

THE FRIENDS' SCHOOL

YEAR 7 – 8 COURSE BOOK



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
- 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**.



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INTRODUCTION

This book is designed to provide information on the courses offered at The Friends' School for students in Year 7 and Year 8. It covers eight learning areas, with individual descriptions of subjects within each learning area arranged in alphabetical order, detailing the content of courses and the requirements for completing these courses.

YEAR 7 – CURRICULUM

The Year 7 program has been designed to be both a **transition** year between primary school and secondary school and at the same time a **foundation** year for secondary education. Students begin to develop the skills and knowledge required for successful learning throughout their High School years, and they have the opportunity to experience many of the subjects available in Years 8 to 10.

Students will take courses in all the eight learning areas upon which the curriculum throughout the School is based: The Arts, English, Health, Humanities, Languages, Mathematics, Science and Technology. Learning Support may also form part of a student's learning program. A decision to replace a subject with Learning Support is made in consultation with the student, parents and Learning Support staff. In most cases, Learning Support will replace a language, but this will be determined on a case-by-case basis.

Connections

One full day each week is set aside for Year 7 students to participate in a program which aims to foster explicit connections between the learning areas and to develop the understandings outlined in our Curriculum Statement. The emphasis is on teaching and learning approaches that promote knowledge acquisition, skill development and deep understanding that emerge from a transdisciplinary curriculum.

Extended tasks are seen as an ideal vehicle for allowing students to develop independent work habits, self-reliance and their ability to persevere. Students are encouraged through inquiry, reflection and self-assessment to reach a clear understanding of how they learn best as individuals and in partnership with others. Technology is used extensively within Connections, with particular attention to information literacy and the consolidation of a repertoire of research and multimedia skills.

Approximately every three weeks, each teaching group will be engaged in whole day activities outside school, including Outdoor Education.

Approach to Learning

Students in Year 7 are allocated to teaching groups called Backhouse, Fry, Mott, Oats, Penn and Walker, named after prominent Quakers. Each group has a key teacher who teaches their Connections program. The key teacher regularly liaises with other teachers of the group to ensure a cohesive learning program.

Throughout the Year 7 program, and especially in Year 7 Connections, the emphasis is on developing study skills, competencies, and the thinking processes involved in inquiry and reflection. Our curriculum is based on teaching for deep understanding, and developing the skills that allow students to learn independently.

YEAR 8 – CURRICULUM

Year 8 builds on the foundation course completed in Year 7 and leads into the learning programs offered in Years 9 and 10, where there is a considerable range of subject choices. In Year 8, students take a combination of compulsory and elective subjects. English, Mathematics, Science, Health and Physical Education are compulsory and must be taken throughout Years 8 to 10. Humanities is compulsory in Years 7-9, with History Unit 1 compulsory in Year 10.

In addition to the compulsory subjects, students in Year 8 choose elective subjects in The Arts, Languages and Technology. Students also have extended time set aside to participate in a Connections program which links themes in individual subjects in a transdisciplinary way.

Subjects and Units

Subjects are divided into units and run for one or two semesters. In one year there are two semesters of equal length. Whether units are undertaken in Semester 1 or Semester 2 depends on many factors, but specific requests can usually be accommodated.

In Year 8, English, Mathematics and Science have an allocation of four hours per week. All other subjects have three hours per week.

Building a Timetable

Students decide at the end of Year 7, after consultation with parents and teachers, which subjects they intend to take in Year 8. All courses are reviewed at the end of each semester. In most cases the current choices remain, although, occasionally alterations are made as interests and needs change. Parents are kept fully informed and are involved in the process.

A student's timetable in Year 8 will automatically include the compulsory subjects:

- English
- Health and Physical Education
- Humanities
- Mathematics or Modified Mathematics
- Science.

In addition, students select electives.

Process for Selecting Electives

Step 1 – Select one language from:

- Chinese
- French
- German
- Japanese.

Each language is a two-unit course that will run all year.

Step 2 – Select one unit from The Arts and another one from Technology:

The Arts:

- Art
- Ceramics
- Dance Advanced Course
- Dance for Beginners
- Drama
- Music.



Technology:

- Computer Graphics and Design
- Control Technology
- Design and Technology
- Digital Technology
- Food and Textiles.

Step 3 – Select two more units. These can be another language, two units from The Arts and/or Technology area which have not already been chosen, a unit of Additional English or one or two units of Subject Support, if recommended.

An individual student timetable for Semester 1 is generated from electronically submitted selections. Every effort is made to accommodate student choices but some subjects can only be offered when there is sufficient demand. Also, there may be particular combinations that cannot be fitted into the timetable. When making course choices, students will be asked to select subjects in order of preference so that those subjects given the highest priority are included.

At the start of Semester 2, students are issued with a new timetable, which will include the continuation of the compulsory and language subjects and the new electives.

Modifications to the timetable are made for students recommended for Subject Support or English as an Additional Language or Dialect (EAL/D). These options usually replace an elective subject but variations to this are made on a case-by-case basis.

PATHWAYS BEYOND YEAR 8

Further Study in Years 9 and 10

Year 9 courses in The Arts and Technology are designed to accommodate all students, including those who may not have taken a subject in Year 8. It is more challenging to pick up a Language in Year 9 without previous exposure and a decision to do this would be done in consultation with appropriate staff.

PATHWAYS BEYOND YEAR 10

At our Years 11 and 12 Cleves campus the following pathways of study are offered:

- Tasmanian Certificate of Education (TCE)
- Vocational and Educational Training (VET)
- International Baccalaureate Diploma (IB).

Tasmanian Certificate of Education (TCE)

There are no compulsory subjects and students may choose to specialise in a particular learning area or to keep options broad. A wide range of TCE subjects is offered. Currently, TCE courses run for one year.

Vocational Education and Training (VET)

The TCE can be taken alone or in conjunction with one or more Vocational Education and Training (VET) courses.

International Baccalaureate Diploma (IB)

This program is presented as a package with three common elements which incorporate Theory of Knowledge (TOK), Creativity, Action and Service (CAS) and an Extended Essay. In addition, all students must do a Literature subject, a second language, and a Mathematical subject, as well as selections from the Humanities, Science and Art subjects. Subjects in the IB are run as two-year courses.

HOMEWORK – YEARS 7 AND 8

Students in Years 7 and 8 are expected to complete homework on a regular basis. The number of hours per week may vary.

In some subjects such as Languages and Mathematics it can be beneficial to have shorter regular bursts of homework. Other assignments may be of longer duration, requiring students to coordinate homework requirements over several days or weeks. It is important that students learn the skills of pacing their work over time and meeting deadlines, and homework is designed to assist with this learning process.

ASSESSMENT AND REPORTING – YEARS 7 AND 8

Assessment of student learning is carried out on a continuous basis, and detailed reports are issued at the end of each semester with ratings on specific learning criteria for each subject. Where progress is very limited, a 'Comment Only' report will be issued. This report does not assess criteria but instead focuses on specific achievements and skills.

