TOOWOOMBA
GRAMMAR SCHOOL

Curriculum
Handbook 2026
Years 7 - 12

ABN 86 510 299 250 CRICOS REGISTRATION No. 00525D

INTRODUCTION

TO STUDENTS

This handbook is designed to provide you with information about subjects offered by the School to help you choose your course of study. As you progress to Years 11 and 12, the academic demands will increase and expectations will be high. You are the person responsible for your study and the results that you achieve. Your parents and the School will offer guidance, but ultimately your success will rely on your ability to apply yourself to your studies, establish study goals, revise work consistently and persevere even when the going gets tough. Teachers, Heads of Departments, Heads of House, the Careers Advisors and I are very happy to answer questions you may have and provide information to support you to make well-informed decisions about your course selection.

TO PARENTS

Toowoomba Grammar School aims to provide a rich and varied curriculum for our boys with a high degree of relevance to their needs and chosen pathways. Given that more than 80% of our Year 12 boys choose to attend university, the curriculum offering is dominated by Queensland Curriculum and Assessment Authority (QCAA) subjects which are used to calculate the Australian Tertiary Admissions Rank (ATAR), which is required for entry to university. This handbook is a starting point. Teachers are available to provide information you may require to help your son in his course selection. Course and Careers information may be obtained from various sources, including tertiary institutions, our Careers Office and Internet sites accessed via the Careers home page. Please feel free to contact the Studies Department or the Careers Advisors for information and assistance. Please also note that we will endeavour to offer all subjects but the timetable and subject offerings will depend on the combination of student preferences. School-based apprenticeships, traineeships, TAFE courses and a range of other vocational options are available in consultation with the VET Coordinator and the Careers Advisors.

Mrs Crystal Hede
Director of Learning and Innovation

CURRICULUM MATRIX

Please use the table below to help navigate this handbook.
Click on a subject name to learn more.

KEY LEARNING AREA	YEARS 7 & 8	YEAR 9 & 10	YEARS 11 & 12
English	English	English Literacy Short Course	English Essential English* Literature
Mathematics	Mathematics	Mathematics Year 10 Core Mathematics	Essential Mathematics* General Mathematics Mathematical Methods Specialist Maths
Science	Science Agribusiness	Science Agricultural Science	Chemistry Physics Biology Psychology Agricultural Science Certificate III in Agriculture* Science in Practice*
Languages	French Japanese	French Japanese	French Japanese German / Spanish / Chinese / Chinese Extension
Humanities	History Geography	History Geography Business Studies	Ancient History Modern History Geography Economics Accounting Business Studies* Diploma of Business* Philosophy and Reason
Technologies	Digital Technologies Design and Technology	Digital Technologies Design Engineering and Robotics Workshop Practice	Digital Solutions Information and Communications Technology* Design Engineering Industrial Technology Skills* Certificate II Engineering Pathways Building and Construction Skills Furnishing Skills
The Arts	Visual Arts Music Drama	Visual Arts Music Drama	Visual Art Music Music Extension (Year 12 only) Drama Visual Arts in Practice
Health and PE	General Physical Education	Health and Physical Education	Physical Education Certificate III & IV in Fitness*

YEARS 7 & 8

All students in Years 7 and 8 will study a core curriculum based on the Australian Curriculum. The aim is to provide students with the opportunity to experience the breadth of the disciplines offered at Toowoomba Grammar School before they begin to make subject selections in Year 9. Some subjects will be studied for the year while the following will be studied for one semester: French and Japanese, History and Geography, Drama, Music, Art, Design and Technology, Digital Technologies and Agribusiness.

ENGLISH

Head of Department: Mrs Bronwen Mowbray
Contact details: B.Mowbray@twgs.qld.edu.au (07) 4687 2636

Subject Description

The Years 7 and 8 English program, based on the Australian Curriculum, teaches students to speak, listen to, read, view, write and shape texts to make meaning in a wide range of contexts. They learn how language use varies according to context, purpose, audience and content, and they develop their abilities to use this knowledge.

Students are taught to be able to interpret and construct face-to-face, paper and electronic texts that use a range of language systems. They also draw on a repertoire of resources to interpret and construct texts for personal, cultural, social and aesthetic purposes in their everyday lives.

Students will:

- Tell the stories of cultures and promote shared cultural understandings.
- Contribute to the shaping of personal, group and national identities.
- Explore ideas, feelings and ethical questions.
- Reflect on knowledge, values and practices.
- Actively participate in the community.
- Further develop technical writing skills in the areas of grammar, punctuation and spelling.

TOPICS STUDIED

YEAR 7

Term 1	Term 3
Narratives	Novel Study
Term 2	**Term 4**
Persuasive Writing	Poetry and Australian Identity

YEAR 8

Term 1	Term 3
Narratives	Novel Study
Term 2	**Term 4**
Film Study	Persuasive Speaking

TYPES OF ASSESSMENT

Short Story Examination	Persuasive Essay	Spoken Monologue
Essay Examination	Film Analysis	Persuasive Speech

SKILLS DEVELOPED

Academic Writing	Reading comprehension	Sentence and grammar skills
Techniques of persuasion	Critical thinking and analysis	Creative writing

MATHEMATICS

Head of Department: Mr Allan Westman
Contact details: A.Westman@twgs.qld.edu.au (07) 4687 2639

Subject Description

The Years 7 and 8 curriculum focuses on developing and refining the mathematical proficiencies as mandated in the Australian National Curriculum including understanding, fluency, reasoning and problem-solving skills. The content involved in this subject is organised into a number of strands, which in turn includes a number of topics.

The Learning Experience will include:

- An emphasis on developing and refining core skills and processes
- Challenging and engaging experiences which promote inquiry and the development of analytical thinking skills required for problem solving in the real world
- Introduction and use of a variety of technologies as tools for supporting learning and inquiry.

TOPICS STUDIED

YEAR 7	
Term 1	**Term 3**
Whole Numbers Integers	Decimals, Percentages Measurement
Term 2	**Term 4**
Fractions Negative Numbers	Algebra and Equations Data Representation and Chance
YEAR 8	
Term 1	**Term 3**
Integers and Indices Fractions, decimals and percentages	Rates and Ratios Linear Graphs
Term 2	**Term 4**
Algebra Measurement	Linear Equations Geometry

TYPES OF ASSESSMENT

Formative Tests	End of Term Exam	Investigations and problem solving tasks

SKILLS DEVELOPED

Estimating and calculating with whole numbers	Recognising and using patterns and relationships	Using fractions, decimals, percentages, ratios and rates
Using special reasoning	Interpreting Statistical information	Using measurement

SCIENCE

Head of Department: Mr Andrew Fogarty
Contact details: A.Fogarty@twgs.qld.edu.au (07) 4687 2642

Subject Description

Science introduces boys to a way of making sense of their physical and natural environment. It allows them to explore the answers to basic questions about the nature of structure, behaviour and interactions of non-living matter and living organisms. It allows them to classify knowledge and explain observations by relating them to underlying theories and principles.

Years 7 and 8 Science serves as an introduction to secondary Science by providing the groundwork for the years that follow. The course covers topics divided into the strands of the Australian Curriculum framework, which are based on the traditional disciplines of Biology, Chemistry, Earth Science and Physics. There is an emphasis on inquiry based learning, which uses the Scientific Method to explore questions. As such there is a significant amount of time spent undertaking practical work where basic laboratory procedures are stressed.

TOPICS STUDIED

YEAR 7	
Term 1	**Term 3**
Chemistry: Separating simple mixtures	Physics: Forces Simple Machines
Term 2	**Term 4**
Biology: Ecosystems Classification	Earth and Space Science: Sun, Earth and Moon system
YEAR 8	
Term 1	**Term 3**
Physics: Energy	Biology: Cells Organ Systems
Term 2	**Term 4**
Chemistry: States of Matter Elements Compounds and Mixtures Physical and Chemical Change	Earth and Space Science: Igneous, Sedimentary and Metamorphic rocks and their formation

TYPES OF ASSESSMENT

Examinations	Assignments	Experimental Investigations

SKILLS DEVELOPED

Explanation and application of principles and theories	Analysis and evaluation of data and information	Identification of questions and hypotheses
Making connections between processes, evidence and theoretical concepts	Evaluation of the reliability of claims and processes	Conducting of experiments

HEALTH AND PHYSICAL EDUCATION

Head of Department: Mrs Abby Varley
Contact details: A.Varley@twgs.qld.edu.au (07) 4687 2625

Subject Description

The Physical Education program offers boys the opportunity to experience a varied range of sporting, fitness and recreational activities. The primary focus of the course is to develop a passion for physical activity resulting in healthy lifestyle habits. To this end, boys are exposed to general fitness, physical skills, ball and striking skills, whilst interacting in both team and individual strategies. The skills and strategies are taught in game scenarios and modified game situations. Boys are encouraged to develop a positive attitude towards enjoying physical activity and its importance in a well-balanced lifestyle.

TOPICS STUDIED

YEAR 7	
Term 1	**Term 3**
Online Safety / Fundamental Movements (Throwing, Catching, Striking and Fielding)	Life Challenges Communication and Emotions / Touch Football
Term 2	**Term 4**
Healthy Eating / Fundamental Movements (Kicking, Shooting, Serving) Athletics	Body Change Identity and Puberty / Biathlon & Swimming
YEAR 8	
Term 1	**Term 3**
Drugs, Vaping and Alcohol Decision-Making and Risks / Lifesaving	Anatomy & Biomechanics and AFL
Term 2	**Term 4**
Understanding Me & Relationships / Basketball / Athletics	Analysis and Movement / European Handball

TYPES OF ASSESSMENT

Exams	Assignments	Ongoing Practical Assessments

SKILLS DEVELOPED

Fundamental Movement Skills	Body Perception	Spatial Awareness
Strategies and Tactics	Communication	Working as part of a team

HISTORY

Head of Department: Mr Allan Smiddy
Contact details: A.Smiddy@twgs.qld.edu.au (07) 4687 2638

Subject Description

One semester course in each of Years 7 and 8

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) to approximately 650 AD (CE). This was a period defined by the development of cultural practices and organized societies. The study of the ancient world had included 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 including Rome.

The Year 8 curriculum provides study of history from the end of the ancient period to the beginning of the modern period (c.650-1750). The students complete two depth studies – the Mongols and Medieval Europe which provide students with a framework to understand the transition from the ancient world to the modern world.

The content of Years 7 and 8 History 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. The history content involves two strands: Historical Knowledge and Understanding and Historical Skills. These strands are interrelated and should be taught in an integrated way; and in ways that are appropriate to specific local contexts.

TOPICS STUDIED

YEAR 7	
Term 1 or 3	**Term 2 or 4**
Deep Time History of Australia	The Mediterranean World - Ancient Rome
YEAR 8	
Term 1 or 3	**Term 2 or 4**
The Mongols (c. 1206 – 1368)	The Western and Islamic World: Medieval Europe (c.590 - 1500)

TYPES OF ASSESSMENT

Investigation	Written Research Task
Examination	Objective / Short Answer and Extended Paragraph Test

SKILLS DEVELOPED

Sequencing events and developments	Develop research questions to frame an historical inquiry	Identify and select a range of sources
Examine sources to explain points of view	Identify their origin and purpose of sources	Use historical terms and concepts

GEOGRAPHY

Head of Department: Mr Allan Smiddy
Contact details: A.Smiddy@twgs.qld.edu.au (07) 4687 2638

Subject Description

One semester course in each of Years 7 and 8

Geography empowers students to shape change for a socially just and sustainable future. Geography inspires curiosity and wonder about the diversity of the world's places, peoples, cultures and environments. Through a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, Geography enables students to question why the world is the way it is, and reflect on their relationships with and responsibilities for that world.

Geography teaches students to respond to questions in a geographically distinctive way. Students will learn the basics of Geographical language whilst studying the world around them and developing an appreciation and respect for social, cultural and religious diversity. They will be given the opportunity to develop a lifelong love of the environment both human and physical while developing basic graphing and mapping skills alongside learning to think critically and creatively. Literacy will be at the forefront with encouragement to write in their booklets rather than typing, and with laptops and technology only used when appropriate.

Geography helps students to be regional and global citizens capable of active and ethical participation. (GTAQ)

TOPICS STUDIED

YEAR 7	
Term 1 or 3	**Term 2 or 4**
Year 7: Mapping skills, Liveability	Year 7: Water in the World
YEAR 8	
Term 1 or 3	**Term 2 or 4**
Year 8: Landforms and Landscapes (Fieldtrip)	Year 8: Changing Nations

TYPES OF ASSESSMENT

SRT: Short Response Knowledge/Analysis Tests	FR: Field Report

SKILLS DEVELOPED

Observing, questioning & planning	Collecting, recording, evaluating & representing	Interpreting, analysing & concluding
Communicating in various forms	Reflecting & responding	

AGRIBUSINESS

Head of Department: Mr Andrew Fogarty
Contact details: A.Fogarty@twgs.qld.edu.au (07) 4687 2642

Subject Description

One semester course in each of Years 7 and 8

Agribusiness is a multidisciplinary subject incorporating aspects of the Australian Curriculum from Business and Economics and Design Technologies to provide a program that enables the students to study both the production and processing of food along with the market forces that determine the success of an agricultural enterprise. In Years 7 and 8 students will have the opportunity to examine agricultural industries and the economic forces that will determine the success of the business. They will also examine the processing of foods from a nutritional perspective and investigate practices that will impact on the quality of the product as well as the cost. Students will be required to investigate issues in agricultural industries and design solutions to a problem they have identified, with consideration for practicalities and market forces.

TOPICS STUDIED

YEAR 7	
Term 1 or 3	**Term 2 or 4**
Bee Industry	Hyrdroponics
YEAR 8	
Term 1 or 3	**Term 2 or 4**
Sheep Industry	Technology Industry

TYPES OF ASSESSMENT

Assignment	Examination	Journal

SKILLS DEVELOPED

Observing, questioning & planning	Collecting, recording, evaluating & representing	Interpreting, analysing & concluding
Communicating in various forms	Reflecting & responding	

FRENCH

Head of Department: Mrs Elouise Parrington
Contact details: E.Parrington@twgs.qld.edu.au (07) 4687 2640

Subject Description

One semester course in each of Years 7 and 8

Students studying French in Years 7 and 8 will learn to comprehend simple oral communications, speak on basic everyday topics, understand simple written material, produce basic written language and acquire some knowledge of the life and customs of French culture. At this level, the primary aim is to broaden a boy's knowledge and inter-cultural understanding of the world around him, to develop linguistic ability beyond his native language and to lay the foundation of, and stimulate motivation for, further study in the language after Year 8.

Learning languages helps us appreciate diversity, enhances people's sense of social responsibility, and, in the long run, helps to create more peaceful communities. In addition to gaining the linguistic skills to communicate with people in a foreign language, one discovers different ways of thinking, seeing and relating to the world that are embedded in another culture and language.

TOPICS STUDIED

YEAR 7	
Term 1 or 3	**Term 2 or 4**
Qui est-ce? Who are you? **En classe.** In the classrom.	**Ma famille & mes animaux.** My family and my pets. **Les fêtes françaises.** French Celebrations / Holidays
YEAR 8	
Term 1 or 3	**Term 2 or 4**
Moi et ma famille. Me and my family **Au café / Au marché.** At the coffee shop/market place	**Que fais-tu en hiver?** Sport/Music/Seasonal Activities **Ma matière préférée est le français.** School Life

TYPES OF ASSESSMENT

Combination Response Examination (Listening, Reading, Writing)	Short Response Examination (Speaking)
Multimodal Presentation (Speaking)	

SKILLS DEVELOPED

Critical Thinking	Intercultural Understanding	Knowledge of Histories & Cultures
Personal & Social Capability	Digital Literacy	Enhanced understanding of English

JAPANESE

Head of Department: Mrs Elouise Parrington
Contact details: E.Parrington@twgs.qld.edu.au (07) 4687 2640

Subject Description

One semester course in each of Years 7 and 8

Students studying Japanese in Years 7 and 8 will learn to comprehend simple oral communications, speak on basic everyday topics, understand simple written material, produce basic written language and acquire some knowledge of the life and customs of Japanese culture. At this level, the primary aim is to broaden a boy's knowledge and inter-cultural understanding of the world around him, to develop linguistic ability beyond his native language and to lay the foundation of, and stimulate motivation for, further study in the language after Year 8.

