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PURPOSE AND CONCERNS

The Friends’ School is a coeducational Quaker school based on fundamental values such as the intrinsic worth of each person, the recognition of ‘that of God’ in everyone, the desirability of simplicity and the need to establish peace and justice.

As a learning community, we are concerned for the academic, cultural, physical, social, emotional and spiritual development of each person in our care.

We seek to help our students develop as people who will think clearly, act with integrity, make decisions for themselves, be sensitive to the needs of others and the environment, be strong in service and hold a global perspective.

We believe that these aims can best be achieved with the active support of all members of our School community.
CURRICULUM STATEMENT

Our intention is to enable students to gain the skills, knowledge and understanding they will need in:

Learning for Living
- Living in a rapidly changing society and contributing to it

Learning to Value
- Valuing the natural world, the creations of humankind and humanity itself

We seek to develop these through the challenges, issues and relationships that are an integral part of:

The World We Live In
- Societies and physical environments
- Developing a global view – our place in society and time
- Becoming a global citizen

The Quality of Life
- Forming and maintaining relationships
- Effective use of leisure time
- Preparation for paid and unpaid work
- Maintaining and promoting physical, mental, social and spiritual health

The Human Experience
Making sense and gaining an understanding of people and the world:
- from various perspectives
- through all disciplines, and
- by systematic means.

Within these contexts, we recognise the particular importance of students developing skills in Communication and Managing Technology, as well as acquiring an essential Core of Knowledge and Understanding.
INTRODUCTION

At Clemes, we aim to provide an environment that equips Year 11 and 12 students with:

- A deep understanding of the School’s Purposes and Concerns statement.
- The opportunity to actively practice the School’s Purposes and Concerns through a range of structured and non-structured opportunities.
- A broad understanding of and empathy for the Quaker testimonies of Simplicity, Peace, Integrity, Community, Equality and Stewardship.
- A rigorous academic program that equips students with the skills to achieve an ATAR by completing the Tasmanian Certificate of Education or the International Baccalaureate Diploma Program.
- The skills to meet the Australian Core Skills Framework standards in learning, reading, writing, oral communication and numeracy (for TCE students).
- The skills to fulfil the characteristics of the IB Learner Profile (for IB DP students).
- The skills to fulfil the outcomes of our Curriculum Statement: Our intention is to enable students to gain the skills, knowledge and understanding they will need for living.
- An environment where the development of the whole child is paramount, not just a focus on academic results.
- An understanding that Clemes has a non-selective, open-entry policy for all students that encourages and celebrates diversity.
- A diverse range of course selection options that cater for a variety of future pathways.
- The opportunity to complete the Clemes Certificate that promotes Creativity, Action and Service.

We would like Year 11 and 12 students at Clemes to have:

- A focus on belonging to a community and a willingness to contribute to something greater than the individual.
- A culture of independent decision making in a socially considerate way.
- A restorative way of dealing with conflict and disputes and a strong sense of social justice.
- An environment that equips students for the demands of the everyday world.
- An environment that actively encourages students to ‘let their lives speak’.
- An environment that promotes and challenges ideas, stereotypes and assumptions.
- An environment that raises awareness of and encourages action on a range of issues and dilemmas facing the modern world.
- A wide range of service opportunities that enable the student to engage with the broader community.
- A willingness to accept the challenges facing society and initiate action to counter them.
- An environment where students are given the opportunity to demonstrate and initiate leadership and stewardship in a range of areas.
- A culture of ‘continuous improvement’ which allows students to reach their potential and challenge their perceived boundaries and limitations.
- A sense of autonomy and self-awareness where students make considered decisions and understand the relevant implications.
- The tools for self-analysis and self-reflection through silence and other means that aim to build resilience and other coping mechanisms for the everyday world.
**IMPORTANT INFORMATION**

The first choice to be made when considering courses of study at Clemes is which of two broad pathways to follow. These are:

- Tasmanian Certificate of Education (TCE)
- International Baccalaureate Diploma (IB).

The TCE can be taken in conjunction with one or more **Vocational Education and Training (VET)** courses. These pathways are detailed in a separate section to follow.

Students can obtain a credential also called the Tasmanian Certificate of Education. This is based on a number of criteria, including Literacy, Numeracy and IT components. Students must qualify for the TCE Certificate in order to receive an ATAR.

**AUSTRALIAN CURRICULUM**

The current development of a national curriculum will have an impact on courses and structure in the future.

In particular, TCE courses across a range of areas are being progressively reviewed over the next three years. Revised subjects will usually be equivalent to current courses and programs should be planned on that basis.

**UNIVERSITY ENTRANCE REQUIREMENTS**

Both the TCE and the IB Diploma may be used for University entrance.

Successful completion of the IB Diploma is sufficient to meet the requirements for University entrance. If the requirements for the award of the IB Diploma are not met, an IB Certificate will be issued showing what scores were gained in which subjects. It is possible to gain a place in university with an IB Certificate, depending on the details of those scores and subjects.

If you study for the TCE, University entrance requires that certain conditions must be fulfilled, with regard to the number and year of study of pre-tertiary subjects.

Some details are contained in the table on the next page, with more detailed information in the separate IB and TCE sections.

The TCE is the preferred pathway for students who do not intend to go on to University. In this case, strong consideration should be given to completing a VET course as part of the program.

**PRE-REQUISITES**

In order to be permitted to study some specific subjects or courses at university, you may need to have passed certain subjects in Year 11 or 12, either within the IB or the TCE. Many mainland universities require English at Year 11 and/or 12. **You will need to check the relevant University Handbooks to be sure.**

**TERTIARY ENTRANCE SCORES AND AUSTRALIAN TERTIARY ADMISSION RANK**

In order to allocate students to faculties with quotas, a tertiary entrance score is calculated based on your results. Each state of Australia uses a different system for calculating the score, but there is a
conversion that allows comparisons with students from each state, as well as with students who have completed the IB Diploma. This Australia wide score is known as the Australian Tertiary Admission Rank (ATAR). Details of how these scores are calculated are contained in the IB and TCE sections.

**Vocational Education and Training Courses/Credit Transfer for TAFE Courses**

You may be considering going on to Technical and Further Education instead of university. Some TCE subjects, and all VET courses, are counted towards courses at that level so you can obtain your qualifications more quickly and do not have to repeat work you have covered successfully.

**TCE and IB Compared**

Entry to a university in Tasmania, on the mainland, or overseas is possible with either the TCE or IB.

The table on the next page compares and contrasts the two programs as university entrance qualifications. Separate sections later in this book give details of the structure and courses for each pathway.

Each of these programs has its own particular features and strengths. You will need to weigh up these relative strengths, particularly in relation to your own abilities, interests and aspirations for the future, in order to choose between them.

If you are in Year 11 it may be possible to change pathways. In particular a change from IB to TCE can usually be made without jeopardising matriculation opportunities. A change from TCE to IB will also generally be feasible, but more problematic. In any event we would need to consider the implications carefully at the time for each individual case.

**Subject Choices**

Once you have decided which pathway to take, consult the IB, TCE or VET section for the procedures for subject selection.

Complete a set of IB or TCE choices using the on-line process. If you are choosing a VET course, indicate this as one of your TCE choices.

**Study Support and Study Skills**

A range of support alternatives is available for all students in addition to the assistance that all our teachers provide. These include a mentoring program where students assist others, and in some instances we can put students in touch with tutors outside the school.

There are also a number of study skills units available that focus on supporting students. These are 50 hour units, and can be part of students’ load and timetables, or students can usually attend as and when they need assistance. There are units in English, Mathematics and Science, as well as a General Study Skills course. Details are given in the TCE English, Mathematics and Science sections. IB Diploma students can also access study skills through these units as well as other opportunities.

**Study Support Course**

Study Support is offered for students who need extra help in organising and completing their work. All students who have taken a Study Line or Subject Support in the High School are expected to choose Study Support. Other students may be advised by teachers or tutors to take this option, either as an ongoing commitment or as a shorter-term solution to study concerns.

Classes are small, with individual help available. IB Diploma students can also access Study Support following consultation with the IB coordinator and the Learning Support department.
**TCE AND IB COMPARED**

<table>
<thead>
<tr>
<th>International Baccalaureate Diploma</th>
<th>Tasmanian Certificate of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designed as a package, with three common elements all IB students do, and a commitment to drawing all the elements together into a unified whole. Aims to educate the whole person. You must do a Literature subject, a second language, and a Mathematical subject, as well as selections from the Humanities subjects, Science subjects, and Art subjects to retain a certain breadth to your studies and keep your future options open. However, fewer subjects are offered.</td>
<td>A ‘mix and match’ program, where each subject is chosen independently. There are no compulsory subjects. Very open as to which courses can be selected, so it is quite possible to specialise in fields of particular interest. You must choose courses carefully to keep your options open. A wide range of TCE subjects is offered.</td>
</tr>
<tr>
<td>Designed for students with an interest in developing perspectives on the ever-increasing global dimension to our lives.</td>
<td>Designed for a Tasmanian clientele and hence some courses have more Australian or Tasmanian content.</td>
</tr>
<tr>
<td>Requires the study of at least three subjects at Higher Level (240 hours), and three others at Standard Level (150 hours). All parts of the IB count towards university entrance, including Theory of Knowledge and the Extended Essay.</td>
<td>University entrance requires successful study of at least four (but usually more) pre-tertiary (150 hour) subjects, and completing both Year 11 and 12. Non pre-tertiary courses may be studied but will not count towards university entrance.</td>
</tr>
<tr>
<td>IB courses are studied over two years, with external exams at the end of Year 12 (although it is sometimes possible to take exams in one or two Standard Level subjects at the end of Year 11).</td>
<td>TCE courses are all one-year courses, usually with exams at the end of each year. There are restrictions on how many subjects from Year 11 can be counted towards university entrance.</td>
</tr>
<tr>
<td>External exams count for roughly 70% of the final result in most subjects, with the internal assessment based on a few set tasks and completed in Year 12.</td>
<td>Both continuous internal assessment and external exams are important elements of assessment in the TCE.</td>
</tr>
<tr>
<td>Requires students to be involved in a variety of co-curricular activities through the CAS program.</td>
<td>Students need not be involved in co-curricular activities, though ample opportunities exist to do so and students are strongly encouraged to undertake the requirements for the Clemes Certificate.</td>
</tr>
<tr>
<td>Requires all students to study a 100 hour Theory of Knowledge course and to write an Extended Essay of up to 4000 words, based on individual research.</td>
<td>No other academic requirements beyond the particular subjects chosen.</td>
</tr>
<tr>
<td>Must be studied as a package – cannot be combined with other courses from outside the IB.</td>
<td>Can be combined with Vocational Education and Training (VET) courses.</td>
</tr>
<tr>
<td>Requires the payment of an additional Diploma Examination levy (spread out across the two years) to cover assessment by a team of international examiners.</td>
<td>No general levy on top of normal Friends’ fees, although particular subjects may attract a levy.</td>
</tr>
<tr>
<td>Recognised by all universities in Australia and the world. In Australia, as with all state qualifications, the Diploma score is converted to a common ATAR equivalent score for use in entrance and scholarship decisions, including those at The University of Tasmania.</td>
<td>Recognised by (and very well known to) the University of Tasmania, recognised and accepted by all Australian Universities, and will be accepted by most international universities, although they may require information to familiarise them with the TCE.</td>
</tr>
</tbody>
</table>
FURTHER ADVICE
The descriptions of individual subjects and options are necessarily brief. If you need to find out more, the people to talk to are the teachers concerned, as well as students already taking subjects. Tutors will be able to help in indicating how sensible certain combinations of choices may be, given current indications. We will also be able to help you with queries concerning subject requirements for particular careers and tertiary courses.

STAFF WHO MAY BE ABLE TO HELP YOU

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tony Barrett</td>
<td>Head of Clemes</td>
</tr>
<tr>
<td>Lyn Tunbridge</td>
<td>Deputy Head of Clemes, Course and Careers Coordinator</td>
</tr>
<tr>
<td>Lindy Gannon</td>
<td>Deputy Head of High School (Curriculum)</td>
</tr>
<tr>
<td>Lyn Johnston</td>
<td>High School Careers Coordinator</td>
</tr>
<tr>
<td>Chris White</td>
<td>IB Diploma Coordinator</td>
</tr>
<tr>
<td>Adam Chambers</td>
<td>Clemes and TCE Coordinator</td>
</tr>
<tr>
<td>David Brooks and Zdenek Vitesnik</td>
<td>Timetablers</td>
</tr>
<tr>
<td>Tammy Giblin</td>
<td>Head of Arts Faculty</td>
</tr>
<tr>
<td>Sarah Cupit and Sarah Walker</td>
<td>Co-Heads of English Faculty</td>
</tr>
<tr>
<td>Trish Menadue</td>
<td>Head of Health Faculty</td>
</tr>
<tr>
<td>Mark Allen</td>
<td>Head of Humanities Faculty</td>
</tr>
<tr>
<td>Kim Rowlands</td>
<td>Head of Languages Faculty</td>
</tr>
<tr>
<td>Kathy Bunton</td>
<td>Head of Mathematics Faculty</td>
</tr>
<tr>
<td>Kate Baldry and Kristi Ellingsen</td>
<td>Co-Heads of Science Faculty</td>
</tr>
<tr>
<td>Suzanne Walker</td>
<td>Acting VET Coordinator</td>
</tr>
<tr>
<td>Jane Smith</td>
<td>Head of Technology Faculty</td>
</tr>
<tr>
<td>Steve Barratt</td>
<td>Director of Teaching and Learning</td>
</tr>
</tbody>
</table>
INTERNATIONAL BACCALAUREATE

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programs of international education and rigorous assessment.

The programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

QUERIES AND ANSWERS

Q: Who should consider doing the IB Diploma?
A: Any student who is serious about going to university, and wants to ensure they have a broad, internationally minded education, should consider the IB Diploma. The IB Diploma focuses on educating the whole person through a balanced academic program and the other elements. It is increasingly seen as a model for educational reform in other systems.

Q: Isn’t the IB Diploma Program new and small?
A: No. The structure of the Diploma has been proving its worth since 1968, and it has a systematic mechanism for curriculum evolution in a changing world, which has worked well throughout the intervening years. The International Baccalaureate is an independent international organisation, based on the collective wisdom of teachers and educators from many countries. There are now nearly 150,000 students sitting for IB Diploma exams each year from over 3,000 schools – and the number is growing by nearly 10% each year. This is bigger than any of the Australian state examination systems. It is the biggest educational program in Australia and has been running at The Friends’ School for over 12 years.

Q: Are IB subjects weighted in any way?
A: No. In the IB Diploma, students with strengths, interests and talents in all areas of the curriculum get full value for their results. All subjects, both HL and SL, are worth the same.

Q: What does an IB Diploma course look like?
A: An IB Diploma course contains six academic subjects, Theory of Knowledge, an Extended Essay and Creativity, Action and Service (CAS) commitments, as illustrated in the IB Diploma Hexagon (below). See later sections of this book for details of all compulsory elements and available subjects.
Q: Do I have to do a language to do the IB?

A: Yes, you do. However, you can either continue the language you have studied in Years 7 to 10, or you can begin studying a language (French) from the start. You do not have to have been studying a language in Year 10.

Q: How do Australian students rate against the rest of the world?

A: IB students can compare themselves to students all around the world. Australian students consistently perform well – with a Diploma award rate of well over 98%, compared to around 80% worldwide. So far The Friends’ IB Diploma graduates have averaged an ATAR Score of over 95 (not including various bonus points available to IB Diploma students).

Q: How difficult is the IB Diploma?

A: Like all university entrance qualifications, it is quite rigorous. The general standard is similar to other Australian qualifications. At Higher Level, your two years of study in each of the three subjects allows you to build up a deep understanding in these areas. All students who are keen to achieve good results do a considerable amount of work outside the classroom, but the key is to worker smarter, not harder, so developing good work habits is vital. Research demonstrates that the IB Diploma Program is excellent preparation for University.

Q: How is the IB Diploma assessed?

A: The IB uses balanced, transparent criterion referenced assessment; what matters is how well you know your subject. Most subjects have externally marked exams, plus one (or a few) teacher marked internal tasks. The maximum IB Diploma score is 45: up to 7 from each academic subject plus up to 3 from the Extended Essay and Theory of Knowledge combined. A minimum of 24 points, plus completion of CAS, is needed to gain the Diploma. This score is converted to an ATAR score for comparison with other Australian systems (see following table).
### How the IB Diploma is assessed

<table>
<thead>
<tr>
<th>IB Diploma Score</th>
<th>UTAS ATAR 2016</th>
<th>Basic ATAR Conversion 2016*</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>99.95</td>
<td>99.95</td>
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<tr>
<td>44</td>
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<td>99.85</td>
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<td>72.70</td>
</tr>
<tr>
<td>24</td>
<td>69.90</td>
<td>69.30</td>
</tr>
</tbody>
</table>

*UTAS now follow a conversion formula designed by South Australian Tertiary Admissions Centre (SATAC).

# The ATAR conversion score recorded here is the basic conversion score and does not include the bonus points various admission centres and universities award to a student completing the IB Diploma. These are awarded for a second language, studies at Higher Level, the Extended Essay, TOK and so on. For example, many universities in Victoria, WA, SA, and NSW add up to 3 bonus points to the standard ATAR score. It is recommended that students contact the university they are interested in attending to determine the number of bonus points (if any) offered.
Q: What about IB Diploma exams?

A: There are two or three exam papers per subject: all shorter than 3 hours, some as short as 45 minutes. Some students sit one or two Standard Level (SL) subjects in Year 11, lessening the Year 12 load.

Q: What is CAS? Isn’t it an extra?

A: Creativity, Action, Service gives recognition for activities outside the classroom – many of which you are already doing. You will learn a lot about yourself and others, as well as building up skills to last a lifetime.

Q: What is international about the IB?

A: Many things. The underlying principles of the IB are to increase international-mindedness and intercultural understanding through all aspect of the IB programs. The IB Diploma is recognised by universities in virtually every country, and taught in over 130 countries. Teachers are trained in international workshops and have input into curriculum development. Students and teachers can attend international IB conferences. The IB has a strong international network. Courses have an international focus: students learn about their own culture and the cultures of others. The IB values the shared humanity that binds us together while respecting the variety of cultures and attitudes that makes for the richness of life.

Q: Isn’t the IB Diploma only for people who want to study overseas?

A: No. Over 90% of Australian IB Diploma students go to their local university. In fact, there are over 1500 Diploma students currently studying at The University of Melbourne. Most do the Diploma for its innovative features, not to study overseas. All Australian universities fully recognise the Diploma, and many give advanced placement or credit for some IB Diploma results.

Q: Are there advantages in having the IB Diploma if you want to study overseas?

A: Yes. Overseas universities know how an IB graduate compares to local students. They know little about Australian qualifications, and will require evidence of their worth. Many overseas universities automatically give either advanced placement or credit for IB Diploma results. It would be more difficult to convince them to do this for other results.
STRUCTURE OF AN IB COURSE

The basic rules for the construction of an IB course are:

- Students must choose six IB academic subjects in total.
- Students must choose subjects that cover each of Groups 1 to 5. [Note that Environmental Systems and Societies SL can be chosen to cover both Groups 3 and 4.]
- Students must choose a sixth subject from Group 3, 4 or 6. [Note that students who use Environmental Systems and Societies SL to cover both Groups 3 and 4 may choose a second Group 6 subject, or two more from either Group 3 or Group 4.]
- Three subjects must be studied at Higher Level (HL), and three at Standard Level (SL). While the final choice as to which subjects will be studied at which level can be deferred until towards the end of Year 11, you should have a good idea of what your preferences are.
- The course will also include Theory of Knowledge, the Creativity, Action and Service (CAS) program and an Extended Essay (see pages following).

Notes: A few combinations of subjects are not permitted – the IB Diploma Coordinator will ensure that your course does not violate these exclusions.

Some SL subjects can be Anticipated: that is, the exam may be taken in November of Year 11 and the result carried over to the full Diploma in Year 12 – see individual subject listings.

It is possible, under certain circumstances, for a language not listed in this book to be studied. A teacher will need to be found, and such an arrangement may involve additional fees. Please consult the IB Diploma Coordinator if you are interested in exploring this option.

Students will choose a course that complies with these rules then the School will draw up a timetable structure, taking into account all students’ choices. Some students may then have to re-choose if their chosen course does not fit.

The following courses show some of the possibilities. Other similar combinations are possible.

<table>
<thead>
<tr>
<th>Type</th>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Group 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broad based Diploma</td>
<td>English Lit HL</td>
<td>French B SL</td>
<td>Economics HL</td>
<td>Chemistry SL</td>
<td>Maths SL</td>
<td>Visual Art HL</td>
</tr>
<tr>
<td>Broad based Diploma</td>
<td>English Lit &amp; Lang HL</td>
<td>German B SL</td>
<td>Philosophy SL</td>
<td>Biology HL</td>
<td>Maths SL</td>
<td>Music HL</td>
</tr>
<tr>
<td>Arts Emphasis</td>
<td>English Lit HL</td>
<td>French ab initio SL</td>
<td>Env &amp; Soc SL</td>
<td>Maths Studies SL</td>
<td>Music HL</td>
<td>Theatre HL</td>
</tr>
<tr>
<td>Humanities Emphasis</td>
<td>English Lit SL</td>
<td>Chinese B SL</td>
<td>History HL</td>
<td>Philosophy HL</td>
<td>Env &amp; Soc SL</td>
<td>Maths Studies SL</td>
</tr>
<tr>
<td>Science Emphasis</td>
<td>English Lit &amp; Lang SL</td>
<td>Japanese B SL</td>
<td>Psychology HL</td>
<td>Chemistry HL</td>
<td>Physics SL</td>
<td>Maths SL</td>
</tr>
</tbody>
</table>
THEORY OF KNOWLEDGE

The Theory of Knowledge (TOK) course is central to the educational philosophy of the International Baccalaureate Diploma. It challenges students (and their teachers) to critically reflect on their knowledge and experience and to consider the role which knowledge plays in a global society. This reflection requires a consideration of the various areas of knowledge (mathematics, science, the social sciences, history, art and ethics) and the ways in which we can interpret the world (sense perception, reason, emotion and language). It also requires an investigation of the differences and similarities between these areas and ways, as well as an assessment of the claims to knowledge they make. As students become more aware of themselves as knowers, TOK fosters improvement in their thinking abilities, awareness of the complexities of knowledge, and recognition of the need to act responsibly in an increasingly interconnected world.