Mid-semester Progress Reports are also issued. These provide an indication of how students have settled in to their work programs and for staff to identify any problem areas.

Learning conferences provide formal opportunities for parents to have discussions with tutors and subject teachers regarding student progress, although parents are encouraged to contact teachers or tutors at any time should the need arise.

Assessment

Students are assessed in each subject according to their achievement on a number of learning criteria. The letters A, B, C, t and z are used as ratings. In all cases, C represents an acceptable standard for the criterion indicated, with B and A showing standards above this. A 't' rating indicates that an acceptable standard has not been reached. NA indicates that a particular criterion has not been assessed. A 'z' rating indicates that a student has had the opportunity to be assessed on a criterion but has provided no evidence of achievement.

The criteria and the ratings on the criteria will be shown on a student's report. This method of assessment focuses attention on areas of strength and areas where improvement is needed, thus providing a basis for future action.

Subject Awards

Year 7 and Year 8 students are given an overall award in each subject at the end of each semester. An award is obtained by aggregating the ratings for the individual criteria in a subject.



EAExceptional Achievement

HAHigh Achievement

CACommendable Achievement

SASatisfactory Achievement

PAPreliminary Achievement

NA

No Award. NA is given where a student has been unable, through absence or illness, to complete sufficient work to be assessed. Where a student has had opportunity but has not presented sufficient work for assessment, an NN will be given.

The algorithms used to obtain these awards from the ratings achieved are given on individual subject reports.

In addition to the aggregation of ratings, some subjects have essential criteria that require appropriate ratings in order to qualify for awards. Such criteria are identified on the subject report.

No awards are given in Additional English in Year 8.

SUBJECT SUPPORT

Subject Support is structured for small groups of students who need assistance to develop the knowledge base, skills and strategies necessary to become confident, independent learners. Students are encouraged to build on their strengths and overcome their weaknesses by way of individual programs, tailored to meet their needs.

This is not an elective but teachers and tutors may recommend this course after consultation with the Learning Support Department, if there is concern about a student's progress.

Extension Support

Learning Support can also be provided for students requiring extension and enrichment in their core curriculum work. This can be provided within the classroom in consultation with the teacher and/or relevant Head of Faculty, can incorporate selected co-curricular activities and, in some instances, may take the form of an individual learning program.

ARTS

In Year 7 students are given experience in Art, Music and Drama. This experience opens up a wide spectrum of potential creativity and helps students make informed choices when they consider their elective subjects in Years 8, 9 and 10.

Opportunity for experiences in Dance will be provided through the Connections program.

YEAR 7 - ART

The Year 7 course serves as an introduction to Art as a form of communication and expression. The development of observational skills is encouraged and an awareness of the importance of elements of design like line, colour, shape, texture and composition is highlighted.

Students use a variety of media, for example paint, clay, pastels and dyes, in various areas such as drawing, painting, printmaking and sculpture. The course serves as an introduction to Art and Ceramics in Years 8 - 10. Practical and theory work form integral components of this course.

YEAR 8 - ART

The Year 8 Art course builds on the Year 7 art experience.

The objectives of the Year 8 Art course are for students to:

- Develop visual perception
- Learn how artists work with materials and ideas
- Acquire technical skills
- Become familiar with the elements of design
- Learn to make aesthetic judgements
- Understand art in a cultural context
- Communicate with others through art works
- Demonstrate personal thoughts and feelings in art works.

This unit is for one semester only. Students will learn a variety of drawing, painting, printmaking and mixed media techniques based on the study of design elements.

During the art experience students will personalise their journal using their own decorated papers. The journal will be used to record and document progress and research. The theory and practical components of this course are interwoven so that one is dependent upon the other. The relevant study of art and artists is the basis of each piece of work. The emphasis is on observation, research, exploration and experimentation.

Assessment in Art

For assessment in Art, work is broken down into objectives or parts so that students know what is expected of them before starting the work. The parts serve as a checklist for students and teachers so that all aspects of a syllabus have been addressed. Each course is assessed by looking at evidences in students' practical and journal work. The ability to follow instructions, use media and techniques appropriately, explore possibilities, research relevant theory, experiment independently and creatively and produce art works are all evidences of achievement.

All components of the course are assessed progressively during the semester and finally as a complete body of work towards the end of the semester.

YEAR 8 – CERAMICS

This is an Art course. The medium is clay.

The objectives of the Ceramics course are for students to:

- Develop visual perception
- Learn how artists work with materials and ideas
- Acquire technical skills
- Become familiar with the elements of design
- Learn to make aesthetic judgements
- Understand art in a cultural context
- Communicate with others through art works
- Demonstrate personal thoughts and feelings in art works.

This unit is for one semester only. Students will learn a variety of drawing and ceramic techniques and will gain an understanding of the processes involved in studio management.

Practical ceramic work draws on observation from a wide variety of sources and students are encouraged to explore and experiment in this area. The relevant study of art and artists is the basis of each piece of work.

Assessment in Ceramics

For assessment in Ceramics, tasks are broken down into objectives or parts so that students know what is expected of them before starting the work. The parts serve as a checklist for students and teachers so that all aspects of a syllabus have been addressed. Each course is assessed by looking at evidences in students' practical and journal work. The ability to follow instructions, use media and techniques appropriately, explore possibilities, research relevant theory, experiment independently and creatively and produce artworks are all evidences of achievement.

All components of the course are assessed progressively during the semester and finally as a complete body of work towards the end of the semester.

YEAR 8 – BEGINNERS DANCE AND ADVANCED DANCE

Dance is offered as an elective in Year 8. The Semester 1 course is for those students who are interested in learning to dance but have had little if any prior training. The Semester 2 course has been designed for those dancers who have had prior knowledge and training in any dance style within the past two years. Both the Semester 1 and 2 course have a similar structure and outline, however, the pace and depth of the studies will differ according to the capability of students. It is the aim that students in both Beginners and Advanced Dance have covered the same content in preparation for Dance in Year 9.

This practical subject is designed to introduce the foundations of technique and dance skills in a sequential and logical way so that students are able to develop their physical facility to dance any style with greater confidence and success. Students can expect that in working through the preparatory exercises in ballet, jazz and contemporary dance they will gain:

- Improved core strength
- Greater flexibility

- Co-ordination of whole body
- Secure posture and leg alignments
- Control and body balance
- Better concentration and self-awareness.

In learning the elements of dance training, students will begin work on safe warm-ups, correct bending and stretching, leg extensions, transference of weight, how to execute basic turns and jumps and common dance steps found in the genres mentioned previously. As well as the core focus on acquiring skills, students also experience introductory lessons in other styles to gain an insight into the many ways of dancing. These may include Bollywood, Flamenco, Ballroom, Hip-hop and Musical Theatre.