Learning languages helps us appreciate diversity, enhances people's sense of social responsibility, and, in the long run, helps to create more peaceful communities. In addition to gaining the linguistic skills to communicate with people in a foreign language, one discovers different ways of thinking, seeing and relating to the world that are embedded in another culture and language.

TOPICS STUDIED

YEAR 7	
Term 1 or 3	**Term 2 or 4**
ひらがな Hiragana **はじめまして** Nice to meet you	**わたしのともだち** My Friends **わたしのかぞく** My Family
YEAR 8	
Term 1 or 3	**Term 2 or 4**
ひらがなとかんじ Hiragana and Kanji **わたしのまち** My Town **わたしのいっしゅうかん** Weekly Activities	**わたしのいっしゅうかん** Weekly Activities (cont). **いただきます** Japanese Food

TYPES OF ASSESSMENT

Combination Response Examination (Listening, Reading, Writing)	Short Response Examination (Speaking)
Multimodal Presentation (Speaking, Writing)	

SKILLS DEVELOPED

Critical Thinking	Intercultural Understanding	Knowledge of Histories & Cultures
Personal & Social Capability	Digital Literacy	Enhanced understanding of English

VISUAL ARTS

Head of Department: Mr John Hodder
Contact details: j.hodder@twgs.qld.edu.au

Subject Description

One semester course in each of Years 7 and 8

Students make and respond to art by exploring skills and concepts. A number of connected tasks incorporate a variety of media and processes, including drawing, printing, painting, digital media, photography, and writing.

Students will develop an understanding of Visual Literacy and be able to analyse, interpret and evaluate artworks and imagery from a range of historical and cultural contexts.

TOPICS STUDIED

YEAR 7	
Term 1 or 3	**Term 2 or 4**
Self-Portraiture (Realism and Pop Art) How to 'read pictures'	Self-Portraiture (Surrealism and Pop Art + student directed study) How to 'read pictures'
YEAR 8	
Term 1 or 3	**Term 2 or 4**
The Landscape (Perspective, Miniature Art & Photography) How to 'read pictures'	The Landscape (Aerial Landscape Art, symbolism + student directed study) How to 'read pictures'

TYPES OF ASSESSMENT

Assignment (folio of practical studies)	Assignment (written appraisal)

SKILLS DEVELOPED

Critical thinking through Visual Literacy	Creative problem solving	Reflecting and Responding
Analysing and Interpreting	Evaluating (art practices and cultures)	Traditional and digital art making skills

DRAMA

Head of Department: Mr John Hodder
Contact details: j.hodder@twgs.qld.edu.au

Subject Description

One semester course in each of Years 7 and 8

The study of Drama in Years 7 and 8 empowers students to communicate, foster their imaginative selves, become creative and critical thinkers, explore technical aspects of the dramatic world and experience different social, historical and cultural understandings of Drama. Students will learn about the basic elements that structure all forms of Drama, explore comic and physical styles, manipulate the dramatic elements in shaping performances both on the stage and on the page, and respond to live theatre performance.

TOPICS STUDIED

YEAR 7	
Term 1 or 3	**Term 2 or 4**
The Elements of Drama	Make Them Laugh – Comic forms
YEAR 8	
Term 1 or 3	**Term 2 or 4**
Skills of Improvisation	Children's Theatre

TYPES OF ASSESSMENT

Performance	Forming - Scriptwriting	Responding

SKILLS DEVELOPED

Play building	Presenting and Performing	Improvisation skills
Analytical skills	Movement	Writing in role

MUSIC

Head of Department: Mr John Hodder
Contact details: j.hodder@twgs.qld.edu.au

Subject Description

Using a hands on, practical approach, students are immersed in the three strands of Music study - Performing, Composing and Responding. The emphasis in Years 7 & 8 Music is enjoyment. Students are engaged through a range of instrument-based activities including guitar/bass playing, piano/keyboard skills and drumming/percussion. Digital technologies will be used to help students gain an understanding of music notation, aural skills, and music composition.

TOPICS STUDIED

YEAR 7	
Term 1 or 3	**Term 2 or 4**
Rock Music – Guitars, Keys & Drums Students learn about the evolution of rock music, and gain basic skills on guitar, keyboard, bass guitar and drum kit.	**Music in Society – Ringtones & Game Music** Students use music notation software and a Digital Audio Workstation to compose music for Ringtones and Computer Games
YEAR 8	
Term 1 or 3	**Term 2 or 4**
Great Songs – Guitar Students build on their basic skills for guitar using great songs as a basis for their learning.	**EDM – Electronic Dance Music Composition** Students use loops and samples to arrange and compose EDM.

TYPES OF ASSESSMENT

1. Short written responses	2. Performing – Individual and/or small group.	3. Composing

SKILLS DEVELOPED

Performance skills and confidence	Music notation & software understanding	Preliminary analysing skills
Aural skills	Working in groups	Composition and arranging skills
	Basic instrumental skills	

DIGITAL TECHNOLOGIES

Head of Department: Mr Clinton Owen
Contact details: C.Owen@twgs.qld.edu.au (07) 4687 2644

Subject Description

One semester course in each of Years 7 and 8

Years 7–8 Digital Technologies program builds students' confidence and capability in problem-solving, computational thinking, and digital systems. In Year 7, students learn how to design and implement algorithms through interactive storytelling and coding, manipulate data using Excel, and explore the basics and ethics of Artificial Intelligence using tools like Teachable Machine. In Year 8, students deepen their skills by developing arcade-style games, analysing data in Excel, and prototyping mobile apps that consider user experience and usability. Across both years, students work on real-world problems, apply design thinking and systems thinking, and gain essential skills in cyber safety, data representation, and digital literacy. Projects are collaborative, engaging, preparing students to become thoughtful, responsible, and innovative digital citizens.

TOPICS STUDIED

YEAR 7	
Term 1 or 3	**Term 2 or 4**
Artificial Intelligence Cybersafety	Acquiring and interpreting data Computational Thinking
YEAR 8	
Term 1 or 3	**Term 2 or 4**
Game Development Data Manipulation Digital Responsibility	Text-based Coding App Prototyping

TYPES OF ASSESSMENT

Projects	Practical Examinations	Group Tasks

SKILLS DEVELOPED

Problem Solving	Computational Thinking	Collaboration
Communication	Design Principles	Cyber Safety

DESIGN AND TECHNOLOGY

Head of Department: Mr Clinton Owen
Contact details: C.Owen@twgs.qld.edu.au (07) 4687 2644

Subject Description

One semester course in each of Years 7 and 8

In Years 7 and 8 students have the opportunity to investigate and select from a range of technologies – materials, systems, components, tools and equipment, to create designed solutions at least once in the following four technologies contexts: Engineering principles and systems, and Material and technologies specialisations.
Students consider how the characteristics and properties of technologies can be combined to design and produce sustainable, designed solutions to problems for individuals and the community by using creativity, innovation and enterprise skills.

TOPICS STUDIED

YEAR 7	
Term 1 or 3	**Term 2 or 4**
Introductory Design and Workshop	Materials and technologies specialisation
YEAR 8	
Term 1 or 3	**Term 2 or 4**
Design and Workshop Development	Engineering principles and systems

Note: Topics may be experienced in a different order to that shown above.

TYPES OF ASSESSMENT

Design folio	Research assignment	Practical project

SKILLS DEVELOPED

Research and analysis	Generate, develop, test and communicate design ideas	Project management
Collaboration	Safe manipulation of equipment and WH&S considerations	Evaluate design ideas, processes and solutions

YEARS 9 & 10

In Year 9, students will study a common core of subjects. These include English, Mathematics, Science, History and HPE which are based on the Australian Curriculum and designed as a pathway to Senior QCAA General subjects.

Each student then has the opportunity to choose the balance of his course from elective subjects designed to appeal to his particular skills and abilities. After completing the common course in Year 8, boys in Years 9 and 10 must study FIVE Core Subjects and THREE Electives.

While every effort is made to create a timetable that allows for every student's preferences it is not always possible. In the event of insufficient numbers selecting a subject, we reserve the right to not offer the subject.

Please note: Not all combinations of electives may be possible.

CORE SUBJECTS

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

CONSIDERATIONS WHEN CHOOSING ELECTIVE SUBJECTS

1. Take subjects you will enjoy
2. Take subjects in which you are likely to do well
3. Take subjects in which you are interested
4. Select a broad range of subjects. Choose a selection of subjects which makes it possible for you to keep your options open. This is the time to explore areas of interest before you need to narrow your choices in the future.
5. Find out more about subjects. Some of the subjects offered in Years 9 and 10 were not offered in 7 and 8. Talk to teachers about the subjects they teach, read the subject descriptions in this handbook and speak with older students who have experienced these subjects.
6. Some subjects will be pre-requisites for subjects offered in Years 11 and 12

ELECTIVE SUBJECTS

- Agricultural Science
- Visual Arts
- Business Studies
- Design
- Digital Technologies
- Engineering and Robotics
- Drama
- French
- Geography
- Japanese
- Music
- Workshop Practices

ENGLISH

Head of Department: Mrs Bronwen Mowbray
Contact details: B.Mowbray@twgs.qld.edu.au (07) 4687 2636

Subject Description

Based on the Australian Curriculum, the Years 9 and 10 English program seeks to further develop skills in written and spoken expression, and to widen experiences in, and appreciation of, literature and the mass media while developing critical thinking skills.

To achieve these goals, students interact with peers, teachers, individuals, groups, and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop critical understanding of the contemporary media and the differences between media texts.

TOPICS STUDIED

YEAR 9	
Term 1	**Term 3**
Narratives	Novel Study
Term 2	**Term 4**
Persuasive Writing	Play Study
YEAR 10	
Term 1	**Term 3**
Novel Study	Documentary Study
Term 2	**Term 4**
Narratives	Play Study

TYPES OF ASSESSMENT

Short Story Examination	Persuasive Essay	Spoken Monologue
Essay Examination	Documentary Analysis	Persuasive Speech

SKILLS DEVELOPED

Academic writing	Reading comprehension	Sentence and grammar skills
Techniques of persuasion	Critical thinking and analysis	Creative writing

ESSENTIAL ENGLISH INTRODUCTION

Head of Department: Mrs Bronwen Mowbray
Contact details: B.Mowbray@twgs.qld.edu.au (07) 4687 2636

Subject Description

Based on the Australian Curriculum, Essential English Introduction seeks to help students consolidate their literacy skills by providing a more targeted curriculum.

To achieve this goal, just like in Year 10 English, students interact with peers, teachers, individuals, groups, and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts; however, the smaller class size will allow students greater access to one-on-one support from their teacher.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts. These could include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues that tend to be less abstract than those studied in Year 10 English.

At the end of Year 9, the Head of Department will recommend to students whether they should select this subject.

Essential English Introduction is a preparation subject for Essential English in the Senior Years.

TOPICS STUDIED

YEAR 10	
Term 1	**Term 2**
Autobiography	Novel Study

TYPES OF ASSESSMENT

Autobiography Assignment	News Report

SKILLS DEVELOPED

Academic writing	Reading comprehension	Sentence and grammar skills
Techniques of persuasion	Critical thinking and analysis	Creative writing

YEAR 10 LITERACY SHORT COURSE

Head of Department: Mrs Bronwen Mowbray
Contact details: B.Mowbray@twgs.qld.edu.au (07) 4687 2636

Subject Description

This short course in literacy is a one-unit course, that has been developed to meet a specific curriculum need (QCAA, 2018).

Upon completing Essential English Introduction, students will participate in the Literacy Short Course to further enhance their literacy skills. This course is designed to mirror the literacy requirements of Australian Core Skills Framework, Level 3.

Throughout this course students will continue to develop their knowledge and skills about language and texts. They will have the opportunity to evaluate and integrate meaning from a variety of text types, apply and select appropriate reading strategies and communicate the relationships between ideas and information. Students will study texts such as news articles, magazine articles, online publications, documentaries, films, novels and autobiographical and biographical texts.

Students will also maintain a learning journal to represent the topics and processes covered throughout the course.

TOPICS STUDIED

YEAR 10	
Term 3	**Term 4**
Influential Personalities and Social Issues	The Workplace Environment

TYPES OF ASSESSMENT

Extended Writing	Learning Journal
Extended Spoken Response	Reading Comprehension

SKILLS DEVELOPED

Academic writing	Reading comprehension	Sentence and grammar skills
Techniques of spoken presentations	Critical thinking and analysis	Creative writing

MATHEMATICS

Head of Department: Mr Allan Westman
Contact details: A.Westman@twgs.qld.edu.au (07) 4687 2639

Subject Description

The Years 9 and 10 curriculum focuses on developing and refining the mathematical proficiencies as mandated in the Australian Curriculum including understanding, fluency, reasoning and problem-solving skills. The content involved in this subject is organised into a number of strands, which in turn includes a number of topics.

- An introduction and exposure to concepts essential for specialist mathematics at senior level
- An emphasis on developing and refining core skills and processes
- Challenging and engaging experiences which promote inquiry and the development of analytical thinking skills required for problem solving in the real world
- Introduction and use of a variety of technologies as tools for supporting learning and inquiry.

Students wishing to study Mathematical Methods and Specialist Mathematics in Years 11 and 12 must undertake this subject and will need to demonstrate an achievement level of a "B" by the end of Year 10. It is recommended that students who do not reach this prerequisite grade should study General Mathematics in Years 11 and 12.

Students recommended to study Essential Mathematics will be contacted by the Head of Department to discuss this option.

TOPICS STUDIED

YEAR 9	
Term 1	**Term 3**
Linear Relations Measurement	Indices and Surds Geometric Reasoning
Term 2	**Term 4**
Linear Relations Pythagoras' Theorem and Trigonometry	Algebraic Techniques Probability and Statistics
YEAR 10	
Term 1	**Term 3**
Trigonometry Geometric Reasoning	Probability and Statistics Measurement
Term 2	**Term 4**
Surds and Indices Non/Linear Relations	Quadratic Equations Functions

TYPES OF ASSESSMENT

Mathematical Report	End of Term Exam	Investigations and problem solving tasks

SKILLS DEVELOPED

Comprehend basic concepts and terms underpinning the areas of number, space, probability and statistics, measurement and algebra	Extract, convert or translate information given in numerical or algebraic forms, diagrams, maps, graphs or tables	Calculate, apply algebraic procedures, implement algorithms

YEAR 10 MODIFIED MATHEMATICS

Head of Department: Mr Allan Westman
Contact details: A.Westman@twgs.qld.edu.au (07) 4687 2639

Subject Description

The Year 10 Core curriculum focuses on developing and refining the mathematical proficiencies as mandated in the Australian Curriculum including understanding, fluency, reasoning and problem-solving skills. The content involved in this subject is organised into a number of strands, which in turn includes a number of topics.

- An emphasis on developing and refining core skills and processes
- Challenging and engaging experiences which promote inquiry and the development of analytical thinking skills required for problem solving in the real world
- Introduction and use of a variety of technologies as tools for supporting learning and inquiry.

Students will be recommended by the Head of Department at the end of Year 9 as to whether they should select this subject. Year 10 Core Mathematics is used as an introduction for General Mathematics or Essential Mathematics in the Senior Years.

Students taking Core Mathematics are not able to take Mathematics Methods in their Senior Years

TOPICS STUDIED

YEAR 10 CORE	
Term 1	**Term 3**
Measurement Algebra and Indices	Pythagoras' Theorem and Trigonometry Straight Line Graphs
Term 2	**Term 4**
Consumer Arithmetic Probability and Statistics	Geometry Ratio, Rates and Scale Drawing Equations

TYPES OF ASSESSMENT

Mathematical Report	End of Term Exam	Investigations and problem solving tasks

SKILLS DEVELOPED

Estimating and calculating with whole numbers	Recognising and using patterns and relationships	Using fractions, decimals, percentages, ratios and rates
Using special reasoning	Interpreting Statistical information	Using measurement

SCIENCE

Head of Department: Mr Andrew Fogarty
Contact details: A.Fogarty@twgs.qld.edu.au (07) 4687 2642

Subject Description

Science in Year 9 continues along the lines established in Years 7 and 8, with further development of both understanding and skills in each of the four major Science disciplines: Biology, Chemistry, Earth and Space Science and Physics. Principles and concepts within these disciplines and their historical and social contexts are explored with a special emphasis on experimental investigation and inquiry. A highlight of the year is an ecology field trip which extends studies in the Biology unit.