Throughout the TOK course, students will build a community of inquiry to address many of the questions that they raise concerning kinds of knowledge and ways of knowing. A central question is ‘How do we know that a given assertion is true, or that a given judgment is well grounded?’ The course is co-constructed by the students, their subject teachers and the TOK teacher, who bears overall responsibility for the program. On special Theory of Knowledge Days visiting expert speakers will challenge students to think hard about the way they understand knowledge and how it works in a variety of disciplines.

Assessment

Internal Assessment

One individual and/or small group oral presentation to the class on a topic chosen by the student with the TOK teacher’s approval. Presentations may take many forms (e.g. lectures, skits, simulations, interviews, debates), but they may not be an essay read aloud to the class.

TOK Presentations are internally assessed by the course teachers, against published criteria.

EXTERNAL ASSESSMENT

One essay for external assessment, written on a topic chosen from a list of ten titles supplied by the IB. Each essay must not exceed 1600 words. While the titles are generic, cross-disciplinary questions about knowledge, answers will be expected to be more specific to parts of the TOK program and/or to specific disciplines.

TOK essays are externally assessed by examiners appointed by the International Baccalaureate, against published criteria.

EXTENDED ESSAY

Every IB Diploma student writes an Extended Essay: an in-depth, independent research project. You choose which subject to write it in (it cannot be cross disciplinary), and the exact topic you will investigate.

Writing the essay will teach you:

- how to carry out academic research in the subject you choose, and
- how to write in a formal academic style.

IB Diploma graduates frequently comment that the Extended Essay was excellent training for writing university essays and undertaking independent research and projects in a number of different contexts. You will be asked to choose the subject for your essay towards the end of Term 1, Year 11 and to hand in an essay of around 3,500-4,000 words just over a year later.
You will be supported in writing the essay through training in research methods and essay writing on special Extended Essay Days. You will also be assisted by your supervisor, a teacher in your chosen subject area, who will guide you through to submission. They will assist you in finding a topic that is interesting, challenging and sufficiently specific so that you can investigate it in depth, as well as identifying appropriate research methodologies and sources.

All Extended Essays are externally assessed by examiners appointed by the International Baccalaureate, against published criteria.

**CREATIVITY, ACTION, SERVICE**

*CAS is a fundamental part of all Diploma students’ programs.*

*Creativity* is interpreted as imaginatively as possible to cover a wide range of arts and other activities and to include creativity by the individual student in designing and carrying out service projects.

*Action* can include participation in expeditions, individual and team sports and physical training. It can also include carrying out creative and service projects as well as training for service.

*Service* is community or social service. It can be service to individual people, to communities of people, or to the local or wider environment. A significant part of the service must be done outside the School.

*The program is designed to:*

- provide a challenge to each student in each of the three areas of creativity, action and service
- provide opportunities for service
- complement the academic disciplines of the curriculum and to provide a balance to the demands of scholarship placed upon the student
- challenge and extend the individual by developing a spirit of discovery, self-reliance and responsibility, and
- encourage the development of the student’s individual skills and interests.

*Assessment*

A written, critical self-evaluation of personal performance is required from students for each activity. The self-evaluation process encourages the development of critical thinking skills and enhances students’ awareness of their own strengths and weaknesses.
Students consider in their self-evaluations: the extent to which they have developed personally as a result of the CAS activity; the understanding, skills and values acquired through the experience, how others may have benefited from the activity and the extent to which they are aware of their own strengths and weaknesses. Self-evaluations are reflective rather than descriptive, narrative reports.

Students complete a reflective essay and a record of their activities at the end of the course.

The school is required to record and evaluate all CAS work. These records focus on the following performance criteria:

- personal achievement
- personal skills
- personal qualities
- interpersonal qualities
- awareness of global issues.
GROUP 1 LANGUAGE A

The Group 1 – Language A Program offers a choice of two different courses:

Literature A and Language and Literature A.

Both of these courses are available in Chinese, English, German, Japanese and Korean, provided there is sufficient interest to run a class. These courses are designed for background or mother tongue speakers of the language, as the class will be taught in the target language.

These courses have a significant literature component that will best suit students who enjoy reading. Students will come away with a range of skills and understandings that will both enrich their lives and prepare them well for tertiary study.

Students will read and respond to a range of classic, contemporary and translated works, both literary and non-literary. These will help them develop an understanding of how language works to create meaning in cultures. Students will develop skills in recognising and interpreting the techniques that writers use to position their audiences and, as a result, they will develop greater confidence in expressing their own ideas. They will also be challenged in ways of thinking and being.

LANGUAGE A: LITERATURE

This is a literature-based course designed to introduce students to a wide range of literary texts. Students gain a broadened understanding of writing and culture from a global perspective through the study of translated World Literature (Works in Translation) texts. They closely analyse and respond verbally and in written form to a selection of classic literary works, consider works from within their own national perspective and have the opportunity to develop their own writing.

There are four units covered in this course:

Part 1: Works in Translation
Part 2: Detailed Study
Part 3: Literary Genres
Part 4: Options (works that are freely chosen to suit local interests)

The range of texts includes World Literature, Drama, Poetry, Novels and Non-fiction works.

This course can be studied at both Higher Level (HL) and Standard Level (SL). The main differences between HL and SL are that SL students are required to study 10 works, whereas HL students are required to study 13. In addition, two of the assessment tasks for SL are less demanding than the comparable HL tasks.

According to the IB Diploma, Literature Guide, ‘the external assessment criteria for Papers 1 and 2 and the internal assessment criteria are clearly differentiated. HL students are expected to show a deeper understanding of content and writers’ techniques than SL students. The requirements for depth of knowledge and understanding, and for demonstrating the skills of analysis, synthesis, evaluation and organisation are less demanding at SL than at HL.’
**Assessment**

- One written assignment on the World Literature texts, supported by an oral component and reflective statement
- A formal oral examination on two prescribed texts (SL) and three prescribed texts (HL)
- An oral seminar presentation on a text and topic selected by the student
- Two written examinations at the end of Year 12:
  - **Paper 1** in which students write a literary analysis of an unseen poem or prose passage
  - **Paper 2** in which students write one comparative essay on two literary texts studied as part of the course (from Part 3).

**LANGUAGE A: LANGUAGE AND LITERATURE**

This course focuses on the power of language within specific contexts. Students gain an understanding of how language operates in cultural contexts, and in the ever-growing domain of mass communication. They also examine the way classic and contemporary literary works create meanings within cultural and other contexts.

The range of texts available for study is broad and highly relevant to students’ lives in the twenty-first century. It includes Novels, Drama, Poetry, Film, Journalistic writing, Multimedia and visual works, as well as hybrid textual genres.

Language A: Language and Literature comprises four parts—two relate to the study of Language and two to the study of Literature.

This course can be studied at both Higher Level (HL) and Standard Level (SL). The HL and SL students sit the same examination held in November of the second year of the program. However, in the Literature sections the number of texts prescribed is greater at HL than at SL. In the Language sections students are generally expected to cover many more texts of all kinds at HL than at SL.

**Assessment**

- Three (Standard Level) or four (Higher Level) written tasks based on all parts of the syllabus
- A formal oral examination on one prescribed text
- An oral activity based on an analysis of language in a text from a specific cultural or mass media context
- A formal written assignment
- Two exams at the end of Year 12:
  - **Paper 1** in which students write an analysis of an unseen literary or non-literary text
  - **Paper 2** in which students write one comparative essay on two literature texts studied as part of the course.

**SCHOOL SUPPORTED SELF-TAUGHT GROUP 1 LANGUAGES – (SSST)**

School Supported Self-Taught Language courses allow students to undertake a Diploma Program course in their mother tongue when the language is not automatically available. Students are first instructed to enrol in the appropriate Group 1 Language as outlined above, noting a possible SSST course as a second option if the original Group 1 course is unavailable due to insufficient numbers and/or resourcing these classes/courses do not run, option for a SSST course may be explored in one of the following languages:

- German
- Chinese
- Indonesian
- Japanese
- Spanish
- French
- Korean
SSST Course Overview

SSST students follow the Language A: Literature standard level (SL) course. The syllabus is divided into four parts, and there are four assessment components. Alternative arrangements are made for SSST students in assessment related parts 1, 2 and 4 of the syllabus. The table below gives an overview of how each part of the syllabus is assessed.

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>Assessment Task</th>
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</thead>
<tbody>
<tr>
<td>Part 1:</td>
<td></td>
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<tr>
<td>Works in translation</td>
<td>Written assignment: a literary essay of 1,200 – 1500 words based on one work</td>
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<tr>
<td></td>
<td>studied and a reflective statement of 300 – 400 words.</td>
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<tr>
<td>Part 2:</td>
<td></td>
</tr>
<tr>
<td>Detailed study</td>
<td>Section 1 of the alternative oral assessment: a formal oral commentary that</td>
</tr>
<tr>
<td></td>
<td>is based on one of the two works studied.</td>
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<tr>
<td>Part 3:</td>
<td></td>
</tr>
<tr>
<td>Literary genres</td>
<td>Written examination paper 2: an essay based on at least two works studied in</td>
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<tr>
<td></td>
<td>response to one question.</td>
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<tr>
<td>Part 4:</td>
<td></td>
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<tr>
<td>Options</td>
<td>Section 2 of the alternative oral assessment: an oral presentation that is based</td>
</tr>
<tr>
<td></td>
<td>on two of the three works studied.</td>
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</tbody>
</table>

Language A is a literary course which focuses mainly on both how the writer conveys his/her work and on what s/he communicates, the aim being to show how both are connected. The students read 10 works over the two years. The students develop their skills in literary essay writing and formal written and oral commentary. This leads to an awareness of the ways in which literature is written. Students need good reading skills, analytical skills, synthesis skills and productive skills.

Language A School-supported Self-Taught is offered at Standard Level only.

Timeline

In order for the School to explore all options for the appointment of a suitable supervisor and to ascertain student interest, students, with parental endorsement, must have made their interest to complete a SSST course known no later than August of the year preceding commencement of Year 11 IB.

No expression of interest will be accommodated once the school year has commenced.

Expectations of Students

The student should select works as follows:

Part 1: two translated works from the PLT (prescribed list of texts)
Part 2: two works from different genres from the PLA (prescribed list of authors)
Part 3: three works of the same genre from the PLA
Part 4: the works from the PLA

In working through the self-taught program, students are expected to make contact with a teacher or institution that can provide guidance on the choice of literature. In most cases this person will be an
appointed supervisor.

Students will need to be self-directed in their attention to meeting the course expectations and will need to have a strong work ethic and finely honed organisation skills.

Students will work independently, but will have a supervisor to assist with such things as:

- assisting with setting up a course of study (especially selecting mother-tongue texts),
- providing suggestions for works of literary value,
- providing mother-tongue guidance (discussion of content, language, conventions, structures, and so on) for the various parts of the course of study,
- providing resources related to the texts, preferably in the mother tongue,
- setting mock or practice examinations, including oral assessments, and providing feedback on performance,
- maintaining contact with the administrator and regularly providing information on the student’s progress.

In addition to the support provided by the school and the supervisor, self-taught students can get assistance directly through the IB.

**Expectations of parents/guardians**

The School encourages family members of self-taught students to become actively engaged in the self-taught Program.

As all SSST courses are an addition to the standard course provision at The Friends’ School, students electing to undertake study in a SSST course will be required to provide additional fees to cover the appointment of a suitable supervisor for the duration of the 2 year course. These fees are to be made payable to the School which will have oversight of the supervisor’s appointment and work performance.

Fees will be calculated at a figure of $65p/hr of direct supervisor instruction.
GROUP 2 - LANGUAGES

Group 2 consists of two modern language courses: Language ab initio and Language B. These courses are language acquisition courses designed to provide students with the necessary skills and inter-cultural understanding to enable them to communicate successfully in an environment where the language studied is spoken. These courses use a balance of learning and teaching approaches, whereby the student is encouraged to engage in both independent and collaborative learning.

LANGUAGE ab initio FRENCH

For students with limited prior experience in the language.

French ab initio is offered at The Friends’ School. French ab initio is a beginner’s course designed for students with limited experience of learning the language. Students, who have completed study in French beyond the Year 8 standard or those students who have spent more than three months studying in France or an alternative French speaking country, are advised to arrange an interview with the Head of Languages prior to making any Language ab initio selection.

The French ab initio course aims to develop students’ ability to communicate in speech and in writing in order to enable them to deal adequately with familiar and practical needs, to introduce students to the cultures of the countries where the language is spoken and to provide students with a foundation for further study of the language. The four key skills of listening, speaking, reading and writing are developed through the use of a range of authentic materials related to everyday situations.

By the end of the ab initio course, students should be able to understand and respond appropriately to the spoken language (eg announcements, instructions & requests), engage in conversation in order to deal with everyday situations, understand short written passages on the defined topics, recognise essential notices (eg signs, menus, timetables, advertisements) and be able to extract specific information from texts such as brochures, guides and letters, carry out writing tasks such as short messages (eg postcards, lists, notes), a letter, instructions or short compositions and show an awareness of the culture of the target language.

A core syllabus and a language specific syllabus provide the framework for reaching the objectives of the course. The language specific syllabus defines the grammatical structures which the students are expected to know by the end of the course. The core syllabus consists of the 7 topic areas and related functions set for study: the individual, education and work, town and services, food and drink, leisure and travel, environment and health and emergencies.
Assessment

Standard Level

Internal Assessment

A minimum of three oral activities over the second year of the course assessed by the class teacher and externally moderated (25%).

External Assessment

Paper 1: Text handling exercises based on a number of texts (1.5 hours, 30%).

Paper 2: One short writing task selected from two choices and one extended writing task selected from three choices (1.5 hours, 25%).

Written assignment (20%)

LANGUAGE B (CHINESE, ENGLISH, FRENCH, GERMAN, JAPANESE)

For students with prior experience in the language.

The Language B program is an additional language learning program designed for students with significant previous experience of learning the language. The main focus of the program is on language acquisition and development. The students’ language skills will be developed through the study and use of a range of written and spoken materials. Such materials will extend from everyday oral exchanges to literary texts and will be related to the cultures concerned.

Students who are unsure if their language level is appropriate for this language course are asked to arrange a meeting with The Head of Languages Faculty prior to submitting subject selection forms. It is expected that students will have at least three years prior knowledge of the language at high school standard. Furthermore, it would be beneficial for students to have achieved high ratings in all assessment areas at the Year 10 level. Students can study Language B at Standard Level (SL) or Higher Level (HL). However, the Higher Level course is recommended for those students who have extended experience in learning the language. This might also include students who are partial background speakers of the language where the target language is spoken in the home. At Higher Level, students should be able to: understand and respond to two literary texts. This is an important element of the Language B program and will require the students to have an interest in reading.

As the first year of the IB Language B course might be teamed with the TCE Level 3 course, students may also receive instruction at TCE Level 3, building the foundations for the second year of the IB Program. It may be necessary for Year 11 and Year 12 IB classes to be combined in order to accommodate low student uptake.

By the end of the course, students are expected to fulfil social, academic and cultural objectives.

Social objectives

Students should be able to respond to the complex demands of day-to-day communication for such purposes as: obtaining information from written and oral sources; processing and evaluating information from written and oral sources; communicating or corresponding with users of the target language in both formal and informal situations; making social or professional contacts with people who live and work in the country or countries concerned; expressing views and opinions on issues of general interest; and expressing feelings.
**Academic objectives**

Students should be able to: demonstrate accuracy and some variety in their use of the spoken and written language; understand and respond appropriately to the spoken and written language; and enter into discussions and express opinions.

**Cultural objectives**

Students should be able to: demonstrate, through the study of a variety of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures; and demonstrate an understanding of how language embodies these differences.

The students should develop productive, receptive and interactive skills through listening, speaking, reading and writing.

Students will have access to worksheets, authentic newspapers and magazines, films, television programs, songs, contemporary texts, poetry, prose and letters in the target language. Information Technology, including use of the Internet is integrated into the course.

**Assessment**

Both HL and SL have Internal and External assessment components, with a weighting of 30% and 70% respectively.

<table>
<thead>
<tr>
<th>Internal</th>
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<tbody>
<tr>
<td>Three interactive oral activities (10%)</td>
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<tr>
<td>Individual oral presentation (20%)</td>
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</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1: Receptive skills (25%)</td>
</tr>
<tr>
<td>Paper 2: Written productive skills (25%)</td>
</tr>
<tr>
<td>Written assignment: Receptive and written production skills (20%)</td>
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</tbody>
</table>

**IB LANGUAGE B CERTIFICATE**

Students who have successfully completed a TCE pre-tertiary language course in Year 11 (Chinese, EAL/D, French, German or Japanese) may be eligible to complete the Language B Certificate in Year 12. Essentially, this means that they can join the second year of the IB B language course and gain credit for the extra studies if they complete the IB exam held in November. However, if TCE students take up this option they will be asked to pay an administrative fee to cover the cost of registering for the IB language exam. TCE students wishing to undertake the IB Language B Certificate are therefore advised to arrange a time to meet with the Head of Languages prior to submitting subject selection forms in order to discuss if this is a suitable language pathway to meet their learning needs.
GROUP 3 - ECONOMICS

Economics is the study of the allocation of scarce resources at both a national and international level. It provides students with the knowledge to ensure they understand many of the political decisions that are made throughout the world.

The aims of the Economics program at both Standard and Higher Level are to develop in a student:

- disciplined skills of economic reasoning
- an ability to apply the tools of economic analysis and to explain findings clearly
- an understanding of how individuals, organisations, societies and regions organise themselves in the pursuit of economic objectives
- an ability to evaluate economic theories, concepts and data in a rational and unbiased manner
- international perspectives which feature an understanding of interdependence and the diversity of economic situations in which individuals, organisations and societies function.

The topics studied are largely the same for both Standard Level and Higher Level courses. Higher Level candidates are expected to study each topic in more depth.

Both courses involve a study of: resources and markets, business economics, macro-economic arguments, international issues and development economics.

Assessment

<table>
<thead>
<tr>
<th>Standard Level</th>
<th>Higher Level</th>
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</thead>
<tbody>
<tr>
<td><strong>Internal Assessment</strong></td>
<td><strong>Internal Assessment</strong></td>
</tr>
<tr>
<td>Portfolio of three commentaries each of up to 750 words, based on published extracts from the news media (20%).</td>
<td>Portfolio of three commentaries each of up to 750 words, based on published extracts from the news media (20%).</td>
</tr>
<tr>
<td><strong>External Examinations</strong></td>
<td><strong>External Examinations</strong></td>
</tr>
<tr>
<td>Extended response – two questions (1 hour 30 minutes, 40%).</td>
<td>Extended response – two questions (1 hour 30 minutes, 30%).</td>
</tr>
<tr>
<td>Data response – two questions (1 hour 30 minutes, 40%).</td>
<td>Data response – two questions (1 hour 30 minutes, 30%).</td>
</tr>
</tbody>
</table>

HL extension paper – two questions (1 hour, 20%).
GROUP 3 – HISTORY

History is concerned with individuals and societies in the widest context: political, social, economic, religious, technological and cultural. It is concerned with trends and developments, with continuity and change through time, and with specific happenings. History is particularly important in the modern world where different cultures and traditions have to understand one another.

The aims of the history program at both higher and standard level are to promote:

- the acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures
- a developing appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
- international awareness and understanding by promoting the achievement of empathy with, and understanding of, people living in diverse places and at different times
- a better understanding of the present through an understanding of the past
- an appreciation of the historical dimension of the human condition
- an ability to use and communicate historical knowledge and understanding
- a lasting interest in history.

Assessment

<table>
<thead>
<tr>
<th>Standard Level</th>
<th>Higher Level</th>
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</thead>
<tbody>
<tr>
<td>Students study the following twentieth century world history topics:</td>
<td>In addition to the work undertaken at standard level, students also study one regional option: East and South East Asia and Oceania.</td>
</tr>
<tr>
<td>- Authoritarian states (20th Century)</td>
<td>East and South East Asia and Oceania.</td>
</tr>
<tr>
<td>- Causes and effects of the 20th Century Wars</td>
<td>Within this regional option, the emphasis is on the modern history of Asia and Oceania:</td>
</tr>
<tr>
<td>- The Cold War: Superpower tensions and rivalries (20th Century)</td>
<td>- Japan 1912 - 1990</td>
</tr>
<tr>
<td>- A historical investigation of the student's own choice</td>
<td>- China and Korea 1910 - 1950</td>
</tr>
<tr>
<td>Students also undertake an historical investigation, in which they formulate their own inquiry question. The teacher assists students in framing the question, provides advice on sources, format and structure and facilitates the process.</td>
<td>- The People's Republic of China 1949 - 2005</td>
</tr>
</tbody>
</table>

Internal Assessment

- A historical investigation

External Examinations

- **Paper 1**: A source-based paper set on the prescribed subjects
- **Paper 2**: An essay paper based on the world history topics.

- **Paper 1**: A source-based paper set on the prescribed subjects.
- **Paper 2**: An essay paper based on the world history topics.
- **Paper 3**: An essay paper based on one of the four HL regional options.
**GROUP 3 – PHILOSOPHY**

Philosophy is a systematic critical enquiry into profound, fascinating and challenging questions; for example, what is it to be human? Do we have free will? What do we mean when we say something is right or wrong? These abstract questions arise out of our everyday experiences, and philosophical tools such as critical and systematic thinking, careful analysis and construction of arguments, provide the means of addressing such questions. The practice of philosophy deepens and clarifies our understanding of these questions, as well as our ability to formulate possible responses.