Choreographic work includes exploring aspects of space and time. Dancers are encouraged to be creative and create their own short dance works using some of the choreographic devices learnt during the course. To supplement practical work and to gain a deeper understanding of the nature of dance, students can expect units on the following:

- Anatomy: the joints of the body, the major muscle groups and which muscles to use in exercises
- History: an assignment on an individual choreographer or dancer
- Safe dance: awareness of personal limitations, the role of practice, warm ups and cool downs
- Performance: preparing for performance, theatre conventions for dancers, basic stage make up for dancers, the role of costume.

Students will be challenged based on their capabilities and will be required to choreograph and perform both as a soloist and as a member of a group. Students are required to wear basic dance clothes for safety and comfort.

DRAMA

The Year 7 course assumes students have had little experience in Drama during their primary education. It aims to introduce important basic skills used in movement and verbal communication, encourage creativity through drama and develop appreciation of live performance. Students will undertake some tasks individually and some in a variety of groups which will require co-operative group skills. There will be opportunities to increase confidence and self-esteem as students experience success and enjoyment in completing and reflecting on their work.

Drama in Year 7 is concerned with developmental processes rather than an end product.

It is concerned with the:

- Growth of self confidence
- Growth of sensitivity and consideration towards others
- Growth of spontaneity and resourcefulness
- Growth and flexible use of language
- Development of commitment to a group and to seeing through a task
- Development of understanding and use of dramatic techniques.

Students will gain an introduction to Drama through improvisation and co-operative games. They will develop speaking skills in formal and impromptu situations. Movement, storytelling and poetry will also be practised. Students will be required to keep journals recording work covered and reflecting on their skills and personal development.

Drama in Year 8 provides opportunities for students to:

- Explore through role-play a range of human ideas and experiences
- Develop the expressive skills of voice, movement and improvisation in order to communicate meaning to an audience
- Develop group working skills of co-operation, negotiation, planning and evaluating
- Develop appropriate dramatic and stagecraft skills to explore and extend the drama
- Select and use appropriate elements of the art form in order to work towards meaning
- Use other expressive forms (e.g. mask, dance, mime, lighting, music, set design) to enhance the emotional tone and meaning of the drama
- Reflect constructively on drama experiences to enhance future development.

This unit extends the work introduced in Year 7 and is a preparatory unit for the four-unit course available in Years 9 and 10. It covers role-play, non-verbal communication, character development, speaking skills, poetry, expressive movement, vocal and physical warm-ups and group working skills.

Students begin by observing non-verbal communication and developing their skills of interpretation and expression. They then move on to develop convincing role-plays using verbal as well as non-verbal elements through exploration of a negotiated theme. Other more stylised techniques such as freeze-frames and still image are introduced during the course of the theme.

Students also develop characterisation skills through writing and performance of simple duologues and play scripts. The emphasis is on building convincing interaction between characters and using language and appropriate movement, gesture and facial expression to effectively express a character's feelings and ideas.

The basic elements of vocal technique including warm-ups, projecting, use of pitch, pause, pace and tone are taught through creative activities. Students then move on to performance poetry skills including use of the body and movement to enhance verbal interpretation.

The culmination of the unit is the creation of an original group melodrama based on the study of the genre and exploration of stock characters and themes. The culminating performance makes use of theatrical elements such as lighting, sound, costume and set.

Work outside class consists of writing journal entries plus other small practical or written tasks that arise through classwork.

MUSIC

Music in Years 7 and 8 emphasises the practical activities of playing, singing, composing and listening. Through these activities students explore the musical elements of time, pitch, timbre, dynamics and texture. As the elements are explored, students play and listen to music from a range of styles and genres, with repertoire chosen from classical, popular and folk traditions.

Much of the practical work occurs in small groups, allowing opportunity to develop effective ensemble and collaborative skills. Students are encouraged to use instruments they can already play, sing or use classroom percussion. At times pieces prepared in class will feature in live performances in front of a larger audience.

Students in both years will be strongly encouraged to also participate in the School's co-curricular program.

Year 7 Music is a broad-based program that strongly emphasises practical and creative music making. Students will have opportunity to participate using their voice, a traditional orchestral instrument and/or a range of percussion instruments.

The elements of music are progressively explored as the course unfolds and students are encouraged to be increasingly autonomous in the way in which these elements are manipulated. For this reason the Year 7 course culminates in a dynamic ensemble unit requiring students to arrange, and then perform in small groups, a piece of their choosing.

The basic elements of Western music notation are also revised.

Year 7 students have opportunity to participate in curriculum activities offered by organisations such as the Tasmanian Symphony Orchestra and Musica Viva in Schools.

Year 8 Music allows for a more detailed investigation of the elements of music through a variety of practical, theoretical and creative activities. Given lessons occur more frequently there is increased opportunity for concentrated performance work, as a soloist and within an ensemble. Students who do not possess specific skills on an instrument will still be able to participate using their voice or a range of percussion instruments.

It is assumed that students in Year 8 will take a more autonomous approach to their music making. As a result there is increased opportunity for students to pursue music that is of interest to them.

Students will be required to listen regularly to music. To this end they will be expected to maintain a listening journal. Most of the listening will occur during class time.

The basic elements of music notation are revisited with an emphasis on reading and writing rhythm, and interpreting pitch notation. In addition to utilising the elements of formal notation, students will be encouraged to apply informal approaches such as playing by ear and improvising.

ENGLISH

English in the High School builds students' skills in effective communication, analytical thinking and in engaging imaginatively with ideas about texts, language, human experiences and the world around them.

The High School English syllabuses reflect the Australian Curriculum framework, which is built around the three inter-related strands of Language, Literature and Literacy. Together, these strands focus on developing students' skills in reading, viewing, listening, writing, speaking and creating texts.

Literature remains the English teacher's primary resource material and students examine novels, poetry, drama, film and non-fiction texts. Students further examine the language features and content of visual texts, journalism, advertising, multimodal, oral and online texts. Some of these texts will be Australian literature, including Aboriginal and Torres Strait Islander stories and some will be texts from and about Asia.

Students are encouraged to read widely, to develop an appreciation of literature, to enter imaginatively into fictional worlds and the points of view of others and to develop skills to analyse texts and language critically.

ENGLISH YEARS 7 AND 8

Year 7 and 8 English are sequential, year-long courses in which students are encouraged to read widely for pleasure and for critical analysis. They learn about language and its power to shape meaning. They examine and articulate their own ideas and values and those of others. They learn to use descriptive detail and supporting evidence from texts to develop effective responses. English in Years 7 and 8 requires consolidation of grammar, vocabulary and spelling skills. Students are expected to strive for fluency and appropriateness of style.

In Year 7, students will have the opportunity to:

- Investigate their own and other cultural identities and values through a picture book analysis
- Enjoy and respond to literature through individual, small group and whole class novel studies
- Analyse a range of persuasive texts
- Examine writing from different genres and craft their own creative writing
- Research, write and present speeches
- Write puppet play scripts
- Analyse and enjoy poetry
- Explore film as text
- Engage in a weekly spelling program
- Undertake skill-building activities to extend their knowledge of grammar and punctuation and develop their language competencies.