Boys for whom it is appropriate to consider undertaking one or more of the General Science subjects in Years 11 and 12, will gain, in Year 10 Science, an accurate appreciation of what can be expected in the QCAA subjects such as Biology, Chemistry, Physics and Psychology. The aim of the Year 10 Science course is to build upon the experiences of previous years, and to introduce some areas of Science which begin to extend the boys' learning in a formal and systematic way.

TOPICS STUDIED

YEAR 9	
Term 1	**Term 3**
Biology: Ecology Body Systems	Earth and Space Science: Plate Tectonics
Term 2	**Term 4**
Chemistry: Atomic Theory Chemical Reactions I	Physics: Wave and Particle Models of Energy Transfer (heat, light, sound and electricity)
YEAR 10	
Term 1	**Term 3**
Physics: Energy Transfer and Conservation Motion	Chemistry: Chemical Reactions II Periodic Table
Term 2	**Term 4**
Biology: Genetics Natural Selection	Psychology: The Human Brain Consciousness and Sleep

TYPES OF ASSESSMENT

Data Test	Research Investigations	Student Experiments
	Examinations	

SKILLS DEVELOPED

Explanation, linking and application of principles and theories	Discussion, analysis and evaluation of data and information	Developing hypotheses, designing and conducting experiments
	Evaluation of the reliability of claims, processes and research sources	

HISTORY

Head of Department: Mr Allan Smiddy
Contact details: A.Smiddy@twgs.qld.edu.au (07) 4687 2638

Subject Description

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'.

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The 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.

TOPICS STUDIED

YEAR 9	
Term 1	**Term 3**
Industrial Revolution	World War 1 – Causes and the War Against the Ottomans
Term 2	**Term 4**
Making of the Australian Nation	World War 1 – War in Europe and Outcomes
YEAR 10	
Term 1	**Term 3**
Vikings	World War II - Causes and War against Nazi Germany
Term 2	**Term 4**
World War II - Australia's Role in the War	Building Modern Australia

TYPES OF ASSESSMENT

Investigation – independent source investigation	Examination - essay in response to historical sources	Investigation – historical essay based on research
	Examination - short response to historical sources	

SKILLS DEVELOPED

Sequence events and developments	Develop research questions to frame an historical inquiry	Identify and select a range of sources
Examine sources to explain points of view	Identify their origin and purpose of sources	Use historical terms and concepts

HEALTH AND PHYSICAL EDUCATION

Head of Department: Mrs Abby Varley
Contact details: A.Varley@twgs.qld.edu.au (07) 4687 2625

Subject Description

All boys in Years 9 and 10 are involved in the Health and Physical Education program, which includes areas of study from Health Education, Physical Education and Personal Development. The subject involves boys learning about and practising ways of maintaining healthy lifestyles, learning basic physical skills and participating in a variety of sports and activities.

The subject strives to develop the following key areas:

- Enhancing physical development
- Contributing to cognitive development
- Contributing to social development
- Developing performance skills
- Contributing to personal development
- Promoting optimal health practices
- Skill development for senior subjects
- Development of analysis and evaluation skills

Each term boys are involved in one theory unit from Health and one or two practical units. These include Badminton, Basketball, Futsal, Fitness, Touch Football and a selection of other sports or activities. Assessment is conducted in both the theory unit through a written assessment instrument, and the practical unit through skill tests and game play or performance evaluation. Boys attain a Level of Achievement at the end of each semester similar to other subjects. The program encourages full participation by students, emphasising the need for regular and varied involvement in physical activity.

Students wishing to study Physical Education in Years 11 & 12 will need to demostrate an acheivement level of a 'B' by Term 3 year 10. It is recommended that students who do not reach this prerequisite grade should study Certificate III in Fitness in Years 11 & 12.

TOPICS STUDIED

YEAR 9	
Term 1	**Term 3**
Coaching Principles / Coaching Specific Sport	First Aid / Rehabilitation
Term 2	**Term 4**
Risky Behaviour / Waterpolo	Ethics and Integrity / Indigenous Games
YEAR 10	
Term 1	**Term 3**
Respectful Relationships / Minor Games	Exercise Physiology / Badminton
Term 2	**Term 4**
Sport Psychology / Touch	Motor Learning / Futsal

TYPES OF ASSESSMENT

Ongoing Practical Assessment	Assignment	Exam

SKILLS DEVELOPED

Fundamental Movement Skills	Body Perception	Spatial Awareness
Movement Strategies	Communication	Healthy Lifestyle Choices
Game Tactics	Evaluation and Reflection	Leadership

AGRICULTURAL SCIENCE - *ELECTIVE*

Head of Department: Mr Andrew Fogarty
Contact details: a.fogarty@twgs.qld.edu.au (07) 4687 2642

Subject Description

This is a course that focusses on the theoretical elements that underpin practical aspects of agriculture. It examines the skills and processes that have developed as agriculture has advanced from its primitive beginning and relates them back to the content studied. Several units are designed to promote student ownership of their learning through the use of independent and group learning skills. For this reason, the topics covered may vary to accommodate the interests of the students in the class.

Field trips to appropriate enterprises provide a broadening of student experiences. These include Feedlots, Vegetable and Poultry enterprises, a winery and Jondaryan Wool Shed.

This subject is very useful for students who hope to work in Agriculture or pursue further education options at tertiary level. It is academically rigorous and is a useful introduction, although not necessary, for boys wishing to study the QCAA subject, Agricultural Science in Years 11 and 12.

TOPICS STUDIED

YEAR 9	
Term 1	**Term 3**
Aquaculture	Dairy
Term 2	**Term 4**
Poultry	Vegetables
YEAR 10	
Term 1	**Term 3**
Cotton	Farm Management
Term 2	**Term 4**
Feed Lotting	Genetics

TYPES OF ASSESSMENT

Assignments	Examinations

SKILLS DEVELOPED

Investigating	Evaluating	Analysing
Defining	Explaining	Describing

FOR ELECTIVE SUBJECTS ONLY

Suggested for:	Years 11 and 12 Agricultural Science and students interested in working in the Agricultural Industry
Pre-requisite for:	Nil

BUSINESS STUDIES - *ELECTIVE*

Head of Department: Mrs Melissa Reisinger
Contact details: M.Reisinger@twgs.qld.edu.au (07) 4687 2635

Subject Description

Junior Business Studies provides students with the knowledge and skills required to engage in contemporary business environments effectively and responsibly. Students gain an awareness of both the Australian and global Economies. They develop an understanding of why businesses seek to create and maintain a competitive advantage in a constantly evolving business and economic landscape.

Students gain the skills required to organise their personal finances, and examine the economic and business practices that present a financial risk to customers.

As a foundational Commerce subject, Business Studies provides the skills and knowledge to ensure students are equipped for success in the General subjects Accounting and Economics and the Applied Senior Business Studies. Whilst not a prerequisite for the senior subjects it is recommended for students considering the Commerce pathway.

TOPICS STUDIED

YEAR 9	
Semester 1	**Semester 2**
Participants in the Workplace Marketing - Competitive Advantage	Innovation and Financial Risks The Australian and Global Economies
YEAR 10	
Semester 1	**Semester 2**
Introduction to Accounting Introduction to Economics	The Australian Dream The Law and You

TYPES OF ASSESSMENT

Examinations	Research projects Multimodal presentations

SKILLS DEVELOPED

Questioning and Researching	Evaluating, Concluding and Decision-Making	Financial Literacy
Critical and Creative Thinking Interpreting and Analysing	ICT Skills	Communicating

FOR ELECTIVE SUBJECTS ONLY

Suggested for:	Economics and Accounting
Pre-requisite for:	Nil

DIGITAL TECHNOLOGIES - *ELECTIVE*

Head of Department: Mr Clinton Owen
Contact details: C.Owen@twgs.qld.edu.au (07) 4687 2644

Subject Description

The ability to successfully understand and employ quality Information Technology (IT) skills are essential for all students. For better or worse, there are very few occupations and aspects of our society that aren't heavily influenced and controlled by Information Technology. Looking to the future, the necessity to continually update IT skills will be critical to maintain both employability and successfully complete everyday digital communications and interactions.

Digital Technologies places great emphasis on problem solving, often using technology to implement potential solutions to problems. Problem solving, critical thinking, collaboration, creativity and innovation are all crucial 21st century skills in our digital and online age and these will be both taught and utilised throughout the course. It is the designers and developers who are the key to great products, not the technology – computers, iPads etc. are nothing more than an expensive pile of plastic and wire!

The subject will significantly improve the ability of boys to manage, plan, breakdown, solve complex problems and evaluate the success or failure of attempts. As such, it is of great value to all students, whether or not they intend to pursue further studies in the Information Technology field. Students engage with a range of intellectual challenges using high order thinking skills to develop effective digital solutions.

TOPICS STUDIED

YEAR 9	
Term 1	**Term 3**
Website Development	JavaScript VEX Robotics
Term 2	**Term 4**
Artificial Intelligence	Structured Query Language (SQL) Data Manipulation
YEAR 10	
Term 1	**Term 3**
Structured Programming	Database Design Server-Side Programming in PHP
Term 2	**Term 4**
Advanced JavaScript	Creating Digital Solutions

Topic timing may vary slightly to best utilise resources.

TYPES OF ASSESSMENT

Projects	Examinations	Folios of Work

SKILLS DEVELOPED

Problem Solving	Computational Thinking	Creative Thinking & Design
Project Management	Communication	Evaluation

FOR ELECTIVE SUBJECTS ONLY

Suggested for:	Digital Solutions - General Subject Information & Communication Technology – Applied subject

DESIGN - *ELECTIVE*

Head of Department: Mr Clinton Owen
Contact details: C.Owen@twgs.qld.edu.au (07) 4687 2644

Subject Description

In Years 9 and 10 students use design thinking to envisage creative products, services and environments in response to human needs, wants and opportunities. Students develop problem solving strategies, communication skills, project management skills and production skills through a problem-based learning framework. They work independently or collaboratively to develop and communicate design ideas using two and three-dimensional representations and a range of technical drawings including perspective, scale, orthogonal and production drawings with sectional and exploded views. Students produce designed solutions using hand and power tools, fixed machinery and computer operated machinery such as laser cutters and 3D printers.

TOPICS STUDIED

YEAR 9	
Term 1	**Term 3**
Graphical Communication The Design Process Materials and Production Skills Design Project Folio - Passive Speaker	Graphical Communication including CAD The Design Process Materials and Production Skills Design Project - Outdoor Area (Environment)
Term 2	**Term 4**
Graphical Communication The Design Process Materials and Production Skills Design Challenge (Examination)	Graphical Communication including CAD The Design Process Design Challenge (Examination)
YEAR 10	
Term 1	**Term 3**
Graphical Communication The Design Process Materials and Production Skills Design Project - Flat Pack Design	Graphical Communication including CAD The Design Process Materials and Production Skills Design Project - Architectural Environment Design
Term 2	**Term 4**
Graphical Communication including CAD The Design Process Materials and Production Skills Design Challenge (Examination)	Graphical Communication The Design Process Product, Environment, System Design Challenge (Examination)

TYPES OF ASSESSMENT

Design Project Folio including model/prototype	Design Challenge (Examination)

SKILLS DEVELOPED

Problem solving strategies	Communication skills	Project management skills
Production skills	Working independently	Working collaboratively

FOR ELECTIVE SUBJECTS ONLY

Suggested for:	Students who may be considering studying subjects such as senior Design or Engineering as a pathway to further study in technical professions or trades.
Pre-requisite for:	Nil

ENGINEERING AND ROBOTICS - *ELECTIVE*

Head of Department: Mr Clinton Owen
Contact details: C.Owen@twgs.qld.edu.au (07) 4687 2644

Subject Description

In Years 9 and 10 students studying Robotics and Engineering apply science, technology, engineering and mathematics (STEM) to develop products, processes and services. Students will study mechanics, materials and control technologies to solve problems identified within a real life context. Students justify their decision-making of their engineered solutions within a problem-based learning framework. The subject, Robotics and Engineering encourages students to become self-directed learners and develop project management skills.

TOPICS STUDIED

YEAR 9	
Term 1	**Term 3**
Engineering Communication Electronics and Plastics	Materials - plastics Hydraulic Arm - mechanical advantage
Term 2	**Term 4**
Electronics and Plastics Jouster - robotics and gears	Hydraulic Arm - mechanical advantage
YEAR 10	
Term 1	**Term 3**
Machines and Mechanisims - Mouse Trap Vehicle	Civil Structure - Spaghetti Bridge Dynamics
Term 2	**Term 4**
Machines and Mechanisms – Mouse Trap Vehicle Civil Structure - Spaghetti Bridge	Dynamics - Motion, Veloicty and Acceleration – Water Rocket

TYPES OF ASSESSMENT

Project	Examination	

SKILLS DEVELOPED

Collaboration/Communication	Critical Thinking	Innovation
Robotics and Technology	Numeracy/Literacy	Problem solving

FOR ELECTIVE SUBJECTS ONLY

Suggested for:	Students who may be considering studying subjects such as senior Engineering or Design as a pathway to further study in technical professions or trades.
Pre-requisite for:	Nil

DRAMA - *ELECTIVE*

Head of Department: Mr John Hodder
Contact details: j.hodder@twgs.qld.edu.au

Subject Description

The study of Drama in Years 9 and 10 empowers students to communicate, foster their imaginative selves, become critical and creative thinkers, explore technical aspects of the dramatic world, and gain an understanding of cultural, social and historical context which shape dramatic experience.

Students will explore the dramatic influences of historical styles Grecian, Elizabethan, Melodrama, Comedia Del'Arte, the realistic system of Stanislavski and then link to contemporary forms of Verbatim Theatre, Physical Theatre and Documentary Drama.

Students will make and respond to drama through ways which promote imagination, critical and creative thinking, problem solving, cultural engagement and communication. Drama provides opportunities to share ideas with others through informal and formal performances.

TOPICS STUDIED

YEAR 9	
Term 1	**Term 3**
Improvisation	Realism
Term 2	**Term 4**
Physical Theatre	Horrible Histories - Historical Comedy
YEAR 10	
Term 1	**Term 3**
Australians At War – Verbatim Theatre	Realism
Term 2	**Term 4**
Comedia Del'Arte Grecian and Elizabethan Theatre	Tell It Like It Is - Documentary Drama

TYPES OF ASSESSMENT

Performing	Forming – Dramatic Concept Practice Led Project	Responding – analysis of live theatre

SKILLS DEVELOPED

Play Building	Peforming	Directing
Analysis and Evaluation Skills	Physical movement skills	Devising Drama

FOR ELECTIVE SUBJECTS ONLY

Suggested for:	Drama is suitable for all any student wanting to gain confidence in the public arena, or who are looking towards study of Arts/Laws at University
Pre-requisite for:	Senior Drama

FRENCH - *ELECTIVE*

Head of Department: Mrs Elouise Parrington
Contact details: E.Parrington@twgs.qld.edu.au (07) 4687 2640

Subject Description

French is a valuable language for Australians to learn, particularly considering the close linguistic relationship between English and French and the fact that some 300 million people speak French as it is the first or second language in more than 40 countries.

A knowledge of French gives access to a culture that has enriched the fields of art, philosophy, architecture, music, literature, film, fashion and cuisine. The French language plays a significant role in International law, diplomacy and humanitarian organisations and is used in the negotiation of treaties. France remains the world's most frequently visited tourist destination and continues to be an important economic power and a world leader in aeronautics, computing, medicine, telecommunications, engineering, and scientific research.

Resources are often authentic and include, but are not limited to, websites, music, maps, magazine articles, and authentic French recipes. By the end of Year 10, a boy should be able, within the limits of his vocabulary and grammatical knowledge, to have a simple conversation in French and perform such important tourist tasks as asking directions, ordering a meal, using public transport, shopping, and so on in a French-speaking country.

Opportunities will be provided for boys to be involved in a range of language activities, including international study tours. It is important to note that boys may select both French and Japanese.

