

THE FRIENDS' SCHOOL

YEAR 9 – 10 COURSE BOOK

2017



## 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**.

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## INTRODUCTION

This book is designed to provide information about the courses offered at The Friends' School for students in Years 9 and 10, so that students, in consultation with parents and teachers, can plan a program of study for these two years. It covers eight learning areas, designated as faculties, with individual descriptions of subjects detailing the requirements for completing these courses.

### CURRICULUM STRUCTURE

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Students in Years 9 and 10 study a combination of compulsory and elective subjects. English, Mathematics, Science, Health and Physical Education are compulsory in Years 9 and 10, whilst Humanities is compulsory in Year 9 only. History Unit 1 is compulsory in Year 10.

All other subjects are optional and students can select from a range of subjects to build courses that suit individual capabilities and interests. Although a student may decide to specialise in The Arts, Languages, Humanities or Technology, we normally advise students to choose a balanced program covering a range of learning areas.

#### **Semesters, Units and Lines**

The academic year consists of two semesters with timetables prepared for each semester. Subjects are divided into semester-long units and are placed on a timetable consisting of nine lines. Each line accommodates one subject and has a time allocation of three one-hour lessons. A total of nine subjects complete a timetable in a given semester.

Subjects may be of 1-4 units in length and therefore range from one semester to two years in length. Some units are year specific, whilst others such as the English electives are single units, which can be taken in Year 9 or Year 10.

#### **Building a Timetable**

Students decide, after consultation with parents and teachers, which subjects they intend to take in their following year of study. 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.

An individual student timetable for Semester 1 is generated from electronically submitted selections. It consists of nine subjects. 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 list 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 that includes the continuation of the year long compulsory subjects and any new or continuing electives, maintaining a total of nine subjects.

## **Pathways**

It is important when selecting electives to consider pathways through Years 9 - 12 and beyond. Many Year 10 courses lead on from corresponding Year 9 courses. Students usually choose some subjects at the end of Year 8 with the intention of studying them for two years through Years 9 and 10.

Most Year 9 elective courses can be taken without previous experience of the 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 taken in consultation with appropriate staff.

It is sometimes appropriate for students to take individual units of two-unit or four-unit subjects rather than completing the whole course. It is recommended that students complete all units offered for most subjects.

## **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).

Whichever program is being considered, it is important to check requirements carefully before choosing subjects. There are subjects in Year 11 and 12 that require specific background knowledge gained through Years 9 and 10 – in particular some Mathematics, Science and Language subjects. The Year 11–12 Course Book gives further information.

A list of subjects and units for Year 9 and Year 10 can be found on the next page.

### **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)**

All students who undertake the IB must do a Literature subject, a second language, and a Mathematical subject, as well as selections from the Humanities, Science and Art subjects.

The program is presented as a package with three common elements that incorporate Theory of Knowledge (TOK), Creativity, Action and Service (CAS) and an Extended Essay. Subjects in the IB are run as two-year courses.



### Four-unit Subjects

<b>Arts</b>	Art
	Ceramics
	Dance
	Drama
	Music
<b>English</b>	English
<b>Languages</b>	Chinese
	French
	German
	Japanese
<b>Mathematics</b>	Mathematics
	Modified Mathematics
<b>Health</b>	Health and Physical Education
<b>Science</b>	Physical Science
<b>Technology</b>	Computer Graphics and Design
	Design and Technology
	Food Studies
	Textiles

### Three-unit Subjects

<b>Technology</b>	Multimedia
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### Two-unit Subjects

<b>Health</b>	Sport Science
<b>Humanities</b>	Geography, Economics, Business & Law (EBL)
	Year 9 Humanities
	Year 10 History, Religion in Society
<b>Mathematics</b>	Year 9 Mathematics Methods
	Year 10 Mathematics Methods
<b>Science</b>	Biological Sciences
	Year 10 Modified Science, Physical Science (Analytical)
<b>Technology</b>	Programming

### Single-unit Subjects

<b>English</b>	Film Appreciation
	Literature and Life's Big Questions
	Write Creatively
<b>Humanities</b>	Year 10 Options: Philosophy, Social Psychology
<b>Technology</b>	Digital Technology
	Automotive Studies

## ASSESSMENT AND REPORTING – YEARS 9 AND 10

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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. The 't' rating indicates that an acceptable standard has not been reached. NA indicates that a particular criterion has not been assessed. The '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 student reports. 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

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. These awards are:

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**EA**

Exceptional Achievement

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**HA**

High Achievement

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**CA**

Commendable Achievement

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**SA**

Satisfactory Achievement

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**PA**

Preliminary Achievement

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**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 the opportunity but has not presented sufficient work for assessment, an NN will be given.

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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.



## Homework

Students in Years 9 and 10 are expected to complete regular homework. 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.

Most homework assignments are set some days in advance of the due date, although some assignments will be of longer duration, requiring students to coordinate homework requirements over several weeks. In some subjects such as Languages and Mathematics it can be beneficial to have shorter regular bursts of homework.

## Examinations

Students will be expected to sit formal examinations in some subjects near the end of Year 10. The examinations will take place during a dedicated examination week and will help teachers to determine ratings for a number of criteria. The experience of revising for, and then sitting a formal examination will also help students prepare for Years 11 and 12.

## Connections Program

In each semester, an extended time is set aside for Year 9 and 10 students to participate in programs which aim to foster explicit connections between the learning areas and to develop the understandings outlined in the Curriculum Statement. The emphasis is on teaching and learning that promotes knowledge acquisition, personal well-being, skill development and deep understanding which emerges from an interdisciplinary curriculum.

Extended tasks are seen as an ideal vehicle for encouraging students to develop independent work habits, self-reliance and their ability to persevere.

Students are encouraged through inquiry, reflection and self-assessment to demonstrate that they have a clear understanding of how they learn best as individuals and in partnership with others.

## SUBJECT SUPPORT

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Subject Support is structured for small groups of students who need consolidation in areas of learning that are presenting difficulty.

### *It may include:*

- Re-teaching of concepts and skills covered in class subjects
- Assistance with organisation and planning
- Consolidation of literacy and numeracy skills required for learning.

This is not an elective but teachers or tutors may advise students to select this course for one or two semesters after consultation with the Learning Support Department, if there are concerns about their 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 the relevant Head of Faculty. Learning support can incorporate selected co-curricular activities and in some instances, may take the form of an individual learning program.