Studying philosophy develops highly transferable skills such as the ability to formulate arguments clearly, to make reasoned judgments, and to evaluate highly complex and multi-faceted issues. The emphasis of the Diploma Program philosophy course is on “doing philosophy”, that is, on actively engaging students in philosophical activity. The course is focused on stimulating students’ intellectual curiosity and encouraging them to examine both their own perspectives and those of others.

DP philosophy students are challenged to develop their own philosophical voice and to grow into independent thinkers. They develop their skills through the study of philosophical themes and the close reading of a philosophical text. They also learn to apply their philosophical knowledge and skills to real-life situations and to explore how non-philosophical material can be treated in a philosophical way. HL students also engage in a deeper exploration of the nature of philosophy itself.

This subject may be Anticipated (i.e. taken at the end of Year 11) if studied at Standard Level.

**Assessment**

<table>
<thead>
<tr>
<th>Standard Level</th>
<th>Higher Level</th>
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</thead>
<tbody>
<tr>
<td>Students study the core theme, one optional theme, and one text.</td>
<td>Students study the core theme, two optional themes, one text, and the nature of philosophical inquiry.</td>
</tr>
</tbody>
</table>

**Internal Assessment**

<table>
<thead>
<tr>
<th>Standard Level</th>
<th>Higher Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>One 1600-2000 word critical analysis of non-philosophical material of their choice (30%).</td>
<td>One 1600-2000 word critical analysis of non-philosophical material of their choice (20%).</td>
</tr>
</tbody>
</table>

**External Examinations**

**Paper 1:** Two 800 word essays (1.75 hours, 50%). Section A consists of two stimulus-based questions on the core theme. Students are required to answer one question. Section B consists of two essay questions for each of the optional themes. Students are required to answer one question.

**Paper 2:** An essay on the text from a choice of two alternatives questions (1 hour, 30%). This paper consists of two questions for each of the prescribed philosophical texts. Each question is split into two parts: part A and part B. Students are required to answer one question, and to answer both part A and part B of that question.

**Paper 1:** Three 800 word essays (2.5 hours, 40%). Section A consists of two stimulus-based questions on the core theme. Students are required to answer one question. Section B consists of two essay questions for each of the optional themes. Students are required to answer two questions, each from a different optional theme.

**Paper 2:** An essay on the text from a choice of two alternatives (1 hour, 20%). This paper consists of two questions for each of the prescribed philosophical texts. Each question is split into two parts: part A and part B. Students are required to answer one question, and to answer both part A and part B.
and part B of that question.

**Paper 3:** An essay on an unseen philosophical extract (1.25 hours, 20%). This paper consists of one unseen text. Students are required to write a response to this text, comparing and contrasting their experience of philosophical activity with the view(s) of philosophical activity found in the text.

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**GROUP 3 – PSYCHOLOGY**

This course is currently being renewed. Updated information will be provided when it becomes available. Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB Psychology examines the interactions of biological, cognitive and socio-cultural influences with human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology.

**The aims of the Psychology program are to:**

- develop an awareness of how psychological research can be applied for the benefit of human beings
- ensure that ethical practices are upheld in psychological inquiry
- develop an understanding of the biological, cognitive and socio-cultural influences on human behaviour
- develop an understanding of alternative explanations of behaviour, and
- understand and use diverse methods of psychological inquiry.

The syllabus requires a candidate to study the biological, cognitive and socio-cultural levels of analysis. Standard Level candidates study one, and Higher Level candidates two, of the following options: abnormal, developmental and health psychology. Student also study qualitative (HL only) and quantitative research methods, research ethics, and do an experimental study.
## Assessment

<table>
<thead>
<tr>
<th>Standard Level</th>
<th>Higher Level</th>
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<tbody>
<tr>
<td><strong>Internal Assessment</strong></td>
<td><strong>Internal Assessment</strong></td>
</tr>
<tr>
<td>Research report of a simple experimental study (1000-1500 words) in 15 hours of program time (25%).</td>
<td>Research report on an experimental study (1500-2000 words) in 25 hours of program time (20%).</td>
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<thead>
<tr>
<th><strong>External Examinations</strong></th>
<th><strong>External Examinations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper 1</strong>: Three short answer and one extended questions on the perspectives (2 hours, 50%).</td>
<td><strong>Paper 1</strong>: Four short answer and one extended question on the levels of analysis (2 hours, 35%).</td>
</tr>
<tr>
<td><strong>Paper 2</strong>: One extended question on the option studied (1 hour, 25%).</td>
<td><strong>Paper 2</strong>: Two extended questions on the options studied (2 hours, 25%).</td>
</tr>
<tr>
<td><strong>Paper 3</strong>: Three questions on qualitative research (1 hour, 20%).</td>
<td><strong>Paper 3</strong>: Three questions on qualitative research (1 hour, 20%).</td>
</tr>
</tbody>
</table>
GROUP 3/GROUP 4 - ENVIRONMENTAL SYSTEMS AND SOCIETIES SL

Environmental Systems and Societies uses a systems approach, amplified by economic, historical, cultural, socio-political and scientific methodologies, to provide a holistic perspective on environmental issues. It aims to promote understanding of environmental processes at a variety of scales from the local to the global, and provide students with a body of knowledge, methodologies and skills that can be used to analyse them.

The subject promotes respect for both a diversity of cultural perspectives and a variety of responses to the complexities of controversial environmental issues. It builds an appreciation of the role of technology both in creating and solving environmental problems, and the value of local and international collaboration in seeking solutions. Students are encouraged to come to considered moral and political positions on environmental issues based on a solid scientific understanding.

Students will take seven topics:

- Foundations of environmental systems and societies
- Ecosystem and ecology
- Biodiversity and conservation
- Soil systems and terrestrial food production systems and societies
- Atmospheric systems and societies
- Climate change and energy production
- Human systems and resource use.

Note: This course is a trans-disciplinary subject that can be counted as a Group 3 or 4 subject or both. The Environmental Systems and Societies course is only offered at Standard Level. There is no Higher Level available.

Assessment

<table>
<thead>
<tr>
<th>Standard Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Assessment</td>
</tr>
<tr>
<td>At least 30 hours of laboratory and field investigations (25% weighting).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two written papers (3 hours, 75% weighting).</td>
</tr>
<tr>
<td>Paper 1: Short answer questions and data analysis based on a resource booklet (40 marks, 1 hour, 25% weighting).</td>
</tr>
<tr>
<td>Paper 2: Short answer questions and two essay questions out of a choice of four (65 marks, 2 hours, 50% weighting).</td>
</tr>
</tbody>
</table>
GROUP 4    SCIENCE

Each of the Experimental Sciences has the same course structure:

The **Standard Level** course involves 150 indicative teaching hours over two years. It consists of core material (95 hours), one option (15 hours), practical investigations (20 hours), an individual project (10 hours) and a Group 4 Project (10 hours), in which students from all Science subjects cooperate on an investigation.

The **Higher Level** course involves 240 indicative teaching hours over two years. It consists of the SL core material (95 hours), additional HL material (60 hours), one option (25 hours), practical investigations (40 hours), an individual investigation (10 hours) and the Group 4 Project (10 hours). For each course, the options offered are the same but Standard Level students are allocated 15 hours of teaching time for the option, Higher Level students are allocated 25 hours teaching time for the option.

**GROUP 4 – CHEMISTRY**

Chemistry is an experimental science concerned with the study of the materials in our environment, their properties and the ways in which they react with each other. Laboratory work is an integral part of the course and has a direct bearing on the student’s growing body of descriptive and theoretical chemistry.

### Assessment

<table>
<thead>
<tr>
<th>Standard Level</th>
<th>Higher Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Material covered in the Core is: measurement and data processing, atomic theory, stoichiometry, periodicity, bonding and structure, states of matter, energetics and thermochemistry, kinetics, equilibrium, acids and bases, oxidation and reduction and organic chemistry.</td>
<td>Core material includes the same topics as the Standard Level but in more detail. Higher Level students are required to study an option chosen from Materials, Biochemistry, Energy and Medicinal Chemistry.</td>
</tr>
<tr>
<td>Standard Level students are also required to study an option chosen from Materials, Biochemistry, Energy and Medicinal Chemistry</td>
<td></td>
</tr>
</tbody>
</table>

**Internal Assessment**

<table>
<thead>
<tr>
<th>Standard Level</th>
<th>Higher Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Investigation (20%).</td>
<td>Individual Investigation (20%).</td>
</tr>
</tbody>
</table>
GROUP 4 - PHYSICS

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. This course aims to develop an understanding of the theoretical concepts and principles of physics, and the experimental work which tests the theories. Practical work is therefore an integral part of the syllabus. Physics is, above all, a human activity, and the course will also examine the historical developments of physics, and the place of physics and physicists in society. Students need to be familiar with a range of mathematical techniques, but do not need to be able to do calculus.

Assessment

<table>
<thead>
<tr>
<th>Standard Level</th>
<th>Higher Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The material covered in the Core is: measurement, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics and energy production.</td>
<td>Core material includes the same topics as the Standard Level but in more detail. Higher Level students are required to study two options chosen from: relativity, engineering physics, imaging and astrophysics.</td>
</tr>
</tbody>
</table>

| Standard Level students are required to study one option from: relativity, engineering physics, imaging and astrophysics. | |

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>Internal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Investigation (20%).</td>
<td>Individual Investigation (20%).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Examinations</th>
<th>External Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 multiple-choice questions (0.75 hour, 20%).</td>
<td>40 multiple-choice questions (1 hour, 20%).</td>
</tr>
<tr>
<td>A data-based question, several short answer questions and an extended response (1.25 hours, 40%).</td>
<td>A data-based question, several short answer questions and two extended responses (2.25 hour, 36%).</td>
</tr>
<tr>
<td>Several short answer or structured questions (1 hour, 20%).</td>
<td>Several short answer questions and two extended response questions (1.25 hour, 24%).</td>
</tr>
</tbody>
</table>
GROUP 4 - BIOLOGY

Biology is the experimental science that studies living organisms. Four basic biological concepts underlie the course: the relation of structure and function of living things, universality of some biological entities in a world of enormous diversity, the essential dynamic equilibrium of life and evolution. The program asks students to develop a broad, general understanding of biological principles while limiting the number of biological facts to be acquired. Learning activities will include laboratory practicals, research investigations and field excursions.

Assessment

<table>
<thead>
<tr>
<th>Standard Level</th>
<th>Higher Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Material covered in the Core is:</strong></td>
<td>Core material includes the same topics as the <strong>Standard Level as well as:</strong></td>
</tr>
<tr>
<td>Cells, molecular biology, genetics, ecology, evolution and biodiversity, human physiology.</td>
<td>Nucleic acids, metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, animal physiology.</td>
</tr>
<tr>
<td><strong>Standard Level</strong> students are also required to study an option chosen from:</td>
<td><strong>Higher Level</strong> students are required to study an option chosen from:</td>
</tr>
<tr>
<td>neurobiology and behaviour; biotechnology and bioinformatics; ecology and conservation and human physiology.</td>
<td>neurobiology and behaviour; biotechnology and bioinformatics; ecology and conservation and human physiology.</td>
</tr>
</tbody>
</table>

**Internal Assessment**

- **Standard Level**: Individual investigation (20%).
- **Higher Level**: Individual Investigation (20%).

**External Examinations**

- **Standard Level**: 30 multiple-choice questions (0.75 hour, 20%).
- **Higher Level**: 40 multiple-choice questions (1 hour, 20%).

- **Standard Level**: A data-based question, several short answer questions and an extended response (1.25 hours, 40%).
- **Higher Level**: A data-based question, several short answer questions and two extended responses (2.25 hour, 36%).

- **Standard Level**: Several short answer or structured questions (1 hour, 20%).
- **Higher Level**: Several short answer questions and two extended response questions (1.25 hour, 24%).
GROUP 4 - COMPUTER SCIENCE

Computer Science is a Group 4 subject. It develops an understanding of the fundamental concepts of computational thinking as well as a knowledge of how computers and other digital devices operate. It is designed primarily for students who are interested in the technical aspects of computing. IB Computer Science is offered at Higher Level (HL) and Standard Level (SL).

While the skills and activities of Computer Science are common to students at both SL and HL, students at HL are required to study additional topics in the core, a case study and also extension material of a more demanding nature in the option chosen. The distinction between SL and HL is therefore one of both breadth and depth.

Additionally, the HL course has 240 hours devoted to teaching, compared with 150 hours for the SL course.

**Students at SL and HL in Computer Science study a common core consisting of:**

- four topics (system fundamentals; computer organisation; networks; and computational thinking, problem-solving and programming)
- one option (chosen from databases; modelling and simulation; web science; or object-oriented programming)
- one piece of internally assessed work, which includes a computational solution.

**The HL course has three additional elements:**

- three further topics (abstract data structures; resource management; control)
- additional and more demanding content for the option selected
- an additional externally assessed component based on a pre-seen case study of an organisation or scenario; this requires students to research various aspects of the subject—which may include new technical concepts and additional subject content—in greater depth.

**Assessment**

<table>
<thead>
<tr>
<th>Standard Level</th>
<th>Higher Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Assessment</strong></td>
<td><strong>Internal Assessment</strong></td>
</tr>
<tr>
<td>Computational solution</td>
<td>Computational solution</td>
</tr>
<tr>
<td>Group 4 project (Total 30%)</td>
<td>Group 4 project (Total 30%)</td>
</tr>
<tr>
<td><strong>External Examinations</strong></td>
<td><strong>External Examinations</strong></td>
</tr>
<tr>
<td>Short answer questions + structured questions on core (1.5 hours, 45%)</td>
<td>Short answer questions + structured questions on core (2 hours, 10 minutes, 40%)</td>
</tr>
<tr>
<td>Questions on option (1 hour, 25%)</td>
<td>Questions on option (1 hour, 20 minutes, 20%)</td>
</tr>
<tr>
<td>Questions on pre-seen case study (1 hour, 20%)</td>
<td>Questions on pre-seen case study (1 hour, 20%)</td>
</tr>
</tbody>
</table>
GROUP 4 - THE PROJECT

The Group 4 Project is an interdisciplinary study carried out by all students enrolled in Diploma Programme science. It offers an opportunity for students to appreciate both the implications and the limitations of scientific study. Students work together on a project that can involve laboratory investigations, fieldwork, comparative studies, or manipulation and analysis of data. The project takes 10 hours of class time and involves three phases: planning, action and evaluation. Student participation in the Group 4 Project allows students to address Group 4 aims 7, 8 and 10 through science and its applications. Student reflections on their Group 4 Project must be included on the Internal Assessment cover sheet, submitted to the IBO.
IB students at The Friends’ School must select one subject from:

- Mathematical Studies (Standard Level)
- Mathematics (Standard Level)
- Mathematics (Higher Level)

Students need to consider their own:

- particular needs
- achievements in mathematics to date
- interests
- other choices in the IB
- future academic plans
- career choice

IB Mathematics Pathways
GROUP 5 - MATHEMATICAL STUDIES STANDARD LEVEL

This course caters for students whose main interests lie outside mathematics. It concentrates on mathematics which can be applied to other curriculum subjects, to common everyday occurrences and to topics that relate to home, work, and leisure situations.

This subject is normally Anticipated (i.e. taken at the end of Year 11). To consider taking Mathematical Studies, students need to be achieving at CA in Year 10 Mathematics, or the equivalent.

There are eight topics:
- Introduction to graphic display calculators
- Number and Algebra
- Sets, Logic and Probability
- Functions
- Geometry and Trigonometry
- Statistics
- Introductory Differential Calculus
- Financial Mathematics

Assessment

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>External Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A project which is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements (20%).</td>
<td>Paper 1: (1.5 hours, 40%)</td>
</tr>
<tr>
<td></td>
<td>Paper 2: (1.5 hours, 40%)</td>
</tr>
</tbody>
</table>

GROUP 5 - MATHEMATICS STANDARD LEVEL

This course is designed for competent mathematics students who have a need for a sound mathematical background in preparation for their future studies in, for example, Chemistry, Economics, Geography, Psychology or Business Administration. It is a challenging course covering a wide range of topics.

To consider taking Mathematics Standard Level, students need to be achieving at SA in Year 10 Mathematics Methods Foundation, or the equivalent. Where a student is not currently taking Mathematics Methods Foundation, they would need to have a strong HA in Mathematics.

There are seven topics:
- Algebra
- Functions and Equations
- Circular Functions and Trigonometry
- Matrices
- Vectors
- Statistics and Probability
- Calculus
**Assessment**

<table>
<thead>
<tr>
<th><strong>Internal Assessment</strong></th>
<th><strong>External Examinations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>An individual exploration consisting of an investigation into an area of Mathematics (20%).</td>
<td><strong>Paper 1:</strong> (1.5 hours, 40%)</td>
</tr>
<tr>
<td></td>
<td><strong>Paper 2:</strong> (1.5 hours, 40%)</td>
</tr>
</tbody>
</table>

**GROUP 5 – MATHEMATICS HIGHER LEVEL**

This course is designed for very able mathematics students who are highly competent in a range of analytical and technical skills. Students studying this course will usually be expecting to include mathematics as a significant part of their university studies. This could be as a subject in its own right or within fields of study such as Engineering, Physics and Technology.

To consider taking Mathematics Higher Level, students need to be achieving at HA in Year 10 Mathematics Methods Foundation, or the equivalent.

There are seven core topics and one option
- Algebra
- Functions and Equations
- Circular Functions and Trigonometry
- Vectors
- Matrices
- Statistics and Probability
- Calculus

Options – choose one from:
- Statistics and Probability
- Sets, Relations and Groups
- Series and Differential Equations
- Discrete Mathematics

**Assessment**

<table>
<thead>
<tr>
<th><strong>Internal Assessment</strong></th>
<th><strong>External Examinations</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>An individual exploration consisting of an investigation into an area of Mathematics (20%).</td>
<td><strong>Paper 1:</strong> (2 hours, 30%)</td>
</tr>
<tr>
<td></td>
<td><strong>Paper 2:</strong> (2 hours, 30%)</td>
</tr>
<tr>
<td></td>
<td><strong>Paper 3:</strong> (1 hour, 20%)</td>
</tr>
</tbody>
</table>
GROUP 6 - VISUAL ARTS

Visual Arts is designed to offer students the opportunity to build on prior experience while encouraging them to develop and use new skills, techniques and ideas. While it is possible to take the Visual Arts course without previous experience, it is helpful to have completed some art units in previous years.

Through the Visual Arts course students will develop skills in:

- investigating past, present and emerging forms of visual art and engage in producing, appreciating and evaluating these
- develop an understanding of visual arts from local, national and international perspectives
- build confidence in responding visually and creatively to personal and cultural experiences
- develop skills in and sensitivity to, the creation of works that reflect active and individual involvement, and
- take responsibility for the direction of their learning through the acquisition of effective working practices.

Studio work involves practical exploration and artistic production.

Investigation work involves independent, contextual, visual and critical investigation and reflection, both visual and written.

Assessment

<table>
<thead>
<tr>
<th>Standard Level (150 hours)</th>
<th>Higher Level (240 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio Work (40%)</td>
<td>Studio Work (40%)</td>
</tr>
<tr>
<td>Process Portfolio (40%)</td>
<td>Process Portfolio (40%)</td>
</tr>
<tr>
<td>Comparative Study (20%)</td>
<td>Comparative Study (20%)</td>
</tr>
</tbody>
</table>
GROUP 6 - MUSIC

IB Music allows for the in-depth study of music, through the activities of listening, composing and performing. It is an excellent course for those wishing to significantly deepen their understanding of music and develop to a high level, skills of aural perception, music creation and / or music performance. The course provides opportunity to make connections between music of a range of periods and cultures, heightening analysis work and informing performance practice and composition. It therefore provides a strong foundation for further study in music at university level whilst providing all students with the opportunity to engage in the world of music as lifelong participants.

Specifically students will:
- Develop knowledge, understanding and perception of music in relation to time, place and cultures
- Acquire appropriate musical terminology to describe and reflect a critical understanding of music
- Engage in comparative analysis of music in relation to time, place and cultures
- Enhance creative skills through exploration, control and development of musical elements
- Extend performance skills through solo music making or group music making
- Utilise critical-thinking skills through reflective thought.

For Higher Level (HL) students, this is accomplished through participating in the following learning activities:
- Listening to, analysing, comparing and contrasting, and describing music – including two prescribed works
- Investigating links between two different musical cultures by completing a musical links investigation
- Composing and/or arranging music
- Performing music as a soloist

For Standard Level (SL) students, this is accomplished through participating in the following learning activities:
- Listening to, analysing, comparing and contrasting, and describing music – including two prescribed works
- Investigating links between two different musical cultures by completing a musical links investigation; and,
- Composing an/or arranging music, OR performing music as a soloist or in an ensemble.

The prescribed works for 2017-18 are Johann Sebastian Bach’s Brandenburg Concerto, No 2 in F Major (BWV 1047) and Zoltán Kodály’s Dances of Galánta.

The musical links investigation is a written media script of no more than 2,000 words and is assessed externally.
There is also an externally assessed listening paper that focuses on the analysis and comparison of two prescribed works, and the describing of unheard works drawn from a number of musical traditions.