TOPICS STUDIED

YEAR 9	
Term 1	Term 3
Je me présente: Consolidating foundations **Chez Moi:** Family, Friends & Home	**Bon appétit!** French Food **En ville:** French towns and shopping
Term 2	Term 4
Pendant mon temps libre: Leisure Activities **Ma vie scolaire:** School Life	**Où vas-tu?** The world and travelling
YEAR 10	
Term 1	Term 3
Ma vie quotidienne: Daily Routines **La Francophonie:** The French speaking world	**Au collège, au travail:** At school and work **Au parc du Futuroscope:** Future holidays
Term 2	Term 4
Bienvenue à Paris: Welcome to Paris **Ça me passionne!** Music and leisure	**La Santé:** Health & Accidents

TYPES OF ASSESSMENT

Combination Response Examination (Listening, Reading, Writing)	Extended Response Examination (Speaking)
Multimodal Presentation (Speaking)	

SKILLS DEVELOPED

Critical Thinking	Intercultural Understanding	Knowledge of Histories & Cultures
Personal & Social Capability	Digital Literacy	Enhanced understanding of English

FOR ELECTIVE SUBJECTS ONLY

Recommended Pre-requisite:	Year 8 French B-
Pre-requisite for:	Senior French

GEOGRAPHY - *ELECTIVE*

Head of Department: Mr Allan Smiddy
Contact details: A.Smiddy@twgs.qld.edu.au (07) 4687 2638

Subject Description

The main study in Year 9 focuses on Biomes, food security and interconnections. This involves investigating the role of the environment and then its role in food and fibre production both in Australia and throughout the world. We then examine how people's global connections affect information, transportation and communication technologies which are now able to link even the remotest of communities.

The main study in Year 10 focuses on environmental change, conflict, management and human wellbeing. This involves 2 in depth studies of chosen environments and how people influence and respond to the challenges of that place. An investigation into understanding the causes and consequences of change and how we can, in the future, manage that environment more sustainably.

TOPICS STUDIED

YEAR 9	
Term 1	**Term 3**
Year 9: Ecosystems, Biomes	Year 9: Globalisation & Trade
Term 2	**Term 4**
Year 9: Food Production, Food Security, Feeding Billions	Year 9: Travel, Leisure, Connections (Fieldtrip)
YEAR 10	
Term 1	**Term 3**
Year 10: Environmental Change and Management	Year 10: GIS and Spatial Technologies
Term 2	**Term 4**
Year 10: Geographies of Human Wellbeing	Year 10: Geopolitics, conflict and disease

TYPES OF ASSESSMENT

Combination Short and Extended Response Exam	Field Report	Data Report
	ESRI Official Certification using ArcGIS	

SKILLS DEVELOPED

Observing, questioning & planning	Collecting, recording, evaluating & representing	Interpreting, analysing and concluding
Communicating in various forms	Reflecting & responding	

FOR ELECTIVE SUBJECTS ONLY

Suggested for:	Geography
Pre-requisite for:	Nil

JAPANESE - *ELECTIVE*

Head of Department: Mrs Elouise Parrington
Contact details: E.Parrington@twgs.qld.edu.au (07) 4687 2640

Subject Description

The study of Japanese has an important place in the Queensland school curriculum due to Australia's location in the Asia-Pacific region. Because of political and commercial links between Australia and Japan, Queenslanders have many opportunities to meet Japanese-speaking people in the school context and the general community. Japanese lifestyle, culture, art and sport are becoming increasingly familiar to Australians through entertainment media and personal contact.

Japanese offers an opportunity for learners to study a unique language that uses a variety of character-based scripts. The Japanese language deeply reflects the complexity and cultural heritage of Japanese society, enabling boys to develop a sensitivity towards the values and perspectives of the Japanese people.

By the end of Year 10, boys should gain enough practical knowledge of the language to enable them to communicate on a basic level as a visitor in Japan or with Japanese-speaking people in Australia.

Opportunities will be provided for boys to be involved in a range of language activities, including study tours and exchanges. It is important to note that boys may select both Japanese and French.

TOPICS STUDIED

YEAR 9	
Term 1	**Term 3**
カタカナ Katakana **いそがしいですか** Daily Routines **学校、がんばろう!** School Life	**しゅみは何ですか。** Hobbies & Sports
Term 2	**Term 4**
学校の楽しいイベント School Events **しゅみは何ですか** Hobbies	**ファストフードはヘルシー?** Fast Food in Japan **どこで買いものをしますか** Shopping in Japan
YEAR 10	
Term 1	**Term 3**
とかいといなか City and Country (Directions)	**アルバイト** Part-time work **何になりたいですか** Careers and aspirations
Term 2	**Term 4**
修学旅行 School Trips	**オーストラリアでホームステイ** Homestay – Cultural Comparisons

TYPES OF ASSESSMENT

Combination Response Examination (Listening, Reading, Writing)	Extended Response Examination (Speaking)
Multimodal Presentation (Speaking, Writing)	

SKILLS DEVELOPED

Critical Thinking	Intercultural Understanding	Knowledge of Histories & Cultures
Personal & Social Capability	Digital Literacy	Enhanced understanding of English

FOR ELECTIVE SUBJECTS ONLY

Recommended Pre-requisite:	Year 8 Japanese B-
Pre-requisite for:	Senior Japanese

MUSIC - *ELECTIVE*

Head of Department: Mr John Hodder
Contact details: j.hodder@twgs.qld.edu.au

Subject Description

This two-year program takes students on a journey through many varied musical styles and genres, where they will experience firsthand the diversity of music and all that it has to offer. During their time in the classroom, students will immerse themselves in activities including listening and responding to music, composing melodies and simple scores for a variety of ensembles and performing in small and large groups and as a soloist. Students will also work with a variety of software packages to further develop their skills in notation, composition and music production.

TOPICS STUDIED

YEAR 9	
Semester 1	**Semester 2**
Musical Foundations: Developing and consolidating music notation and aural skills through composition and performance activities in a variety of genres.	Rock 'n Pop: Exploring the use of musical elements to define style in Rock and Pop music genres through analysis, composition and performance activities.
YEAR 10	
Semester 1	**Semester 2**
Stretching the Boundaries: A study of the strategies used by composers to achieve variety and interest in their music across a range of genres and time periods, with a strong focus on composition and solo performance.	Music in the Media: An in-depth study of the manipulation of musical elements to create mood, character and setting in film and television music and animation. Students will use the knowledge gained through analysis activities to compose their own original music score and perform relevant repertoire.

TYPES OF ASSESSMENT

Responding	Composing/Arranging	Performing
Visual and Aural Analysis and Aural Skills Examinations; Composition and Performance statements.	Notated scores, digital audio files and recordings	Large group, small ensemble or solo presentations of works relevant to the unit of study.

SKILLS DEVELOPED

Analysing and Creative skills	Performance skills and confidence	Music notation & software understanding
Composition and arranging skills	Aural skills	Sight Reading
	Working in groups	

FOR ELECTIVE SUBJECTS ONLY

Suggested for:	Students who found success and enjoyment in the Year 8 programme Students who are continuing involvement in co-curricular music and/or private lessons
Pre-requisite for:	Nil

WORKSHOP PRACTICE - *ELECTIVE*

Head of Department: Mr Clinton Owen
Contact details: C.Owen@twgs.qld.edu.au (07) 4687 2644

Subject Description

Workshop Practice presents an opportunity for boys to acquire knowledge and develop workshop skills which may be of benefit in later vocational and practical pursuits. It is useful as an introduction to the applied senior subject Industrial Technology Skills.

The course covers applicable life skills in both wood and metalwork such as metal fitting and fabrication, sheet metalwork and basic metal turning, woodworking, basic woodturning and workplace health and safety. Workshop Practice has an emphasis on the aquisition of practical skills, although there is an element of knowledge based theory which is also assessed.

TOPICS STUDIED

YEAR 9	
Term 1	**Term 3**
Metal, sheet metal and metal turning Bracket, carry all and plumb bob	Woodworking frame construction - Folding stool Faceplate woodturning
Term 2	**Term 4**
Metal, sheet metal and metal turning Bracket, carry all and plumb bob	Woodworking carcase construction Pencil case
YEAR 10	
Term 1	**Term 3**
Metal fabrication & metal turning Sign and screwdriver	Woodworking frame construction - Footstool
Term 2	**Term 4**
Metal fabrication & metal turning Sign and screwdriver	Woodworking frame construction Fishing Rod Holder

TYPES OF ASSESSMENT

Practical projects	Class theory tests	Folio

SKILLS DEVELOPED

Construction	Interpreting technical drawings	Measuring
	Project Management	WHS

FOR ELECTIVE SUBJECTS ONLY

Suggested for:	Students who are interested in improving their hand skills and ability to use power tools to produce projects.
Pre-requisite for:	Nil

VISUAL ARTS - *ELECTIVE*

Head of Department: Mr John Hodder
Contact details: j.hodder@twgs.qld.edu.au

Subject Description

Students are given opportunities to understand the role of the Visual Arts in the contemporary world by making and responding to artworks and imagery.

Students will explore media (which include drawing, printing, painting, sculpture, photography, video, and digital media) through a number of connected tasks incorporating a wide variety of techniques, processes, and concepts.

Through researching and writing, students will develop a greater understanding of Visual Literacy by analysing, interpreting, discussing, and evaluating artworks and imagery from a range of historical and cultural contexts.

Other cognitive skills are developed in the areas of Art as language, creative problem-solving, and the implementation and communication of concepts.

TOPICS STUDIED

Semester 1	Semester 3
Pop Art and Iconography (portraiture) Australian Indigenous Art and Symbolism (composition and narrative)	Cubism and Perception (portraiture, abstration, and caricature) 'The Street as Gallery' (photography and video)
Semester 2	**Semester 4**
Landscape and Surrealism (composition and narrative) The Human Figure in Art (action and movement)	The Human Figure in Art (appropriation and distortion) Surrealism (appropriation and distortion, composition and narrative) (+ Term 4 self-directed task)

TYPES OF ASSESSMENT

Assignment (folio of practical studies)	Assignment (written appraisal)	Examination (written response to stimulus)

SKILLS DEVELOPED

Critical thinking through Visual Literacy	Creative problem solving	Reflecting and Responding
Analysing and Interpreting	Evaluating (art practices and cultures)	Traditional and digital art making skills

FOR ELECTIVE SUBJECTS ONLY

Suggested for:	Senior Visual Art – General subject Students interested in the visual arts (fine arts, design, architecture, photography, video, digital media, Art history and theory, etc.) Students who enjoy learning about visual arts/making art
Pre-requisite for:	N/A (but preferable for Senior Visual Art)

YEARS 11 & 12 - THE QCE

STUDENT PATHWAYS

QUEENSLAND CERTIFICATE OF EDUCATION - QCE

All students in Years 11 and 12 are working towards the Queensland Certificate of Education (QCE), with the majority of students achieving this qualification by the time they finish Year 12. There are 2 pathways for students throughout their Senior Years; Academic and Vocational. Students who are wanting to go onto tertiary studies will be working towards an ATAR (Australian Tertiary Admission Rank), which accounts for the majority of our students. The ATAR, calculated at the end of Year 12 by QTAC (Queensland Tertiary Admissions Centre), is used to allocate students to their tertiary courses. Those students who are certain they will not be going on to tertiary studies may choose a vocational course of study; selecting more practical subjects designed to prepare them for the workplace or a trade.

GENERAL, APPLIED AND VOCATIONAL STUDIES

There are three types of subject offerings at Toowoomba Grammar School: General Subjects; Applied Subjects; and Vocational studies such as TAFE courses. General subjects are suited to students who are interested in pathways beyond senior secondary schooling that lead primarily to tertiary studies. General subjects include Extension subjects such as Music Extension. Applied subjects are suited to students who are primarily interested in pathways beyond senior secondary schooling that lead to vocational education and training or work. Vocational studies are subject to negotiation through the Careers Office but are suited primarily for students interested in pathways that lead to vocational education and training or work.

ATAR

An ATAR is calculated on students' best 5 subject results. This can come from 5 General Subjects or 4 General Subjects and one of either Applied Subjects or Vocational Studies.

In selecting subjects for Year 11, students are expected to study 6 subjects. For students with high academic aspirations the recommendation is that they select 6 General Subjects. Students with more of a vocational leaning, but who still want to receive an ATAR to keep their tertiary options open must select no fewer than 4 General subjects, but may choose up to 2 Applied or Vocational courses.

UNITS OF WORK AND QCE POINTS

Under the new QCE system, students accrue points towards their QCE based on Units of Work. To receive a QCE, students must earn 20 credits. In Year 11, students study Units 1 & 2 in each subject. Each unit in Year 11 contributes 1 point towards the QCE. In Year 12, students study Units 3 & 4 in each subject, both of which must be successfully completed to earn 2 points towards the QCE. In other words, it is acceptable to change a subject in Year 11 but not Year 12. As Units 1 & 2 in each subject are foundational, it is expected that students complete the full Year 11 course in preparation for the summative Year 12 course.

SUBJECT SELECTIONS

Effectively this means that subject changes within Year 11 are not impossible but are strongly discouraged. Therefore, we advise students making subject selections for Year 11 to be very certain of their course. There will only be two opportunities to students to change their General Subjects once Year 11 has started. Students may change within the first week of Semester 1 or at the end of Unit 1.

While every effort is made to create a timetable that allows for every student's preferences it is not always possible. In the event of insufficient numbers selecting a subject, we reserve the right to not offer the subject or to create a composite class.

CONSIDERATIONS WHEN CHOOSING SUBJECTS

1. **Goals** What are you aiming for? Do you have a definite tertiary course in mind? If so, are there any subjects which you must do as pre-requisites for entry?
2. **Enjoyment** Take subjects you enjoy and in which you do well.
3. **Keep your options open** If you are not sure what you want to do after school, then you should keep as many options as possible open, and select a broad range of subjects.
4. **Find out about the subjects you are considering** Before finally deciding on your subjects, discuss your preferences with your parents, members of staff and fellow students. Does the content, style of learning and assessment suit your interests, abilities and goals?
5. **Do some research** Make good use of Heads of Departments, teachers, the Careers Advisors, Careers Office, internet sites such as:
   - Queensland Job Guide (Careers Office)
   - Queensland Tertiary Courses
   - QTAC Tertiary Pre-requisites
   - Careers Webpage www.twgs.qld.edu.au/explore-tgs/senior-school/academic-program-and-career-pathways

   Determine whether the subjects you are interested comprise any of the following:

   Pre-requisite subjects – must be taken for future courses or careers

   Assumed knowledge – not essential, but may make future courses easier

   Recommended – not essential, but give a general background or help develop particular skills.
6. **Applied/Vocational Subject -** Consider an Applied/Vocational subject if:
   - You do not intend to go directly from Year 12 into a university course
   - Your past results suggest that a full course of General subjects may be too difficult
   - You are interested in the content of a particular subject because it relates to future employment or possible TAFE options

   Vocational Education & Training (VET) Guidelines

   - TAFE VETiS courses only offered to non-ATAR students
   - Students attending TAFE must prioritise school assessment and ensure that assessment is submitted on or before the due date. Attending TAFE is not a valid reason to miss assessment or examinations.
   - School Based Traineeships and Apprenticeships (SBTs and SBAs) available from Term 4, Year 10 (one workday per week)
   - SBAs must impact the school timetable
   - Certificate III Agriculture Traineeship chosen as a school subject; work requirement completed on school holidays for ATAR students
   - Diploma of Business offered by an external training provider is taken as a 7th subject
   - Other vocational opportunities available, please contact the VET Coordinator to discuss
   - VET Programs can be tailored to individual students, appointments can be made with the VET Coordinator to discuss

** Please note – you must study a minimum of 4 General subjects to be eligible for an ATAR.*

YEARS 11 & 12 SUBJECTS

In making subject choices, boys should have in mind their intentions concerning post-secondary education. Tertiary institutions indicate the prerequisites for their various courses, and these should be taken into account. In making a selection for this two-year course (Years 11-12), six subjects must be chosen. Students following an academic pathway are should select 6 General subjects unless prior consultation with the Head of Curriculum and the Careers Advisor has occurred. Subject blocks will be constructed from the subjects listed below.

NOTE:

1. Boys must choose English, Literature or Essential English, a Mathematics subject and four electives.
2. Selection of three or more Applied/Vocational subjects will mean the boy will not receive an ATAR. This should only occur if the boy is certain he is not intending to study at tertiary level immediately after leaving school.
3. The School reserves the right not to offer a subject if subject numbers are not viable.
4. Boys who wish to study Music Extension in Year 12 must enrol in Music for two years.
5. Subject blocks will be constructed reflecting boys' proposed choices and school staffing constraints. Note: Not all combinations of electives may be possible.
6. Boys are allocated to elective classes on the basis of their nominated preference order e.g. 1st preference, 2nd preference, 3rd preference, 4th preference, and, in some cases, according to their Year 10 results.
7. In making subject selections boys should be mindful that their course is a two-year course and subsequent subject changes may be very limited or not possible at all.
8. **Please note** – the offering of a subject in each year is dependent on enrolment numbers. The School reserves the right to remove a subject from the curriculum offerings if there are insufficient numbers of students selecting it.