# ARTS

## ART

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*The objectives of the 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 and articulate aesthetic judgements
- Understand art in a cultural context
- Communicate with others through art works
- Demonstrate personal thoughts and feelings in art works.

The Year 9 – 10 Art course is divided into four sequential units. All units require students to record their ideas, plans and influences in an 'art journal' and all units require the study and appreciation of relevant artists and art movements.

**Unit One** – In this unit, students produce a handmade art journal and have the opportunity to broaden their skills and means of expression using a range of mostly two-dimensional media. Much of the work involved in Unit One centres on the figure and portraiture.

**Unit Two** – This unit includes two and three-dimensional work in a variety of media. An emphasis on designing through drawing prefaces each piece of work, as this skill is vital for all Art students.

**Units Three and Four** – These units emphasise the exploration of ideas and concepts as well as continuing to develop and refine practical skills. Projects concerning the disciplines of drawing, painting, printmaking and sculpture are covered. These areas are not necessarily separated and experimentation with and exploration of mixed media and digital work are encouraged.

Students wishing to study Art are encouraged to undertake all four units. However, it is also possible to enrol in single-semester units. Students enrolling in single units, particularly in Year 10 and without the experience and skills provided by Year 9 Art, may find the work more challenging than would have otherwise been the case.

Year 8 Art is not a prerequisite for Year 9 – 10 Art but it is an advantage to have studied it.

## CERAMICS

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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 and articulate aesthetic judgements
- Understand art in a cultural context

- Communicate with others through art works
- Demonstrate personal thoughts and feelings in art works.

The Year 9 – 10 Ceramics course is divided into four sequential units. All units require students to record their ideas, plans and influences in an 'art journal'. All practical work requires the study and appreciation of relevant artists, and art/ceramic work. Drawing and design skills will be developed throughout all units and active participation in the maintenance of the Ceramics area is expected.

**Unit One** – This unit concentrates on developing hand-building skills. Each student has the opportunity to apply these techniques to pot work and sculptural projects.

**Unit Two** – Hand-building and sculptural skills will continue to be developed. An emphasis on designing through drawing prefaces each piece of work. Development of this skill is vital for all Ceramics students.

**Units Three and Four** – These units emphasise the development of ideas and concepts. Students are also expected to develop their technical skills, combine different processes and be able to choose the most suitable technique for each project.

Students wishing to study Ceramics are encouraged to undertake all four units. However, it is also possible to enrol in single semester units. Students enrolling in single units, particularly in Year 10 and without the experience and skills provided by Year 9 Ceramics, may find the work more challenging than would have otherwise been the case.

Year 8 Ceramics is not a prerequisite for Year 9 – 10 Ceramics but it is an advantage to have studied it.

### **Assessment**

In Art and 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 each semester.

## **DANCE**

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This course defines dance as a performance art and aims to develop the technical, expressive and aesthetic abilities of students. It gives beginners grounding in the basic elements of technique to develop confidence and skills to dance in any style. Those with previous dance experience or studio training will appreciate the opportunity to improve technique and broaden their horizons by experiencing many different styles of dance. It gives all students an understanding of the wider world of dance.

Students begin with looking at safe dance practice and technique to learn to prepare and care for their bodies. This topic includes the importance of warm-up, understanding one's own physical limitations, anatomy as it relates to dancers, injury prevention and recognising what constitutes correct technique. Thus students will spend time on developing such aspects as leg alignment, posture, turnout, flexibility, strength and body placement during jumps and turns.

Different dance styles are studied in greater detail than in the Year 8 Dance course. Units of work are chosen to provide a wide experience of styles and reflect the interests of students. These may include:

- The study of contemporary choreographers
- The evolution of dance in Musical Theatre
- Musicality and artistry in dance
- Technique and anatomy across dance styles such as ballet, jazz and contemporary
- Dance from other cultures such as Bollywood, Highland and Flamenco.

All units are accompanied by historical and cultural studies and conclude with a learnt dance in that style. Excursions to performances and workshops by guest teachers provide an interesting and motivating link with the professional world of dance.

The course also has an underlying core of choreography. A study in the elements of dance and choreographic forms, provides the foundation for effective, purposeful choreography and an appreciation of the dance works of others. Students choreograph their own works in small ensembles and later in solos and duets. They prepare for performance by developing plans for the effective rehearsal, lighting and costuming of their dances.

The art form of dance overlays the physical training of the athletic body with musical and aesthetic expressiveness to communicate to an audience an idea or just the sheer joy of movement. This is the gift of dance to all who study it.

## DRAMA

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*Drama provides opportunities for students to:*

- Explore through role a range of human ideas and experiences from many perspectives
- 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 (eg, 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.

The Year 9 and 10 Drama courses build on the Year 8 foundation, but is open to all students including those with no previous experience. Students may choose to study Drama in either or both Year 9 and 10.

The aim is for the students to acquire an increased understanding of the use of spoken language, drama, movement and theatre history. Students will be involved in working cooperatively and creatively with others to explore social issues, attitudes and opinions in order to shape material for presentation to specific audiences. The development of knowledge and skills in speaking, listening and performing will be undertaken to an appropriately high standard. This will be approached through the setting of short-term goals and by reflecting on personal achievement throughout the course.

There will be opportunities to increase confidence and self-esteem as students experience success and enjoyment in completing and reflecting on their work. Students will also be encouraged to attend live theatrical performances and develop a critical appreciation of theatre as an art form.

The course is sequential and is divided into four units.

## Year 9 Units

Semester One	Semester Two
Improvisation, text and sub-text work	Exploration of Physical Theatre
Voice skills – verbal dynamics, voice production	Expressive and stylised movement
Exploration of a theme	Improvisation, text and subtext work
Writing and presenting original Theatre to Educate plays	Voice work – poetry, prose and radio
Theatre history – Ancient Greek Theatre	Theatre history – Medieval Theatre and Italian <i>commedia dell'arte</i>
Journal writing and written responses to live theatre	Journal writing and written responses to live theatre

## Year 10 Units

Semester One	Semester Two
Improvisation, text and sub-text work, character development	Method Acting – Stanislavsky
Original scripted duologue	Theatre history – 19th Century Realism and 20th Century movements
Australian play study – <i>The Club</i>	Play Study - <i>A Doll's House</i>
Theatre history – Elizabethan theatre and Shakespeare	Absurdism – history, exploration and project
Devised Physical Theatre	Epic Theatre – Brecht
Reflective journal writing	Reflective journal writing
Live theatre reviews	Live theatre review writing and an inquiry project

## MUSIC

Music in Years 9 and 10 provides an opportunity for students to extend their musical skill and broaden their musical understanding through the experiences of performing, composing and listening. It is not compulsory for students to have studied Music in Year 8 before studying Music in Years 9 and 10. However it is desirable for students to have developed some skill as an instrumentalist or as a singer before enrolling in either the Year 9 or Year 10 course.