The prescribed works for 2016-17 are Johann Sebastian Bach’s Brandenburg Concerto, No. 2 in F Major (BWV 1047) and Zoltán Kodály’s Dances of Galánta.
Assessment

<table>
<thead>
<tr>
<th>Standard Level</th>
<th>Higher Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Assessment (50%)</strong></td>
<td><strong>Internal Assessment (50%)</strong></td>
</tr>
<tr>
<td>One of the following options:</td>
<td>Creating: three three – six minute pieces of coursework, with recordings and written work (25%).</td>
</tr>
<tr>
<td>Creating: two three – six minute pieces of coursework, with recordings and written work.</td>
<td>Solo performing: a recording selected from pieces presented during one or more public performance(s), 15 minutes.</td>
</tr>
<tr>
<td>Solo performing: a recording selected from pieces presented during one or more public performance(s), 15 minutes.</td>
<td>Solo performing: a recording selected from pieces presented during one or more public performance(s), 20 minutes (25%).</td>
</tr>
<tr>
<td>Group performing: a recording selected from pieces presented during two or more public performances, 20–30 minutes.</td>
<td></td>
</tr>
<tr>
<td><strong>External Examinations (50%)</strong></td>
<td><strong>External Examinations (50%)</strong></td>
</tr>
<tr>
<td>Listening Paper: five musical perception questions (2.25 hours, 30%).</td>
<td>Listening Paper: seven musical perception questions (2.5 hours, 30%).</td>
</tr>
<tr>
<td>Musical Links Investigation: a written media script of no more than 2,000 words, investigating significant musical links between two distinct musical cultures (20%)</td>
<td>Musical Links Investigation: a written media script of no more than 2,000 words, investigating the significant musical links between two distinct musical cultures (20%).</td>
</tr>
</tbody>
</table>

**GROUP 6 - THEATRE**

Theatre is a composite art that is forever evolving in new forms. It nourishes, sustains and extends the human spirit. It is a means of exploring society and relationships within it.

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills, the building of confidence, creativity and working collaboratively.

The IB Diploma Program theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualise their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre – as participants and audience members – they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.
The syllabus clearly indicates a differential between SL and HL. It allows for greater breadth and depth in the teaching and learning at HL through an additional assessment task, which requires HL students to engage with theatre theorists and their theories.

**Assessment**

<table>
<thead>
<tr>
<th>Standard Level</th>
<th>Higher Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Internal Assessment</strong></td>
<td><strong>Internal Assessment</strong></td>
</tr>
<tr>
<td>Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice (35%).</td>
<td>Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice (25%).</td>
</tr>
<tr>
<td><strong>External Assessment</strong></td>
<td><strong>External Assessment</strong></td>
</tr>
<tr>
<td>Director’s notebook</td>
<td>Director’s notebook</td>
</tr>
<tr>
<td>Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience (35%).</td>
<td>Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience (20%).</td>
</tr>
<tr>
<td>Research presentation</td>
<td>Research presentation</td>
</tr>
<tr>
<td>Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied (30%).</td>
<td>Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied (20%).</td>
</tr>
<tr>
<td><strong>Solo Theatre Piece</strong></td>
<td></td>
</tr>
<tr>
<td>Students research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (four–eight minutes) based on this aspect(s) of theory (35%).</td>
<td></td>
</tr>
</tbody>
</table>
**TASMANIAN CERTIFICATE OF EDUCATION**

**IMPORTANT INFORMATION**

You will find the subjects listed in this section in alphabetical order under Learning Areas. There are eight Learning Areas, and students are advised to choose subjects from as many of the eight as possible in order to keep their options open for future career paths, as well as to gain a broad education.

All students need to give careful consideration to their future plans, and have a realistic view of attainable goals, as well as a clear understanding of University entrance and other requirements.

**TCE SUBJECTS**

Subjects are offered on 6 lines. Students normally take subjects on five lines and have one line for private study. It is important for students and parents to realise that success is much more likely in courses which challenge, but which do not over-extend. Advice is always given with this in mind.

*Subjects are available at different levels and for different lengths of time.*

Subjects are identified as Level 1, 2, 3 or 4 and are designed for approximately 50, 100 or 150 hours of teaching time.

The codes given for each subject are Friends’ School codes based on TCE equivalents and contain that information – for example

English Communications ENC315

The ‘3’ shows the subject is at Level 3 and ‘15’ that the time will be 150 hours. 150 hours is the equivalent of a full line.

All Level 3 and 4 subjects are at pre-tertiary level and are 150-hour courses. Level 1 or 2 subjects may be any of the three lengths, and are not pre-tertiary.

Decisions as to which subjects run will be made once initial indications of choices have been made.

**PRE-TERTIARY SUBJECTS**

These have approximately 150 hours class-time and are designed for students who may go on to tertiary study. They all have external as well as internal assessment components. They are marked with the sentence: This is a pre-tertiary subject.

Should a student not reach a satisfactory standard by the end of the year, they would usually receive a Preliminary Achievement (PA) award. The subject would not then qualify as a subject for University entrance purposes, but will still gain credit towards the TCE.

Only a small number of students would study 5 pre-tertiary subjects, so the balance of the five lines will be taken up with a mixture of other subjects and units of particular interest.

**NON PRE-TERTIARY SUBJECTS**

These may have the equivalent of 50, 100 or 150 hours class-time. Although they may not be used for University entrance purposes, there are many interesting courses offered which allow students the chance to explore new avenues or follow particular interests.

Some subjects are taken in order to gain a firm grounding before attempting a related pre-tertiary course in Year 12.
All 150 or 100 hour courses, and TCE accredited 50 hour courses can be counted toward the TCE. There is also a number of school based 50 hour courses. Individual subject entries give details.

**TCE AND VET**

VET courses may cover one line or in some cases two lines. Students then choose TCE subjects to complete their course of study. In this way, students are able to combine TCE study towards university entrance with a VET course.

**Assessment**

Assessment procedures for TCE are usually criterion-based, in much the same way as Year 7-10 assessment is carried out in the High School. Each subject will have a number of criteria, all of which are assessed internally.

Where the syllabus indicates that the course is externally assessed, some criteria will also be assessed externally. The internal and external ratings are then combined to give an overall award. The form of external assessment will vary from subject to subject, and may well include much more than the traditional end of year 3 hour exam – indeed in some subjects there will not be one at all! Details of criteria and assessment procedures are available in the syllabus statements.

**Awards**

Awards for the great majority of TCE subjects and all pre-tertiary subjects will be made as follows:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA</td>
<td>Exceptional Achievement</td>
</tr>
<tr>
<td>HA</td>
<td>High Achievement</td>
</tr>
<tr>
<td>CA</td>
<td>Commendable Achievement</td>
</tr>
<tr>
<td>SA</td>
<td>Satisfactory Achievement</td>
</tr>
<tr>
<td>PA</td>
<td>Preliminary Achievement</td>
</tr>
<tr>
<td>NA*</td>
<td>No Award</td>
</tr>
</tbody>
</table>

*Note:* where it is not possible to give any of these assessments, an NN is given. Subjects in which an NN is given do not appear on TCE certificates.

Some Level 2 courses have a different assessment structure based on competencies. In these cases, a Pass or a Higher Pass award is given.

50 hour courses are either TCE accredited or school based. In both cases a satisfactory completion award is given. Where a unit is TCE accredited, it can contribute towards the TCE and appears on the accompanying TCE Qualification Certificate.

**University Entrance Requirements**

To be considered for University entrance, students must fulfil the following TCE requirements:

- Obtain Satisfactory Achievement (or better) in at least four pre-tertiary subjects.
- Three of these subjects must be studied in Year 12.
- Gain a Tasmanian Certificate of Education.
- Be successful in the four pre-tertiary subjects in two sittings, but not necessarily consecutive sittings. For example, if you gain one pre-tertiary subject in Year 11 and do poorly in Year 12, you can study for a further year and add those results to your Year 11 result if you wish.
P R E R E Q U I S I T E S
In some faculties at university there are also specific subject requirements. **You will need to check university handbooks to be sure.** It should also be noted that many mainland universities require pre-tertiary English.

S C A L I N G A N D A T A R S C O R E S
Each successful pre-tertiary subject is given a score. If you get an SA or better in a subject, your initial score will be between 1 and 20, being the most points attainable with an EA. If you get a PA in a subject, you will not be given a score.

Subjects scores are then scaled to take account of the relative difficulties of achieving each award in each subject. Please note, given the scaling process, it is difficult to predict the final possible scores in any subject.

The tertiary entrance score is the sum of your three best Year 12 pre-tertiary subjects and your two other best pre-tertiary scores. You do not have to count pre-requisite subjects if they are not your best scores.

The ATAR (Australian Tertiary Admission Rank) score is calculated from the tertiary entrance score and is used by universities, including the University of Tasmania, when comparing students and in awarding scholarships.

**Note:** Successful completion of the Tasmanian Certificate of Education is a requirement for receiving an ATAR.

T H E T A S M A N I A N C E R T I F I C A T E O F E D U C A T I O N
To gain the Tasmanian Certificate of Education (TCE), students must complete the equivalent of a full time two year program of senior secondary studies, develop and review plans for their future, and meet a set of standards for everyday adult reading, writing, communication, numeracy, use of a computer and the internet. Studies can include Vocational Education and Training (VET) certificates, traineeships and apprenticeships.

We include consideration of the needs for achieving these requirements as part of our counselling process and students taking the normal Friends program will certainly have every opportunity to qualify for the TCE in addition to our own Clemes Certificate.

C R E D I T T R A N S F E R F O R T A F E C O U R S E S
You may be considering going to TAFE instead of to university. Some TCE subjects, and all VET courses, are counted towards courses taught at TAFE so you can obtain your qualifications more quickly and do not have to repeat work you have already covered successfully.

Some colleges offer a greater range of credit opportunities so you may have to take this into consideration in considering opportunities. Further information is available from the Careers and Course Co-ordinator that gives details of which subjects qualify for Credit Transfer.

In some subjects, students can access units offered by the University of Tasmania.

Under the College program, students undertaking a TCE subject can supplement that with work leading to accreditation in a university subject in the same area, as well as the TCE subject.

Under the High Achiever program, students enrol in a separate university subject, leading to a university qualification. In this case, the subject can also be counted towards the ATAR score.

Applications for this program must be submitted to the University of Tasmania by 23 December, 2016 and late applications will not be considered. Students should consult [http://www.utas.edu.au/access-participation-and-partnerships/hap](http://www.utas.edu.au/access-participation-and-partnerships/hap) for further details. If you are interested, contact Lyn Tunbridge for further details.
**PROCEDURE FOR SUBJECT CHOICES FOR NEXT YEAR**

In order to create a School timetable, which will allow you to make the sort of choices you want, we need an indication of the subjects you would like to study.

Once all information has been processed, you will be asked to confirm these choices.

The line structure for next year will be based on your choices, so make them carefully. There will, of course, be the opportunity to review the choices, but once the groups on the timetable are set, the structure for the year will be determined. Where there are insufficient numbers to run a class, students will be asked to make alternative choices.

Tutors will be talking with individual students to ensure that all factors have been taken into account. Parents are encouraged to take part in this process at any stage. In particular, parents will be asked to approve proposed courses of study.

**SUBJECT CHOICE – YEAR 11**

Given the need for careful planning, we are asking students to indicate through the online course selection process their proposed subjects over two years. The Year 12 choices are really to help in forward planning, both for us and for you. They are not binding. At the same stage next year, you will be asked again to make choices for the following year.

Inevitably, there are subjects that do not run every year. In such cases, we will endeavour to run a class in every second year. Students will be informed where this is likely to be the case.

*Keep the following points in mind when you make your choices:*

- choose the equivalent of five 150 hour courses for each of Years 11 and 12
- students may study up to five pre-tertiary subjects each year, but might well be better advised to choose no more than four, particularly in Year 11
- choose a balance of humanities/sciences
- choose a balance of theory/practical
- try some new subjects that have not been available to you before
- remember – your tertiary entrance score must include three of your Year 12 subjects
- you need to complete the requirements for the TCE
- a VET course may be the equivalent of one or two subjects.

*Note:* Students may take a maximum of three 50 hour subjects.

**SUBJECT CHOICE – YEAR 12**

In choosing subjects for Year 12, students need to be particularly aware of the requirements for matriculation and the way in which tertiary entrance scores are calculated. In addition, check the pre-requisites for courses that you may be interested in taking at university, either in Tasmania or elsewhere.
## 50 AND 100 HOUR NON PRE-TERTIARY SUBJECTS OFFERED

TASC Codes supplied where they exist

<table>
<thead>
<tr>
<th>50 hour</th>
<th>100 hour</th>
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<tbody>
<tr>
<td>Art – Ceramics</td>
<td>Visual Art Practice ART210112</td>
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<tr>
<td>Art Matters</td>
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<td>Art – Mixed Media</td>
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<td>Art – Photography</td>
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<tr>
<td>Food Studies</td>
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<td>Music Technology Projects – Introduction</td>
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<tr>
<td>Outdoor Experiences OXP105113</td>
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<td>Personal Fitness</td>
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<td>Physical Recreation REC110113</td>
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<tr>
<td>Study Skills</td>
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<td>Study Skills for Life Sciences</td>
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<td>Study Skills for Mathematics</td>
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<tr>
<td>Tennis</td>
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<tr>
<td>Video Production</td>
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<td>Yoga</td>
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### 150 hour Non Pre-Tertiary subjects offered

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<th>Subject</th>
<th>Code</th>
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<tbody>
<tr>
<td>Art Production Foundation – Art</td>
<td>ART215112</td>
</tr>
<tr>
<td>Art Production Foundation – Ceramics</td>
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</tr>
<tr>
<td>Athlete Development</td>
<td>ATH215113</td>
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<tr>
<td>Computer Graphics &amp; Design Foundation</td>
<td>CGD215113</td>
</tr>
<tr>
<td>Contemporary Music</td>
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<tr>
<td>Dance</td>
<td>DNC215115</td>
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<tr>
<td>Design and Production</td>
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<tr>
<td>Drama Foundation</td>
<td>SDS215115</td>
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<tr>
<td>English as an Additional Language or Dialect</td>
<td>EAL215114</td>
</tr>
<tr>
<td>French Foundation</td>
<td>FRN215114</td>
</tr>
<tr>
<td>General English</td>
<td>ENG215115</td>
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<tr>
<td>General Mathematics – Foundation</td>
<td>MTG215114</td>
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<tr>
<td>Introduction to Sociology and Psychology</td>
<td>BHX215116</td>
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<tr>
<td><strong>Mathematics Methods – Foundation</strong></td>
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</tr>
<tr>
<td>Media Production Foundation – Print Media</td>
<td>MED215115</td>
</tr>
<tr>
<td>Media Production Foundation – Video Media</td>
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</tr>
<tr>
<td>Music Studies</td>
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<tr>
<td>Music Technology Projects – Foundation</td>
<td>AUD215115</td>
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<tr>
<td>Outdoor Education</td>
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<tr>
<td>Physical Sciences – Foundation</td>
<td>SPW215114</td>
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<td>Technical Theatre Production</td>
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<tr>
<td>Workplace Maths</td>
<td>MTW215114</td>
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** Accreditation of the course as a Pre-Tertiary subject is being finalised by TASC in preparation for the 2017 academic year.
## 150 Hour Pre-Tertiary Subjects Offered for Next Year

<table>
<thead>
<tr>
<th>Pre-Tertiary</th>
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<tbody>
<tr>
<td>Accounting</td>
<td>ACC315116</td>
<td>Legal Studies</td>
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<td>Ancient Civilisations</td>
<td>ANC315115</td>
<td>Mathematics Methods</td>
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<td>Art Production</td>
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<td><strong>Mathematics Methods</strong></td>
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<td>Art Theory and Criticism</td>
<td>ARA315116</td>
<td>Mathematics Specialised</td>
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<td>Art – Studio Practice</td>
<td>ART315214</td>
<td>Media Production – Print Media</td>
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<td>Asian Studies</td>
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<td>Media Production – Video Media</td>
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<td>Australia in Asia and the Pacific</td>
<td>AAP315116</td>
<td>Modern History</td>
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<td>Biology</td>
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<td>Business Studies</td>
<td>BST315116</td>
<td>Music Advanced Practical Study</td>
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<td>Chemistry</td>
<td>CHM415115</td>
<td>Music Foundation Practical Study</td>
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<td>Chinese</td>
<td>CHN315114</td>
<td>Music Technology Projects</td>
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<td>Chinese – Specialist Level</td>
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<td>Music Technology Projects II</td>
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<td>Computer Graphics &amp; Design</td>
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<td>Outdoor Leadership</td>
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<td>Philosophy</td>
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<td>Dance Choreography &amp; Performance</td>
<td>DNC315115</td>
<td>Physical Sciences</td>
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<td>Economics</td>
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<td>Psychology</td>
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<td>English Additional Language or Dialect</td>
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<td>Sociology</td>
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<td>English Communications</td>
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<td>Studies of Religion</td>
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<td>Environmental Science &amp; Society</td>
<td>ESS315114</td>
<td>Theatre Performance</td>
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<td>Food &amp; Nutrition</td>
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<td>French</td>
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<td>General Mathematics</td>
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<td>Geography</td>
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<td>German</td>
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<tr>
<td>Health Studies</td>
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<td>Housing &amp; Design</td>
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<tr>
<td>Japanese</td>
<td>JPN315114</td>
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</tbody>
</table>

**Accreditation of the course as a Pre-Tertiary subject is being finalised by TASC in preparation for the 2017 academic year. At this stage a link is unavailable.**
ART THEOREY AND CRITICISM  ARA315116

Art Theory and Criticism is a pre-tertiary course that does not involve making art or sitting an exam. It is designed to introduce students to significant historical and contemporary developments in the visual arts, both in a local and global setting. Students studying this course will be encouraged to investigate richly diverse areas of art practice such as architecture, curating, jewellery making, design, arts administration, urban planning, fine art and street art. The course is designed to help students analyse the content, form and context of art and artistic practice using political, social and cultural perspectives.

Areas of study might have a vocational focus (e.g. furniture designer, historian, archaeologist) or may aim to satisfy a curiosity about the role of art in a social context (e.g. community painting at Yuendumu, the funding of arts festivals, the spiritual role of art making)

Skills in art criticism, art appreciation and art analysis will develop along with students’ confidence in expressing themselves in varied and original ways.

A high level of research skills, motivation to pursue information from a variety of sources, organisational skills and the ability to present ideas are required for success in this course.

The course is composed of six compulsory units:

- Unit 1 Visual Analysis and Interpretation
- Unit 2 Themes and Styles
- Unit 3 Movements
- Unit 4 Comparative Studies
- Unit 5 Arts Criticism
- Unit 6 Major Study

Students are required to complete eight (8) Minor Assignments, which are assessed internally. Having competed the eight assignments in Units 1-5, students will have a broad base upon which to choose a topic for their Major Research Project (4,000-6,000 words), which is externally assessed. Support material will be collected throughout the course and will include a journal/diary, as well as drafts of Minor Assignments and the Major Research Project.

This is a pre-tertiary subject.

Please note: students wishing to gain an experience in Art Theory and Criticism but not at a pre-tertiary level may wish to enrol in Art Matters A (see below).

ART – STUDIO PRACTICE  ART315214

This course is designed to give students who have successfully completed the pre-tertiary Art Production 3C syllabus the opportunity to extend and develop their art practice. The emphasis is on challenging the student to engage in reflective and critical analysis of their own art and the artwork of others. Students will negotiate a proposal for self-directed learning, that they will follow throughout the year, with the teacher as facilitator. Involvement with local, national and international art communities is a fundamental element of the inquiry carried out by each student.
Documentation of work processes and research will be kept in a visual journal. Students will also complete a major research paper with a minimum of 3,500 words. Their sustained investigation plus the production of a fully resolved body of work will culminate in an exhibition that is externally assessed.

This is a pre-tertiary subject.

**ART PRODUCTION – ART OR CERAMICS**  ART315112

This course is designed for students wishing to extend practical work together with analysis and criticism of art. The emphasis is on generating and developing ideas and methods of working that simulate professional artistic practice. Students will be familiar with current trends in Art and will see their own work in relation to the local, national and global cultural context. Art-making techniques will be developed to advanced levels in the student’s preferred medium, in order to facilitate the expression of ideas. Art students may explore disciplines as diverse as drawing, painting, printmaking, photography, digital media, video, design, ceramics, sculpture, mixed media and installation.

A high degree of individual motivation and resourcefulness is necessary for the production of a body of work that demonstrates a cohesive development of ideas and refinement of techniques. The course culminates in an exhibition that is externally assessed.

**STUDENTS SHOULD SPECIFY THEIR INTENDED AREA OF SPECIALISATION WHEN SUBMITTING THEIR SUBJECT CHOICE FORMS.**

This is a pre-tertiary subject.

**ART PRODUCTION – FOUNDATION ART OR CERAMICS**  ART215112

This course offers students the opportunity to develop their artistic practice in the visual arts and/or media arts. This is a foundation course and it is an excellent preparation for Art Production.

Students specialise in a single art studio, through which they gain knowledge, understanding and skills in experiencing, making and responding to works of art. Students are expected to produce works that are resolved as finished visual art pieces. The development of a support folio/diary of source material, which reflects the student’s thinking processes and is a record of idea generation and development, is integral to the course. Through interpretation and discussion of artists and works relevant to the chosen studio area, students will develop critical abilities and an understanding of the complex roles of art within social, historical and cultural contexts.

**COURSES ARE OFFERED IN ART OR CERAMICS STUDIO.**

**STUDENTS SHOULD SPECIFY THEIR INTENDED AREA OF SPECIALISATION WHEN SUBMITTING THEIR SUBJECT CHOICE FORMS.**

**VISUAL ART PRACTICE**  ART210112

This course allows students to combine two 50 hour units from either the Arts or the Technology Faculties, in order to be eligible for a TCE Level 2 course. This might consist of 2 Art studio units or 2 Technology studio units or 1 Art studio unit and 1 Technology studio unit. Students are encouraged to engage with Art and Design practice and develop ideas and techniques, while allowing for a breadth and variety in their experiences.

Students can satisfy the course requirements by choosing to study 2 studios, one from list A and one from list B in the same academic year.
<table>
<thead>
<tr>
<th>LIST A</th>
<th>LIST B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceramics</td>
<td>Industrial Design*</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>Mixed Media</td>
</tr>
<tr>
<td>Photography</td>
<td>Digital Art &amp; Media*</td>
</tr>
<tr>
<td>Craft &amp; Design*</td>
<td>Sculpture*</td>
</tr>
</tbody>
</table>

* Depending on the chosen medium students will be allocated to the most appropriate class.