The Careers Advisor should be contacted if you have any queries about Tertiary Entrance procedures on (07) 4687 2539.

CORE SUBJECTS - EVERY STUDENT MUST STUDY AN ENGLISH AND A MATHEMATICS SUBJECT

English, Literature or Essential English

General Maths, Mathematical Methods or Essential Maths

ELECTIVE SUBJECTS

General Subjects (A minimum of five General subjects should be chosen if on an ATAR pathway)

- Accounting
- Economics
- Engineering
- Information Processing & Technology
- Design
- Physical Education
- Visual Arts
- Drama
- Ancient History
- Modern History
- Geography
- Philosophy and Reason
- French
- Japanese
- Music
- Music Extension (Year 12 only)
- Agricultural Science
- Biology
- Chemistry
- Physics
- Psychology
- Specialist Mathematics

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

- Essential English
- Information Communications Technology
- Building and Construction Skills
- Business Studies
- Industrial Technology Skills
- Furnishing Skills
- Visual Arts in Practice
- Essential Mathematics
- Science in Practice
- Certificate II Engineering Pathways

VET Qualifications

- Diploma of Business
- School based Traineeships including Cert III in Agriculture, Cert III Fitness, Cert IV Fitness

PLEASE NOTE

On the pages following, information has been provided by the Head of Department responsible for a particular subject. Your first point of contact for any subject should be the Head of Department, whose details are provided.

MATHEMATICAL METHODS - *GENERAL SUBJECT*

Head of Department: Mr Allan Westman

Contact details: A.Westman@twgs.qld.edu.au (07) 4687 2639

Subject Summary

Mathematical Methods' major domains are 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

Please Note: You are advised only to select Mathematical Methods if you have strong Algebra skills.

Pathways

A course of study in Mathematical Methods can establish a basis for further education and employment in the fields of natural and physical sciences (especially physics and chemistry), mathematics and science education, medical and health sciences (including human biology, biomedical science, nanoscience and forensics), engineering (including chemical, civil, electrical and mechanical engineering, avionics, communications and mining), computer science (including electronics and software design), psychology and business.

OBJECTIVES

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Surds, algebra, functions and probability Topic 1: Surds and quadratic functions Topic 2: Binomial expansion and cubic functions Topic 3: Functions and relations Topic 4: Trigonometric functions Topic 5: Probability	**Calculus and further functions** Topic 1: Exponential functions Topic 2: Logarithms and logarithmic functions Topic 3: Introduction to differential calculus Topic 4: Applications of differential calculus Topic 5: Further differentiation	**Further calculus and introduction to statistics** Topic 1: Differentiation of exponential and logarithmic functions Topic 2: Differentiation of trigonometric functions and differentiation rules Topic 3: Further applications of differentiation Topic 4: Introduction to integration Topic 5: Discrete random variables	**Further calculus, trigonometry and statistics** Topic 1: Further integration Topic 2: Trigonometry Topic 3: Continuous random variables and the normal distribution Topic 4: Interval estimates for proportions

ASSESSMENT

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment (F1): • Problem Solving and Modelling Task	20%	Formative internal assessment 3 (F3): • Examination	50%
Formative internal assessment 2 (F2): • Examination	30%		

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 - *GENERAL SUBJECT*

Head of Department: Mr Allan Westman
Contact details: A.Westman@twgs.qld.edu.au (07) 4687 2639

Subject Summary

Specialist Mathematics' major domains are 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.

Pathways

A course of study in Specialist Mathematics can establish a basis for further education and employment in the fields of science, all branches of mathematics and statistics, computer science, medicine, engineering, finance and economics.

OBJECTIVES

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Combinatorics, proof, vectors and matrices Topic 1: Combinatorics Topic 2: Introduction to proof Topic 3: Vectors in the plane Topic 4: Algebra of vectors in two dimensions Topic 5: Matrices	**Complex numbers, further proof, trigonometry, functions and transformations** Topic 1: Complex numbers Topic 2: Complex arithmetic and algebra Topic 3: Circle and geometric proofs Topic 4: Trigonometry and functions Topic 5: Matrices and transformations	**Further complex numbers, proof, vectors and matrices** Topic 1: Further complex numbers Topic 2: Mathematical induction and trigonometric proofs Topic 3: Vectors in two and three dimensions Topic 4: Vector calculus Topic 5: Further matrices	**Further calculus and statistical inference** Topic 1: Integration techniques Topic 2: Applications of integral calculus Topic 3: Rates of change and differential equations Topic 4: Modelling motion Topic 5: Statistical inference

ASSESSMENT

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment (F1): • Problem Solving and Modelling Task	20%	Formative internal assessment 3 (F3): • Examination	50%
Formative internal assessment 2 (F2): • Examination	30%		

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			

ESSENTIAL MATHEMATICS - *APPLIED SUBJECT*

Head of Department: Mr Allan Westman
Contact details: A.Westman@twgs.qld.edu.au (07) 4687 2639

Subject Summary

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.

Pathways

A course of study in Essential Mathematics can establish a basis for further education and employment in the fields of trade, industry, business and community services. Students learn within a practical context related to general employment and successful participation in society, drawing on the mathematics used by various professional and industry groups.

OBJECTIVES

- recall mathematical knowledge
- use mathematical knowledge
- communicate mathematical knowledge
- evaluate the reasonableness of solutions
- justify procedures and decisions
- solve mathematical problems

STRUCTURE

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

ASSESSMENT

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (F1): • Problem Solving and Modelling Task	25%	Formative internal assessment 3 (F3): • Problem-solving and modelling task	25%
Formative internal assessment 2 (F2): • Examination	25%	Formative internal assessment (F4): • Examination	25%

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Problem-solving and modelling task		Summative internal assessment 3 (IA3): • Problem-solving and modelling task	
Summative internal assessment 2 (IA2): • Common internal assessment (CIA)		Summative internal assessment (IA4): • Examination	

ENGLISH - *GENERAL SUBJECT*

Head of Department: Mrs Bronwen Mowbray
Contact details: B.Mowbray@twgs.qld.edu.au (07) 4687 2636

Subject Summary

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.

Pathways

A course of study in English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

OBJECTIVES

- 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

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 F1): • Extended response — written response for a public audience	25%	Formative internal assessment 3 (F3): • Extended response — imaginative written response	25%
Formative internal assessment 2 (F2): • Extended response — persuasive spoken response	25%	Formative internal assessment (F4): • Examination — analytical written response	25%

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%

ENGLISH LITERATURE - *GENERAL SUBJECT*

Head of Department: Mrs Bronwen Mowbray
Contact details: B.Mowbray@twgs.qld.edu.au (07) 4687 2636

Subject Summary

Literature is a General subject that offers a comprehensive exploration of diverse literary texts. Students delve into novels, poetry, drama, and other written forms, fostering critical thinking skills through analysis of literary techniques, thematic exploration, and the power of language. In-depth discussions and creative projects allow students to gain a deeper understanding of literature's ability to reflect and shape our understanding of the world.

This subject cultivates valuable academic and personal skills. Students refine critical thinking, analytical reasoning, and clear communication through written and oral presentations. These transferable skills are highly sought after in various career paths. Additionally, Literature broadens students' horizons by exposing them to diverse cultures, perspectives, and historical contexts. The exploration of literature fosters creativity and self-expression, allowing students to develop their own voice and refine their writing abilities.

Pathways

Literature equips students with a critical thinking toolkit, strong communication skills, and a deep appreciation for different cultures and perspectives. These qualities are highly valued across a broad range of university programs and future careers.

OBJECTIVES

By the conconclusion 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	**Intertextuality** • 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

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 F1): • Examination – analytical written response	25%	Formative internal assessment 3 (F3): • Extended response — imaginative written response	25%
Formative internal assessment 2 (F2): • Extended Response – spoken/multimodal	25%	Formative internal assessment (F4): • Examination — analytical written response	25%

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%

ESSENTIAL ENGLISH - *APPLIED SUBJECT*

Head of Department: Mrs Bronwen Mowbray
Contact details: B.Mowbray@twgs.qld.edu.au (07) 4687 2636

Subject Summary

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 everyday, 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.

Pathways

A course of study in Essential English promotes open-mindedness, imagination, critical awareness and intellectual flexibility — skills that prepare students for local and global citizenship, and for lifelong learning across a wide range of contexts.

OBJECTIVES

- 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 modes.

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 identifies, places, events and concepts

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (F1): • Extended response — spoken/signed response	25%	Formative internal assessment 3 (F3): • Extended response — Multimodal response	25%
Formative internal assessment 2 (F2): • Examination	25%	Formative internal assessment (F4): • Extended response — Written response	25%

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)		Summative internal assessment (IA4): • Extended response — Written response	

ACCOUNTING - *GENERAL SUBJECT*

Head of Department: Mrs Melissa Reisinger
Contact details: M.Reisinger@twgs.qld.edu.au (07) 4687 2635

Subject Summary

Accounting is an ideal subject choice for students who have a keen interest in entrepreneurship, business, commerce, or managing financial resources both personally and professionally. Studying Accounting equips students with a deep understanding of the crucial role accounting plays in the success and sustainability of any organisation. Throughout the course, students will build valuable skills in financial management, critical thinking, decision-making, and problem-solving — skills that will benefit them in their personal lives and future careers. The subject is grounded in real-world practice, where students learn to process financial transactions and prepare financial statements and reports for a range of stakeholders. Accounting is not only about numbers; it is about understanding how businesses operate, grow, and succeed.

Pathways

A course of study in Accounting can establish a basis for further education and employment in the fields of accounting, business, management, banking, finance, law, economics and commerce.

OBJECTIVES

- comprehend accounting concepts, principles and processes
- synthesise accounting principles and processes
- analyse and interpret financial data and information
- evaluate practices of financial management to make decisions and propose recommendations
- create responses that communicate meaning

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Real world accounting • Topic 1: Introduction to accounting • Topic 2: Accounting for today's businesses	**Financial reporting** • Topic 1: End of period reporting for today's businesses • Topic 2: Performance analysis of a sole trader business	**Managing resources** • Topic 1: Cash management • Topic 2: Managing resources for a sole trader business	**Accounting — the big picture** • Topic 1: Fully classified financial statement reporting and analysis for a sole trader business • Topic 2: Complete accounting process for a sole trader business • Topic 3: Performance analysis of a public company

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (F1): • Examination — combination response	25%	Formative internal assessment 3 (F3): • Examination — combination response	25%
		Formative internal assessment 4 (F4): • Examination — combination response	25%

SUMMATIVE ASSESSMENTS

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

ANCIENT HISTORY - *GENERAL SUBJECT*

Head of Department: Mr Allan Smiddy
Contact details: A.Smiddy@twgs.qld.edu.au (07) 4687 2638

Subject Summary

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.

Pathways

A course of study in Ancient History can establish a basis for further education and employment in the fields of archaeology, history, education, psychology, sociology, law, business, economics, politics, journalism, the media, health and social sciences, writing, academia and research.

OBJECTIVES

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse evidence from historical sources
- synthesise information from historical sources and evidence
- evaluate evidence from historical sources
- create responses that communicate meaning.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Investigating the ancient world Topic 1: Digging up the past Topic 2: Weapons and Warfare - Ancient Greece	**Personalities in their time** Topic 1: Alexander the Great Topic 2: Alfred the Great	**Reconstructing the ancient world** Topic 1: The Medieval Crusades Topic 2: Rome During the Republic	**People, power and authority** Topic 1: Imperial Rome until the Fall of the Western Empire Topic 2: Julius Caesar

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (FIA1): • Examination - short response to historical sources	25%	Formative internal assessment 3 (FIA1): • Examination - essay in response to historical sources	25%
Formative internal assessment 2 (FIA2): • Investigation – independent source investigation	25%	Formative internal assessment 4 (FIA4): • Investigation historical essay based on research	25%

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%

ECONOMICS - *GENERAL SUBJECT*

Head of Department: Mrs Melissa Reisinger
Contact details: M.Reisinger@twgs.qld.edu.au (07) 4687 2635

Subject Summary

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.

Pathways

A course of study in Economics can establish a basis for further education and employment in the fields of economics, econometrics, management, data analytics, business, accounting, finance, actuarial science, law and political science.

Economics is an excellent complement for students who want to solve real-world science or environmental problems and participate in government policy debates. It provides a competitive advantage for career options where students are aiming for management roles and developing their entrepreneurial skills to create business opportunities as agents of innovation.

OBJECTIVES

- comprehend economic concepts, principles and models
- analyse economic issues. Students analyse economic issues by selecting and using a selection of current, accurate and relevant data and information to interpret patterns and trends, and to explain economic relationships
- evaluate economic outcomes
- create responses that communicate economic meaning to suit the intended purpose

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Markets and models Topic 1: The basic economic problem Topic 2: Economic flows Topic 3: Market forces	**Modified markets** Topic 1: Markets and efficiency Topic 2: Market concentration Case option B: Environmental economics	**International economics** Topic 1: International trade Topic 2: Global economic issues	**Contemporary macroeconomics** Topic 1: Macroeconomic objectives and theory Topic 2: Economic indicators and past budget stances Topic 3: Economic management

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (F1): • Examination — combination response	25%	Formative internal assessment 3 (F3): • Examination — combination response	25%
Formative internal assessment 2 (F2): • Examination — extended response	25%	Formative internal assessment (F4): • Examination — investigation	25%

SUMMATIVE ASSESSMENTS

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

GEOGRAPHY - *GENERAL SUBJECT*

Head of Department: Mr Allan Smiddy
Contact details: A.Smiddy@twgs.qld.edu.au (07) 4687 2638

Subject Summary

Geography teaches us about the significance of 'place' and 'space' in understanding our world. These two concepts are foundational to the discipline, with the concepts of environment, interconnection, sustainability, scale and change building on this foundation. By observing and measuring spatial, environmental, economic, political, social and cultural factors, geography provides a way of thinking about contemporary challenges and opportunities.

Teaching and learning in Geography are underpinned by inquiry, through which students investigate places in Australia and across the globe. When students think geographically, they observe, gather, organise, analyse and present data and information across a range of scales.

Fieldwork is central to the study of Geography. 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.

Spatial technologies are also core components of contemporary geography. These technologies provide a real-world experience of Science, Technology, Engineering and Maths (STEM), allowing students to interact with particular geographic phenomena through dynamic, three-dimensional representations that take the familiar form of maps. The skills of spatial visualisation, representation and analysis are highly valued in an increasingly digital and globalised world.

In Geography, 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 are exposed to a variety of contemporary problems and challenges affecting people and places across the globe, at a range of scales. These challenges include responding to risk in hazard zones, planning sustainable places, managing land cover transformations and planning for population change.

This course of study enables students to appreciate and promote a more sustainable way of life. Through analysing and applying geographical knowledge, students develop an understanding of the complexities involved in sustainable planning and management practices. Geography aims to encourage students to become informed and adaptable so they develop the skills required to interpret global concerns and make genuine and creative contributions to society. It contributes to their development as global citizens who recognise the challenges of sustainability and the implications for their own and others' lives.

OBJECTIVES

1. **Explain geographical processes** - students explain geographical processes and interactions that shape the identity of places
2. **Comprehend geographic patterns** - students recognise spatial patterns at global, regional and local scales and identify relationships and implications for people and places.
3. **Analyse geographical data and information** - students interpret data and information to infer how the patterns, trends and relationships represent geographical challenges.
4. **Apply geographical understanding** - students apply understanding from their analysis to generalise about the impacts of geographical challenges for environments and people.
5. **Propose action** - students propose action/s in response to their generalisations to address the impacts of geographical challenges.
6. **Communicate geographical understanding using appropriate forms of geographical communication** - students communicate understanding using appropriate forms of geographical communication for a particular purpose.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Responding to risk and vulnerability in hazard zones • Natural hazard zones • Ecological hazard zones	**Planning sustainable places** • Responding to challenges facing a place in Australia (Fieldtrip) • Managing the challenges facing a megacity	**Responding to land cover transformations** • Land cover transformations and climate change • Responding to local land cover transformations (Fieldtrip)	**Managing population change** • Population challenges in Australia • Global population change (External Exam)

MODERN HISTORY - *GENERAL SUBJECT*

Head of Department: Mr Allan Smiddy
Contact details: A.Smiddy@twgs.qld.edu.au (07) 4687 2638

Subject Summary

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.