Students will be able to pursue music from idioms of interest to them (classical music, contemporary popular music, jazz and folk music) and will be expected to work as soloists and as members of small ensembles.

### Performing, Composing and Listening

Music in Years 9 and 10 is practical and creative, with students being given every opportunity to perform, compose and listen to music.

#### *In particular, students will:*

- Study a number of facets of performing and perform regularly before an audience as a soloist and as a member of an ensemble
- Compose pieces with a particular focus on song writing, the use of specific compositional techniques, and the use of chords and harmony
- Create music through improvisation
- Critique live performances
- Use computer software to compose and notate music
- Listen to and analyse music, which in Year 10 includes maintaining a listening journal
- Pursue an individual and self-directed music project, the topic of which is negotiated with the teacher.

Students will be encouraged to play and compose music in styles of interest to them. However, it should be noted that students will be expected to work with music in a variety of styles.

Students in both Year 9 and 10 will have opportunity to perform in a twilight concert with Year 10 students required to perform at a special concert towards the end of Semester 2.

Year 10 students also have the opportunity to work with a local composer when composing a piece for an instrument and/or writing songs.

To complement and support the practical components of the course, it is strongly recommended that students undertake individual tuition on their chosen instrument or voice, and participate in one or more of the many co-curricular ensembles.

All Year 9 and Year 10 Music students have access to software to help with the development of aural and theoretical skills.

Students planning to study IB Music, or TCE Music Level 3 or Foundation Practical Study in Years 11 and 12 are strongly advised to take Music in both semesters in Year 10.

### Year 9 Units

Semester One	Semester Two
Counting the Beat	Ensemble Performance
Ensemble Performance	Instruments of the Western World
Melody Writing	Independent Inquiry
Chord Construction	Ragtime Music
The Solo Performer	Impressionism

### Year 10 Units

Semester One	Semester Two
The Performer (all year)	The Performer (all year)
In the Groove	Groove 2 the Music
Musical Research Project	Take it Up a Tone – a look at transposition
Legal and Illegal Harmonies	Music for Me
I Write the Song	Year 10 Twilight Concert
	<i>And either:</i>
	Improvisation and small band rehearsal (optional), or Advanced Theory – preparation for Music in Years 11 & 12

# 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 interrelated 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 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 9 AND 10

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Year 9 and Year 10 English is a two-year, four-semester course that aims to prepare students for success in the pre-tertiary study of English under the International Baccalaureate or the Tasmanian Certificate of Education in Years 11 and 12. Increasing importance is placed on the skill of developing arguments in essay form the analysis of the stylistic features of texts the context of texts, their purpose and audience and research techniques, as a means of developing students' own critical responses. Students will also have the opportunity to create imaginative texts that engage with the ideas and textual forms they encounter. The course requires proficiency in all areas of language use. Students are expected to exercise initiative, independence and to take responsibility for their own learning.

*In Year 9 students will have the opportunity to:*

- Examine an idea or issue as represented in a range of substantial and short texts
- Craft and perform spoken word poetry
- Undertake a single novel study
- Compare texts with a focus on Asian perspectives
- Complete an independent study of a text, based on a negotiated inquiry question
- Read, analyse and respond creatively to a contemporary Australian drama
- Undertake skill-building activities to extend their language competencies.

*In Year 10 students will have the opportunity to:*

- Compare two substantial texts, including a novel, focussing on thematic links
- Analyse the language of persuasion in contemporary society

- Study the work of one poet in detail
- Read and interpret a Shakespeare play
- Practise exam skills and sit a two hour examination
- Craft and present a speech
- Undertake skill-building activities to extend their language competencies.

Students in Years 9 and 10 will purchase a novel, which will be assigned and charged to their accounts in Term 1.

Throughout all units work on spelling, punctuation, sentence construction, paragraphing and grammar is continued with developing sophistication.

**Assessment:**

*Students 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.

## OPTIONAL ENGLISH UNITS

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The optional units give enthusiastic students extra time for the study of particular areas of interest in a more flexible way. The emphasis in all the optional units is on interest, enjoyment and the building of specialised skills and knowledge that will further assist students in their pre-tertiary studies.

The optional units are assessed in a similar manner to the compulsory core units of English, but the assessment is not necessarily comparable as expectations and levels of difficulty vary. Options run for one semester, but can be taken in either Year 9 or Year 10. The Literature option is available in Year 10 only.

Students may undertake two of the three English electives during Years 9 and 10.

## ENGLISH OPTION 1: FILM APPRECIATION

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Film Appreciation is for students who love films – watching them, thinking about them and discussing them – and who want to develop their skills as critical viewers. Approximately twelve films are studied during the semester, through which students gain an understanding of the technical aspects of film language, the elements that define particular genres and the techniques of iconic directors.

A range of modern and classic films are studied in sets, focusing on a particular director, theme, genre, idea, actor, school or region of film-making. The film selections alternate yearly, ranging from Alfred Hitchcock to Baz Luhrmann, big-budget Hollywood to cult classics, the quirks of Australian cinema to Europe’s best, and from the ‘coming of age’ narrative to the mind-bending concepts of Science Fiction.



Students maintain a film journal throughout the course and respond to films in analytical and creative ways, through a flexible combination of writing and audio-visual creations. The course includes a student-chosen film unit as well as the opportunity for students to share their own 'must-see' films.

Students will leave this course better equipped for the film components of the pre-tertiary English courses, more knowledgeable of the seminal films of our culture, and perfectly placed to settle arguments about 'which film is better.'

## **ENGLISH OPTION 2: LITERATURE AND LIFE'S BIG QUESTIONS**

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Literature and Life's Big Questions is for Year 10 students who are passionate about literature and who wish to develop their skills as critical, careful and close readers of literary texts. The course also encourages students to hold a global perspective via the texts and ideas they encounter. A different core text and inquiry focus will be offered each year.

The Literature option will take students on a journey to examine the grand narratives and the big questions of life with which writers have grappled for time immemorial. Students will examine a substantial novel, a film and other compelling auxiliary texts that ask the big questions about what it means to be human and the power of storytelling.