Students electing to undertake Craft & Design, Industrial Design, Digital Art & Media or Sculpture must indicate their preferred medium when selecting a course, as this will determine their class allocation.

**Mixed Media**

This school-based 50 hour course offers students the opportunity to develop skills in a range of mixed media such as collage, printmaking, drawing and painting.

**Ceramics**

This school-based 50 hour course offers students the opportunity to develop skills in ceramics. Students will be introduced to a range of ceramic-making and glazing techniques.

Alternatively, students may choose to work in the sculpturally and include other sculpture mediums.

**Photography**

This school-based 50 hour course offers students the opportunity to develop skills in darkroom and digital photography. Students will be introduced to a range of photographic techniques as well as techniques associated with the development and processing of film in a darkroom.

**Art Matters**

This school-based 50 hour course provides the opportunity to appreciate the reasons why art is made, the expressive forms it takes, and the impact visual art has on our world. The course encourages students to voice a knowledgeable opinion on art, design and art production. Students are free to explore the aesthetics, history and culture of creative avenues such as architecture, sculpture, set design, video, film, jewellery, millinery, garden design, furniture making, antiques, art restoration and all areas of counter culture and fine art.

Students will be encouraged to visit local art galleries, meet artists, historians and designers, and take part in art events.

This A course complements other art courses and it is an excellent introduction to Art Theory and Criticism ARA315116 where art criticism, art appreciation and art analysis are called for. Students do not need to have studied art before taking this A course. It is also a fine course within which to learn research and planning skills, creative writing skills and develop a confident personal writing style.
Music  

Music MSM315 is the most demanding of the general music syllabuses. It provides opportunities for students to develop as musicians through intensive engagement in the three musical activities of listening, performing and composing. Furthermore, as part of the theory and musicianship component, the course seeks to foster musical understanding through in-depth analysis and exploration of the use of the elements of time, pitch and design in music. Opportunity will be provided for students to develop experience in, and to place emphasis on, areas of interest. To this end, students enrolled in this course must select an optional module of study from either performance or composition. The selected module comprises approximately one third of the course.

Work completed in the specialist modules is assessed externally: performance students are required to sit a performance exam of 10-15 minutes, and composition students are required to submit a folio of works totaling 10-15 minutes.

To hone performance skills, performance students will also be required to perform a number of school-based concerts throughout the year. Composition students may also be asked to perform folio work at these events.

All MSM315 Music students sit an externally assessed two-hour theory and musicianship written examination at the end of the year.

Students enrolling in this course should have a good understanding of music theory and, in particular, be able to confidently read and write music notation. If need be, it is recommended that students first complete Studies in Music in order to consolidate their theoretical skills.

Music MSM315 is an excellent course for Year 11 students wishing to select the UTAS College course Music Foundation Practical Study in Year 12 – see below.

This is a pre-tertiary subject.

Music Foundation Practical Study  

This UTAS College course is designed specifically for students seeking to develop expertise in the field of performance or composition.

Performance students prepare a 17-20 minute public recital and submit a folio of related written work. Written assignments include reviews of live performances, analyses of performance repertoire and original compositions for the instrument or voice being studied. Performance students are also required to perform regularly throughout the year and for a variety of audiences.

Composition students are required to prepare an 8-10 minute portfolio of original works covering a range of musical styles and ensembles. They also need to submit a folio of written work that relates directly to the art and technique of composition.

This course demands much of students in terms of performance and technical skill, the ability to read music notation, and the ability to work independently. If any of these are in doubt, then students should consult a member of the Music staff before choosing this subject.

Students are strongly advised to study Music MSM315 in Year 11 as a precursor to studying Music Foundation Practical Study.

This is a pre-tertiary subject.
**Music Advanced Practical Study**  
**FCP120**

This UTAS college course is for students who successfully completed Music Foundation Practical Study FCP113 in Year 11 and wish to continue to specialise in music performance or composition. The course requirements are the same as for Music Foundation Practical Study but with the requirement to perform a more demanding repertoire. There is also some some variation in written assignment work.

**This is a pre-tertiary subject.**

**Music Studies**  
**MSS215115**

Music Studies is a general music syllabus that provides opportunities for students to develop as musicians through engagement in the three musical activities of listening, performing and composing. Furthermore, as part of the theory and musicianship component, the course seeks to foster musical understanding through analysis and exploration of the use of the elements of time, pitch and design in music. Opportunity will be provided for students to develop experience in, and to place emphasis on, areas of interest.

**This is not a pre-tertiary subject.** It is well suited to students in Year 11 wishing to prepare for one of the more demanding pre-tertiary syllabuses, such as Music MSM315, or the UTAS college Foundation Practical Studies (FCP113) in Year 12.

**Contemporary Music**  
**MSC215115**

Contemporary Music provides opportunity for students to develop a range of skills needed to work in the contemporary music industry both as a member of an ensemble and as a soloist.

For the most part students will work as a class band, playing music from of a variety of styles and preparing for a number of performances. Some of the performances will take place at school. Others will be off-campus. Working as a band means that students focus on being a musician who works well as a member of a team, where decisions are commonly made by the group, in a collaborative manner.

Where possible, approaches to learning are adopted which are typical of contemporary musicians. These include learning pieces by ear, playing from memory, taking ownership over the ‘working out’ of a chart, and using a range of forms of notation (e.g. TAB, lead sheets) depending on the part and the music being played. Frequently, the pieces chosen lend themselves to improvisation.

Attention is given to staging and stagecraft, where visual elements and entertainment are integral parts of the performance. Students also gain experience in using a range of audio technologies that go ‘hand in hand’ with contemporary performance. Learning activities emphasise the following:

- Performing stylistically, and with technical proficiency, within a contemporary music genre
- Performing in contemporary music ensembles
- Composing original music in contemporary styles
- Recognising and using music elements in aural, written and practical contexts
- Promoting, marketing and presenting contemporary music events
- Applying workplace safety procedures in contemporary music environments
- Understanding legal issues – including those of copyright – as they apply to contemporary musicians
- Operating and maintaining instruments (including backline and a basic PA)
- Performing simple recording tasks.
**Music Technology Projects**  **FCJ110**

Music Technology Projects is a Year 11/12 UTAS college course for students wishing to extend their knowledge and skills regarding the use of music technology.

Areas of study include:

- Music recording
- Sound editing and manipulation
- Music creation through the use of tools such as sequencers and MIDI
- Signal paths
- WHS in the music industry.

Using industry standard audio design tools, students will engage in problem-based learning requiring them to analyse, experiment with, reflect on, revise and develop their craft and skill as music technologists.

Students are required to complete three audio projects throughout the year, choosing from those available from Modules 2-4. Staff from the School and the University of Tasmania assesses the projects.

The components of Module 1 are all compulsory and assessed only by staff from the School. There is no written exam.

**Module Overviews**

**Module 1**

- Physics of sound
- Simple audio systems
- Digital recording
- WHS in the music industry

**Module 2**

- Stereo recording
- MIDI sequencing
- Sampling and looping (mash-up)

**Module 3**

- Mixing (pre-recorded multi-track audio recording)
- Remixing

**Module 4**

- Sound design for vision (vision supplied – add music, Foley and dialogue)
- Multi-track recording and mixdown.

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**Music Technology Projects II**  **FCJ111**

Music Technology Projects II FCJ111 is a Year 12 UTAS College course designed to build upon and extend the knowledge and experience gained in the pre-requisite course Music Technology Projects FCJ110.

As is the case with Music Technology Projects, Music Technology Projects II is project based. Students are therefore required to complete three audio projects, choosing from those available within each modules 2–4 of the course. Projects are likely to include:
• Acoustic ensemble recording and mix incorporating stereo microphone techniques
• Sampling and MIDI sequencing
• Mixing (pre-recorded multi-track audio recording)
• Remiking
• Sound design for vision
• Multitrack recording and mixdown.

Students are not permitted to study both Music Technology Projects and Music Technology Projects II concurrently.

This is a pre-tertiary subject.

**Music Technology Projects – Foundation [AUD215115]**

Music Technology Projects – Foundation provides an introductory experience in digital audio recording and production, one that allows opportunity for the development of a range of skills and the acquisition of knowledge related to audio equipment and techniques. Most of the learning is ‘hands-on’ and occurs by completing a variety of projects. Some of the projects are prescribed in order to learn fundamental techniques and concepts. Others are negotiated to allow students to pursue areas of interest.

Students’ notebook computers are used extensively for audio editing and production, in conjunction with a well-equipped audio studio.

Music Technology Projects – Foundation serves as an excellent precursor to the UTAS College course Music Technology Projects FCJ110.

**Music Technology Projects – Introduction**

This is a school-based 50 hour course that provides a limited range of knowledge and skills associated with specific, often short-term audio projects. The projects allow students to pursue areas of interest to them and are therefore organised in negotiation with the teacher. Students will develop the technical skills and audio signal path knowledge required to safely and appropriately operate audio systems or prepare audio for such events.

The course provides focused knowledge and skills that provide a pathway to Music Technology Projects – Foundation or the UTAS college course Music Technology Projects FCJ111.

**Drama – Foundation [SDS215115]**

In this course students learn about how and why drama works are made by interpreting and responding to the works of others and by engaging in dramatic storytelling. They develop the skills, techniques and processes of drama through the performance of simple scripted works, and works they have devised.

Personal confidence, and drama skills, knowledge and understanding are developed through a range of drama tasks. Students are involved in gathering information, devising drama, exploring text, reflecting, and rehearsing to prepare for – and participate in – dramatic performances.

Students are introduced to the practical skills of dramatic performance: basic drama skills, basic drama processes, performance practices, stagecraft skills and relationships with audience. This is done within the context of comedy skills, forms and characters.

There are four compulsory areas of study in this course:
Students will present at least three short performances for assessment purposes. All three performances will involve use of the context skills noted above. One performance will be a solo performance (of approximately 2 minutes), one will be in a group of 2 or 3 (of approximately 10 minutes), and one will be in a larger group (3 or more) of approximately 15 minutes. Performances can be self-devised, extracted or adapted from the works of others. The audience of performances will be peers (e.g. classmates).

Students will be given opportunities to attend and reflect upon live dramatic performances.

**Drama SDD315115**

Drama is a performance based art form experienced in all cultures and from the very beginnings of human interactions. Drama is a means to develop: the capacity to understand and appreciate social values, communication skills for personal and public contexts, self-confidence and emotional mindfulness, and the ability to creatively and collaboratively explore, initiate, challenge, resolve and celebrate learning and artistic endeavour.

Learners will be provided with practical and creative opportunities to acquire drama skills, knowledge and understanding at the highest level of complexity offered by TCE syllabuses in the field of Drama. Through a practical and theoretical study of drama, learners are exposed to a wide range of experiences and stagecraft. Learners develop an understanding of the creative and collaborative processes and skills needed to make drama works.

**On successful completion of this course, learners will:**

- use vocal techniques to communicate meaning
- create and sustain characters
- communicate ideas and intentions using elements of drama
- work collaboratively to create drama
- be able to create coherent devised drama
- understand genre and style in dramatic contexts
- present polished drama works
- apply reflective practices and identify processes for further development
- review the effectiveness of a wide range of elements in live theatre performances
- use oral and written communication conventions to communicate information and ideas about drama
- be able to undertake research about drama genres and styles, abide by the principles of academic integrity and use appropriate referencing (citation) when presenting findings
- be able to identify and appropriately react to potential hazards in a drama-space environment, and appropriately apply work-safe principles and practices.

**There are four compulsory areas of study in this course:**

- Area 1 – Skills Development
- Area 2 – Exploring and Devising
- Area 3 – Presenting and Reflecting
- Area 4 – Live Theatre Analysis.
The external assessment for this course will comprise:

- a written examination assessing Criteria 7 and 8
- a practical assessment assessing Criteria 1, 2 and 6.

The written examination will comprise two components:

- analysis of at least two live theatre performances
- analysis of group performance.

Internal and external assessment is both practical and written.

Please note: Students will be expected to attend a number of rehearsals, many of which will take place after school and on some Sundays. Students are also required to attend a number of live theatrical performances during the year.

Previous experience: It is recommended that students undertaking Drama have achieved a CA or higher in Year 10 Drama.

This is a pre-tertiary subject.

Theatre Performance SDP315115

Theatre is the presentation of human behaviours, psychology and culture through the intersection of text, bodies, time and space. Theatre Performance develops and enhances a learner’s analytical, evaluative and critical thinking and problem-solving skills. Through study and practice in theatrical analysis and research, play script interpretation and engagement in theatrical production processes, learners develop their acting, aesthetic, interpretive and communication skills, and their understanding of culture and society. Learners develop and apply stagecraft knowledge, acting methodologies and skills. They select and use technology suited to the planning and completion of acting work, and interpret play scripts through engagement in the production process. Learners develop an understanding of themselves as theatre practitioners, and an appreciation of theatre, the craft of acting and its significance as an art form.

This course is designed to provide learners with practical and creative opportunities to acquire skills, knowledge, understanding and experience of theatre. The course encompasses a comprehensive program of theatre performance at the highest level of complexity offered by TCE syllabuses in this field. Working individually and as a member of a theatrical ensemble, learners present polished performances and dramatic monologues to a variety of audiences. Vocal skills are developed and learners explore a range of texts and dramatic techniques. Through class and personal research work, learners study the contexts (the time, place and culture) of play scripts, as well as their language and theatrical possibilities.

Live theatre performances are attended and critically analysed, with emphasis placed on the observation of individual acting performances in theatrical contexts. Learners undertaking this course must possess competent acting/dramatic skills – see Course Content Area 1: Skills – Advancement of Acting/Dramatic Skills, and Stagecraft Skills for more details.

On successful completion of this course learners will:

- use a range of vocal skills and techniques to create characters
- perform and sustain a range of credible characters
- use stagecraft and theatrical production elements (such as lighting and sound) to achieve polished performances
- be able to identify and appropriately react to potential hazards in a theatre environment, and appropriately apply work-safe principles and practices
- be able to work as a member of a theatrical ensemble to achieve performance outcomes
• apply skills of theatrical analysis and evaluation to their own acting work, and that of other actors
• communicate ideas and information about the craft of acting and theatrical practices
• identify theatrical styles and genres, and their historical and cultural context
• be able to undertake research about stage- and theatre-related issues, abide by the principles of academic integrity and use appropriate referencing (citation) when presenting findings.

There are four compulsory areas of study in Theatre Performance:
• Skills – Advancement of Acting/Dramatic Skills, and Stagecraft Skills
• Ensemble Performance
• Solo Performance
• Live Theatre Performances Analysis.

Internal and external assessment is both practical and written.

External assessment

Theatrical Production: this will be a polished performance outcome in the form of a short season. The text used will be a published play script.

Monologue: learners will perform a monologue selected from a published play. It will convey characterisation different from self.

Individual Reflective Study (IRS): The externally assessed Individual Reflective Study is separate to, and distinct from, any Individual Reflective Studies or other forms of written reflections completed for internal assessment.

Note: Students will be expected to attend a number of rehearsals, many of which will take place after school and on some Sundays. Students are also required to attend a number of live theatrical performances during the year.

Previous experience: It is strongly recommended that Year 12 students undertaking Theatre Performance have achieved a CA or higher in Drama SDD315 in Year 11.

This is a pre-tertiary subject.

Technical Theatre Production  SDT215115

Working as a member of a production team students will develop a range of basic design and operational skills across a wide scope of technical production elements: lighting; sound; costume; effects; publicity; set and properties; and stage management. These design and operational skills will be developed within the context of theatre and associated dramatic events. Emphasis will be given to work-safe principles and practices in theatre environments.

Students must work as a member of a production team on a minimum of two performance events/theatrical productions. These must be distinct and separate events, not repeated performances of the same event/show.

There are four compulsory units:
• Unit 1 – Skills and technique development
• Unit 2 – Pre-production and presenting
• Unit 3 – Reflective practice
• Unit 4 – Appraising the use and effect of technical elements in live theatre productions.

Students will also assess the use and effect of technical elements in viewed live theatre productions. Students must attend at least two different theatre performances in order to appraise the use and effect of technical elements in live theatre. These will be live, not recordings or video/filmed performances. These will not be performances in which they work as a member of a production team.
DANCE CHOREOGRAPHY AND PERFORMANCE  
**DNC315115**

Practical dance skills and theoretical knowledge form the basis of this course and inform the choreographic studies and dance appreciation projects that are undertaken by students. The principles of technique, anatomical considerations and safe dance practices are learnt to give dancers the ability to improve and refine their physical skills. Students must demonstrate not only a sound grasp of technique but be able to utilise their skills to choreograph and perform expressive movement.

Choreographic work includes a study of the processes and devices of dance composition. Students aim to increase their personal movement vocabulary and create meaningful dance for their externally assessed solo. They also choreograph a work for an ensemble of dancers. This entails undertaking a leadership role in ensuring that the performance of their works is appropriately rehearsed and staged (this includes music, lighting, costumes and staging). In dance appreciation students reflect and analyse their own choreography and learn to appraise the work of other choreographers within a context of artistic and cultural perspectives.

**Note:** Students will be expected to attend a number of rehearsals, many of which will take place after school and on some Sundays. Students are also required to attend a number of live theatrical dance performances during the year. This course is recommended for students who have previous dance experience attained from the Year 10 Dance course or from external dance studios.

This is a pre-tertiary subject.

DANCE  
**DNC215115**

Dance is designed to provide opportunities for students to gain experience in aspects of dance-making, performance and dance appreciation. Through studying this course, students will extend their awareness of the dance-making process both as individuals and as part of a group.

They will be introduced to different approaches to dance-making and will also have the opportunity to develop their own performance and movement skills. They will also undertake tasks that will encourage them to develop their reflective skills in relation to their own work and the work of others, including that of professional choreographers. This course is recommended for students who have previous dance experience attained from at least the Year 8 Dance course, or from external dance studios.

DANCE THE BASIC MOVES  
**DNC110115**

This school based 50 hour course enables students to participate in the joy of dance by exploring the many inherent styles, improve technique, maintain fitness and be inspired to discover a personal artistic expression.

Students are given the opportunity to work on a diverse range of performance and choreographic projects, as well as the allied arts of costume, makeup, lighting and stage design for dance. Each student will receive personal assistance in improving technique and preparing for a polished performance. As such this course delivers the benefits of better flexibility, core body strength, balance and control, grace, line, aerobic capacity and confidence in front of an audience.

The course assumes some previous dance experience, though this does not need to be extensive.
Some courses offered under English are currently being reviewed. Updated information will be provided when it becomes available. Any new courses will be equivalent to those they replace and programs will be planned on that basis.

A student can choose any one (or more) of three pre-tertiary TCE English courses:

- English Communications
- English Literature
- English Writing.

As well as:

- General English, which is usually taken in Year 11 for a student needing to consolidate skills before enrolling in one of the three pre-tertiary English subjects.

A pass in pre-tertiary English is a pre-requisite for enrolment in every university in Australia (except for Tasmania).

A student’s results in Year 10 English should be taken into account when selecting courses. It is recommended that students consult with their Year 10 English teacher while making their course choices.

The following pathways are strongly recommended:

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<thead>
<tr>
<th>PA or SA in Year 10</th>
<th>CA or above in Year 10</th>
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<tr>
<td>General English in Year 11</td>
<td>English Communications</td>
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<td></td>
<td>English Literature in Year 11 or 12</td>
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<td>English Writing in Year 12</td>
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English Communications
English Literature
English Writing in Year 12
**General English**  **ENG215115**

**For students achieving PA or SA level in Year 10**

This subject is currently under review. The replacement course will be designed to align more closely with the learning outcomes of the Australian Curriculum.

This Year 11 subject is offered to students wishing to consolidate and extend skills before they attempt one of the pre-tertiary English subjects in Year 12.

General English focuses on developing learners’ analytical, creative and critical thinking and communication skills in all language modes. It encourages learners to engage with texts from their contemporary world and with texts from Australian and other cultures. Such engagement helps learners develop a sense of themselves, their world and their place in it.

Through close study and wide reading, viewing and listening, learners develop the ability to appreciate and evaluate the purpose, stylistic qualities and conventions of literary and non-literary texts and enjoy creating their own imaginative, interpretive and analytical responses.

General English provides a pathway to a variety of TCE Level 3 English courses.

**English Communications**  **ENC315116**

**For students achieving CA level or above in Year 10. Suitable for Year 11 or Year 12.**

This subject is currently under review. The replacement course will be designed to align more closely with the learning outcomes of the Australian Curriculum.

English Communications is a course that explores and analyses communications in contemporary culture. Students make a critical study of the ways that communication works. They develop a deeper understanding of the complexity of language in the modern world, and how it influences their attitudes to current issues.

Students learn the skills needed for critical literacy. Students study a range of text types that may include novels, documentary films and multi-modal texts. Students complete a four-week Inquiry Project on an area of their own choice. There is a 3-hour external examination for this subject.

**This is a pre-tertiary subject.**

**English Literature**  **ENL315114**

**For students achieving CA level or above in Year 10. Suitable for Year 11 or Year 12.**

English Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, evaluate perspectives and evidence, and challenge ideas and interpretations. English Literature explores how literary texts shape perceptions of the world. In this course learners actively participate in literary analysis and the creation of imaginative and analytical texts in a range of modes, mediums and forms.

Students are challenged to examine the ways in which literary texts, both print and film, represent experience, and to consider these in terms of the context in which the text was produced and the student’s own experience. Students will encounter challenging texts drawn from their own and other historical periods and geographic regions.

There is a 2-hour external examination for this subject. Students also complete an externally assessed folio based upon an Independent Study.