Pathways

A course of study in Modern History can establish a basis for further education and employment in the fields of history, education, psychology, sociology, law, business, economics, politics, journalism, the media, writing, academia and strategic analysis.

OBJECTIVES

- comprehend terms, issues and concepts
- devise historical questions and conduct research
- analyse historical sources and evidence
- synthesise information from historical sources and evidence
- evaluate historical interpretations
- create responses that communicate meaning.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Ideas in the modern world Topic 1: Russian Revolution, 1905 to 1920s Topic 2: Australian Frontier Wars, 1788 to 1930s	**Movements in the modern world** Topic 1: African-American civil rights movement, since 1954 Topic 2: Anti-apartheid movement in South Africa, 1948–1991	**National experiences in the modern world** Topic 1: Germany, since 1914 Topic 2: Israel since 1917	**International experiences in the modern world** Topic 1: Nuclear Age since 1945 Topic 2: Cold War and its aftermath, 1945–2014

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (FIA1): • Examination - short response to historical sources	25%	Formative internal assessment 3 (FIA1): • Investigation – historical essay based on research	25%
Formative internal assessment 2 (FIA2): • Investigation – independent source investigation	25%	Formative internal assessment 4 (FIA4): • Examination - essay in response to historical sources	25%

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%

PHILOSOPHY AND REASON - *GENERAL SUBJECT*

Head of Department: Mr Allan Smiddy
Contact details: A.Smiddy@twgs.qld.edu.au (07) 4687 2638

Subject Summary

Philosophy & Reason provides opportunities for students to investigate philosophical ideas that have shaped and continue to influence contemporary society, including what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us. Students recognise the relevance of various philosophies to different political, ethical, religious and scientific positions.

Students learn to understand and use reasoning to examine and analyse classical and contemporary ideas and issues, make rational arguments, espouse viewpoints and engage in informed discourse. They analyse arguments from a variety of sources and contexts, formalise arguments and choose appropriate techniques of reasoning to solve problems.

Students develop skills essential to informed participation in the 21st Century, such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility, and collaboration and communication.

Pathways

A course of study in Philosophy & Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

OBJECTIVES

- define and use terminology
- explain concepts, methods, principles and theories
- interpret and analyse arguments, ideas and information
- organise and synthesise ideas and information to construct arguments
- evaluate claims and arguments inherent in theories, views and ideas
- create responses that communicate meaning to suit purpose.

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Fundamentals of reason The learning consists of the fundamental concept, skills, knowledge and understanding of the discipline of philosophy. There are no discrete units in this topic.	**Reason in philosophy** Topic 1: Philosophy of religion Topic 2: Philosophy of mind	**Moral philosophy and schools of thought** Topic 1: Moral philosophy Topic 2: Philosophical schools of thought	**Social and political philosophy** Topic 1: Rights Topic 2: Political philosophy

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (F1): • Examination — short response	25%	Formative internal assessment 3 (F3): • Extended response — analytical essay	25%
Formative internal assessment 2 (F2): • Extended response — analytical essay	25%	Formative internal assessment 4 (F4): • Examination — extended response	25%

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination — extended response	25%	Summative internal assessment 3 (IA3): • Extended response — analytical essay	25%
Summative internal assessment 2 (IA2): • Extended response — analytical essay	25%	Summative external assessment (EA): • Examination — extended response	25%

BUSINESS STUDIES - *APPLIED SUBJECT*

Head of Department: Mrs Melissa Reisinger

Contact details: M.Reisinger@twgs.qld.edu.au (07) 4687 2635

Subject Summary

A course of study in Business Studies supports the development of complementary skills demanded from current industry and community expectations. Students develop a practical knowledge, and 21st century skills that will help students participate effectively in the business world and as citizens dealing with issues emanating from business activities. Throughout the course of study in Business Studies, students explore in a range of topics including working in administration, working in finance, working with customers, working in marketing, working in events, and entrepreneurship.

Students develop their knowledge and understanding of business essentials and communication skills by examining a range of business contexts, such as retail, health services, entertainment, tourism, travel and mining.

OBJECTIVES

- Explain business concepts, processes and practices.
- Examine business information.
- Apply business knowledge.
- Communicate responses.
- Evaluate projects.

STRUCTURE

Units of work will be studied from the options below:

- Unit option A: Working in administration
- Unit option B: Working in finance
- Unit option C: Working with customers
- Unit option D: Working in marketing
- Unit option E: Working in events
- Unit option F: Entrepreneurship

Assessment

FORMATIVE ASSESSMENTS

For Business Studies, assessment in Units 1 and 2 will consist of four assessment instruments using the three different assessment techniques listed below. There will be no more than two assessment instruments from any one technique.

SUMMATIVE ASSESSMENTS

Students will have the opportunity to complete each assessment type formatively before undertaking assessment in Units 3 and 4. There will be no more than two assessment instruments from any one technique. The three assessment types are:

PROJECT	EXTENDED RESPONSE
A response to a single task, situation and/or scenario.	A technique that assesses the interpretation, analysis/ examination and/or evaluation of ideas and information in provided stimulus materials.
At least two different components from the following: • written: 500–900 words • spoken: 2½–3½ minutes • multimodal: 3–6 minutes • performance: continuous class time • product: continuous class time.	Presented in one of the following modes: • written: 600–1000 words • spoken: 3–4 minutes • multimodal: 4–7 minutes.

DIPLOMA OF BUSINESS – *SAT – VOCATIONAL SUBJECT*

Head of Department: Mrs Melissa Reisinger
Contact details: M.Reisinger@twgs.qld.edu.au (07) 4687 2635
RTO Training Provider: Aurora Training Institute Pty Ltd (T/A Aurora Training Institute)
RTO Number: 32237

Subject Summary

This course is offered as a 7th subject, which takes place outside of the timetable. Please contact the Head of Curriculum for further details.

The Diploma of Business is a 12–18-month course that is offered as a senior subject at Toowoomba Grammar School. This course is delivered by Aurora Training Institute and facilitated by the Commerce Department. Business leaders are vital for organisations of every size and industry and pursuing your diploma level studies could give you a wider variety of employment opportunities in the future. The Diploma of Business is nationally recognised and is suitable for any student wanting to work in business.

Students will learn advanced business skills and will graduate with significant competitive business skills. They will develop skills and knowledge in how to recruit and onboard quality staff, plan projects, manage business resources and develop sustainable workplace policies.

Participants will be competent in a range of essential skills.

This course may be studied by students on either an academic or vocational pathway. For those students with a keen interest in business it would be complementary to the Applied subject, Business Studies. Various career pathways include: Team Leader, Department Manager, Program Coordinator and Executive Officer.

COURSE REQUIREMENTS

- To achieve a BSB50120 - Diploma of Business all 5 core and 7 elective units listed below must be completed.

STRUCTURE

CORE UNITS	ELECTIVE UNITS
• **BSBCRT511** Develop critical thinking in others • **BSBFIN501** Manage budgets and financial plans • **BSBOPS501** Manage business resources • **BSBSUS511** Develop workplace policies and procedures for sustainability • **BSBXCM501** Lead communication in the workplace	• **BSBHRM525** Manage recruitment and onboarding • **BSBLDR522** Manage people performance • **BSBMKG541** Identify and evaluate marketing opportunities • **BSBPEF501** Manage personal and professional development • **BSBPMG430** Undertake project work • **BSBTWK503** Manage meetings • **BSBWHS521** Ensure a safe workplace for a work area

ENTRY REQUIREMENTS

- Students are required to complete a Literacy and Numeracy assessment before entry into this course. This assessment will be completed at School, under examination conditions.

PAYMENT METHOD / COST

- $2750 Flexible payment options are available. Contact the Careers Office or Aurora Training Institute for further information.

DESIGN - *GENERAL SUBJECT*

Head of Department: Mr Clinton Owen
Contact details: C.Owen@twgs.qld.edu.au (07) 4687 2644

Subject Summary

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.

Pathways

A course of study in Design can establish a basis for further education and employment in the fields of architecture, digital media design, fashion design, graphic design, industrial design, interior design and landscape architecture.

OBJECTIVES

- 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
- Evaluate ideas to make refinements
- Propose design concepts in response to design problems.
- 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
Stakeholder-centred Design Topic 1: Designing for others	**Commercial design influences** Topic 1: Responding to needs and wants	**Human-centred design** Topic 1: Designing with empathy	**Sustainable design influences** Topic 1: Responding to opportunities

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (FA1): • Examination — design challenge	20%	Formative internal assessment 3 (FA3): • Project	25%
Formative internal assessment 2 (FA2): • Project	30%	Formative internal assessment 4 (FA4): • Examination — design challenge	25%

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination — design challenge	20%	Summative internal assessment 3 (IA3): • Project	25%
Summative internal assessment 2 (IA2): • Project	30%	Summative external assessment (EA): • Examination — design challenge	25%

DIGITAL SOLUTIONS - *GENERAL SUBJECT*

Head of Department: Mr Clinton Owen
Contact details: C.Owen@twgs.qld.edu.au (07) 4687 2644

Subject Summary

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. 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 re-purpose solutions that are relevant in a world where data and digital realms are transforming entertainment, education, business, manufacturing and many other industries.

Pathways

A course of study in Digital Solutions can establish a basis for further education and employment in the fields of science, technologies, engineering and mathematics.

OBJECTIVES

- 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 components and solutions against criteria to make refinements and justified recommendations and evaluate impacts
- 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 Topic 1: Understanding digital problems Topic 2: User experiences and interfaces Topic 3: Algorithms and programming techniques Topic 4: Programmed solutions	**Application and data solutions** Topic 1: Data-driven problems and solution requirements Topic 2: Data and programming techniques Topic 3: Prototype data solutions	**Digital innovation** Topic 1: Interactions between users, data and digital systems Topic 2: Real-world problems and solution requirements Topic 3: Innovative digital solutions	**Digital impacts** • Topic 1: Digital methods for exchanging data • Topic 2: Complex digital data exchange problems and solution requirements • Topic 3: Prototype digital data exchanges

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (F1): • Project — digital solution	25%	Formative internal assessment 3 (F3): • Project — digital solution	25%
Formative internal assessment 2 (F2): • Investigation — technical proposal	25%	Formative internal assessment (F4): • Examination	25%

SUMMATIVE ASSESSMENTS

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

ENGINEERING - *GENERAL SUBJECT*

Head of Department: Mr Clinton Owen
Contact details: C.Owen@twgs.qld.edu.au (07) 4687 2644

Subject Summary

Engineering includes the study of mechanics, materials science and control technologies through real-world engineering contexts where students engage in problem-based learning.

Students learn to explore complex, open-ended problems and develop engineered solutions. They recognise and describe engineering problems, determine solution success criteria, develop and communicate ideas and predict, generate, evaluate and refine prototype solutions.

Students justify their decision-making and acknowledge the societal, economic and environmental sustainability of their engineered solutions. The problem-based learning framework in Engineering encourages students to become self-directed learners and develop beneficial collaboration and management skills.

Pathways

A course of study in Engineering can establish a basis for further education and employment in the field of engineering, including, but not limited to, civil, mechanical, mechatronic, electrical, aerospace, mining, process, chemical, marine, biomedical,

telecommunications, environmental, micro-nano and systems. The study of engineering will also benefit students wishing to pursue post-school tertiary pathways that lead to careers in architecture, project management, aviation, surveying and spatial sciences.

OBJECTIVES

- recognise and describe engineering problems, concepts and principles
- symbolise and explain ideas and solutions
- analyse problems and information
- determine solution success criteria for engineering problems
- synthesise information and ideas to predict possible solutions
- generate prototype solutions to provide data to assess the accuracy of predictions
- evaluate and refine ideas and solutions to make 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
Engineering fundamentals Topic 1: Engineering in society Topic 2: Engineering communication Topic 3: Introduction to engineering mechanics Topic 4: Introduction to engineering materials	**Emerging technologies** Topic 1: Emerging needs in society Topic 2: Engineering processes, machinery and automation Topic 3: Engineering materials	**Civil Structures** Topic 1: Civil structures in society Topic 2: Civil structures and forces Topic 3: Civil engineering materials	**Machines and mechanisms** Topic 1: Machines, mechanisms and control Topic 2: Materials

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (F1): • Project — folio	25%	Formative internal assessment 3 (F3): • Project - Folio	25%
Formative internal assessment 2 (F2): • Examination	25%	Summative internal assessment 4 (F4): • Examination	25%

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Project — folio	25%	Summative internal assessment 3 (IA3): • Project — folio	25%
Summative internal assessment 2 (IA2): • Examination	25%	Summative external assessment (EA): • Examination	25%

FURNISHING SKILLS - *APPLIED SUBJECT*

Head of Department: Mr Clinton Owen
Contact details: C.Owen@twgs.qld.edu.au (07) 4687 2644

Subject Summary

Furnishing Skills focuses on the practices and processes required to design and manufacture products in the furniture, cabinet-making and joinery industries.

Students engage in applied learning to develop an understanding of how furniture-makers, joiners, machinists, cabinet-makers and bespoke furniture enterprises, design and create their products.

Learning is practical and manufacturing tasks relate to industry and business giving students opportunity to develop their skills and extend their design and production ability.

Students develop highly transferable skills as they plan, calculate, organise, manufacture, adapt and evaluate individually and with others.

Pathways

A course of study in Furnishing Skills can establish a basis for further education and employment in domestic, commercial and bespoke furniture-making enterprises. Employment opportunities may be found in joinery, furniture-making and cabinet-making industries.

OBJECTIVES

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures

UNITS

- Furniture-making
- Cabinet-making
- Production in the Commercial furniture industry
- Production in the Bespoke furniture industry

Assessment

FORMATIVE ASSESSMENTS

UNIT 1 FURNITURE MAKING		UNIT 2 CABINET MAKING	
Formative internal assessment 1 (FA1): • Practical demonstration – Furniture-making	25%	Formative internal assessment 1 (FA3): • Practical demonstration – Cabinet-making	25%
Formative internal assessment 1 (FA2): • Project – Furniture-making	25%	Formative internal assessment 1 (FA4): • Project– Cabinet-making	25%

SUMMATIVE ASSESSMENTS

UNIT 3 PRODUCTION IN THE COMMERCIAL FURNITURE INDUSTRY		UNIT 4 PRODUCTION IN THE BESPOKE FURNITURE INDUSTRY	
Summative internal assessment 1 (IA1): • Practical demonstration – Commercial furniture	25%	Summative internal assessment 1 (IA3): • Project – Bespoke furniture	25%
Summative internal assessment 1 (IA2): • Project – Commercial furniture	25%	Summative internal assessment 1 (IA4): • Practical demonstration – Bespoke furniture	25%

BUILDING AND CONSTRUCTION SKILLS - *APPLIED SUBJECT*

Head of Department: Mr Clinton Owen
Contact details: C.Owen@twgs.qld.edu.au (07) 4687 2644

Subject Summary

Building & Construction Skills focuses on the practices and processes required to plan and construct structures in the residential and commercial construction industries.

Students engage in applied learning to develop an understanding of how builders, carpenters, concreters, and other construction professionals organise and complete building projects.

Learning is hands-on, with tasks reflecting industry and business needs, allowing students to develop and extend practical construction and project planning skills.

Students build highly transferable skills as they plan, calculate, organise, construct, adapt and evaluate individually and collaboratively

Pathways

A course of study in Building & Construction Skills can lead to further education or employment in domestic and commercial construction. Career opportunities may be found in carpentry, concreting, formwork, and general construction trades.