In Year 8 students will have the opportunity to:

- Learn and observe the conventions of the formal register in writing
- Examine the transition of a novel to screen
- Study a novel and relevant subsidiary texts from a chosen genre of fiction
- Examine a range of Australian poetry
- Explore Indigenous perspectives in texts
- Examine and develop responses to ethical issues raised in texts
- Craft a persuasive cause marketing advertisement pitch for a chosen cause or issue
- Play with and enjoy language and its possibilities through the creation of picture books
- Undertake skill-building activities to extend their knowledge of grammar and punctuation and develop their language competencies.

Students in Years 7 and 8 will purchase a novel, which will be assigned and charged to their accounts in Term 1.

Assessment

Students in Years 7 and 8 are assessed across six criteria:

1. Uses language appropriate to purpose and audience (HA requires a B or higher)
2. Structures ideas, information and arguments
3. Understands, analyses and interprets texts
4. Appreciates the composer's language choices
5. Responds to the requirements of the task
6. Plans, organises and completes tasks.

A final award is given at the end of the year and students can also earn a commendation for Commendable Effort.

English Support in Year 7

In Year 7, an English teacher works collaboratively with classroom teachers of English throughout the year to support the developing students' literacy skills. All Year 7 students will participate in a weekly spelling program. The English Support teacher will further work with students with particular spelling needs on a weekly basis.

Additional English in Year 8

Additional English is a separate literacy support program offered in Year 8 for students who wish to consolidate and expand their English skills and become more confident language users. The program is based upon the three strands of the Australian National Curriculum. Students will develop their skills and knowledge of spelling, punctuation and functional grammar. They will learn to structure their writing in sentences, paragraphs and extended pieces. They will develop skills for decoding texts and for expressing their ideas in more detail. They will also study a novel in detail and be encouraged to read widely.

This program is offered as a one-semester subject of three hours per week, taken in addition to core English. Students may choose this course themselves or their teacher may recommend it in

consultation with parents. There is a process of negotiation between parents, staff and students regarding the student's suitability for the class. It is important that students are willing and interested in participating in the Additional English program.

Additional English assists students to become more prepared for and to have greater success in Year 9 English and beyond. Instead of a final award, an assessment of progress in skill development is indicated.

English as an Additional Language or Dialect (EAL/D)

EAL/D is offered in Years 7 and 8 for students who need to develop their English language in order to integrate more fully into the life of the School. The course is designed to prepare students for the study of EAL/D in Years 9 and 10 and is a pathway to non pre-tertiary EAL/D in Year 11 and pre-tertiary EAL/D in Year 12, or Language B English in the International Baccalaureate. The course focuses on Academic English and further aims to give students the reading, writing, speaking and listening skills that will allow them to comprehend, participate in, and contribute effectively to their classes. There are six hours of EAL/D per week. Three of these follow a set curriculum and the remaining three give individual support to students in developing their language skills to help them access learning in their other subjects.

HEALTH

Friends' is a health-promoting school and a holistic approach is taken to the study of Health and Physical Education.

Social, emotional, physical, mental and spiritual health are the foci of the teaching and learning in all areas of this curriculum. Students are encouraged to value, maintain and promote a healthy lifestyle. The components of the Health Education Framework are delivered through structured classes, both practical and theoretical, as well as Outdoor Education experiences conducted by Outdoor Education teachers and assistants in collaboration with the Year 7 Connections program.

PHYSICAL EDUCATION

Students in Year 7 undertake a range of different physical education activities that are challenging and engaging, involving a wide variety of movement environments. The program seeks to develop in students a greater mastery of a range of motor skills that will enable them to be more successful participants in the complex games and sports that are covered in Years 9 and 10. Students are encouraged to work safely, enthusiastically and collaboratively in large and small team situations as well as completing individual tasks. Throughout the year students undertake units in aquatics and water safety, athletics, bicycle education, body and spatial awareness, fitness, sports skills and dance.

Year 8 students are further extended in their motor skill acquisition and have the opportunity to undertake more complex games and sports as their skills progress. In Year 8 there is an increasing focus on the decision making components of successful sports performance, with greater exploration of the concepts of strategy planning and tactical decision making. The main units of work covered in Year 8 are the same as for Year 7, however in each case, the outcomes required of the students are of a higher standard and the tasks are of a more challenging nature with greater focus on individual responsibility.

HEALTH THEORY

In many cases, the theory course aligns with the practical units whereby concepts and issues explored physically, are discussed in greater detail. Topics covered in Year 7 and 8 Health Theory include coping strategies, responsible practices, self-responsibility, body awareness and personal identity.

In Year 7 the Health Theory classes encourage students to explore their attitudes to friendship and effective strategies for making new friends are discussed and modelled. Other topics include swimming and water safety theory, fitness, human anatomy, bullying and harassment, risk taking and the SafeLanding program in which issues such as relationships, values, decision making and sexual growth are explored. Year 7 students are required to complete a rigorous 'Health Challenge' assessment task in the second semester of the year.

In Year 8, students learn about effective and responsible communication in a range of verbal, non-verbal and electronic forms. The Outdoor Education program becomes integrated in Health Theory and is used as a basis for discussing themes such as self-responsibility, risk taking, nutrition and effective teamwork. Other topics in Year 8 include fitness, nutrition, cyber safety, drug use, body image and identity and healthy relationships.

OUTDOOR EDUCATION

Outdoor Education includes a three day, two night program at the start of Year 7. Foundation camping, bushwalking and beach skills are developed. During Year 7, day experiences include kayaking, beach safety, orienteering, a long bushwalk and winter skills. The year concludes with a multiday camp. Mountain biking, abseiling and camp craft are the key focus areas. The program is delivered in parallel with the Connections Program.

Before Easter, Year 8 students have the opportunity to develop skills in activities such as rafting, climbing, mountain biking and surfing. October will see students undertake a guided multiday program. This program builds on experiences of the previous year.

Assessment in all areas of the Health and Physical Education curriculum is based around the ability of the student to demonstrate knowledge, skills and competencies against the set criteria for each area of study. Assessment is continuous and involves a differentiated approach in terms of the delivery of curriculum activities. In Outdoor Education assessment includes infield reflection and debriefs and formal self-reflection in students' Health classes.

HUMANITIES

Humanities at the High School focuses on the study of society and the environment. It incorporates traditional subject disciplines such as History, Geography, and Civics and Citizenship. Students spend time developing essential skills in communication, analysis and research. They engage in activities designed to promote empathy, identify the context and significance of events and developments, incorporate multiple perspectives and recognise the value of using evidence to justify a point of view.

All students in Years 7 to 9 study Humanities.