## **ENGLISH OPTION 3: WRITE CREATIVELY**

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Write Creatively is a writing workshop that aims to help students build confidence with their writing, take pride in their work, develop creativity and personal style, improve literacy and have a lot of fun. Students write every lesson. They explore different writing techniques and styles, and develop their skills through pre-writing, editing, re-writing and through critiquing their own work and, at times, the work of others, in a positive and affirming manner.

Students read and draw inspiration from the work of well-known and not so well-known writers of poetry, songs, newspaper columns, short stories, novels, plays, monologues, dialogues, haiku, reviews, montages, stream-of-consciousness selections and a whole lot more.

Students are encouraged to polish and enter the best of their writing in competitions and to submit to publications.

## **ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)**

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EAL/D is offered in Years 9 and 10 for students who need to develop their English language in order to participate fully in the life of the School. The course is designed as 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 provide individual support to students in developing their language skills to help them access learning in their other subjects. Students in Year 10 will sit a written and oral examination near the end of the year.

## HEALTH

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

Social, emotional, physical, mental and spiritual health are the foci of teaching and learning in all areas of this curriculum. Students are encouraged to value, maintain and promote a healthy lifestyle.

The curriculum incorporates Outdoor Education, Physical Education, Health Theory and Sport Science. This is offered to students in a variety of ways. Physical Education and Health Theory are compulsory in Years 9 and 10, where the curriculum progresses from the work covered in Year 8. Students in Year 9 must also select and undertake Outdoor Education activities. In Year 10, Outdoor Education is an elective subject. Sport Science is an elective subject of two distinct and separate units that can be taken in Year 9 or Year 10.

### PHYSICAL EDUCATION

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In Year 9 there is an emphasis on sports based activities with a theme of game sense understanding. Students participate in a wide variety of sports that demand adaptation of already developed general skills. There are also opportunities for students to continue with Bicycle Education to further enhance their competencies. Other units conducted in Physical Education include Dance, Body and Spatial Awareness Skills and Aquatics.

Year 10 students engage in a recreation-focused program where the emphasis is on planning for an active and healthy life after school. Students explore community and recreational activity options and are given a range of commercial gym experiences through the use of the staff and facilities of Friends Health & Fitness. In addition there are sport-based activities, which are selected on an interest basis and the students take a proactive role in coaching, officiating and participating in these team-based sports. Students have the opportunity to complete their Royal Life Saving Society Bronze Medallion certification.

Throughout both Years 9 and 10 there is an underlying fitness emphasis placed on the student's participation and most lessons consist of a combination of both skill and fitness activities.

### HEALTH THEORY

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Across the curriculum there is an inter-relationship between the work covered in both theory and practical Health and Physical Education classes.

In Year 9 students explore topics including social skills, safety, wellbeing, harm minimisation, mindfulness, decision-making, sexual health and self responsibility.

Students also start the Pathway Planning process which requires them to begin looking at their future career options and planning the processes required to move towards them.

Year 10 students prepare for Work Experience, exploring the requirements and selection processes required to prepare for this week. This unit includes an examination of their personal qualities, social skills, communication skills and occupational health and safety knowledge.

Students participate in the Rotary Youth Driver Awareness program that educates them on the responsibilities inherent in becoming a safe motorist. Peer leadership skills are developed through the Youth Forum, whereby Year 10 students research many different health related topics to prepare

presentations for Year 8 students in a small group forum setting. Students are taught a range of competencies in order to do this successfully, including the completion of an online Level 0 Coaching Course.

Year 10 students complete their Pathway Planning for life choices post-high school and this is done with the consultation of staff and the Careers Co-ordinator in the High School.

The final component of the Health Theory course engages students in the SafeLanding relationships program. Topics such as sexuality, sexual health and contraception, personal identity, diversity, values, relationships and decision-making are covered. Students discuss and review these topics and undertake various activities.

## OUTDOOR EDUCATION

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All Year 9 students participate in a multiday, multi-night program. Activities are selected from rafting, sea kayaking and bushwalking. The program is a progression from Year 8 experiences with an increase in self-direction, management and teamwork.

The Year 10 Outdoor Education program caters for a wide base of student skill levels and interests. Students are invited to participate in weekend bush walks, mountain biking, snow camping and kayaking experiences. Year 10 students have the opportunity to self-select extended outdoor experiences offered in the school term breaks. These programs explore iconic Tasmanian locations such as hiking the Overland Track, sea kayaking Freycinet and snorkelling, bike riding and walking on Maria Island. An opportunity for a bus-supported program exploring Tasmanian tourist locations will be available during the winter holiday break.

The Duke of Edinburgh Award is an optional program. Students undertake service, physical recreation and develop new skills and complete adventurous journeys as part of the award.

Assessment includes self-reflection, staff feedback and the development of long-term pathways.

## SPORT SCIENCE

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This elective subject is aimed at those students in Years 9 and 10 who have an interest in the factors that govern sports performance. It may appeal to students who would like to find out how athletes achieve elite performances in sport and how the application of science is involved in the analysis and prescription of improved sports performance.

The subject involves some theory investigation and practical activity work.

Students study the following essential modules:

### *Semester 1 – General Principles of Fitness*

- Studies in Anatomy and Physiology
- Nutrition for Athletic Performance
- Understanding Sports Injuries.

### *Semester 2 – Fitness Applied - Training Science*

- Energy Systems and Sport Performance
- Principles and Methods of Training
- Skill Acquisition/Bio-mechanics of Sport
- Ergogenic Aids in Sport.

Assessment is continuous using a range of evidences relating to student learning in the subject, including written work and performance in practical activities.

# HUMANITIES

Humanities in 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 as well as Economics, Business and Legal Studies. 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.

## Year 9

All students in Year 9 study Humanities. In Year 9 students may also select Geography, and/or Economics, Business and Law (EBL 1) in addition to the core Humanities program.

## Year 10

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 and Law (EBL 1/2), Social Psychology, Religion, Philosophy and Geography.

A limit of four units can be taken in Year 10. Where there are two units offered in a particular subject, Unit 1 would normally be offered in Semester 1 and Unit 2 in Semester 2, although this will be subject to timetabling and scheduling needs.

All Humanities based subjects emphasise inquiry-based teaching and learning.

