst embedding a strong literacy focus together with an emphasis on organisation, research skills, communication skills and thinking skills. In addition, some students will be supported in core curriculum areas by a Teacher Aide.

Literacy Support strives to:

- provide students with a nurturing and supportive environment that fosters the individual educational needs of students with learning difficulties and disabilities
- enable students to gain confidence in themselves as learners
- support students to become independent, life-long learners
- support students in the development of their organisation, research and thinking skills
- support students in the development of their literacy skills in reading, comprehension, writing, speaking and listening in a variety of real-life scenarios, where applicable
- provide additional support and assistance with assignments and exams
- encourage students to pursue personal excellence
- foster and enhance student wellbeing, social and emotional development

COURSE OUTLINE

Students will achieve their 'personal best' by working in individual and small group situations, specifically designed to meet their educational needs. Students will participate in a variety of learning experiences to increase their knowledge, understanding and application of the following areas:

1. reading and comprehension skills
2. written expression and spelling skills
3. research skills
4. spoken language skills
5. thinking skills
6. organisation
7. study skills

In this subject, students will also receive support primarily with their English coursework through additional learning activities and scaffolding of assessment work. Students may also receive additional assistance with assignments in other subject areas as needed, and support during examinations.

Some students in this subject may require adjustments to teaching and learning strategies to access particular core curriculum. For a small number of students who have an ICP, this may also include modified learning and assessment programs, intensive teacher aide support or withdrawal support for exams.

COURSE ORGANISATION & ELIGIBILITY

At Townsville Grammar School, the Literacy Support program is delivered across Years 7, 8, 9 and 10.

In Year 10, Literacy Support is offered as an *elective* subject. However, as a prerequisite for entry into the Year 10 program, students must have undertaken Literacy Support in Years 8 and/or 9. The Head of Educational Support will review and consult with parents and students to determine whether a student may benefit from continuing with the program in Year 10.

In Years 9 and 10, Literacy Support is offered as an elective subject. However, as a prerequisite for entry, students must have undertaken Literacy Support in Years 8 and/or 9. The Head of Faculty - Educational Support will

review and consult with parents and students to determine whether a student may benefit from continuing with the program. Consultation with the Director of Curriculum will occur in this circumstance.

ASSESSMENT

This is a non-assessed subject. Students are reported on individual performance, organisation, following teacher directives and instructions for learning, work ethic and willingness to engage in learning.

HOMEWORK AND STUDY EXPECTATIONS

As Literacy Support is designed to enhance core curriculum areas, homework is not assigned in this subject. In addition to the support provided within the school environment, it is imperative that students are educationally supported within the home environment. Communication between Head of Faculty – Educational Support and parents is highly encouraged.

RESOURCES

- PROBE Reading Assessment
- Metacognitive strategies for reading comprehension
- Cambridge Connecting English textbook Year 8-10 (required for English)
- Wide range of reading resources
- Variety of audio-visual, technological equipment and online applications
- Microsoft Teams
- Class novels

CONSULTATION

Prior to electing this subject, parents are requested to initially consult with the Head of Faculty – Educational Support and/or the Director of Curriculum regarding the individual student's learning support needs.

GUIDE TO SUBJECT SELECTION & CAREER DEVELOPMENT

The School's Careers Advisor is available to talk with current Year 9 students and their parents with a view to planning senior courses and career pathways. Please do not hesitate to call 4722 4993 for an appointment or email kathryn.tebble@tgs.qld.edu.au

CHOOSING YEAR 10 SUBJECTS

There are many important decisions you have to make while at School. Some of the most important are concerned with the choice of subjects to take in Year 10, and later the selection of subjects for Year 11 and 12. These are important decisions since they may affect your career plans when you leave school. Your course selections can also directly affect your success at school and how you feel about school.

OVERALL PLAN

As an overall plan, it is suggested that you choose subjects:

- You enjoy
- In which you have already had some success
- Which will help you achieve your chosen career goals, or at least keep your career options open and that will develop skills, knowledge and values useful throughout your life

This may sound difficult, but if you approach the task calmly, follow the guidelines provided, and ask for help, you should come up with a list of subjects that meets your needs.

GUIDELINES

Keep your options open

Many students in Year 9 have thought about their future, however, are still uncertain about courses or occupations they would like to follow after they have finished school. It is wise, therefore, when looking at subject choices, to keep your options open. This means choosing a selection of subjects that makes it possible for you to continue thinking about your career choice before making more definite choices as you approach the end of Year 10.

All pre-requisite subjects for university are covered in the core subjects for Year 10: *English, English Extension, General Mathematics, Mathematical Methods and Physical Sciences*.