All Humanities based subjects emphasise inquiry-based teaching and learning. The Year 7 Connections program provides opportunities for incorporating Humanities based concepts and content, into trans-disciplinary learning experiences.

In Year 9 students may select Geography, and/or Economics, Business & Law (EBL) as semester long units in addition to the core Humanities program.

All students in Year 10 study History for at least one semester. In addition to this core subject, students can select a second semester of History and/or a number of semester or full year Humanities options during Year 10. These options include Economics, Business & Law (EBL), Social Psychology, Religion, Philosophy and Geography.

Humanities objectives:

- To expand students' knowledge and understanding of their own society, other societies, local and global environments, and of relationships between societies and environments
- To promote the knowledge, skills, attitudes and values that enable students to participate as active and informed citizens in society and within a global community.

Humanities skills

1. Chronology, terms and concepts:

- Sequence historical events and periods
- Understand and use historical and geographical terms and concepts.

2. Analysis and use of sources:

- Identify the origin and purpose of primary and secondary sources
- Draw conclusions about the usefulness of a source – particularly the value of the source and the limitations of it.

3. Explanation and communication:

- Develop historical and geographical texts, particularly descriptions and explanations that use data and evidence from a range of sources
- Communicate clearly and accurately using a number of forms (oral, graphic, written) and digital technologies.

4. Collect and categorise information:

- Locate, select and use information from a range of sources.

5. Perspectives and interpretations:

- Identify, describe, evaluate, propose and analyse multiple perspectives.

YEAR 7 – HUMANITIES

1. Students investigate the ancient past:
 - Introduction to history and skills such as research, analysis and communication
 - Evidence of migration patterns of early humans
 - The range of sources used in historical investigation
 - Investigation of one historical theory that has challenged archaeologists.

2. Students investigate an ancient Mediterranean society in depth – Greece:
 - Physical features and how this impacted development
 - Roles of key groups in society
 - Significant beliefs and practices
 - Contacts and conflicts, expansion and trade, warfare
 - Role of significant individuals.

3. Students investigate an Asian society in depth – China:
 - Physical features and how this impacted development
 - Roles of key groups in society
 - Significant beliefs and practices
 - Contacts and conflicts, expansion and trade, warfare
 - Role of the producer, worker and consumer in contemporary China
 - Role of significant individuals.

4. Students investigate the geographical theme of water:
 - Characteristics of environmental resources, such as water
 - How the movement of water connects different places
 - The role of water in different places and cultures
 - Issues of sustainability

YEAR 8 – HUMANITIES

1. The Western and Islamic World - Medieval Europe:
 - The feudal system – roles and relationships of different groups in society
 - Significant developments, such as changing relations between Islam and the West
 - The dominance of the Catholic Church and Christendom
 - Military and defence systems
 - Crime and punishment.

2. Expanding Contacts – Black Death – in Asia, Europe and Africa:
 - Living conditions and religious beliefs in the 14th Century

- The role of expanding trade between Europe and Asia
- The causes and symptoms of the Black Death and responses of different groups in society
- The immediate and long term effects of the Black Death.

3. The Asia – Pacific World – Medieval Japan:

- Social, cultural, economic and political features
- The rise of feudalism in Japan
- The establishment and main features of the Tokugawa Shogunate
- The significance of modernisation and westernisation in the decline of the Shogunate.

4. Landforms and Landscapes:

- The different kinds of landforms and their distinctive features
- Value of landscapes and landforms for people, including Aboriginal and Torres Strait Islanders
- Processes that produce landforms
- Human causes and effects of landscape degradation
- Ways of protecting significant landscapes
- Antarctic exploration.

5. Changing Nations:

- Causes and consequences of urbanisation
- Differences in urban concentration and settlement patterns between Australian and the USA
- Internal migration in China
- Management and planning of Australia's urban future.

LANGUAGES

The study of a language is a rewarding and enriching experience. The ability to communicate with others in their own language brings with it a satisfaction that extends far beyond the confines of the classroom, providing many opportunities for students to develop cross-cultural and international perspectives. The study of Languages can, in fact, be the springboard for numerous options in employment and training, education, travel, leisure, community and family involvements.

Students who study a language learn to communicate in their chosen target language in a variety of contexts, using modern, relevant texts and resources. The increasing use of technology means that students have more direct contact than ever before with the people and events in the countries where the chosen language is spoken.

Years 7 and 8 Languages are in accordance with the Australian Curriculum: Languages. Students will study four target languages in Year 7 and up to two target languages in Year 8. The four languages offered at The Friends' School are Chinese, French, German and Japanese.

In Year 7 in each semester students study one Asian and one European language, so that they have four half-semester 'blocks' of language study during the year. These courses, based on a communicative approach to language learning, are designed to provide an enjoyable introduction to the study of Languages.

After studying each of the languages in Year 7, students are asked to choose one or more languages for further study in Year 8. They may then continue their Languages studies by taking sequential programs in Years 9 and 10 respectively to complete the course.

In Year 8 students are progressively assessed on their skills in listening, speaking, reading and writing and on their cultural knowledge and awareness. From learning songs to writing poetry to engaging in role-play scenarios, Year 8 students are provided with many opportunities to develop and use the acquired language skills.

Year 8 students are advised to consider their language choices carefully. We do offer some flexibility in our Languages program so that students may be able to pick up a new language in Year 9 or Year 10. Such an arrangement must first be discussed with the Head of Languages. However, students should note that it is rarely possible to reach the standard required for study at pre-tertiary level unless the student has worked sequentially through all High School units of the language.

Languages' Celebration Days, each including a Food Fair and a cultural activity, as well as the Year 7 Puppet Unit are annual highlights of the Year 7 and 8 Languages programs.

Successful completion of a Languages course in the High School prepares students for further study of the language in Year 11 and/or Year 12. Students should also note that a second language is a compulsory subject in the International Baccalaureate Diploma, which is offered in Years 11 and 12 as an alternative to the Tasmanian Certificate of Education.

CHINESE

The Year 7 Mandarin Chinese course acquaints students with some fascinating aspects of Chinese language and culture through simple listening, speaking, reading and writing activities.

Communication tasks in Chinese will utilise computer games, a Bargaining unit and simple role-plays. Students will learn basic communication techniques such as self-introduction, greetings and conversation for daily life.

The course will give students some experience in writing the language in both pinyin and Chinese characters.

Some fundamental aspects of Chinese culture will be studied. These will include the Chinese Spring Festival and Chinese food.

The Year 8 course in Mandarin Chinese builds on the basic concepts of Chinese introduced in Year 7, but new students require no previous experience.

Students will develop their ability to talk about themselves, their daily life and immediate experiences. Writing skills will focus upon the acquisition of characters so that students can read and write basic sentences and short plays. They will have the opportunity to use their computers for writing Chinese.

A modern text developed in Australia for use by Australian students forms the basis of this course and will be supplemented by other Internet resources.