## YEAR 9 – HUMANITIES

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Humanities in Year 9 involves the study of people's interactions throughout the world and throughout history. It also considers the interactions and social implications of human activity in the environment. Students study the Industrial Revolution and the subsequent movement of slaves, convicts and free settlers in the 17<sup>th</sup> and 18<sup>th</sup> centuries. World War I is also a focus of study. Civics is integrated into the history of Australian Federation and the development of democracy. Students study government, political parties and electoral processes. Students also investigate geographies of interconnectedness by exploring the impact of globalisation on food production and trade.

### *Key knowledge and understanding:*

Movement of peoples (1750-1901):

- Influence of the Industrial Revolution on the movement of peoples throughout the world
- The experiences of slaves, convicts and free settlers
- Changes in the way of life of groups of people who moved to Australia
- The short and long-term impacts of the movement of peoples.

Making a nation:

- European settlement in Australia and the effects of contact with the indigenous population
- Living and working conditions in Australia around 1901
- Key events and ideas in the development of Australian self-government and democracy
- Legislation 1901-1914, including: Harvester Judgment, pensions and the Immigration Restriction Act.



World War I (1914-1918):

- An overview of the causes of World War I and reasons for enlistment
- The places where Australians fought and the nature of warfare during World War I
- The impact of World War I on the Australian Home Front
- The commemoration of World War I, including evaluating the significance of the Anzac Legend.

Geographies of interconnections:

- Trade, connections and people
- The distribution of Earth's resources
- Consumption of goods and services in Australia
- Australia's trade organisation structure and Australia's trading partners
- The effect of transnational corporations on the industrial landscape
- How globalisation changed trade and manufacturing
- What is Fair Trade?
- What are the social justice issues and problems with trade?

## **YEAR 9 AND 10 - ECONOMICS, BUSINESS & LAW (EBL)**

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This course is an elective subject that runs for two units.

Unit 1 - can be taken in either Year 9 or Year 10

Unit 2 – can be taken only in Year 10.

### ***Economics, Business & Law Unit 1***

This course introduces students to contemporary economics, business and legal issues. The course delivery will include opportunities for student directed inquiry, case studies, debate and the use of a range of means of communication.

Students will have the opportunity to:

- Examine the nature of Australia as an economy and its place within the broader Asian and global economy
- Investigate why and how participants in the global economy are dependent on each other
- Investigate why and how people manage financial risks and rewards
- Explore the ways businesses seek to create and maintain a competitive advantage in the global market
- Investigate the roles and responsibilities of participants in the changing Australian and global workplace
- Examine the role of political parties and independent representatives in the Australian system of government
- Investigate how citizens' choices are shaped at election time
- Examine the key features of the Australian justice system
- Explore the influences on Australian civil society including the shaping of identity and the attitudes to diversity.

This option is useful preparation for the Year 10 EBL option (Unit 2), and for courses in Year 11/12 in Economics, Business Studies, Legal Studies and Accounting.

## ***Economics, Business & Law Unit 2***

This course introduces students to contemporary economics, business and legal issues. The course delivery will include opportunities for student directed inquiry, case studies, debate and the use of a range of means of communication. Studying Economics, Business & Law Unit 1 is not a pre-requisite but it is advisable.

Students will have the opportunity to:

- Examine indicators of economic performance and how Australia's economy is performing
- Investigate the links and possible causation between economic performance and living standards and the variations within and between economies
- Explore the ways that governments manage the economy to improve economic performance and living standards
- Investigate the factors that influence major consumer and financial decisions and the consequences of those decisions
- Examine the ways the emerging workplace is organised and responds to changing conditions in the global economy
- Compare and contrast the key features and values of the Australian system of government with those of India and Japan
- Investigate Australia's roles and responsibilities at a global level, for example as a member of the United Nations
- Examine the role of the High Court including interpreting the Constitution
- Investigate how Australia responds to the requirements of international law, for example to the Refugee Convention and the Law of the Sea
- Investigate current challenges to the rule of law and civil society in Australia.

This option is useful preparation for courses in Years 11/12 in Economics, Business Studies, Legal Studies and Accounting.

## **YEAR 9 AND 10 - GEOGRAPHY**

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This course is an elective subject that runs for two units.

Unit 1 - can be taken in either Year 9 or Year 10

Unit 2 – can be taken only in Year 10.

It is expected that students who undertake Unit 1 in Year 9 have demonstrated strong literacy and research skills. All sections of this course will contain a study of the countries of a region and their geographical features. Students will also participate in at least one field excursion per semester.

### ***Geographical skills:***

- Observing, questioning and planning
  - Develop geographically significant questions
  - Plan an inquiry using appropriate geographical methodologies
- Collecting, recording, evaluating and representing
  - Collect, select and record relevant geographical data and information



- Use primary and secondary sources, and evaluate them for reliability and usefulness
- Represent data in a range of appropriate forms
- Interpreting, analysing and concluding
  - Analyse data using qualitative and quantitative methods
  - Apply geographical concepts to draw conclusions based on analysis of data
- Communicating
  - Present findings, arguments and ideas in a range of communication forms
  - Use geographical terminology and digital technologies as appropriate.

### ***Unit 1: Environmental Change and Management***

This course focuses on environmental geography through an in depth study of a specific environment.

Students will have the opportunity to:

- Examine an overview of the environmental functions that support all life
- Examine the major challenges to their sustainability
- Investigate environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges
- Investigate a specific type of environment and environmental change in Australia and one other country
- Apply human-environment systems thinking to understand the causes and consequences of the change
- Explore geographical concepts and methods to manage environmental change
- Consider economic and social factors involved in management strategies
- Explore and select strategies to manage the change.

### ***Unit 2: Geographies of Human Wellbeing***

Students will have the opportunity to:

- Examine the different ways of measuring and mapping human wellbeing and development
- Explore the reasons for spatial variations between countries in selected indicators of human wellbeing
- Investigate the issues affecting the development of places and their impact on human wellbeing, drawing on a study from a developing country or region in Africa, South America or the Pacific Islands
- Examine the reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region
- Examine the reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale
- Investigate the role of international and national government and non-government organisation initiatives in improving human wellbeing in Australia and other countries.

## YEAR 10 – HISTORY

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This course runs for two units. All students study Unit 1 and Unit 2 is an elective.