OBJECTIVES

- demonstrate practices, skills and procedures
- interpret drawings and technical information
- select practices, skills and procedures
- sequence processes
- evaluate skills and procedures, and products
- adapt plans, skills and procedures

UNITS

- Site preparation and foundations
- Framing and cladding
- Fixing and finishing
- Construction in the domestic building industry

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (FA1): • Project	25%	Formative internal assessment 1 (FA3): • Project	25%
Formative internal assessment 1 (FA2): • Practical demonstration	25%	Formative internal assessment 1 (FA4): • Practical demonstration	25%

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Project	25%	Summative internal assessment 1 (IA3): • Project	25%
Summative internal assessment 1 (IA2): • Practical demonstration	25%	Summative internal assessment 1 (IA4): • Practical demonstration	25%

INFORMATION AND COMMUNICATION TECHNOLOGY - *APPLIED SUBJECT*

Head of Department: Mr Clinton Owen
Contact details: C.Owen@twgs.qld.edu.au (07) 4687 2644

Subject Summary

Information & Communication Technology (ICT) focuses on the knowledge, understanding and skills related to engagement with information and communication technology through a variety of elective contexts derived from work, study and leisure environments of today.

Students are equipped with knowledge of current and emerging hardware and software combinations, an understanding of how to apply them in real-world contexts and the skills to use them to solve technical and/or creative problems. They develop knowledge, understanding and skills across multiple platforms and operating systems, and are ethical and responsible users and advocates of ICT, aware of the social, environmental and legal impacts of their actions.

Students apply their knowledge of ICT to produce solutions to simulated problems referenced to business, industry, government, education and leisure contexts.

Pathways

A course of study in Information and Communication Technology can establish a basis for further education and employment in many fields, especially the fields of ICT operations, help desk, sales support, digital media support, office administration, records and data management, and call centres.

OBJECTIVES

- demonstrate practices, skills and processes
- interpret client briefs and technical information
- select practices and processes
- sequence processes
- evaluate processes and products
- adapt processes and products

STRUCTURE

UNITS
• Digital imaging and modelling • App development • Audio and video production • Web development

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (F1): • Product Proposal	25%	Formative internal assessment 3 (F3): • Product Proposal	25%
Formative internal assessment 2 (F2): • Project	25%	Formative internal assessment 4 (F4): • Project	25%

Summative Assessments

Summative internal assessment (IA1) • Product Proposal	25%	Summative internal assessment (IA3) • Product Proposal	25%
Summative internal assessment (IA2) • Project	25%	Summative internal assessment (IA4) • Project	25%

PROJECT	EXTENDED RESPONSE
Students produce a high-fidelity product prototype in response to a client brief and technical information.	Students produce a low-fidelity prototype for a product proposal in response to a client brief and technical information.
Multimodal (at least two modes delivered at the same time): up to 5 minutes, 8 A4 pages, or equivalent digital media that includes a demonstration of the functionality of the high-fidelity product prototype.	Multimodal (at least two modes delivered at the same time): up to 3 minutes, 6 A4 pages, or equivalent digital media.

CERTIFICATE II ENGINEERING PATHWAYS - *SAT SUBJECT - VOCATIONAL*

Head of Department: Mr Clinton Owen
Contact details: C.Owen@twgs.qld.edu.au (07) 4687 2644

Subject Summary

Certificate II in Engineering Pathways offers students the opportunity to gain nationally recognised skills in welding, fabrication, machining, and engineering design.

Delivered in a practical, hands-on workshop setting, students engage with industry-standard tools and processes while learning to safely plan, measure, cut, and assemble metal components.

Students explore foundational engineering concepts and complete real-world projects, including the manufacture of large-scale items such as trailers or livestock feeders. These projects simulate industry environments and allow students to apply skills in CNC plasma cutting, welding, and precision fabrication.

Students digitally model components, work from professional drawings, and follow quality assurance processes to produce high-quality outcomes that meet engineering standards.

Pathways

This nationally recognised qualification supports entry into engineering and manufacturing trades, including fitting and turning, welding, boilermaking, and drafting.

It is suited to students interested in school-based apprenticeships or direct employment and contributes up to 4 QCE credits upon full completion. Students who do not complete all competencies will receive a Statement of Attainment.

Please note

This course differs from the QCAA General Engineering subject. It is a competency-based qualification with a strong focus on real-world industry practices and workplace readiness.

CONDITIONS

Student skills and capabilities will be considered when opportunities arise for large-scale project manufacturing.

SCHEDULE OF FEES

Depending on the scope and complexity of the proposed project, additional material fees may apply. Any such costs will be discussed in consultation with parents prior to commencement.

This course is fee-free for eligible students under VET in Schools (VETiS) funding; a fee of $1200 applies for those who do not qualify.

STRUCTURE - CERTIFICATE II IN ENGINEERING PATHWAYS (MEM20422)

Students will complete the following Units of Competency over two years of study.

CODE	UNIT OF COMPETENCY
MEM13015	Work safely and effectively in manufacturing and engineering
MEMPE005	Develop a career plan for the engineering and manufacturing industries
MEMPE006	Undertake a basic engineering project
MSMENV272	Participate in environmentally sustainable work practices
MEM11011	Undertake manual handling
MEM16006	Organise and communicate information
MEM16008	Interact with computing technology
MEM18001	Use hand tools
MEM18002	Use power tools/hand held operations
MEMPE001	Use engineering workshop machines
MEMPE002	Use electric welding machines
MEMPE007	Pull apart and re-assemble engineering mechanisms

PHYSICAL EDUCATION - *GENERAL SUBJECT*

Head of Department: Mrs Abby Varley
Contact details: A.Varley@twgs.qld.edu.au (07) 4687 2625

Subject Summary

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.

Pathways

A course of study in Physical Education can establish a basis for further education and employment in the fields of exercise science, biomechanics, the allied health professions, psychology, teaching, sport journalism, sport marketing and management, sport promotion, sport development and coaching.

OBJECTIVES

- 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.

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

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1: • Examination — combination response	25%	Formative internal assessment 3: • Investigation — report	25%
Formative internal assessment 2: • Project — folio	25%	Formative internal assessment: • Examination — combination response	25%

SUMMATIVE ASSESSMENTS

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

CERTIFICATE III & IV IN FITNESS - *SAT SUBJECT - VOCATIONAL*

Head of Department: Mrs Abby Varley
Contact details: A.Varley@twgs.qld.edu.au (07) 4687 2625
RTO Training Provider: Academy of Fitness Business (T/A Academy of Fitness & High Performance)
RTO Number: 32278

Subject Summary

In Year 11, Certificate III in Fitness is offered as a senior subject at Toowoomba Grammar School. The Certificate III in Fitness is nationally recognised and is suitable for any student wanting to work in the fitness industry. Participants will be competent in a range of essential skills – such as designing and implementing strength training programs, boxing for fitness, aerobic conditioning, anatomy and physiology, office skills for the fitness industry and conditioning for sports.

Upon completion of the Certificate III in Fitness in Year 11, students will then move forward completing their Certificate IV in Fitness in Year 12. Students must complete their Certificate III in Fitness before moving to their Certificate IV. The Certificate IV in Fitness gives students a deeper understanding of the science behind fitness and training principles. It teaches students the skills to train clients in the gym or become their own boss in the form of a personal trainer. Toowoomba Grammar School students will graduate with a significant competitive advantage in the workforce upon completion of the Certificate IV course.

Please note, this course is for students who would have difficulty with the rigours of Senior PE on a vocational pathway.

Schedule of Fees - will be added to School term accounts, students will be removed from course if these fees are not paid on invoice.

Certificate III in Fitness **$999**

Certificate IV in Fitness **$999**

+ Text book used for Year 11 and 12

CONDITIONS

Students are required to achieve and maintain a SA minimum throughout Year 10

STRUCTURE - CERTIFICATE III (SIS30321)

Students will complete the following Units of Competency, usually over three terms' study.

Entry into the Certificate IV of Fitness is dependent upon the student's diligence and attention to detail during his Certificate III studies.

CODE	UNIT OF COMPETENCY
BSBOPS304	Deliver and monitor a service to customers
BSBPEF301	Organise personal work priorities
HLTAID011	Provide First Aid
HLTWHS001	Participate in workplace health and safety
SISFFIT032	Complete pre-exercise screening and service orientation
SISFFIT033	Complete client fitness assessments
SISFFIT035	Plan group exercise sessions
SISFFIT036	Instruct group exercise sessions
SISFFIT040	Develop and instruct gym-based exercise programs for individual clients
SISFFIT047	Use anatomy and physiology knowledge to support safe and effective exercise
SISFFIT052	Provide healthy eating information
SISXFAC002	Maintain sport, fitness, and recreation facilities
SISXFAC001	Maintain equipment for activities
BSBOPS403	Apply business risk management processes
SISSSCO001	Conduct sport coaching sessions with foundation level participants- Imported

STRUCTURE - CERTIFICATE IV (SIS40221)

The students will complete the following Units of Competency over approximately four terms' study, generally in Term 4 of Year 11, and Terms 1 – 3 of Year 12.

Not all Certificate III graduates will be able to successfully complete the Certificate IV in Fitness. Teachers will advise students and parents of any concerns in this regard during the Certificate III studies.

CODE	UNIT OF COMPETENCY
CHCCOM0067	Establish and mange client relationships
SISFFIT041	Develop personalised fitness programs
SISFFIT042	Instruct personalised exercise sessions
SISFFIT043	Develop and instruct personalised exercise programs for body composition goals
SISFFIT044	Develop and instruct personalised exercise programs for older clients
SISFFIT045	Develop and instruct personalised exercise programs for adolescent clients
SISFFIT049	Use exercise science principles in fitness instruction
SISFFIT050	Support exercise behaviour change
SISFFIT051	Establish and maintain professional practice for fitness instruction
SISFFIT053	Support healthy eating for individual fitness clients
SISFFIT034	Assess client movement and provide exercise advice
SISXCAI009	Instruct strength and conditioning techniques
SISXCAI010	Develop strength and conditioning programs
BSBESB402	Establish legal and risk management requirements of new business ventures
BSBESB404	Market new business ventures
SISXFAC002	Maintain sport, fitness and recreation facilities
SISXFAC001	Maintain equipment for activities

AGRICULTURAL SCIENCE - *GENERAL SUBJECT*

Head of Department: Mr Andrew Fogarty
Contact details: a.fogarty@twgs.qld.edu.au (07) 4687 2642

Subject Summary

Agricultural Science is an interdisciplinary science subject suited to students who are interested in the application of science in a real-world context. They understand the importance of using science to predict possible effects of human and other activity, and to develop management plans or alternative technologies that minimise these effects and provide for a more sustainable future.

Students examine the plant and animal science required to understand agricultural systems, their interactions and their components. They examine resources and their use and management in agricultural enterprises, the implications of using and consuming these resources, and associated management approaches. Students investigate how agricultural production systems are managed through an understanding of plant and animal physiology, and how they can be manipulated to ensure productivity and sustainability. They consider how environmental, social and financial factors can be used to evaluate production systems, and how research and innovation can be used and managed to improve food and fibre production.

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

Pathways

A course of study in Agricultural Science can establish a basis for further education and employment in the fields of agriculture, horticulture, agronomy, ecology, food technology, aquaculture, veterinary science, equine science, environmental science, natural resource management, wildlife, conservation and ecotourism, biotechnology, business, marketing, education and literacy, research and development.

OBJECTIVES

- 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
Agricultural systems Topic 1: Agricultural enterprises A Topic 2: Animal production A Topic 3: Plant production A	**Resources** Topic 1: Management of renewable resources Topic 2: Physical resource management Topic 3: Agricultural management, research and innovation	**Agricultural production** Topic 1: Animal production B Topic 2 Plant production B Topic 3: Agricultural enterprises B	**Agricultural management** Topic 1: Enterprise management Topic 2: Evaluation of an agricultural enterprise's sustainability

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (IA1): • Data test	10%	Formative internal assessment 3 (IA3): • Research investigation	20%
Formative internal assessment 2 (IA2): • Investigation — report	20%		
Formative internal assessment 4 (IA4):			50%

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): • Examination			50%

CERTIFICATE III IN AGRICULTURE - *SAT SUBJECT - VOCATIONAL*

V.E.T Co-ordinator: Mrs Marian Rathie
Contact details: M.Rathie@twgs.qld.edu.au (07) 4687 2597
RTO Training Provider: TAFE Queensland (T/A TAFE Queensland)
RTO Number: 0275

Subject Summary

This course is a school-based traineeship (SAT) and typically the boys complete paid work for their parents or another employer in the school holidays. The training provider for the course is TAFE Queensland who will develop an individual training plan for each boy, in consultation with the School, boy and his parents/employer, based on the type of work that he does on the property. During term time, boys complete online units of competency. Once the boys have completed all requirements of the course, they will be awarded a Certificate III in Agriculture. The School uses the services of Busy at Work who conduct the sign up for parents/employers and boys on the last day of Term 4 Year 10 at the School. Go to http://www.busyatwork.com.au for more information on school-based traineeships. Boys considering completing Cert III in Agriculture should discuss their options with one of the Careers Advisors.

BIOLOGY - *GENERAL SUBJECT*

Head of Department: Mr Andrew Fogarty
Contact details: a.fogarty@twgs.qld.edu.au (07) 4687 2642

Subject Summary

Biology provides opportunities for students to engage with living systems.

Students develop their understanding of 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 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.

Students 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.

Recommended Pre-requisites: Year 10 Biology C+, Maths C+

Pathways

A course of study in Biology can establish a basis for further education and employment in the fields of medicine, forensics, veterinary, food and marine sciences, agriculture, biotechnology, environmental rehabilitation, biosecurity, quarantine, conservation and sustainability.

OBJECTIVES

- 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 Topic 1: Cells as the bases of life Topic 2: Exchange of nutrients and wastes Topic 3: Cellular energy, gas exchange and plant physiology	**Maintaining the internal environment** Topic 1: Homeostasis Topic 2: Infectious diseases	**Biodiversity and the interconnectedness of life** Topic 1: Biodiversity and populations Topic 2: Functioning ecosystems and succession	**Heredity and continuity of life** Topic 1: Genetics and Heredity Topic 2: Continuity of life on Earth

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (IA1): • Data test	10%	Formative internal assessment 3 (IA3): • Research investigation	20%
Formative internal assessment 2 (IA2): • Student experiment	20%		
Formative internal assessment 4 (IA4):			50%

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): • Examination			50%

CHEMISTRY - *GENERAL SUBJECT*

Head of Department: Mr Andrew Fogarty
Contact details: A.Fogarty@twgs.qld.edu.au (07) 4687 2642

Subject Summary

Chemistry is the study of materials 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.

Recommended Pre-requisites: Year 10 Chemistry B-, Maths C+

Pathways

A course of study in Chemistry can establish a basis for further education and employment in the fields of forensic science, environmental science, engineering, medicine, pharmacy and sports science.

OBJECTIVES

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

STRUCTURE

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

Assessment

FORMATIVE ASSESSMENTS

<table>
<tr><th colspan="2">UNIT 1</th><th colspan="2">UNIT 2</th></tr>
<tr><td>Formative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Formative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Formative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="3">Formative internal assessment 4 (IA4):</td><td>50%</td></tr>
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SUMMATIVE ASSESSMENTS

<table>
<tr><th colspan="2">UNIT 3</th><th colspan="2">UNIT 4</th></tr>
<tr><td>Summative internal assessment 1 (IA1):
• Data test</td><td>10%</td><td rowspan="2">Summative internal assessment 3 (IA3):
• Research investigation</td><td rowspan="2">20%</td></tr>
<tr><td>Summative internal assessment 2 (IA2):
• Student experiment</td><td>20%</td></tr>
<tr><td colspan="3">Summative external assessment (EA):
• Examination</td><td>50%</td></tr>
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PHYSICS - *GENERAL SUBJECT*

Head of Department: Mr Andrew Fogarty
Contact details: A.Fogarty@twgs.qld.edu.au (07) 4687 2642

Subject Summary

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

Students learn about the 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, and the relevant forces associated with them. They study modern physics theories and models that, despite being counterintuitive, 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.

Recommended Pre-requisites: Year 10 Physics B-, Maths B-

Pathways

A course of study in Physics can establish a basis for further education and employment in the fields of science, engineering, medicine and technology.