The cultural aspect of this course will include a basic exploration of Chinese tradition and will introduce students to China's more recent history and contemporary events.

FRENCH

The aim of the Year 7 introductory course is to stimulate students' interest in French speaking countries and to introduce students to French through simple language activities designed to develop skills in listening, speaking, reading and writing. The innovative textbook *Touché 1* is used.

As a lively, communicative approach is taken, students are encouraged to use the language in individual tasks (e.g. preparing a word document with photos) and group situations (dialogues, surveys etc). During the course, students share in French cultural experiences and a traditional French breakfast is enjoyed.

The Year 8 course aims to develop the students' skills in the four major skill areas of listening, speaking, reading and writing. These communication skills are based on everyday French, used in familiar situations. French is used as much as possible in the classroom to maximise students' exposure to the language.

A cultural awareness program is well integrated into the course. This aims to make the students confident in knowing something of the French way of life, to broaden an awareness of the nature of language learning and to develop students' understanding and appreciation of the French people and their culture. The tasting of French specialties is a popular aspect of this part of the course. Students may also have the chance to meet the French exchange students who visit the school biennially.

The High School textbooks, *Touché 2 and 3*, form the basis of class work. These texts have been specifically designed for Australian students and combine relevant and authentic cultural material with a lively communicative approach to language learning.

Year 8 French builds on the basic language concepts introduced in Year 7, but previous exposure to the language is not essential.

GERMAN

Learning a new language is an exciting experience and this Year 7 introductory course is no exception. The aims are to present an interesting introduction to the country and its language and to create further interest - perhaps to travel, to read widely or to study the language in depth.



The course draws from a wide selection of materials currently available. The emphasis is on conversational, everyday German, although students also develop reading and writing skills in German.

The content of the lessons relate to the students themselves and their families or friends, as well as everyday life. Games, puzzles and songs are used to reinforce the language material. Sampling of German food occurs on occasions.

The Year 8 German course lends itself to easy oral communication between course participants, as it focuses on themes and situations of interest to this age group. By the end of the course, students will be able to speak about a wide variety of topics, ranging from sports and school to animals and food.

A variety of appropriate and often amusing listening exercises form part of the program. Students' writing skills are also developed. These, combined with the grammatical skills covered, form a solid foundation for continuing study.

Studying German in this manner also contributes to the students' understanding of English, by their noting the connections between the two languages.

Students are also exposed to a range of media, including videos, songs, games, puzzles and other authentic material. Computer technology is used where appropriate. A sampling of German food is also arranged.

Links between Australia and German-speaking countries are emphasised, and students may also have the chance to meet the German exchange teachers and students who visit the School.

Year 8 German builds on the basic language concepts introduced in Year 7, but previous exposure to the language is not essential.

JAPANESE

Using a school developed workbook, Year 7 students learn how to provide detail in both the written and spoken forms on a range of topics related to their own self-profile.

Some time is devoted to developing a recognition of Hiragana script and some basic Kanji (Chinese) characters. The writing system involves recognition through exercises, games and experiences such as calligraphy.

The oral skills are structured around personal introductions and short plays which students can readily utilise to communicate with Japanese visitors, and which become the focal point of the study of Japanese in Year 8.

Cultural awareness is fostered through DVDs, games and opportunities to taste Japanese food in class. Most significant is the opportunity to make personal contact with students from affiliated Japanese schools, which illustrates the practical use of language at this early stage.

Year 8 Japanese builds on the basic language concepts introduced in Year 7, but previous exposure to the language is not essential.

Oral skills are focused on everyday communication needs such as the ability to introduce oneself and one's family, discussion about one's leisure activities and the use of simple expressions in basic conversation. These skills are developed by use of a lively text and CD series, and various cultural activities throughout the year.

Writing skills involve mastering both the Hiragana and Katakana writing systems, and developing a basic understanding of the role of Kanji (Chinese) characters. Students are exposed to a range of Japanese texts, moving gradually from recognition of whole words, through to reading and writing of sentences and short passages. Students use discovery skills to identify the operating processes for both paper dictionaries and word processors on their computers.

The cultural focus of Year 8 is the development of understanding of Japanese daily life, highlighting not only the differences, but also the similarities between the two countries. Contact with Japanese exchange students and visiting teachers is a key element of this process.

Languages Overview

The study of Languages is strongly encouraged as an essential part of a broad and balanced education for all students. Not only do students gain a greater awareness of the language and culture of others but their understanding of their own language and its place in the world is enhanced. Study of a language is also a valuable tool for the support of a student's literacy skills.

In addition to the classroom Languages experience, the School has 'sister-school' and exchange relationships with schools in China, Japan, Germany and France. Students have many opportunities to engage with students from our respective sister schools and hosting opportunities also promote fantastic cultural interaction and cross-cultural understanding.

MATHEMATICS

The Mathematics curriculum for Years 7 and 8 has been developed on the understanding that each student has unique abilities and needs. Our aim is to create an environment in which a range of learning outcomes can be successfully achieved and a positive attitude towards the subject can grow.

Courses are based on a number of principles:

Every member of our society should be equipped with basic numeracy skills.

Students should be made aware of how mathematics is applied. In particular, we need to prepare students for present and future study both in mathematics and other subjects that use mathematical techniques.

The ability to analyse problems and devise strategies for their solution, together with an aptitude for clear thinking and logical expression, is essential if students are to be capable of not only surviving in our technological world but also contributing to it.

Mathematics has made a major contribution to our culture, and as such can and should be studied for its own sake. Many topics without obvious applications can give much enjoyment, stimulate interest and provide valuable insights into mathematical structures and processes.

Our approach to the teaching and learning of mathematics is based on two premises:

Firstly, that no real progress is possible without understanding. Practice exercises will remain an important part of all Mathematics courses, but as a means of consolidating knowledge and not as a substitute for understanding.

Secondly, every student should follow a course suited to his or her current abilities and development, so that success can be achieved.

The mathematical content is broadly based and the teaching approach emphasises applications of the knowledge where possible. Problems of many different kinds are presented in a variety of ways to encourage problem-solving skills and a true understanding of the concepts involved.

All courses have been developed to ensure the inclusion of the necessary elements outlined in the Australian Curriculum. In particular, the syllabuses foster concept acquisition and technical skills in the broad areas of Number and Algebra, Measurement and Geometry and Statistics and Probability. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of the mathematics content across the three areas.

Allowances are made for the fact that students do not arrive at the School with an identical mathematical foundation and that development in this learning area occurs at different times and at varying rates. Our program is designed to allow students to be challenged across a range of difficulty levels and to concentrate on content that is appropriate to their current stage of development.

During lessons the students work as a whole class, in small groups or independently as appropriate to the topic of study and the individual needs of the students. A teaching approach is adopted which seeks to make connections between the mathematical learning and the real life experiences of the learners. Where it is suitable to do so, concrete materials are used.

Technology is used extensively and applications arise in all strands of the course. Particular emphasis is placed on spreadsheets, data processing and graphics applications.