**This is a pre-tertiary subject.**
**ENGLISH WRITING ENW315114**

*For students achieving CA level or above in Year 10. Recommended for Year 12.*

English Writing is a specialist-writing course. The course aims to develop students’ skills in crafting and editing their own work. They build these skills through a program of wide reading and by investigating other writers’ approaches. Students are expected to respond personally, creatively and critically to the work of other writers and to their own writing. Students complete a folio of polished original work to be externally assessed.

**This is a pre-tertiary subject.**

**ENGLISH STUDY SKILLS**

This school-based 50 hour course is designed to meet the individual needs of students who require support to develop study habits that promote success and/or who wish to study in a supported environment to improve their existing study skills.

*The course encourages:*

- Communicating accurately and effectively in written English
- Close textual analysis skills
- Understanding text structures and features
- Articulating reasoned personal positions in response to texts
- Explicit teaching of referencing and citation
- Effective examination preparation
- Making efficient use of their time in class and at home.

Students use work from their English subjects as their focus. They are encouraged to evaluate their own needs and progress.

**ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT EAL215114**

English as an Additional Language or Dialect (EAL/D) Level 2 is designed for learners who need to consolidate and refine their Standard Australian English (SAE) language skills for effective communication in a range of contexts.

There is a focus on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and meaning, learners of EAL/D explore how learning in and through English language and literature influences their own and others’ personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect.

EAL/D provides opportunities for learners to engage reflectively and critically with a broad range of spoken, written and multimodal texts (including literary and non-literary texts, for example academic, every day and workplace texts). Students learn to create (individually and collaboratively) increasingly complex texts for different purposes and audiences in different forms, modes and mediums.
**English as an Additional Language or Dialect**  [EAL315115](#)

English as an Additional Language or Dialect (EAL/D) focuses on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE).

Through close study of language and meaning, students of EAL/D explore how learning in and through English language influences their own and others’ personal, social and cultural identities and thought processes. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes in order to become effective cross-cultural users of language and dialect.

EAL/D provides opportunities for learners to engage reflectively and critically with a broad range of spoken, written and multimodal texts. Students learn to create (individually and collaboratively) increasingly complex texts for different purposes and audiences in different forms, modes and mediums. This course develops learners’ academic English skills in order to prepare them for tertiary study.

This is a pre-tertiary subject.
OUTDOOR EXPERIENCES  OXP105113

This is a 50 hour course. Students enrol in the Outdoor Experience weekend programs at the beginning of each academic year. Students may select as many camps as they wish, however to meet the requirements of the TCE course, students must complete at least two separate programs from the list below.

Weekend Activity Programs:
- Flat Water Kayaking
- White Water Kayaking
- Rock Climbing
- Surfing
- Independent Bushwalk.

Many students go on to become involved in Outdoor Experiences as a way of exploring wilderness areas, or become involved in the Adventure Tourism Industry as a casual guide/instructor. This course flows neatly into the Outdoor Education and Outdoor Leadership courses.

OUTDOOR EDUCATION  OXP215113

This course focuses on the application of knowledge and skills in outdoor situations. It provides opportunities for personal development through individual and group adventures.

Students will study first aid, navigation, weather, outdoor equipment, ‘Leave No Trace’, food, nutrition, and group dynamics. The class will plan and undertake an extended expedition in the wilderness as a self-sufficient group.

The practical component of the course will consist of 10-12 days of expeditions during school holidays. Students will need to select their mode of transport from walking, mountain biking, kayaking, climbing and rafting. The group will meet for preparation classes, but the emphasis is on learning the theory in practical situations whilst on expedition. The course is staffed by the Outdoor Education Teachers in the School who will oversee the students’ planning and preparation, and the expedition.

The School will provide transport, staff, activity equipment, tents, trangias and backpacks.

OUTDOOR LEADERSHIP  OXP315113

This syllabus builds upon the existing skills and competencies of individual students. The course emphasis is the development of leadership, decision-making, problem solving, initiative and interpersonal relationship skills. It fosters leadership in adventurous activities, requiring individuals to think logically, handle stressful situations calmly, negotiate and cooperate with others and to communicate clearly and effectively.

The practical component of the course will consist of a two-day training camp early in the year. Students will then select a further two School programs to lead. This will allow growth in
leadership and confidence as the year progresses. Expeditions will be on weekends and school holidays. There is one theory class each week. Students will learn the theory behind effective leadership, decision-making and communication for application in a practical group setting. Many past students have gone on to a career in guiding, outdoor education and science work in remote environments.

The School will provide transport, staff, activity equipment, tents, trangias and backpacks. As a pre-requisite, students must have completed either the Outdoor Education course, or two or more Outdoor Experience courses, or be able to demonstrate past equivalent experience and skill.

**This is a pre-tertiary subject.**

**HEALTH STUDIES HLT315113**

Through the study of individual and community health, current health issues and health in more and less developed countries, students will explore the influence of personal, cultural, social, economic and political values on health, health care and health promotion.

It is intended that students will develop inquiry, research, problem-solving, decision-making and communication skills, which may lead to further education in this area. These skills will also form a basis for work related to any health or community based profession such as nursing, teaching, social or hospital based services.

**This is a pre-tertiary subject.**

**SPORT SCIENCE SPT315113**

This subject provides students with an opportunity to develop a theoretical and applied understanding of the factors that influence sporting performance.

**Study will be undertaken in four major areas:**

- Physiology of exercise
- Skill acquisition (Biomechanics)
- Psychological factors that affect sporting performance
- The inter-relationships between physiology, motor behaviour and psychology.

Students undertake activities in many forms including practical labs, class group investigative studies, developing research topic presentations and video-computer analysis of human movement in sport.

This is a challenging subject requiring good literacy skills. It will suit those with a genuine interest in furthering their knowledge of the foundations of human performance.

Sport Science can help prepare students for tertiary study, in particular in the fields of human movement studies, physiotherapy and medical related studies.

**This is a pre-tertiary subject.**
**Athlete Development ATH215113**

This course will be of interest to those students who are participating in a demanding sporting program either through school sport or in their own sport specific elite development program. The course prepares students with the necessary elements to improve in their chosen sport, emphasising technical development, physical preparation and applied sports knowledge. Athlete Development allows students to combine their sporting development with academic studies. Classes are scheduled during the normal class timetable allowing for a balanced approach to their studies and sports interests.

Students complete a supervised practical strength and conditioning program that is adaptable to the needs of the individual and their sport and includes fitness testing assessments. This is done through utilising the staff and facilities at Friends Health & Fitness. In addition to the practical, students participate in applied sporting theory tutorials, learning about exercise prescription, nutrition, injury prevention and treatment, basic physiology and sports psychology concepts. The focus is on providing theory that students are able to directly apply to their current sporting interests.

This course requires students to be engaged in a sporting program under the guidance of a recognised coach who will be able to liaise with the teacher and student, providing guidance and feedback.

*This subject is delivered in three distinct 50 hour modules including:*

- specialist and technical coaching/training
- physical preparation and performance management
- sports knowledge tutorials.

**Physical Recreation**

Physical Recreation allows students to engage in a variety of physical activities to complement the academic requirements of Clemes. Physical activity plays an important role in personal development. These courses are designed to provide students with opportunities to be physically active and experience the benefits of participation. It is in line with national and state government initiatives to develop people’s awareness of health and wellbeing and the value of exercise. A range of courses are delivered by Health Faculty staff and other qualified instructors.

*The following 50 hour courses are offered:*

- **Physical Recreation:** This course offers students a wide range of engaging and challenging recreational sporting opportunities offered both on-campus and in the community. Some activities on offer include archery, frisbee golf, golf, lawn bowls, table tennis and fitness classes at Friends Health & Fitness. In addition, students may request other games and specific sporting challenges throughout the course.

- **Tennis:** This course offers group coaching and instruction from certified Tennis Instructors at Friends Health & Fitness.

- **Personal Fitness:** Personal gym program at Friends Health & Fitness; this may include use of the pool for lap swimming by negotiation.

- **Yoga:** Provides an opportunity to learn practical skills to enhance wellbeing and cope with the challenges of life. Students gain an experiential insight into the benefits of Yoga through energising postures, mindful breathing, deep relaxation and meditation.

- **Bronze Medallion:** An opportunity for students to complete the RLSSA community award or for those who have received this previously the opportunity to complete the mandatory update is provided.
Certificate III in Fitness SIS30313

This is suitable for Year 11 and Year 12 students, and is offered online with 20 hours of structured work placement. It is designed to launch a student into the fitness industry and is a pathway to a Group Fitness Instructor, Sports Coach or Gym Floor Supervisor. Students complete a series of modules online which are subsequently supported with some practical experiences to consolidate their learning.
ACCOUNTING

This syllabus is designed for students who have an interest in or intend to undertake further study and work in the fields of accounting, management, or finance. It provides a comprehensive introduction to accounting and finance from an applied and conceptual viewpoint. It focuses upon the acquisition of knowledge, skills and competencies in the recording and reporting of financial information using the double entry accounting system for sole traders engaged in either trading or service activities. The skills are then applied in decision-making for internal and external users of accounting information. Learners must use an accounting software package or application for a variety of accounting purposes and spreadsheets to record and report financial data. In addition, learners will undertake an independent investigation into one of two financial topics – Accounting in Action or Personal Investing.

It is intended students will develop:

- knowledge and understanding of accounting principles, concepts, assumptions and conventions
- skills in the recording, reporting, analysing and interpreting of financial information
- the ability to select and organise data to prepare financial reports for business purposes
- the skill to select, use and interpret financial data, draw reasoned conclusions and make logical decisions, judgments and recommendations
- skills in using a range of appropriate technologies
- an awareness of contemporary issues and practices in accounting
- the ability to communicate financial ideas and information in ways that are suitable for the business environment and for purpose and audience

Use of relevant computer software is encouraged in this course.

This is a pre-tertiary subject.

ANCIENT CIVILISATIONS

Ancient Civilisations involves the detailed study of one of the three great civilisations of the ancient Mediterranean world: Egypt, Greece or Rome. This provides learners with the knowledge that the ancient world continues to influence the ideas, beliefs and values of the society in which they live. This course develops a learner’s capacity to think critically and use evidence to support a point of view. There are no pre-requisites and no prior knowledge is required.

Students will take a variety of topics relating to the ancient civilisation under consideration including:

- **Government and Leadership** – An exploration of key characteristics of government and leadership in ancient society. This includes an assessment of government responses to internal and external threats.

- **Technology and its Impact on Daily Life** – The technologies used by an ancient civilisation, the impact of technology on peoples’ daily life.

- **Women in Ancient Society** – The roles women played in ancient society. The legal and social status of women and an assessment of the relationships between these and attitudes towards women held in that society.

- **Selected Topic** – Choices include warfare, drama, trade and the economy, religion, death and the afterlife, myths and legends.
• **Art and Architecture within the Context of Ancient Sites** – The characteristics and purpose of ancient art and architecture within the context of specific ancient sites.

• **An Individual’s Impact on their Society** – An exploration and assessment of the impact of human agency on historical narrative.

This is a pre-tertiary subject.

**Asian Studies (TCE) **  **HMA104**

Asian Studies allows learners to develop an understanding of the diversity that exists not only across Asia but also within Asian countries in terms of ethnicity, age, and lifestyle. Students will learn to reflect on their understanding of Asia and new knowledge that may influence their ideas. The course has a strong focus on the development of academic skills related to the research and analysis of texts, inquiry and critical thinking.

The course is divided into four modules:

- Introduction to Asia (Globalisation and modernity)
- Many Asias (Ethnicity and diversity)
- Young Asia (Education, pop culture, fashion and work – the lives of young people)
- What’s for dinner? (Food production and consumption in the region).

Asian Studies (TCE) is a UTAS College course designed for students undertaking the Tasmanian Certificate of Education (TCE). Students will take the course as a school based subject but will also be enrolled as a University of Tasmania student. Students will have a number of opportunities to engage with UTAS teachers during the year. Friends’ teachers and UTAS staff complete assessment together.

There is no external examination for this course. Students will present a final folio which is to be externally assessed along with a brief discussion between the student, a staff member from UTAS and the classroom teacher.

If students successfully complete this course, their grade and mark will be converted to an ATAR score. In addition, a UTAS mark will count for 25% of first year study at the University of Tasmania in the Bachelor of General Education, which is a foundation qualification pathway for students wishing to study in the Faculty of Arts, Education, Business, Health Science or the Faculty of Science, Engineering & Technology. If a student goes on to enrol in another qualification at the University of Tasmania, they may be eligible to apply for this 25% worth of credit to be counted in their qualification.

This is a pre-tertiary subject.

**Australia in Asia and the Pacific**  **AAP315116**

Australia in Asia and the Pacific (AAP) provides an overview of the key environmental, human, economic, cultural, sociological and historical features of Australia and its neighbours. There is an emphasis on contemporary issues, perspectives and events as they affect the region. There are no prerequisites and no prior knowledge is required.

Students undertaking AAP will complete the following four core units:

**Introduction to Physical and Human Geography**

The physical geography of the region; including climate, landforms, relief, vegetation, natural hazard and the impacts of deforestation.
Human geographical concepts including population structure, urbanisation and ethnic/religious structure.

Tourism in Australia, Asia and the Pacific
Growth, trends and reasons for travel in the region. Positive and negative impacts of tourism on culture, environment and economy. Management practices for sustainable tourism. Students will complete case studies of three different tourist destinations focusing on the impacts and sustainable management of tourism.

Australia's Changing Role in the Region – Immigration or Partnerships.
Students study Australian immigration policies including: White Australia Policy, post-war immigration and asylum seekers as well as investigating the experience of one national or ethnic group’s experience of re-settlement in Australia post 1970. If studying partnerships they will complete a case study of the impacts of overseas aid in one Asian nation and one Pacific nation. The latter will include: Types of overseas aid and reasons it is given. Impacts of overseas aid, management strategies for effective aid and solutions to problems associated with aid. Students will complete case studies of three different tourist destinations focusing on the impacts and sustainable management of tourism.

Immigration and Overseas Aid in Australia, Asia and the Pacific
Types of overseas aid and reasons it is given. Impacts of overseas aid, management strategies for effective aid and solutions to problems associated with aid.

Students will complete a case study of the impacts of overseas aid in one Asian nation and one Pacific nation. Australian immigration policies including: White Australia Policy, post-war immigration and asylum seekers. The impact of immigration on Australian society and the experiences of migrants.

National Responses to Crises in Australia, Asia and the Pacific
The causes and effects of national crises (e.g. Fukushima nuclear disaster). Effectiveness of national and international responses to crises.

Students will complete a case study of one national crisis in Asia and one in the Pacific.

This is a pre-tertiary subject.

Business Studies

Business Studies is the study of the nature of business and the environments in which businesses operate. Students will develop understanding of business organisations, the markets they serve, the internal workings and management of business and the processes of decision-making. They learn about sustainable management practices and are made aware of the economic, environmental, ethical, regulatory, social and technological issues associated with business activity. Students also plan and prepare a feasibility study for a business start-up idea.

On successful completion of this course, students will be able to:

- describe functions of business and entrepreneurship in contemporary Australian environments
- describe features of operations management, human resource management, marketing management and financial management
- apply tools, techniques and processes to assess data and information and draw evidence-based conclusions about business performance
- assess the effectiveness of business practices and management strategies
- make logical decisions, judgments and recommendations to improve management practice and business performance
- apply relevant business ideas, practices, processes and concepts and inquiry skills to prepare a feasibility study
- communicate in ways that are suitable for the business environment and for purpose and audience, including the use of appropriate information and communication technologies
• analyse the social, ethical, economic and environmental implications and consequences of business and enterprise practices.

The six major topics to be studied are:

• The Business Environment. The focus of this unit is business and entrepreneurship in Australia. It involves business structures, the impact of internal and external environments on business, and the roles of business managers and entrepreneurs who plan, organise and lead businesses to fulfil key business functions.

• Operations Management. The focus of this unit is Operations Management which involves businesses efficiently and effectively converting inputs (resources) into quality products or services desired by customers.

• Human Resource Management. The focus of this unit is about managing the people in a business organisation. It explores ways Human Resource Management helps achieve business and personal goals.

• Financial Management. This occurs through the analysis and interpretation of financial data and information and is necessary to achieve business goals.

• Marketing Management. This involves businesses researching consumer markets and tailoring products, ideas and services to satisfy the changing needs and wants of consumers and society.

• Business Inquiry: Preparing a Feasibility Study. The focus of this unit is business development and entrepreneurship for a start-up idea for a business, either buying an existing business or planning for an innovative and enterprising opportunity.

This is a pre-tertiary subject.

ECONOMICS  ECN315116

Economics investigates how individuals, groups and societies use scarce resources in the best possible way. Heightened media coverage of economic events and issues has created a growing perception of the relevance of studying economics and its implications for individual, business and government decisions.

By studying Economics learners will develop an understanding of how we organise ourselves to satisfy people’s needs and wants. They will learn how economic events and issues affect their lives and how they can use the knowledge and skills of economics to inform their participation in society.

The course develops the learner’s understanding of:

• Economic knowledge
• Economic reasoning
• Economic decision-making
• Economic policy and action
• Economic communication
• Economic inquiry skills

The course is divided into four compulsory units of study:

• Unit 1: An Introduction to Economics (40 hours)
• Unit 2: Economic Management (60 hours)
• Unit 3: Australia in the Global Economy (35 hours)
• Unit 4: Investigation into a Contemporary Economic Issue (15 hours)

This is a pre-tertiary subject.
**Geography**  
**GGY315115**

The study of geography draws on learners’ curiosity and wonder about the diversity of the world’s places and their peoples, cultures and environments.

It enables learners to appreciate the complexity of our world and the diversity of its environments, economies and cultures. Learners can use this knowledge to promote a more sustainable way of life and an awareness of social and spatial inequalities.

In the senior secondary years, Geography provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community.

These challenges include rapid change in biophysical environments, the sustainability of places, dealing with environmental risks, and the consequences of international integration.

There are three units of study, each of which includes one depth study:

- **Unit 1:** Sustainable Places. Challenges faced in a megacity in a developing country.
- **Unit 2:** Human Impact on Land Cover Change. Anthropogenic climate change or Initiatives to address land cover change.
- **Unit 3:** Globalisation. International economic integration or International cultural integration.

Students must undertake a minimum of nine hours of fieldwork. Fieldwork can be undertaken as a part of any unit.

This is a pre-tertiary subject.

**Legal Studies**  
**LST315116**

*This course is currently being reviewed. Updated information will be provided when it becomes available.*

Legal Studies explores the main structures and processes of the Australian legal and political systems. The legal processes in Australia involve individual rights, responsibilities and participation in our legal and political systems to ensure that governments and individuals work within a framework of justice and freedom, based upon the rule of law, separation of powers and procedural fairness. The focus is on understanding and assessing our system of government, the different ways of making our laws, adjudication and enforcing our criminal law.

Changing the law is highlighted through study of topical legal and political issues, giving learners an opportunity to gauge the law in action, with a strong applied dimension to their learning. Learners also explore nature, function and limitations of law within the context of each part of the course.

Through studying this course, students will develop knowledge and skills that enable them to:

- communicate legal and political information
- describe and assess structures and processes of Australia’s federal and parliamentary systems of government
- describe how statute and common law are made in Australia, and assess interactions between parliament and courts as lawmakers
- describe and assess law reform agents and processes
- describe and assess Australian dispute resolution systems and processes
- describe and assess Australia’s criminal justice system
- correctly use terms and concepts relevant to Australia’s legal and political system
• use research skills and apply time management, planning and negotiation skills to legal studies inquiries
• apply the principles of academic integrity and correctly use referencing (citation) methodology.

The five major topics to be studied are:

• Government
• Sources of law
• Dispute Resolutions
• Crime in Society
• Topical Issues

This is a pre-tertiary subject.

MODERN HISTORY      HSM315115

Students will acquire historical knowledge, skills and understanding through the study of various aspects of modern world history. The syllabus emphasises an analysis of war and peace, and of the political and social forces that have helped shape recent times. Through the examination of historical forces, students will develop skills and understandings, which will equip them to be informed citizens and life-long learners.

The emphasis in Modern History is upon the students acquiring advanced historical methodology in their investigation of historical events and issues. Students go beyond the acceptance of primary sources as unequivocal accounts to develop discerning skills that enable them to make judgements of the veracity, validity and objectivity of historical accounts, and identify and explain bias in the commentaries they extract from sources.

Students will take a selection of units from the following three options:

• The Changing World Order, 1945 to 2010. Cold War, the Post-Cold War World to 2010.

This is a pre-tertiary subject.

INTRODUCTION TO SOCIOLOGY AND PSYCHOLOGY     BHX215116

This course provides an introduction to the disciplines of Sociology and Psychology. Introduction to Sociology and Psychology, Level 2, uses an interdisciplinary approach through which learners develop an understanding of themselves and other individuals, groups and institutions within society and across cultures. It explores common human experiences and the interaction between motivation and behaviour. Through evidence based research and using the lenses of sociology and psychology, learners are encouraged to ask critical questions about social phenomena.

Through this course, learners gain valuable insights and understandings of both themselves and their worlds. They develop social and cultural literacy, i.e. the essential skills, understandings and capabilities, to understand themselves and influence their own future and to participate with greater tolerance and respect in contemporary society, locally, nationally and globally. The course benefits learners when they pursue further education in the disciplines of Sociology and Psychology (eg. TASC Level 3) and training and employment in a range of community and social services. For example, this course also provides knowledge and skills that would be a good foundation for vocational studies in areas such as welfare and childcare. This is a not pre-tertiary subject.
PHILOSOPHY  PHL315113

The major value of philosophy is that it teaches not what to think, but how to think. It is the study of the principles underlying conduct, thought, existence and knowledge. The skills developed through philosophy are the ability to analyse, to engage with and to question prevailing views and to express thoughts clearly and precisely. It encourages critical and creative problem solving through open-minded intellectual flexibility and examining existing paradigms in new ways. Philosophy promotes respect for intellectual integrity and builds students’ capacity to be independent thinkers who can comprehend, analyse and evaluate the philosophical positions of others and articulate and justify philosophical positions of their own. Philosophy is an extremely useful subject for those considering careers in law, advocacy, politics, journalism and many other areas which require skills of analysis and critical evaluation.