OBJECTIVES

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

STRUCTURE

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

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
• Formative internal assessment 1 (IA1): • • Data test	10%	• Formative internal assessment 3 (IA3): • • Research investigation	20%
• Formative internal assessment 2 (IA2): • • Student experiment	20%		
Formative internal assessment 4 (IA4):			50%

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): • Examination			50%

PSYCHOLOGY - *GENERAL SUBJECT*

Head of Department: Mr Andrew Fogarty
Contact details: A.Fogarty@twgs.qld.edu.au (07) 4687 2642

Subject Summary

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

Students examine individual development in the form of the role of the brain, cognitive development, human consciousness and sleep. They investigate the concept of intelligence; the process of diagnosis and how to classify psychological disorders and determine an effective treatment; and the contribution of emotion and motivation on individual behaviour. They examine individual thinking and how it is determined by the brain, including perception, memory, and learning. They consider the influence of others by examining theories of social psychology, interpersonal processes, attitudes and cross-cultural psychology.

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

Recommended Pre-requisites: Year 10 Psychology C+, Maths C+

Pathways

A course of study in Psychology can establish a basis for further education and employment in the fields of psychology, sales, human resourcing, training, social work, health, law, business, marketing and education.

OBJECTIVES

- describe ideas and findings
- apply understanding
- analyse data
- interpret evidence
- evaluate conclusions, claims and processes
- investigate phenomena

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Individual development Topic 1: The role of the brain Topic 2: Cognitive development Topic 3: Consciousness, attention and sleep	**Individual behaviour** Topic 1: Intelligence Topic 2: Diagnosis Topic 3: Psychological disorders and treatments Topic 4: Emotion and motivation	**Individual thinking** Topic 1: Brain function Topic 2: Sensation and perception Topic 3: Memory Topic 4: Learning	**The influence of others** Topic 1: Social psychology Topic 2: Interpersonal processes Topic 3: Attitudes Topic 4: Cross-cultural psychology

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (IA1): • Data test	10%	Formative internal assessment 3 (IA3): • Research investigation	20%
Formative internal assessment 2 (IA2): • Student experiment	20%		
Formative internal assessment 4 (IA4):			50%

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Data test	10%	Summative internal assessment 3 (IA3): • Research investigation	20%
Summative internal assessment 2 (IA2): • Student experiment	20%		
Summative external assessment (EA): • Examination			50%

SCIENCE IN PRACTICE - *APPLIED SUBJECT*

Head of Department: Mr Andrew Fogarty
Contact details: A.Fogarty@twgs.qld.edu.au (07) 4687 2642

Subject Summary

Science in Practice develops critical thinking skills through the evaluation of claims using systematic reasoning and an enhanced scientific understanding of the natural and physical world.

Students learn through a contextual interdisciplinary approach that includes aspects of at least two science disciplines — Biology, Chemistry, Earth and Environmental Science or Physics. They are encouraged to become scientifically literate, that is, to develop a way of thinking and of viewing and interacting with the world that engages the practical and analytical approaches of scientific inquiry.

Students plan investigations, analyse research and evaluate evidence. They engage in practical activities, such as experiments and hands-on investigations. Through investigations they develop problem-solving skills that are transferable to new situations and a deeper understanding of the nature of science.

Pathways

A course of study in Science in Practice is inclusive and caters for a wide range of students with a variety of backgrounds, interests and career aspirations. It can establish a basis for further education and employment in many fields, e.g. animal welfare, food technology, forensics, health and medicine, the pharmaceutical industry, recreation and tourism, research, and the resources sector.

OBJECTIVES

- describe ideas and phenomena
- execute procedures
- analyse information
- interpret information
- evaluate conclusions and outcomes
- plan investigations and projects

STRUCTURE

The Science in Practice course is designed around four elective topics.

UNIT 1	UNIT 2	UNIT 3	UNIT 4
• Forensic Science	• Sustainabilty Science	• Transport Science	• Consumer Science

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
• Student Report	50%	• Student Report	50%

FORMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
• Student Report	25%	• Student Report	25%
• Practical Report	25%	• Practical Report	25%

FRENCH - *GENERAL SUBJECT*

Head of Department: Mrs Elouise Parrington
Contact details: E.Parrington@twgs.qld.edu.au (07) 4687 2640

Subject Summary

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.

Recommended Pre-requisite: Year 10 French B-

Pathways

A course of study in French can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

OBJECTIVES

- 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 • Peers • Education	**L'exploration du monde** **Exploring our world** • Travel and exploration • Social customs • French influences around the world	**Notre societé; culture et indentité** **Our society; culture and identity** • Lifestyle and leisure • The Arts, entertainment and sport • Groups in society	**Mon présent; mon avenir** **My present; my future** • The present • Future choices

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (FA1): • Examination — short response	20%	Formative internal assessment 3 (FA3): • Multimodal - extended response	30%
Formative internal assessment 2 (FA2): • Examination — combination response	25%	Formative internal assessment 4 (FA4): • Examination — combination response	25%

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal - extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

JAPANESE - *GENERAL SUBJECT*

Head of Department: Mrs Elouise Parrington
Contact details: E.Parrington@twgs.qld.edu.au (07) 4687 2640

Subject Summary

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.

Students communicate with people from Japanese-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.

Recommended Pre-requisite: Year 10 Japanese B-

Pathways

A course of study in Japanese can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

OBJECTIVES

- 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 • Peers • Education	**私達のまわり** **Exploring our world** • Travel and exploration • Social customs • Japanese influences around the world	**私達の社会** **Our society; culture and identity** • Lifestyle and leisure • The Arts, entertainment and sport • Groups in society	**私の将来** **My present; My future** • The present • Future choices

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (FA1): • Examination — short response	20%	Formative internal assessment 1 (FA1): • Multimodal - extended response	30%
Formative internal assessment 2 (FA2): • Examination — combination response	25%	Formative internal assessment 2 (FA2): • Examination — combination response	25%

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal - extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

GERMAN / SPANISH / CHINESE / CHINESE EXTENSION - *GENERAL SUBJECT* (online via Brisbane School of Distance Education)

Head of Department: Mrs Elouise Parrington
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Subject Summary

Senior Languages provide students with the opportunity to reflect on their understanding of the target 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 their target language-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.

Pre-requisite:

Completion of Year 10 studies in **Chinese**, **German** or **Spanish** based on the Australian Curriculum, or the equivalent level is essential, with a C or above, preferably a B. Students who wish to apply for this pre-requisite to be waived must complete diagnostic assessment as part of their application.

Chinese Extension is a two-semester subject, to be studied in conjunction with Units 3 and 4 Chinese

Students should already have well-developed communication skills in Chinese to enable them to undertake the language work required in this subject. Students may include those who have completed immersion courses in Years 8 to 10, who have participated in exchange schemes, who have formally studied Chinese for a significant period of time and/or who are background speakers.

Pathways

A course of study in Senior Languages can establish a basis for further education and employment in many professions and industries, particularly those where the knowledge of an additional language and the intercultural understanding it encompasses could be of value, such as business, hospitality, law, science, technology, sociology and education.

OBJECTIVES

- comprehend the Target Language 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 Target 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 Target Language.

GERMAN / SPANISH / CHINESE STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
My world • Family/carers • Peers • Education	**Exploring our world** • Social customs • German/Spanish/Chinese influences around the world	**Our society; culture and identity** • Lifestyle and leisure • The Arts, entertainment and sport • Groups in society	**My present; My future** • The present • Future choices

ASSESSMENT

BSDE will devise assessments in Units 1 and 2 to prepare students for Units 3 and 4 assessment.

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination — short response	20%	Summative internal assessment 3 (IA3): • Multimodal - extended response	30%
Summative internal assessment 2 (IA2): • Examination — combination response	25%	Summative external assessment (EA): • Examination — combination response	25%

CHINESE EXTENSION
STRUCTURE

Chinese Extension is a course of study consisting of two units. Subject matter, learning experiences and assessment increase in complexity across the two units as students develop greater independence as learners. Chinese Extension is an extension of the General syllabus in Chinese and should be read in conjunction with that syllabus.

UNIT 3	UNIT 4
Guided investigation The school chooses two areas of study from the list below: • Literature • The arts • Social sciences • Media studies • Innovation, science and technology • Business and commerce	**Independent investigation** The student chooses an area of special interest that is not an extension of a learning experience undertaken in the subject matter of Unit 3.

ASSESSMENT

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Examination — combination response	20%	Summative internal assessment 3 (IA3): • Project - investigate folio	30%
Summative internal assessment 2 (IA2): • Examination — extended response	25%	Summative external assessment (EA): • Examination — extended response	25%

Students should have opportunities in Chinese to aquire the analytical skills they will need to build on the Chinese Extension.

Students wishing to enrol in any Senior Language course through the BSDE must first seek approval from the Head of Curriculum, Mr Robbie. While the listed languages above are the most studied, if native speakers in another language wish to explore the option of studying that language at a Senior level they should meet to discuss this with Dr Robbie. The application and enrolment process will then be facilitated by the Head of Languages, Mrs Elouise Parrington.

DRAMA - *GENERAL SUBJECT*

Head of Department: Mr John Hodder
Contact details: j.hodder@twgs.qld.edu.au

Subject Summary

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.

Pathways

A course of study in Drama can establish a basis for further education and employment in the field of drama, and to broader areas in creative industries and cultural institutions, including arts administration and management, communication, education, public relations, research and science and technology.

OBJECTIVES

- demonstrate skills of drama
- apply literacy skills
- interpret purpose, context and text
- analyse dramatic languages
- manipulate dramatic languages
- evaluate dramatic languages

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

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (F1): • Performance – Verbatim Theatre	20%	Formative internal assessment 3 (F3): • Project – Practice Led - Realism	35%
Formative internal assessment 2 (F2): • Project – Dramatic Concept – Documentary Drama	20%	Formative internal assessment 4 (F4): • Examination – extended response	25%

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Project — practice-led project	35%
Summative internal assessment 2 (IA2): • Project — dramatic concept	20%		
Summative external assessment (EA): • Examination — extended response			25%

MUSIC - *GENERAL SUBJECT*

Head of Department: Mr John Hodder
Contact details: j.hodder@twgs.qld.edu.au

Subject Summary

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.

Pathways

A course of study in Music can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

OBJECTIVES

- demonstrate technical skills
- 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 and concepts to communicate narrative when performing, composing and responding to music?

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (F1): • Performance	20%	Formative internal assessment 1 (F3): • Integrated Project	35%
Formative internal assessment 2 (F2): • Composition	20%	Formative Internal assessment 4 (F4) • Examination	25%

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Performance	20%	Summative internal assessment 3 (IA3): • Integrated project	35%
Summative internal assessment 2 (IA2): • Composition	20%		
Summative external assessment (EA): • Examination			25%

MUSIC EXTENSION - *GENERAL SUBJECT*

Head of Department: Mr John Hodder
Contact details: j.hodder@twgs.qld.edu.au

Subject Summary

Music Extension is an extension of the Music General senior syllabus. It provides an opportunity for students with specific abilities in music to extend their expertise. Students select one specialisation only, in Composition, Musicology or Performance, and 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.

Pathways

A course of study in Music Extension can establish a basis for further education and employment in the fields of arts administration, communication, education, creative industries, public relations and science and technology.

Only Available in Year 12 to students enrolled in Music over Years 11 & 12

OBJECTIVES

- Analyse music
- Apply literacy skills
- Evaluate music
- Apply compositional devices (Composition)
- Manipulate music elements and concepts (Composition)
- Resolve music ideas (Composition)
- Express meaning or ideas about music (Musicology)
- Investigate music and ideas about music (Musicology)
- Synthesise information (Musicology)
- Apply technical skills (Performance)
- Interpret music elements and concepts (Performance)
- Realise music ideas (Performance)

STRUCTURE

UNIT 3	UNIT 4
Explore • Key idea 1: Initiate best practice • Key idea 2: Consolidate best practice	**Emerge** • Key idea 3: Independent best practice

Assessment

FORMATIVE ASSESSMENTS (COMPOSITION)

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Composition 1	20%	Summative internal assessment 3 (IA3): • Composition project	35%
Summative internal assessment 2 (IA2): • Composition 2	20%		
Summative external assessment (EA): • Examination — extended response			25%

SUMMATIVE ASSESSMENTS (MUSICOLOGY)

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Investigation 1	20%	Summative internal assessment 3 (IA3): • Musicology project	35%
Summative internal assessment 2 (IA2): • Investigation 2	20%		
Summative external assessment (EA): • Examination — extended response			25%

SUMMATIVE ASSESSMENTS (PERFORMANCE)

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Performance 1	20%	Summative internal assessment 3 (IA3): • Performance project	35%
Summative internal assessment 2 (IA2): • Performance 2	20%		
Summative external assessment (EA): • Examination — extended response			25%

VISUAL ART - *GENERAL SUBJECT*

Head of Department: Mr John Hodder
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Subject Summary

Visual Art provides students with opportunities to understand and appreciate the role of visual arts 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.

Pathways

A course of study in Visual Art can establish a basis for further education and employment in the fields of arts practice, design, craft, and information technologies; broader areas in creative industries and cultural institutions; and diverse fields that use skills inherent in the subject, including advertising, arts administration and management, communication, design, education, galleries and museums, film and television, public relations, and science and technology.

OBJECTIVES

- implement ideas and representations
- apply literacy skills
- analyse and interpret visual language, expression and meaning in artworks and practices
- evaluate influences
- justify viewpoints
- experiment in response to stimulus
- create visual responses using knowledge and understanding of the media
- realise responses to communicate meaning

STRUCTURE

UNIT 1	UNIT 2	UNIT 3	UNIT 4
Art as lens	**Art as code**	**Art as knowledge**	**Art as alternate**
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	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	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	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

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
Formative internal assessment 1 (F1): • Investigation	15%	Formative internal assessment 3 (F3): • Project	35%
Formative internal assessment 2 (F2): • Project	35%	Formative internal assessment 4 (F4): • Examination	15%

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
Summative internal assessment 1 (IA1): • Investigation — inquiry phase 1	20%	Summative internal assessment 3 (IA3): • Project — inquiry phase 3	30%
Summative internal assessment 2 (IA2): • Project — inquiry phase 2	25%		
Summative external assessment (EA): • Examination			25%

VISUAL ARTS IN PRACTICE - *APPLIED SUBJECT*

Head of Department: Mr John Hodder
Contact details: j.hodder@twgs.qld.edu.au

Subject Summary

Visual Arts in Practice is an Applied senior subject that engages students in authentic, real-world art-making experiences. Students respond to diverse stimulus such as problems, events, stories, places, objects, and the work of artists or artisans, exploring visual language through 2D, 3D, digital and time-based media. The course develops students' ability to plan, create and evaluate artworks while building competency with various media, technologies and skills. Learning is connected to relevant industry practice and opportunities, promoting future employment and preparing students as agile, competent, innovative and safe workers who can work collaboratively to solve problems and complete project-based work in various contexts.

Pathways

This course supports pathways into diverse visual arts careers where transferable skills such as aesthetic understanding, communication, creative thinking and designing, critical literacies, project management, and teamwork are highly valued across multiple industries and professions.

OBJECTIVES

- Use visual arts practices
- Plan artworks
- Communicate ideas
- Evaluate artwork

STRUCTURE

UNITS
• Unit option A: Looking inwards (self) • Unit option B: Looking outwards (others) • Unit option C: Clients • Unit option D: Transform & extend

Assessment

FORMATIVE ASSESSMENTS

UNIT 1		UNIT 2	
• Assessment A1: Project – Looking inwards (self)		• Assessment B1: Project – Looking outwards (others)	
• Assessment A2: Resolved artwork – Looking inwards (self)		• Assessment B2: Resolved artwork – Looking outwards (others)	

SUMMATIVE ASSESSMENTS

UNIT 3		UNIT 4	
• Assessment C1: Project – Client		• Assessment D1: Project – Transform & extend	
• Assessment C2: Resolved artwork - Clients		• Assessment D2: Resolved artwork – Transform & extend	

PROJECT	RESOLVED ARTWORK
The Project is a comprehensive planning and experimental phase that includes: • Experimental/prototype artworks - up to 8 experimental works or up to 4 prototype works depending on the unit • Research and analysis - investigating other artists/ artisans and their techniques • Planning documentation - annotated images, design folios, sketches, presentations • Written/spoken/multimodal evaluation - up to 600 words, 4 minutes spoken, or 5 minutes multimodal • Connections to others' work - showing influence and inspiration from established artists	The Resolved Artwork is the final creative outcome that includes: • Finished artworks - up to 4 completed works in 2D, 3D, digital (static) and/or time-based media • Implementation of planning - using the plans and decisions made during the Project phase • Consideration of audience and display - how the work will be presented and experienced • Demonstration of technical skills - competent use of selected media, technologies and skills.