These subjects provide excellent foundation skills not only for your future career but also for your personal life. You will then be able to choose from a range of electives that are designed to develop your interests and practical skills.

To find out about your subjects:

- Read the subject descriptions in the subject handbook
- Ask Heads of Faculties and teachers about particular subjects
- Look at books and materials used by students in the subjects
- Listen carefully at class talks and subject selection nights
- Talk to students who are already studying the subjects

When investigating a subject to see if it is suitable for you, find out about the content (ie. what topics are covered in the subject) and how the subject is taught and assessed.

For example: does the subject mainly involve learning from a textbook; are there any field trips, practical work, or experiments; how much assessment is based on examinations compared to assignments, theory compared to practical work, written compared to oral work?

Remember too, that your choice of subjects now may affect your choice later in Years 11 and 12. For example:

- It will be difficult in the future to take Mathematical Methods, Specialist Mathematics or IB Mathematics without a strong background in Year 10 Mathematical Methods.
- Chemistry and Physics will be much easier if good results are obtained in Year 10 Mathematical Methods and Physical Sciences.
- Modern Languages in the senior years almost always requires previous study up to and including Year 10.

Make a decision about a combination of subjects that suits you

You are an individual, and your particular needs and requirements in subject selection may be quite different from those of other students. This means that it is unwise to either take or avoid a subject because:

- Someone told you that you will like or dislike it

- Your friends are or are not taking it
- You like or dislike the teacher
- “All the boys or girls take that subject” (all subjects have equal value for males and females)

Be honest about your abilities and realistic with your occupational aims. There is little to be gained by continuing with or taking advanced levels of subjects that have proved very difficult even after you have put in your best effort. Similarly, if your career aims require the study of certain subjects, do you have the ability and determination to work hard enough to achieve the necessary level or results in those subjects?

Be prepared to ask for help

If you need more help, then ask for it. Talk to your parents, teachers, the Careers Advisor and the Director of Curriculum. Make use of the School subject selection program. Look at the resources suggested in this article.

Think about career options

It is helpful to have some ideas about possible career choices at this stage, even though you may change plans or review decisions in Year 10. Our school has a program to help you with career exploration. Talk to the Careers Advisor and check the following sources of information on subjects, courses and careers:

- Australia’s Career Information System Service *myfuture*, at www.myfuture.edu.au
- Other career information such as brochures from industry groups which show the various pathways to jobs in these industries. www.myskills.gov.au
- The QTAC *Guide* – for occupations requiring university study or study in fulltime TAFE diploma and advance diploma course. www.qtac.edu.au

Websites

These resources will help you research and learn about different jobs:

- Townsville Grammar School Careers website: <https://townsvillegrammarschoolcareers.com/>
- Job Outlook: <https://labourmarketinsights.gov.au/>
- Career targets: <https://townsvillegrammarschoolcareers.com/for-students/career-targets>
- Australia’s Career Information System Service – myfuture website: www.myfuture.edu.au
- The MyQCE website for information on Senior Subjects in Year 11 and 12: <https://myqce.qcaa.qld.edu.au/>

SUBJECTS AVAILABLE IN YEARS 11 – 12 (AS PROPOSED FOR 2023)

Queensland Curriculum & Assessment Authority (QCAA)

General Subjects

Accounting
Ancient History
Biology
Chemistry
Chinese (online through CSDE)
Dance
Design
Digital Solutions
Drama
Earth & Environmental Sciences
Economics
English
French
General Mathematics
Geography
Japanese
Legal Studies
Literature
Mathematical Methods
Modern History
Music
Music Extension (Composition)
Music Extension (Musicology)
Music Extension (Performance)
Physical Education
Physics
Specialist Mathematics
Visual Art

Applied Subjects

Essential English
Essential Mathematics
Furnishing Skills
Hospitality Practices
Industrial Graphic Skills

International Baccalaureate Diploma (IB) Programme

Group 1	English A: Language and Literature (SL or HL)
Group 2	French (SL) Japanese (SL) Spanish Ab Initio (SL)
Group 3	Economics (SL or HL) Psychology (SL or HL)
Group 4	Biology (SL or HL) Chemistry (SL or HL) Physics (SL & HL)
Group 5	Mathematics: Analysis and Approaches (SL or HL)
Group 6	Music (SL or HL) Theatre Arts (SL or HL) Visual Arts (SL or HL) Or additional Group 4 subject
Core	Theory of Knowledge/Extended Essay/Creativity, Action & Service

TOWNSVILLE GRAMMAR SCHOOL

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07 4722 4900

Annandale Campus

1 Brazier Drive, Annandale, Queensland 4814
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North Shore Campus

70-90 Northshore Boulevard, North Shore, Queensland 4818
07 4412 6600

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