The study of history is essential to understanding the present and participating in the future. The Year 10 History course is an excellent introduction to post World War I 20<sup>th</sup> Century history. Students will be introduced to skills and concepts throughout the course that will prepare them to undertake many Clemes based subjects in the TCE or the IB Diploma. This course helps students to develop an historical overview of the events and philosophies that have shaped the modern world, and to consider their implications for the 21<sup>st</sup> Century. Particular emphasis is placed on an Australian perspective where appropriate, fulfilling the requirements of the Australian Curriculum.

### *Key inquiry questions:*

- How did the nature of global conflict change during the 20<sup>th</sup> Century?
- What were the consequences of World War II?
- How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes?

### *History Unit 1 – compulsory*

1. The inter-war years between World War I and World War II
  - The Treaty of Versailles and its implications for Germany
  - Key features of the Roaring Twenties
  - The cause, course and consequences of the Great Depression
  - The rise of extremist political parties.
2. World War II (1939-45)
  - Causes and course of World War II
  - Significant events in World War II, including the Holocaust and use of the atomic bomb
  - Experiences of Australians during World War II, including Prisoners of War
  - The impact of World War II on the Australian home front
  - The significance of World War II to Australia's international relationships.

### *History Unit 2 – elective:*

1. The Cold War
  - Origins and development of the Cold War
  - The Vietnam War – a Cold War conflict – causes
  - Australia's involvement in the Vietnam War
  - The impact of the Vietnam War and the arrival of Indochinese refugees into Australia.
2. Migration Experience (1945 – the present)
  - Factors that contributed to post World War II migration to Australia
  - Experiences of different migratory groups to Australia
  - The contribution of migration to Australia's changing identity.
3. Civil Rights
  - Origins of the US Civil Rights movement



- Methods used by civil rights activists, the roles of groups or individuals in the struggle
- Significant events in the US Civil Rights movement
- Impact of the Civil Rights movement, in the US and also Australia.

## YEAR 10 – PHILOSOPHY

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This course is an elective subject that runs for one unit.

The study of Philosophy is essential to understanding the world in which we live and, more importantly, the way we think. Consequently the Year 10 Philosophy course is designed to be an excellent introduction to the big questions that have preoccupied us for thousands of years. This course helps students to develop foundational understanding of key philosophical concepts that are still debated today and will influence the future. The course also develops the skills of critical and creative thinking and in particular philosophical analysis and evaluation, and is excellent preparation for the intellectual demands of the IB Diploma. Classroom activities include reading philosophy, class discussion, responding to scenarios, as well as viewing and analysing philosophical films.

### *Key inquiry questions:*

- What is truth?
- What is real?
- Who am I?
- How do I know I am the same person over time?
- How can I tell right and wrong?
- How should we be governed?

### *Key philosophers and topics:*

- Plato's metaphysics (the Allegory of the Cave)
- Descartes' and the self ('I think therefore I am')
- Locke's issue of the enduring self (the 'Prince and the Cobbler')
- Hume's and Buddhism's concept of the No Self
- Sartre's notion of "existence precedes essence".

## YEAR 10 – SOCIAL PSYCHOLOGY

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This course is an elective subject that runs for one unit.

Year 10 Social Psychology encompasses curricula which cover introductory aspects of both the TCE and IB Diploma subjects of Psychology and TCE Sociology, with Psychology being the exploration of the mind and human behaviour and Sociology examining the social world and human society. Students will be introduced to skills that will enhance their ability to analyse and evaluate theoretical and definitional concepts, as well as examine empirical evidence and studies related to the topics studied.

### *Key inquiry questions:*

- How does society impact upon an individual's behaviour?
- Where do our individual differences arise?
- Where do our emotions come from and can they be controlled?
- What is pro-social behaviour?

***Key areas of knowledge and understanding:***

- Individual and Society – agents of socialisation, pro-social behaviour, heredity versus environment
- Emotions – cognitive, behavioural, physiological determinants of behaviour.

**YEAR 10 – RELIGION IN SOCIETY**

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This course is an elective subject that runs for two units, but can also be taken for one unit.

In what ways does the practice of a religion influence a person and a society? What ideas and insights about other cultures can be gained through a study of the main religion of the society? This course attempts to answer these questions. Major world faiths are examined in detail.

Opportunities to practise techniques of meditation, identify with different religions and to visit religious centres are provided. Various speakers are also invited to address the students about what their religious faith means to them. A range of films from around the world is shown and we visit religious centres like the synagogue, mosque and various churches.

Students are encouraged to undertake research studies in each unit and to present their findings to the class. Visual aids are utilised where relevant and there is a chance for students to involve themselves in practical activities. Special contemporary events such as religious festivals or the visit of the Gyuto Monks to Australia also provide a focus for various activities.

***Religion in Society Unit 1:***

- Religious conflict
- Hinduism
- Buddhism
- Other minor Indic faiths.

***Religion in Society Unit 2:***

- Judaism
- Christianity
- Islam.

## LANGUAGES

*If you talk to a man in a language he understands, that goes to his head. If you talk to a man in his language, that goes to his heart.* – **Nelson Mandela**

The study of Languages 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 other than their native 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 target language is spoken. Technology also allows for greater innovation in the delivery of language lessons.

The study of Languages is strongly encouraged as an essential part of a broad and balanced education for all learners. Not only do students gain a greater awareness of the language and culture of others, but also the understanding of their own language and its place in the world is enhanced. Language connects to all learning areas and through language learning students have the capacity to develop strong literacy and decision-making skills.

After completing the Languages programs in Years 7 and 8, students may choose to continue their Language studies in Years 9 and 10 to complete the High School Languages program. Years 9 and 10 Languages are in accordance with the Australian Curriculum: Languages. Students may study up to two target languages in both Years 9 and 10.

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 and 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 the Years 8 to 10 Language programs of their target language.

Throughout the Year 9 and 10 courses, students are assessed progressively on their skills in listening, speaking, reading and writing and on their cultural knowledge and awareness. Successful completion of a Languages course in the High School prepares students for further study of the language/s in Year 11 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. Currently French is the only language offered to beginners in Year 11 or 12. Continuation courses are offered in Chinese Mandarin, French, German and Japanese.

Our native speaker program enables students in Years 10, 11 and 12 to enjoy regular conversations with a native speaker in small group situations. This has proven to be a very valuable and enjoyable part of our Languages program. We also have native speaker language assistants working with students in Years 9 and 10 Chinese, German and Japanese, and in Year 10 French.

The School has 'sister-school' and exchange relationships with schools in China, France, Germany and Japan. School trips are taken to China, Japan, France and Germany and exchanges to China, Japan, Germany and France may be possible for students in Years 10, 11 and 12.