The course provides an overview of philosophy and focuses on five major topics within contemporary philosophy.

Unit 1: An Introduction to Philosophy
Unit 2: Mind/Body
Unit 3: Free Will
Unit 4: Epistemology
Unit 5: Life, the Universe and Everything
Unit 6: Philosophers and the Good Life.

This is a pre-tertiary subject.

PSYCHOLOGY  BHP315116

Psychology is the scientific study of human behaviour. Its goals are to describe, understand, predict and control behaviour. It explores the individual’s behaviour and experience of the world.

This includes such issues as:

- how heredity and environment affect development through the lifespan, with a focus on intelligence, gender and personality
- what are the psychological processes that influence behaviour, with a focus on how the senses shape impressions of reality, how perception allows the individual to make sense of the world, and how normal and altered states of consciousness affect the way an individual perceives and experiences the world
- how individuals learn
- how individuals remember and forget.

There is focus on applied psychology and how psychologists investigate specific problems and how this empirical information is applied to current issues. Psychology is helpful in preparing the individual for occupations or lifestyles requiring an understanding of human behaviour. It provides a broad perspective valuable to students intending to undertake tertiary studies in any profession requiring knowledge and experience in human interaction; medicine, education, law, nursing. If studied at university, it is a discipline that offers many career opportunities.

Psychology has a 3 hour external examination and an investigative project that is externally assessed.

This is a pre-tertiary subject.
**Sociology** BHS315116

*Sociology* (Level 3) provides an overview of the structure of society with particular reference to contemporary Australian society. This includes description and analysis of the patterns and organisations that shape human behaviour in contemporary social life. This syllabus examines the social, political, economic and cultural creation of social groups and their influence on the individual. Learners critically analyse and view social issues from a larger perspective to develop understanding of how our individual lives are connected with larger social realities. In analysing and linking micro-level individual experiences to macro-level social structures, students will be encouraged to explore their own perceptions, attitudes and prejudices towards a range of social issues.

The course provides an introductory overview of research and theory on a range of sociological concepts including socialisation, deviance, culture, social structure, institutions, and inequality.

**It will equip the student with the tools to research, analyse and understand such issues as:**

- the distribution of wealth and power in Australia
- the relationship between family, social location and life chances
- deviant behavior: drug use, crime and sexual deviance and other types of deviance
- the poverty cycle and the relationship between new technology and unemployment
- gender, ethnicity, age and aboriginal differences concerning inequality, including issues relating to racism, sexism and multiculturalism
- the political struggle for power within institutions.

Sociology has a two-hour external examination and an externally assessed project, which examines inequality.

University study in Sociology prepares individuals for careers in a wide variety of occupations – policy making, urban planning, personnel work, welfare sector, police, criminology, teaching, media work and tourism. It is also a life skill subject as it enables the student to develop critical thinking skills and have a depth of understanding of those social factors that affect Australians’ life choice and life chances.

**This is a pre-tertiary subject.**

**Studies Of Religion** REL315116

This course introduces religious traditions and then considers the beliefs of Judaism.

The second unit is on Significant Challenges and Change – Historical and Contemporary, with the focus on the spread of Mahayana Buddhism in Asia and the challenge to Tibetan Buddhism since the 1950 Chinese occupation of Tibet.

The third unit on Ethics and Morality, articulating the thinking that helps an individual develop a moral stance.

The final unit is an extended depth study that investigates the impact of contemporary issues on two world views in a predominantly secular Australia, Islam and Orthodox Judaism.

**This is a pre-tertiary subject.**
LANGUAGES

Languages contribute to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. Students are challenged to look at their own perspectives and draw from their understanding of their native language in order to comprehend a range of grammatical structures in a second language. This process often enhances students’ comprehension and awareness of their own language, thereby becoming a valuable learning tool.

The Languages Program at The Friends’ School allows students the choice of undertaking studies in French, German, Chinese and Japanese. This program is nurtured from the early stages of Year 7 through to the more challenging TCE and IB Diploma courses. Korean may also be offered to native speakers as part of the IB Diploma if there are sufficient numbers. Japanese is also offered from Prep through the primary school years.

Due to timetabling complexities, it may not be possible for a student to study two TCE pre-tertiary language courses in the one school year. It is advised, for those wanting to study two languages, that they arrange a meeting with the Head of Languages to discuss options.

Students wishing to take up study in German, Japanese, French or Chinese at TCE pre-tertiary level who did not complete the Year 10 program in the language are also advised to arrange to meet with the Head of Languages prior to making their subject choices.

**CHINESE  CHN315114**

This course is designed for students who have successfully completed the High School Year 10 Chinese course. It aims to enable students to use Chinese to communicate with others, to understand and appreciate cultural contexts in which Chinese is used and to apply Chinese to work, further study, training or leisure.

Through the study of three major themes – the individual, Chinese-speaking communities and the connections between those communities and aspects of the changing world – students develop skills in listening, speaking writing and reading contemporary Chinese and an understanding of Chinese culture.

Students are required to maintain a portfolio of research and language-based activities to demonstrate the development of their language skills and competencies.

Students who come from a Chinese speaking background are required to confirm eligibility for this course prior to making their subject choices.

**This is a pre-tertiary subject.**
**Chinese – Specialist Level  **  CN813

This course is designed specifically for students with a cultural and linguistic background in Chinese or students who have received full time education in this language for one or more years in a country where Chinese is the target language. It is designed to develop students’ ability to communicate with others in Chinese and to understand and appreciate the cultural contexts in which Chinese is used. It develops the students’ potential to apply Chinese to work, study, training or leisure. The provision of this course will be dependent on student numbers and interest.

*This is a pre-tertiary subject.*

**Chinese IB Certificate Course**

Students who successfully complete Chinese 315114 in Year 11 should consider undertaking the IB Certificate course in Chinese (Language B) in Year 12. For further details, refer to the IB section (Group 2) of this handbook.

**French  **  FRN315114

This course is designed for students who have completed the High School Year 10 French course. It aims to consolidate and extend the students’ skills in oral/aural and written communication French with a balanced emphasis on all skills. It enables students to develop an awareness of another culture and deeper understanding not only of French, but also of their own language.

Through the study of three major themes – the individual, French-speaking communities and the connections between those communities and aspects of the changing world – students develop skills in listening, speaking writing and reading contemporary French and an understanding of French culture.

Students are required to maintain a portfolio of research and language-based activities to demonstrate the development of their language skills and competencies.

Students may have the opportunity to visit our French sister school in Nancy during a school break for a two to three week exchange.

*This is a pre-tertiary subject.*

**French IB Certificate Course**

Students who successfully complete French 315114 in Year 11 should consider undertaking the IB Certificate course in French (Language B) in Year 12. For further details refer to the IB section (Group 2) of this handbook.

**German  **  GRM315114

This course is designed for students who have completed the High School Year 10 German course. Students’ existing knowledge of the German language and contemporary German society will be extended. The topics covered are relevant to life in German-speaking countries today and to the learner’s age and interests.

Through the study of three major themes – the individual, German-speaking communities and the connections between those communities and aspects of the changing world – students develop skills in listening, speaking writing and reading contemporary German and an understanding of German culture. Students are required to maintain a portfolio of research and language-based activities to demonstrate the development of their language skills and competencies.

In addition there are enrichment activities, which add to the learners’ understanding of German
language and society. Students may have the opportunity to travel to our German sister school in Uelzen during a school break for a two to three week exchange.

This is a pre-tertiary subject

**GERMAN IB CERTIFICATE COURSE**

Students who successfully complete German Level 315114 in Year 11 should consider undertaking the IB Certificate course in German (Language B) in Year 12. For further details refer to the IB section (Group 2) of this handbook.

**JAPANESE JPN315114**

This course is for students who have successfully completed the High School Year 10 Japanese course. The aim of the course is to achieve basic competency in standard Japanese. The range of vocabulary and grammar should enable the student to convey ideas in basic Japanese in spoken and written contexts and to speak in at least one field on his or her own interest.

Through the study of three major themes – the individual, Japanese-speaking communities and the connections between those communities and aspects of the changing world – students develop skills in listening, speaking writing and reading contemporary Japanese and an understanding of Japanese culture. Students are required to maintain a compilation of research and language-based activities to demonstrate the development of their language skills and competencies.

Students acquire a general knowledge of Japan, which will enrich their use of the language. They may also have the opportunity to visit The Friends’ School, Tokyo or our sister school in Kochi on exchange.

This is a pre-tertiary subject.

**JAPANESE IB CERTIFICATE COURSE**

Students who successfully complete Japanese 315114 in Year 11 should consider undertaking the IB Certificate course in Japanese (Language B) in Year 12. For further details refer to the IB section (Group 2) of this handbook.

**LANGUAGES FOUNDATION COURSES**

The foundation courses are not pre-tertiary courses. They are level 2 courses that run for 150 hours and are a prelude to undertaking study at the pre-tertiary level 3 standard.

Currently we run a class for French 215114, which combines with students undertaking the IB *ab initio* course. If there is sufficient interest, the possibility for students to undertake study in a Foundation program in Japanese or German could be available. However, it is most probable that students wishing to complete a Foundation Language program would work in a combined class with the pre-tertiary students studying the 315114 program. Therefore, students interested in the Foundation course/s would need to be positive, self-directed learners who are able to work at an accelerated pace.

**FRENCH FRN215114**

This course aims to develop the student’s ability to communicate in French. The course covers three major themes: the individual, French-speaking communities, and the connections between those communities and aspects of the changing world. At The Friends’ School students have the opportunity to undertake study at the French Foundation standard as part of our IB *ab initio* course – offering French to first time learners.
The Mathematics Faculty offers a variety of Mathematics courses which may be taken by students at Clemes in Years 11 and 12. When making a choice, students should carefully consider current university pre-requisites for the course(s) of their choice as well as other employment opportunities. Students are encouraged to consult their Mathematics teacher and the Head of Faculty when making their choice.
**Workplace Mathematics MTW215114**

This subject is recommended to students who have attempted the Year 10 Modified Mathematics course with a limited or marginally satisfactory level of achievement. Other students seeking a worthwhile terminating mathematics course for Years 11 or 12 should also consider this option.

The objective of this course is to equip students with a range of mathematical skills and experiences as a preparation for entry into the workforce or as a pre-requisite for further specialised post-compulsory training. The course sets numeric skills in real life contexts. Students will refine previously acquired core mathematical skills involving basic number operations, problem solving strategies, formulae, measurement, scale, ratio, time and motion, finance and information communication technology. Rather than furthering mathematical knowledge, this course is about developing confidence in the use of existing mathematical tools and their application in the real world.

**General Mathematics – Foundation MTG215114**

This course provides opportunities for students to consolidate previous mathematical experiences by applying their knowledge and skills in real-world situations associated with linear functions, finance, shape and measurement, data analysis, matrices, graphs and networks. The primary objective of this subject is for students to be able to apply what they learn to authentic situations. It is designed for students seeking to go further in their mathematics education, especially those preparing for the study of pre-tertiary General Mathematics. It is also suitable for those who will proceed to TAFE studies or directly to employment.

This subject is normally taken in Year 11. It is an appropriate course for students who have attempted the core Year 10 General Mathematics syllabus with a satisfactory level of achievement. Students who have satisfactorily completed Year 10 Modified Mathematics could also, after consultation with their teacher, consider attempting this course.

**General Mathematics MTG315115**

This subject deals with applications of mathematics and equates to the Australian Curriculum: General Mathematics Units 3 and 4. This course will focus on bivariate data analysis, growth and decay in sequences, graphs and networks, time series analysis, loans, investments and annuities, and networks and decision mathematics.

General Mathematics aims to develop students’ understanding of concepts and techniques drawn from the topic areas of number and algebra, geometry and trigonometry, graphs and networks, and statistics. Students will develop the ability to solve applied problems using concepts and techniques drawn from these areas.

Project work and investigations form an important component of this course. Students seeking a mathematics credential for employment or further study in a variety of fields that require mathematical applications should benefit from studying this subject.

This syllabus is suitable for those students who have satisfactorily completed Year 10 Core Mathematics or General Mathematics at CA level or higher or Year 12 students who have successfully completed General Mathematics – Foundation MTG215. It should also be made clear that students from linguistically and culturally diverse backgrounds may experience difficulty with the English language setting of much of the course material.

This is a pre-tertiary subject.
MATHEMATICS METHODS – FOUNDATION**

MTM215116

This subject is normally taken in Year 11. The syllabus content has been selected for its intrinsic mathematical value and its role in a sequence of concepts and techniques which will be further developed in later study. Students who gain less than a CA award in Mathematics at the end of Year 10 are likely to find this course very difficult. Students who require Mathematics Methods MTM415 for university and their chosen career pathway will be required to work hard to understand the concepts covered in this course if they wish to study Mathematics Methods MTM415 in Year 12.

In this subject, students will be able to acquire knowledge and develop skills in the areas of algebraic processes, linear, quadratic, exponential and logarithmic functions, trigonometric functions, probability and calculus.

On successful completion of this course, students may choose to study either General Mathematics MTG315 or Mathematics Methods MTM415 at pre-tertiary level.

**Accreditation of this course as a Pre-Tertiary subject is being finalised by TASC in preparation for the 2017 academic year.

MATHEMATICS METHODS

MTM315114

This subject is designed for students who intend to undertake tertiary studies related to mathematics and is a pre-requisite for some university courses. Students considering taking this subject will need to have been successful in Year 10 Mathematics Methods Foundation, preferably achieving at CA level or higher. Students who are not yet at this level, but who wish to attempt Mathematics Methods in Year 12 should take either General Mathematics MTG315 or Mathematics Methods – Foundation MTM315 in Year 11.

The syllabus emphasises the acquisition of knowledge and skills in the following content areas: functions and their graphs, circular (trigonometric) functions, differential calculus, integral calculus and probability.

This is a pre-tertiary subject.

MATHEMATICS SPECIALISED

MTS415114

This challenging syllabus complements and extends the work undertaken by students in Mathematics Methods. It is designed for mathematically able students intending to continue on to tertiary studies involving mathematics. The syllabus emphasises the acquisition of knowledge and skills in the following content areas: sequences and series, complex numbers, matrices and linear transformations, and calculus.

This is a pre-tertiary subject.

STUDY SKILLS FOR MATHEMATICS

This school-based 50 hour course is designed to assist students undertaking pre-tertiary study in mathematics and other subjects requiring mathematical skills. The major focus will be on meeting the individual needs of students related to the content within their particular mathematics course.

In addition, students will be advised on:

- making efficient use of their time in class and at home
- using good communication skills in their study of mathematics
- enhancing their problem solving techniques
• maintaining a folio of topic summaries which include exemplars of work undertaken
• establishing an effective homework and revision program
• strategies for tests and examinations.
A range of Science courses is offered, enabling students to select courses to complete their science education or courses that will prepare them for tertiary studies.

Note: students wishing to proceed to Chemistry and Physics in Year 12 need to take Physical Sciences in Year 11. While Physical Sciences is not essential for students studying Biology, it is highly recommended, especially for those intending to study biology at tertiary level.

Physical Sciences may be studied concurrently with or in the year before Biology.

**Study Skills For Physical Sciences**

This school-based 50-hour course is designed to assist students undertaking pre-tertiary study in the Physical Sciences and other subjects requiring scientific skills. The major focus will be on meeting the individual needs of students in content areas.

When required, students will be advised on such matters as:

- efficient time allocation
- good communication
- problem solving techniques
- maintaining a folio of topic summaries which include key examples
- establishing an effective review program
- how to tackle tests and examinations

**Study Skills For Life Sciences**

This school-based 50 hour course is designed to assist students undertaking pre-tertiary study in Biology and Environmental Science and Society and other subjects requiring scientific skills. The major focus will be on meeting the individual needs of students in content areas.

When required, students will be advised on such matters as:

- efficient time allocation
- good communication
- problem solving techniques
- maintaining a folio of topic summaries which include key examples
- establishing an effective review program
- how to tackle tests and examinations
Biology BIO315116

This syllabus is designed both for students who are proceeding to tertiary study and for students who have a general interest in biology. Year 11 students taking this course will need to have successfully completed the Biological Science course in the High School, or equivalent, preferably obtaining an award of HA or better.

It is intended that students will:

- Develop problem solving, practical and personal skills which allow them to function as individuals in contemporary society
- Develop an understanding of biological principles and be able to apply these in understanding the world they live in
- Be encouraged to ask questions and to develop skills that will help them to seek and gain information for themselves
- Develop considered opinions based on evidence and rationality and develop an open-minded, critical approach to scientific and broader issues
- Develop an understanding of the levels of biological organisation
- Develop an understanding of the processes occurring in biological systems and to be able to apply these to a changing world.

The content of the syllabus consists of six essential themes:

- Structure reflects function
- Energy input/output
- Materials input/output
- DNA: the code of life
- Maintaining equilibrium
- Evolutionary change.

Each theme will be explored at four levels of biological organisation:

- Chemical basics of life
- Cells
- Organisms
- Interactions of organisms with their environment.

The learning activities which are a required part of the course are as follows:

- Data collection, processing and presentation
- Decision-making/problem solving exercises
- Scientific investigations
- Modelling of systems
- An investigation and presentation of a current issue in biology.

This is a pre-tertiary subject.
CHEMISTRY  

CHM415115

This syllabus is designed for Year 12 students proceeding to further study in chemistry but would also be useful for students interested in obtaining a general background in the subject. It builds on the introduction to chemistry given in Physical Sciences. The treatment of the major topics in Chemistry emphasises understanding, the development of language and computational skills necessary for the study of chemistry, and extensive practical work.

The topics for study are:
- Electro chemistry (including corrosion)
- Quantitative chemistry
- The chemistry of carbon and its organic compounds
- Electronic structure and the Periodic Table
- Gases and the Kinetic Theory
- Energy associated with chemical change
- Rates of reaction
- Chemical equilibrium (including acids and bases)

Successful completion of a course based on this syllabus is a pre-requisite for first year university Chemistry as well as for a number of other courses including Medicine.

It is expected that students following this syllabus would have successfully studied Physical Sciences in the previous year. Additionally a sound background in mathematics such as that provided by Mathematics Methods (or at a minimum General Mathematics) is required.

This is a pre-tertiary subject.

ENVIRONMENTAL SCIENCE AND SOCIETY  ESS315114

Environmental Science and Society is a pre-tertiary subject. It is designed for students who have an interest in science and its applications in environment management.

Students study a variety of local ecosystems and explore how humans impact on their environment. A variety of study techniques are used including excursions and project work. Current environmental issues are explored in a balanced and scientific manner. Students are introduced to a range of strategies for solving environmental problems, hopefully leading them to a sense of optimism for the future.

To undertake this subject, a student should have attained satisfactory to good levels of literacy and numeracy in previous subjects. In particular they should have attained a satisfactory or better award in Physical Science and Biological Science in Year 10. It is a useful subject for Year 11 students as it can provide a background for the study of other science subjects.

Internal ratings will be based on a variety of assessment techniques but each student will be required to produce a case study which will represent about four weeks work. The external exam consists of one three-hour paper and is open book.

Environmental Science and Society is an excellent general education subject and is a very useful preparation for a career in forestry, environmental management, teaching, tourism, parks & wildlife, journalism, the media, economics or law.

This is a pre-tertiary subject.
**Physical Sciences – Foundation**  SPW215114

In this course, students who have had limited or no exposure to the Physical Sciences will learn to explain, investigate and predict chemical and physical phenomena. They will learn to apply mathematical concepts to predict the behaviour of physical and chemical systems and to investigate familiar and new situations.

Students will develop the ability to communicate effectively using scientific language and a range of media; work both independently and as part of a group; and demonstrate safe behaviour in laboratory situations.

This course will be taught through group work, investigation, projects and more traditional techniques. The aim is to help students develop into scientifically literate citizens who are able to critically assess information and make informed decisions.

The Physical Sciences – Foundation course will provide an alternative pathway for students who wish to undertake pre-tertiary studies in Physical Sciences PSC315 in Year 12.
TECHNOLOGY

COMPUTER RELATED SUBJECTS

COMPUTER SCIENCE ITC315113

This course is designed for those students who wish to study the theory of computing and programming more formally. Students intending to study computing at university would find the course appropriate. The coursework requires a good grasp of senior mathematics.

Examples of topics covered in the course include: Algorithm Design and Analysis, Logic, Networks, Internal Hardware and Computer Representation of Data. Underpinning the theory is a strong emphasis on the development of practical programming skills using the Java programming language.

The course provides for a computing option of 20 hours where students can explore an area of interest in more depth.

Note: this subject may only be available with a restricted number of contact hours in conjunction with IB Computer Science.

Syllabus components:
- Problem solving and programming (70 hours)
- Computer fundamentals (40 hours)
- Social/ethical issues and professional responsibility (10 hours)
- Computer option (30 hours).

Assessment:
Assessment is accredited in 9 criteria. All criteria are assessed internally and additionally Criteria 1 to 5 are assessed by a three-hour external examination.

The central topics for these criteria are:
- Criterion 1: algorithmic solutions
- Criterion 2: the Java programming language
- Criterion 3: data structures with objects and classes
- Criterion 4: computer architecture
- Criterion 5: data storage and representation

This is a pre-tertiary subject.
**Computer Graphics and Design**

This school-based 50 hour course introduces three-dimensional (3D) and two-dimensional (2D) drawing, animation, modelling and graphics software. The course offers academic, artistic and technically minded students the opportunity to experience powerful professional software used in today’s design industries.

Year 12 students who might be contemplating a career in the design professions, or in the more technical areas of industry, will find this course useful and informative.

**Computer Graphics and Design**  **CGD315113, CGD215113**

Computer Graphics and Design enables students to work within a contemporary design context, creating content in, and for, a digital environment, across a range of specialised areas. The course can be studied at either a level 3 or level 2 standard with the level 3 course featuring an external exam in addition to an externally assessed project.