The Year 9 – 10 and Year 11 – 12 Course books contain further information about the Mathematics courses offered at The Friends' School.

YEAR 7 – MATHEMATICS

All Year 7 students study Mathematics. The Connections program provides opportunities for linking Mathematics to other learning areas fostering opportunities for students to explore a hands-on approach through the use of concrete and manipulative materials.

YEAR 8 – MATHEMATICS AND MODIFIED MATHEMATICS

All Year 8 students study Mathematics or Modified Mathematics.

The Modified Mathematics program is a less demanding course than the Mathematics program. The objectives of this course are to consolidate and grow basic mathematical skills and knowledge and to emphasise the ways in which mathematics is used in real life situations.

Assessment in Mathematics is based on class work, homework, problem solving and investigation tasks and tests. At the end of each semester reports provide feedback on the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability. Students are also assessed on their ability to communicate mathematically and complete tasks.

SCIENCE

Science is a compulsory subject throughout High School. Over these years, in line with the Australian Curriculum, students will study units in the following areas:

- Biological Sciences
- Earth and Space Sciences
- Chemical Sciences
- Physical Sciences

These are studied as three interrelated and integrated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills. Together, the three strands provide students with understanding, knowledge and skills through which they can develop a scientific view of the world.

The Year 7 Connections program and Year 8 Brain Week provide opportunities for linking Science to other learning areas.

The curriculum emphasises inquiry-based teaching and learning, with a strong focus on the science inquiry skills of questioning and predicting; planning and conducting experiments; processing and analysing data and information; evaluating and communicating.

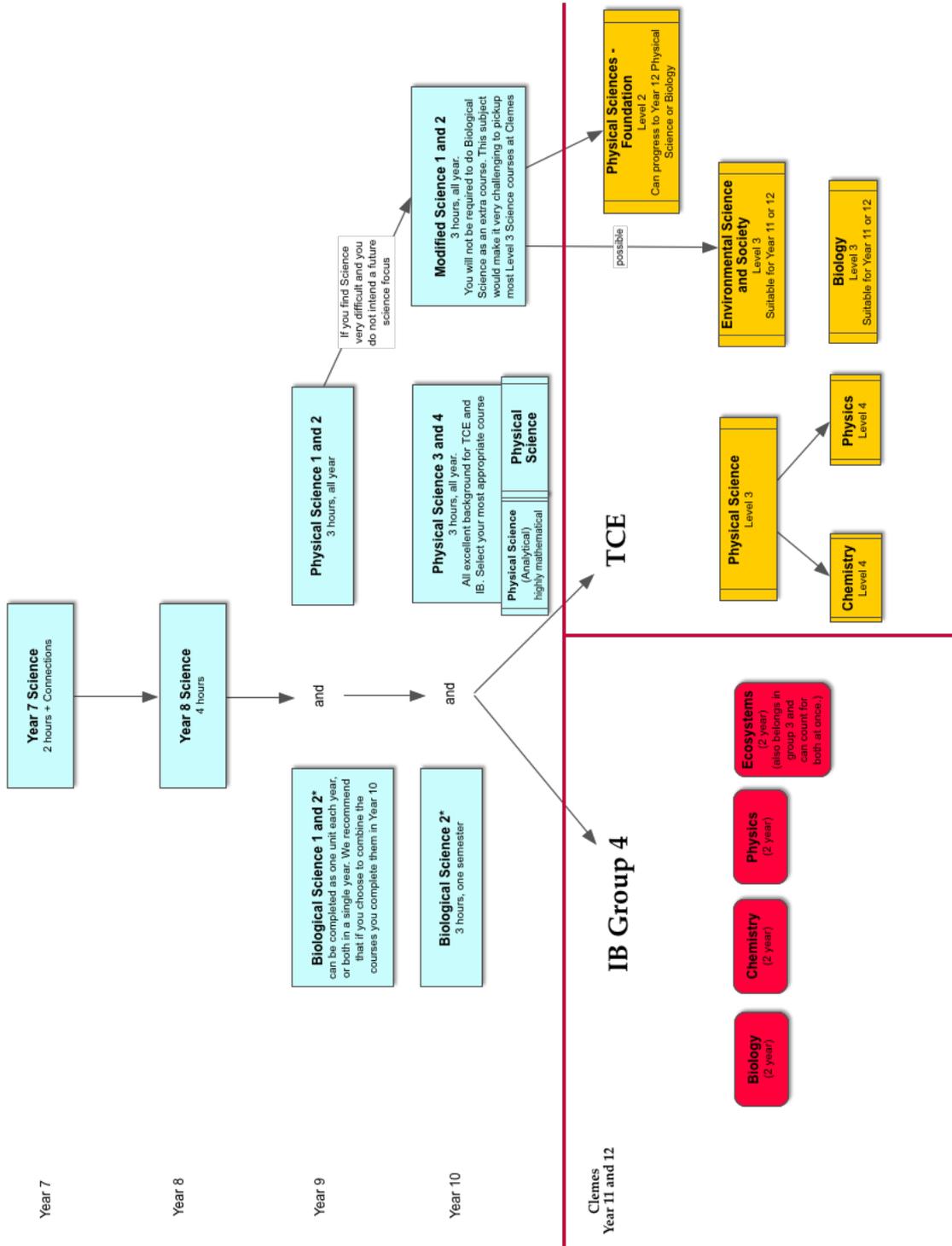
In Science Year 7 students:

- Explore the diversity of life on Earth, monitor an ecosystem and develop their understanding of the role of classification in ordering and organising information
- Use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems
- Consider the interaction between balanced and unbalanced forces
- Explore different types of mixtures and investigate a range of separation techniques as they become familiar with a laboratory and its specialised equipment
- Investigate relationships in the Earth, sun, moon system and use models to predict and explain events
- Use equipment safely to make accurate measurements and controlling variables to then analyse and explain relationships.

In Science Year 8 students:

- Are introduced to cells as microscopic structures and the basic units of living things which possess specialised structures and functions
- Explore the organisation of body systems, including the reproductive, circulatory and digestive systems, and their interdependence
- Explore changes in matter at a particle level and distinguish between chemical and physical change
- Classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy
- Explore the different types of rocks and minerals including their formation and the Earth's internal processes and geological timescales
- Investigate structures and consider advances in technology that have contributed to changes in the way we live
- Make predictions, experiment and propose explanations, drawing on evidence to support their views.

High School



TECHNOLOGY

YEAR 7 - DESIGN AND TECHNOLOGIES

The Year 7 Technology course has the following aims:

- To introduce and stimulate an interest in the many areas of Technology
- To enhance the technological skills of designing, making and appraising
- To encourage the translation of skills learned in one area of the curriculum to another.

Design and Technologies, studied over one semester, allows students to gain skills using acrylic and wood. An integrated approach is adopted, encouraging students to use a variety of materials and skills in each project. Students undertake design briefs using each material.