Families are sometimes invited to host our visiting students for short periods. Hosting an exchange student is an excellent way of building on language skills and provides a rich intercultural learning experience for the whole family.

## CHINESE

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The Year 9 and Year 10 Mandarin Chinese programs follow a sequential pathway building on the foundations established in Year 8 Chinese. These programs provide a sound basis for pre-tertiary study of Chinese in Year 11 or Year 12.

Modern texts, developed in Australia for use by Australian students, form the basis of course work, and are supported by a range of modern Chinese resources. During the course, students will enjoy learning about Chinese festivals and discovering the delights of Chinese cuisine.

Students will extend their ability to communicate in a variety of situations, both orally and in writing. The language patterns of spoken Chinese will be practised in role-plays and conversations arising from common interactions in a Chinese context. The main focus of the written component of the course will be further development of the students' knowledge of hanzi (characters).

Students will develop an awareness of how the Chinese language reflects the culture. They will further their study of China as both an ancient and contemporary culture of great significance and in doing so, broaden their understanding of this fascinating country, its business opportunities and its language.

## FRENCH

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Year 9 French and Year 10 French are sequential programs that provide a sound basis for pre-tertiary study in Year 11 or Year 12. Students who have studied French in Year 8 will usually complete the sequential program of Year 9 French followed by Year 10. Students who complete either one or both of these French programs will be ineligible for study in the IB Diploma French *ab initio* Beginner's course offered in Year 11 and 12. However, students having completed and achieved a satisfactory rating in French in the High School to the end of Year 10 should have acquired the necessary foundations for study in the IB Diploma French B course.

The Year 10 course includes extension and consolidation components.

The High School French syllabus aims to develop the four major skill areas of listening, speaking, reading and writing. These communication skills are based on everyday French, used in familiar situations. As the course progresses they include more complex vocabulary and structures. French is used as much as possible in the classroom to maximise students' exposure to the language.

A cultural awareness program is integrated into the course. This aims to familiarise students with various aspects of the French way of life, and to develop their understanding and appreciation of the French people and their culture. Students may have the opportunity to meet visiting students from our sister school in Nancy, the Lycée Callot.

### ***Year 9 French includes:***

- Using a range of activities to develop oral and written skills
- Practical oral work such as conversations, role plays, shopping and simulation activities
- Simple 'documents authentiques' such as magazines, catalogues, maps and brochures that introduce students to a variety of cultural experiences
- Tasting and preparation of French specialties.



### **Year 10 French includes:**

- Advanced conversation in real life situations – booking holidays, discussions of books and films, future plans
- Advanced writing activities – business and personal letters, narrative work, preparing brochures
- The development of a detailed understanding of French culture through the study of ‘documents authentiques’
- Further tasting and preparation of French cuisine
- Exploration of the historical links between Australia and France
- An individual Inquiry Project on an aspect of French culture.

## **GERMAN**

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The Year 9 and Year 10 German programs follow a sequential pathway building on the foundations established in Year 8 German. The course prepares students for both pre-tertiary German and German extension in Years 11 or 12. Students will normally have completed Year 8 German before attempting this course.

The course builds on current student knowledge by extending topics covered before, as well as introducing new, modern language materials. The text also informs students about major German cities, as well as festivals such as Karneval. This is achieved by basing each course unit on such places and events.

As the level of students’ German increases, a wider variety of authentic materials can be utilised. Students enjoy such activities as examining the latest video magazines as well as browsing German-language sites on the Internet. The course also strives to demonstrate the volume of literature, music and research available in German, and thereby to broaden students’ perspectives.

Students may also have opportunities to meet and work alongside visiting German teachers and students. The Friends’ sister-school relationship with Lessing Gymnasium, Uelzen (in northern Germany) enables students to make contacts in Germany, which may be pursued during the exchange trips for students in Years 11 and 12.

## **JAPANESE**

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The Year 9 and Year 10 Japanese programs follow a sequential pathway building on the foundations established in Year 8 Japanese. These courses develop the written and oral skills of students beyond the simple question and answer level to basic conversation and lengthier written communication. The pace of each student’s learning is monitored to ensure that they develop at a level appropriate to their individual linguistic skills, with opportunities for extension provided as students become increasingly confident in their use of Japanese.

### **Year 9**

The basic skills established in Year 8 are extended by an increase in vocabulary and language patterns, supported by further Kanji characters.

The focus in written work is the development of more complex language patterns aimed at reading and writing letters, journals, articles etc dealing with common topics. Oral skills continue to be developed with the introduction of common question and answer combinations aiming at longer simple conversations and short plays. Students are encouraged to work at their best pace at all times and extension opportunities, such as speech competitions, begin to be utilised.

## **Year 10**

This course continues to expand grammatical skills and vocabulary to the level where students are able to deal with more complex conversation topics and lengthier passages in Japanese using the three writing systems: Hiragana, Katakana and Kanji. Students are encouraged to develop their own strategies to deal with increased vocabulary and absorb more advanced sentence patterns. Students develop a firm foundation for deciding whether to undertake a pre-tertiary study of Japanese, whilst those who do not continue are equipped to the level where they can confidently undertake travel in Japan as part of a school group and interact with Japanese families. Students in Year 10 may have the opportunity to visit one of our affiliated schools in Japan as part of a short-term exchange.

Year 9 and 10 students may have the opportunity to meet and work with visiting students from our sister schools – Kochi Nishi Senior High School and Tokyo Friends School.

# MATHEMATICS

*The courses offered in Years 9 and 10 are based on the following 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. First, 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. Second, 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. Mathematics is a cumulative subject and a spiral approach is adopted: a topic may well be covered several times, but in greater depth each time.

## **Organisation**

Two main courses operate in Years 9 and 10: Mathematics, intended for the majority of students; and Modified Mathematics.