The course uses a mix of 2D and 3D software to teach students about content visualisation and creation. It is suitable for students who wish to communicate graphically using technology. The course is well suited to students looking at the areas of: Architecture, Graphic Design, Game Design, Scientific Visualisation, Engineering, Industrial Design, Animation, Interior Design, Landscape Architecture, Publishing and Illustration.

Students will use design principles, processes and practice to explore the diverse range of possibilities available for designing and creating visual content in the digital world that has a function and purpose. They will have the opportunity to extend and apply their understanding of these processes by undertaking an extended design project and content area study.

*The course has three components:*

- Contemporary Design in Computer Graphics
- Computer Graphics and Digital Content Areas
- Major Research Project (Extended Design Project)

Computer Graphics contributes to the development of technological and visual literacy as well as the communication, analytical and problem solving skills of students.

**Computer Graphics and Design CGD315 is a pre-tertiary subject.**

**Video Production**

This school-based 50 hour course gives students an introduction to the techniques of video production using digital technology. Students participate in all stages, from pre-production to shooting video and finally editing their production. Students use Canon High Definition digital video cameras and Final Cut Pro X.

The course enables students to develop an understanding of the operation and function of video and audio production and develop critical and aesthetic awareness in producing video. They have the opportunity to use this knowledge for creative development in these fields. A short video of their choice is the major assessment for this unit, which provides opportunities for individual self-expression using these techniques and for working as a member of a production team.

Students with a keen interest in musical production and editing may like to enrol in Audio
Design – For Special Events AUD205 as well, and use the music which they have created and edited in their video productions.

**DESIGN AND PRODUCTION  DAP215116**

Design and Production develops skills in the design and construction of products within an area of specialisation. An understanding and skills in handling the nominated material will be gained through to producing items in response to design briefs.

*This course enables learners to design and make products in one of the following areas of specialisation:*

- composite materials
- metal
- plastics
- wood

Students will develop an understanding of the design process to generate well-considered responses to the briefs. Students learn to draw on a range of strategies to plan, generate and realise commercial and domestic products. They will use a diverse range of techniques to communicate their intentions and their design proposals including colour visuals, orthographic, working drawings, sketches, digital, virtual or three-dimensional presentations.

Students will submit a design folio and complete products exhibiting competent technical skills and processes in working with their chosen materials. Review and evaluation of processes and products will be undertaken.

Through the study of design fundamentals and the application of the design process in the production of objects and samples, the student will develop skills and knowledge relevant to industry, cultural, personal and domestic contexts.

*Students will respond to a brief and undertake projects that will require them to:*

- use the design process
- create innovative and original solutions
- develop a knowledge of materials
- explore and develop appropriate systems.

**UTAS OBJECT DESIGN  FSF104**

*Students learn about:*

- Design practice and processes
- Production skills
- Designers and their approach to design problems
- University life.

*Students will study:*

- Design development in response to a brief
- Documenting your design process in a journal
- Technical skills in working with the materials and finishes for your object
- Producing a finished designed object.

*Learning activities may include:*
• Attending a symposium with designer talks and workshops at University of Tasmania in your region
• Working in your own college on the design and development of a designed object that addresses the design brief
• Technical instruction and mentoring from a university mentor to support the design and making of your design response
• Exhibiting work in a public exhibition
• Producing a journal reflecting your design development
• Writing a designer’s statement about your work.

To enrol in this subject students need:
• To have successfully completed, or be demonstrating outstanding progress in Design and Production 2 or Housing and Design 3 (or equivalent subject)
• As Object Design enrolments begin part way through Term 2, all students wishing to participate must enrol in Design and Production before eventually transferring to Object Design.

This program is offered as part of the University of Tasmania’s University College Program and counts towards your TCE & ATAR. Successful completion of this subject may give you the opportunity to gain credit towards a University of Tasmania course.

For more information, please visit the University’s website and discuss your University College Program course options with a teacher or course counsellor at your school.

**VISUAL ART PRACTICE** [ART210112](#)

This course allows students to combine two 50 hour units from either the Arts or the Technology Faculties, in order to be eligible for a TCE Level 2 course. This might consist of 2 Art studio units or 2 Technology studio units or 1 Art studio unit and 1 Technology studio unit. Students are encouraged to engage with Art and Design practice and develop ideas and techniques, while allowing for a breadth and variety in their experiences.

Students can satisfy the course requirements by choosing to study 2 studios, one from list A and one from list B in the same academic year.

<table>
<thead>
<tr>
<th>LIST A</th>
<th>LIST B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceramics</td>
<td>Industrial Design*</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>Mixed Media</td>
</tr>
<tr>
<td>Photography</td>
<td>Digital Art &amp; Media*</td>
</tr>
<tr>
<td>Craft &amp; Design*</td>
<td>Sculpture*</td>
</tr>
</tbody>
</table>

* Depending on the chosen medium students will be allocated to the most appropriate class.

Students electing to undertake Craft & Design, Industrial Design, Digital Art & Media or Sculpture must indicate their preferred medium when selecting a course, as this will determine their class allocation.
Certificate II in Kitchen Operations

SIT20312

This VET course enables students to gain competencies in industry-recognised training that will provide them with a pathway into the hospitality industry. Students enrolling in this subject will receive industry-based training in hospitality and gain Certificate II in Kitchen Operations as described by the national training package.

This qualification provides the skills and knowledge for an individual to be competent in a range of kitchen functions and activities that require the application of a range of practical skills in a defined context. Work placement will be undertaken in various commercial and hospitality enterprises where food is prepared and served, including restaurants, hotels and catering operations. Students will work with some autonomy and also be required to work as part of a team.

Certificate II in Kitchen Operations is a great foundation for either a career in the hospitality industry or employment whilst completing further study or travelling.

You will learn basic operational knowledge and practical work skills including:
- organising, preparing and presenting food
- responsible service of alcohol
- preparing and serving espresso
- basic cookery methods
- serving food and beverage
- following safe work practices and hygiene procedures.

These are skills that qualify you for a wide scope of hospitality and tourism related positions in:
- international hotels
- catering companies
- patisseries
- cruise liners
- restaurants
- coffee shops and pubs.

This Certificate is a pre-requisite for further hospitality studies including:
- Certificate III in Commercial Cookery
- Certificate III in Catering Operations
- Certificate IV in Commercial Cookery

The full Certificate II course will earn 32 points towards the Tasmanian Certificate of Education.
**Food and Nutrition  FDN315113**

Food and Nutrition provides a broad study of the food issues that have ongoing relevance to individual and community health and wellbeing. The knowledge, skills and attitudes gained during the course will have applications in, and benefits for, both vocational and general life experiences.

The course aims to develop an understanding of the links between food, food sustainability, nutrition, health and wellbeing. The course responds to community concerns about increasing levels of diet-related conditions by providing students with the knowledge and skills to make informed choices and understand where their food comes from.

Contemporary food issues related to nutrition and the market place are raised, investigated and debated. Students critically inquire into the global economic, social and environmental impacts of current food production practices.

This knowledge enables students to make informed responses to processes in the production to consumption continuum and exert an influence on future developments in the food industry as educated citizens and in their future careers.

This is a pre-tertiary subject.

**Food Studies**

The Food Studies course is a practical 50 hour course with an emphasis on developing a love of cooking and acquiring the food preparation and cooking skills needed to create interesting and well-known dishes. Learning how to prepare and cook different foods safely is an important life skill that can help to promote healthy eating, whilst being able to develop and prepare interesting foods that you will enjoy.

**Media Production  MED315115**

Media Production is designed for students who wish to develop understanding of a range of aspects of the media. Students will explore the media through practical experiences. Students will form into production teams within learning environments that simulate a professional setting in order to develop products in a specific medium. Through acquisition of technical and analytical skills students will develop the ability to critically assess and appreciate the operational functions and social implications of their medium of specialisation.

At the pre-tertiary level (MED315) there is an external assessment consisting of a folio of student work and a two-hour exam.

Media Production is offered with two possible specialisations – Print and Video.

**Print**

This course models the professional environment of a newspaper office. Students are given the opportunity of working on The Friends' School newspaper, *Focus*, with a circulation of about 9000. The newspaper is a student-run enterprise where students become multi-skilled in journalism, photography, desktop publishing and design. Students also have the opportunity to work in teams and perform management functions as team leaders in the respective departments of the newspaper such as editorial, photography and production.

As journalists, students gain confidence in performing interviews and gathering and validating data for stories. They learn to solve and overcome problems that are inherent in the
real world situation of meeting deadlines. Their writing is for a wide audience, and editing and proofreading are important skills of validation.

Understanding the ethics of journalism is an integral part of the course. Students gain skills in using word processing software and the InDesign desktop publishing package.

It is an innovative, hands-on course that takes students outside the classroom to interview clients, take photos and gather stories from the community. Students gather together a folio of work, which would prove useful for many prospective employers seeking employees who can show initiative, enterprise, planning and multi-skilling.

At the pre-tertiary level (MED315) the folio is externally assessed. The folio of work is presented on CD or hard copy and comprises a major piece of work that is either an eight page tabloid format or a 12 page magazine format, and at least one other minor piece of work, one being a commercial and one being a completed news story or similar project.

Students can also enrol in a 100 hour long course, Media Production – Foundation MED215115 or a 50 hour course.

**VIDEO**

As well as developing technical competence with video production, this course also develops the skills to work as a director or member of a team to prepare for and perform live multi-camera recording on location. Students will work in teams and in ways that closely resemble professional settings and provide opportunities for experience in a range of production roles such as writer, camera operator, sound operator, director and editor. There will also be the opportunity to work with student specialists in other media.

During the course students gain the technical skills needed to produce quality video/television products such as commercials, news stories, documentaries and short films. Students work as a member of a production crew, as well as individually, to produce quality video/television products including live on-location shoots and develop an understanding of the role of media in society. Students gain skills in operating Canon C100, 5 D mkIII and 70 D cameras, tripods, orbiters, lighting, digital audio recording using XLR microphones and post production using Final Cut Pro X, Motion, After Effects and Pro Logic.

Throughout the year, students will have the opportunity to provide their services to clients outside the classroom, such as when recording an interview or a school performance. Students should be prepared to attend such events even if they occur outside the normal school day. At the pre-tertiary level the folio is internally and externally assessed and consists of works stored digitally of no longer than 10 minutes total, including a major production of 5 minutes minimum for either a documentary, drama, or an animation of 3.5 minutes and one minor production, either a 30 or 60 second TV commercial, news story or similar production.

Students can also enrol in a 100 hour long course, Media Production – Foundation MED215115 or a 50 hour course.

No previous experience is necessary, although prior experience in Video Production or previous completion of Year 9/10 Multimedia would be an advantage.

This is a pre-tertiary subject.
Housing and Design (HDS315113)

Housing and Design develops students’ knowledge, skills and capabilities to respond to design problems relating to indoor and outdoor living spaces at the highest level of complexity offered by TCE courses. Emphasis is placed on developing the architectural design skills of imagining, representing and testing design ideas, and the application of research strategies to support this progress. Students will consider environmental, aesthetic, functional, social, technological and ergonomic influences and impacts within a range of housing and design projects. Housing and Design emphasises development of design capabilities through the use of imagination and creativity in making proposals and choices in the development of innovative and enterprising solutions to problems. Students learn a variety of strategies for meeting identified needs, and address considerations of a design brief.

Students learn to draw on a wide spectrum of thinking and creativity to plan, generate, synthesise and realise ideas. They use a diverse range of techniques to communicate this thinking, and their design proposals (e.g. graphical, oral, notational, textual, mathematical, digital, virtual or three-dimensional presentations). Students engage with complexity, being adaptive, creative and enterprising in their work. Their outcomes reflect qualities of appropriateness of designs and sensitivity, having learned to critically challenge housing values to improve the social and environmental impacts of the built environment.

This is a pre-tertiary subject.
NON-FACULTY SUBJECTS

COMMUNITY SERVICE LEARNING  CSL205113

This 50-hour course combines community service with academic learning, focusing on critical, reflective thinking and personal and civic responsibility. It involves students in activities that address community-identified needs, while developing their academic skills and commitment to their community.

Students complete at least thirty hours of pre-approved, unpaid service experience and reflect upon their experience, its current and future impact, and the implications for life-long learning through meeting the course requirements. Students are encouraged to continue to volunteer after the course is completed.

Students will be expected to initiate placements in community service activities where they would like to participate. They will also need to keep a reflective journal and write a report about the community service organisation or activity they were involved with.

GENERAL STUDY SKILLS

This school-based 50-hour course is designed to meet the individual needs of students who require support to develop study habits that promote success and/or who wish to study in a supported environment to improve their existing study skills.

The course encourages:

- a responsible and co-operative approach to learning
- the ability to direct, control and regulate learning
- improvement in research skills and processes
- efficient time allocation, organisation of material and priorities
- effective writing skills, learning techniques and exam preparation.

Students use work from other subjects as their focus and are encouraged to evaluate their own needs and progress.

STUDENT DIRECTED INQUIRY  SDI315113

This course provides students with the opportunity to explore in an area of personal interest through independent study. The Inquiry will be in greater depth than inquiries within existing senior secondary subjects and will involve students in working across traditional learning areas to make connections between bodies of knowledge. The largely self-paced style of learning will allow students to work beyond a strictly time-tabled time allocation. Students are expected to spend 150 hours on the project, including the time spent gaining the necessary research and management skills.
The aim of the course is to challenge students to set themselves learning goals that will enable them to

- take responsibility for their learning and reflect on the learning process
- make connections with others and between bodies of knowledge
- act autonomously and independently.
- manage a project and project based research
- manage their learning
- communicate effectively.

The outcome of the Inquiry will be a product or a report, together with a documented record of the learning/construction process. These will be presented to an assessment panel at the end of the project. The course is available to Year 12 students, though you must possess the technical and literacy skills required for your individual study. If you are interested in undertaking a Student Directed Inquiry, you will need to complete a study proposal, under the guidance of a staff member who will act as your supervisor for the Inquiry. As a first step, arrange through your tutor to talk to Louise Giudici or Adam Chambers. At this stage we do not expect you to have a clear project in mind, but it would be helpful to have identified a possible area of interest!

This is a pre-tertiary subject.
VET (Vocational Education and Training) courses are designed to give students access to workplace learning. These opportunities will enhance a student’s general education and provide pathways to career opportunities, part time work, TAFE training and university.

Students can take pre-tertiary and non pre-tertiary TCE subjects combined with a VET subject, to give them broad opportunities and provide them with industry certification while still at school.

- these programs are developed and approved by industry
- you will receive a qualification that is recognised Australia wide, and is based on assessment at the School and in the workplace
- your VET results will count towards your TCE
- you can try out career options and begin your training while still at school
- you will learn job skills that will be useful whatever work you end up doing
- you will spend time in a number of workplaces
- the programs offer a clear pathway into further education and training.

Please contact Suzanne Walker for more details.

**Certificate II In Kitchen Operations**  
SIT20312

See Technology section for information on this course.

**Other VET Courses**

We are able to provide opportunities for students to take VET courses. The number of points that can be gained towards the TCE is in brackets.

*These may include:*

**Certificate III in Child Services**  
CHC30708 (61 points)

It is recommended Year 11 students take this course as 120 hours of workplace learning is required as well as a large theoretical component. The work placement is at The Friends’ School Early Years.

**Certificate III in Fitness**  
SIS30313 (55 points)

This is suitable for Year 11 and Year 12 students, and is offered online with 20 hours of structured work placement. It is designed to launch a student into the fitness industry and is a pathway to a Group Fitness Instructor, Sports Coach or Gym Floor Supervisor.

**Certificate III in Education Support**  
CHC30213 (58 points)

This qualification will provide students with the skills needed to work in a variety of education settings. Students will learn how to support the delivery of essential development abilities, including literacy, oral and numeracy skills, and contribute to the management of a learning environment. Career pathways include teachers aid and home tutors. It is offered online and includes a 100 hour structured work placement.
Certificate III in Business **BSB30112** (42 points)
This qualification will provide students with a solid understanding and knowledge of how to work effectively in the workplace. Students will learn how to implement their well-developed office, computer, and business skills, in addition to learning WHS processes, financial record keeping, monitoring and maintenance. Career pathways include customer service adviser, data entry operator, general clerk, payroll officer, typist, word processing operator.

Certificate III in Allied Health Assistance **HLT32412** (50 points)
This qualification will equip students with the skills needed to provided assistance to allied health professionals and to operate under direct supervision.

Pathways may include therapy assistant, podiatry assistant, physiotherapy assistant, speech pathology assistant, and occupational health assistant.

Others are available on request and in consultation with outside providers.
These school-based Traineeships and Apprenticeships allow a student to undertake nationally accredited training as a paid employee in Years 11 and 12, while studying toward the Tasmanian Certificate of Education.

There are 38 industry areas currently approved for school-based Traineeships and Apprenticeships. As a position becomes available, it is advertised to students in Years 11/12. Alternatively, a student currently undertaking a minimum of 8 hours employment per week may be eligible for certification. A third entrance pathway for a student wanting to secure a traineeship is to make an approach to an employer. School-based Traineeships and Apprenticeships will earn points towards the Tasmanian Certificate of Education.

Please contact Rosemary Welch for more information.
GLOSSARY

ATAR THE AUSTRALIAN TERTIARY ADMISSION RANK
Year 12 scores from different states, and IB scores, are converted into a single scale, so comparisons can be made between students from different systems.

CREATIVITY, ACTION, SERVICE (CAS)
Co-curricular involvement in creative, active and service oriented pursuits done by all IB students, intended to widen the students’ horizons.

CRITERION BASED ASSESSMENT (CBA)
A method of assessing where the student’s performance in set work is judged against criteria (statements of certain levels of achievement) rather than against how well other students have done. The TCE, IB and VET all use CBA.

EXTENDED ESSAY (EE)
4000 word independent research essay done by all IB students, completed with the support of a teacher supervisor.

EXTERNAL ASSESSMENT
Assessment which will count towards the final result in a subject which is carried out by a marker not connected to the school. External assessment commonly involves an examination, but other methods are also used, such as sending essays away to be marked.

INTERNAL ASSESSMENT
Assessment that will count towards the final result in a subject which is carried out by the subject teacher in the school.

INTERNATIONAL BACCALAUREATE (IB)
An international curriculum for university entrance run by the International Baccalaureate Organisation (IBO). See the separate section in this Handbook for further details.

INTERNATIONAL BACCALAUREATE CERTIFICATE
Awarded to students who do not satisfy the conditions for award of the Diploma, the IB Certificate shows the grades awarded in IB subjects. TCE students who study a single IB subject are also issued an IB certificate.

INTERNATIONAL BACCALAUREATE DIPLOMA
Awarded to students who satisfactorily complete all elements of the IB and achieve at least 24 points, subject to a number of other conditions.
INTERNATIONAL BACCALAUREATE GRADE 1 TO 7

In each of the six IB academic courses, the student is awarded a grade from 7 (highest) to 1 (lowest).

INTERNATIONAL BACCALAUREATE LANGUAGE A, B, AB INITIO

A Language A is a language in which a student has native-speaker (or near native-speaker) fluency. Bilingual students can do two Languages A in Groups 1 and 2. Language B is a language studied in Group 2 by students who already have considerable experience in the language. Language ab initio is a language studied in Group 2 by students who have little to no previous experience in the language.

INTERNATIONAL BACCALAUREATE SCORE

The IB score is the total of the six grades awarded, plus up to three extra points for performance in ToK and the Extended Essay. The maximum score is 45.

MATRICULATION

A word that is commonly used to mean qualification for university entrance, but which is no longer used officially.

MEDITATION

The process by which teachers ensure that the standards being applied in different schools are the same. It usually entails teachers meeting to compare work by their students, or samples of work being sent to an external moderator to check mark.

OFFERS

When a university decides the cut-off score for entry to a course with a quota, it will offer places on the course to those applicants who exceed that score. If some of these applicants decide not to enter the course, further offers (second round, third round) may be made to applicants with lower scores, until the quota is filled.

PRE-TERTIARY SUBJECT

A course recognised by the University of Tasmania as sufficiently academic and rigorous for use in the calculation of a TE score.

PRE-REQUISITE

A subject that must have been studied satisfactorily at Year 11/12 before a certain university course can be attempted.

QUOTAS

Courses at university may attract more applications than there are places for students, and hence set a quota or maximum number of students to be accepted. The university will then set an ITI score which must have been achieved to gain entry to the course.
**Tasmanian Certificate of Education (TCE)**

The curriculum for Year 11/12 qualification, including university entrance most commonly followed by Tasmanian students. Also given as a certificate of achievement. See the separate section in this Handbook for further details.

**Tasmanian Certificate of Education (TCE) Awards**

<table>
<thead>
<tr>
<th>Award</th>
<th>Description</th>
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<tbody>
<tr>
<td>EA</td>
<td>Exceptional Achievement. The highest award on a TCE course.</td>
</tr>
<tr>
<td>HA</td>
<td>High Achievement.</td>
</tr>
<tr>
<td>CA</td>
<td>Commendable Achievement.</td>
</tr>
<tr>
<td>SA</td>
<td>Satisfactory Achievement. The lowest passing award on a TCE course.</td>
</tr>
<tr>
<td>PA</td>
<td>Preliminary Achievement. Awarded to students who make some progress, but do not do well enough to achieve a pass on a TCE course.</td>
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**Theory of Knowledge (ToK)**

An interdisciplinary inquiry into the bases of knowledge done by all IB students.
The Friends’ School is a community of learners which values all learners equally and provides equal opportunities for all. We value a diversity in learning styles and promote adaptability and flexibility in all our learners. We provide challenging experiences that are varied, stimulating, relevant, purposeful and meaningful within a supportive environment which provides safety, respect, choice, a sense of belonging and connection to the wider community. Our goal is to develop autonomous, reflective learners to their full potential with learning that is informed by Quaker values.