Foods and Textiles, studied over one semester, allows students to explore healthy food choices and basic sewing techniques. Students spend one term in Foods and one term in Textiles. In Foods, students learn the basic skills of kitchen management such as preparing to cook, hygiene, knife skills, ingredient preparation, reading recipes, measuring accurately and clean up procedures. They are introduced to dishes that are recognisable and tasty. They can be cooked again at home for the whole family. In Textiles, students are encouraged to explore their own creativity through designing elements of their main project. Basic hand sewing and machine skills are learnt throughout the course along with some knowledge on caring for and repairing fabric items.

YEAR 7 - DIGITAL TECHNOLOGY

Digital Technology is a course based on the development of computer related skills to investigate, create and communicate across the curriculum. Emphasis is placed on using a variety of software and hardware, programming and correct touch-typing techniques.

This subject enhances achievement in other disciplines and equips students with the skills required to use their laptop as a learning tool. The course encourages good document management (saving, retrieval, deletion and making backup copies of documents) and safe and ethical use of digital technology.

The course is structured to include: basic word processing; collaborative document design; an introduction to the most commonly used applications, e.g. email, presentation, databases, spreadsheets, World Wide Web, image processing, programming, animation, audio and video editing; and the use of hardware such as laptops, digital still cameras, digital video cameras and using the school network services.

YEAR 8 - DESIGN AND TECHNOLOGY

Design and Technology is a practical subject that offers students the opportunity to organise information, materials, processes, tools and equipment to design, make and appraise their work. It provides for self-expression through a design brief.

Student projects may include a variety of materials, including wood, wood veneers, acrylic and any other material that they might wish to use. Research work based on these different materials will be covered as homework assignments.

Units of work are organised in such a way that students can develop confidence in using a variety of hand tools, equipment and machinery relevant to the construction of their design projects.

Students will be expected to communicate their ideas graphically as they work through the design process that includes sketches, notes and drawings.

Students are assessed on the degree to which they can:

- Demonstrate a knowledge of tools, equipment and machinery
- Demonstrate a knowledge of timbers, their properties and uses
- Select and use technologies
- Understand the design principles in work undertaken
- Communicate ideas and information
- Plan, organise and complete activities.

Evidence on these criteria is gathered from theory tests, practical work, poster presentation and classroom observation.

YEAR 8 - FOOD AND TEXTILES

This course is designed to foster an appreciation and understanding of both Foods and Textiles. There is a strong emphasis on skill development, nutrition and wise decision-making so that students build a strong foundation for the future.

Foods classes provide opportunities for students to investigate elements of taste, texture and combinations of ingredients whilst developing sound food preparation skills. There is an emphasis on following the Australian Guide to Healthy Eating for this age group and producing light, easy dishes for breakfast, lunch and dinner that can be replicated at home.

In Textiles, skills are refreshed and expanded and the use of the iron, sewing machine and overlocker are practiced before embarking in the major project. Students make design choices regarding the dyeing of their fabric and the style of their pyjama or beach shorts. A pattern is used and skills in layout and sewing are acquired as the construction process proceeds. Students are introduced to considering the impact of consumer choices through the use of a sustainable fabric for their project.

It is expected that students will develop the necessary skills to work both independently and in groups where appropriate.

Students are assessed on the degree to which they can:

- Collect and categorise information
- Communicate ideas and information
- Plan, organise and complete activities
- Work constructively with others
- Select and use technologies, resources and techniques

- Use appropriate food or textile skills.

Evidence of criteria is gained from practical projects, observation of work practices, personal evaluation and reviews and set homework tasks.

YEAR 8 - DIGITAL TECHNOLOGY

Digital Technology is a one-semester course that encourages students to examine current trends in technology and to become leaders in its implementation. Students are introduced to new media streams such as: Newsreaders, Podcasts, and Video Blogs to enable them to keep their technical knowledge current. Technology investigations include discussions of hardware and software that vary with the quickly changing landscape of digital technologies.

Students work on a range of short projects to improve their skills in data handling and presentation as well as longer projects, which encourage students to research technology projects, of their own choosing, in more depth. Students are encouraged to develop proactive learning habits that will enable them to keep their technology skills current over the course of time. Students also investigate the social aspects of technology and how it impacts on our society.

Student work often includes topics such as: virtual reality, social media, mobile computing, GPS and mapping systems, data handling, copyright issues, privacy issues, Google applications, data visualisation, ergonomics, hardware specifications and backup strategies.

Students are assessed on the degree to which they can:

- Communicate ideas and information
- Complete work in a specified time
- Select and use technologies
- Collect and categorise information
- Plan, organise and complete activities
- Solve problems.

YEAR 8 - COMPUTER GRAPHICS AND DESIGN

This course uses the design/make/appraise model to develop an understanding of graphic processes and concepts. The course is broken into 4 modules which each focus on a specific area.

In **Module 1**, students learn to use Adobe Photoshop as their main 2D image editor through a number of design briefs centred on the development of specific skills.

In **Module 2** students begin using Sketchup to create 3D content, which is then located in Google Earth.

In **Module 3** students learn to model three dimensional objects that can have animation and physical simulation data applied to them using Maya 3D. Following the tutorials, students are encouraged to develop their personal style and creativity in the production of their own 3D models.

Module 4 allows students to develop a major piece of work in an area of their choosing, this allows students to engage with their chosen software in more depth and also develop self-directed learning strategies.

Students can study:

- 3D Design and Animation
- 3D Materials Simulation
- 3D Product Design
- Graphic Design

- Architectural Basics
- Advanced Photo Editing and Montage
- Interface Design.

Students will also gain an understanding of how computer hardware and software can be optimised to produce fast-running, reliable graphics systems. The students' final work is presented in electronic form on the school intranet and also in printed format where appropriate.

Throughout the students' years in the High School, various levels of study are available in this subject. There are no restrictions on entry into the course, since students work on individual programs within any class. They may therefore choose to take this subject at any stage during Years 8, 9 or 10.

Students are assessed on the degree to which they can:

- Show awareness and appreciation of design
- Communicate ideas and information (folio of work)
- Demonstrate graphic communication
- Plan, organise and complete activities
- Work independently
- Work constructively with others
- Select and use technologies.

YEAR 8 - CONTROL TECHNOLOGY

This one-semester course is for Year 8 students wishing to gain experience in control technology (robotics). It is particularly relevant to students who have an interest in applied technology, logic and programming. This course will foster a range of relevant skills for students who are interested in Engineering or Computer Science.

In this unit students will have access to hardware for building small robotic machines and the software required to control them. They will gain an understanding of the principles of control technology and robotics, understand and create procedures using software including Lego Mindstorms to control the movement of models, collect and use feedback from various sensors and have some practical experiences in data logging.

Students will be assessed on practical work in completing design briefs and undertaking team challenges to solve design tasks.

LEARNING STATEMENT

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.