## **Choosing Electives**

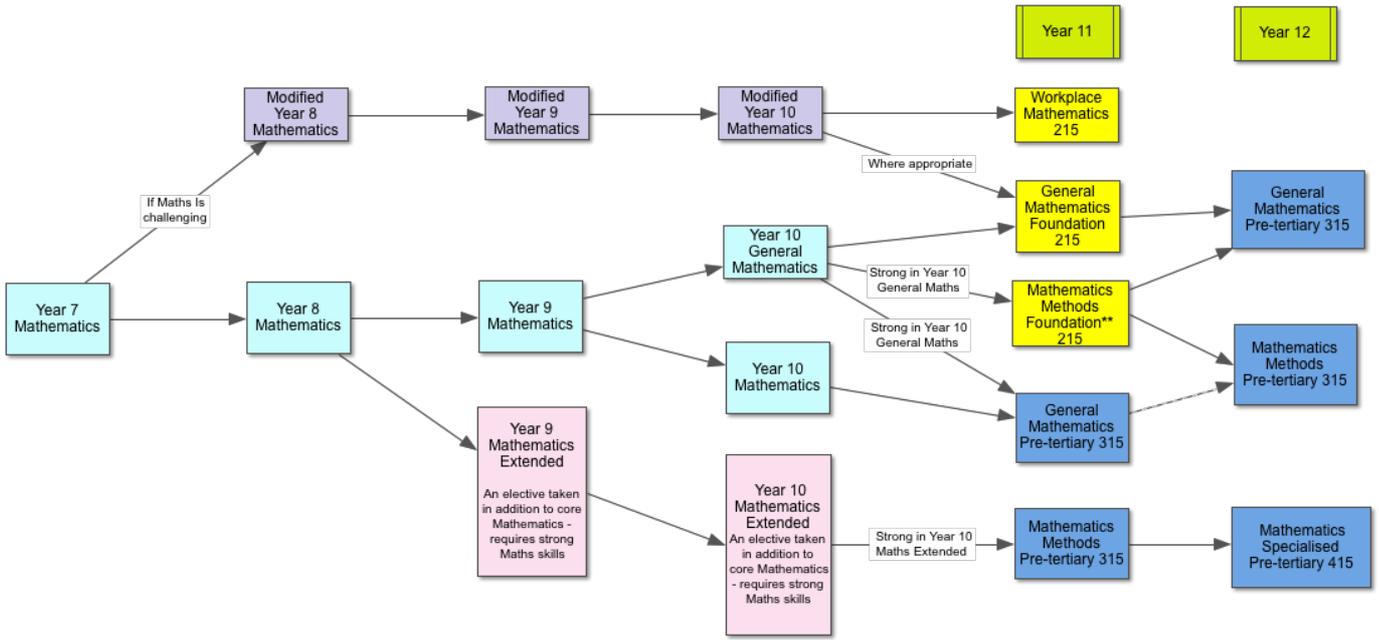
It is critical at the start of Year 9 to map out a mathematics pathway through to Year 12. This must include a careful consideration of electives as decisions made in Year 9 can limit options in Years 11 and 12.

The Mathematics and Elective Mathematics courses taught in Years 9 and 10 equip students equally well for TCE or IB studies. Students who enrol for the IB Diploma in Years 11 and 12 are required to study a Mathematics subject. Intending IB students with their sights set on Mathematics (Standard Level) or Mathematics (Higher Level) should select Mathematics Extended as optional subjects in Years 9 and 10 respectively. Mathematical Studies (Standard Level) should be accessible to students who do not go beyond the mainstream Mathematics syllabuses in the High School.

For the TCE, students intending to take Mathematics Methods in Year 11 should also select Mathematics Extended in Year 9 and Year 10.

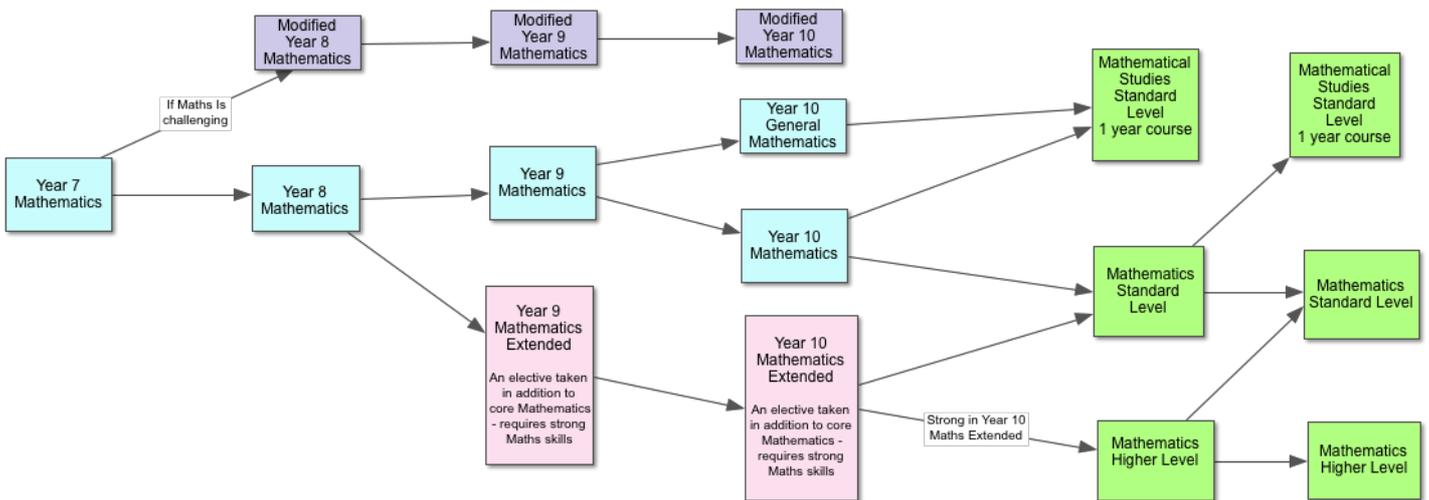
# Mathematics Pathways

## TCE Pathway



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

## IB Pathway



## YEAR 9 AND 10 – MATHEMATICS EXTENDED

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These elective subjects are taken in addition to Mathematics and are designed for more capable and dedicated students. The content is more challenging than in Mathematics and students need to be prepared to meet the challenge.

Students who choose not to study Mathematics Extended in Years 9 and 10 generally do not go on to study a higher level mathematics course in Years 11 and 12. Students who have not studied these two electives have not developed the necessary algebraic skills to be successful in the higher level courses and as a result, courses in the TCE and IB are limited. It is strongly recommended that students who wish to follow a pathway that requires TCE Mathematics Methods, or in the IB Diploma Mathematics Standard Level or Mathematics Higher Level, choose Mathematics Extended in Years 9 and 10. The content of Year 10 Mathematics Extended will reflect that of TCE Mathematics Methods Foundation 3.

It should be noted that pre-tertiary Mathematics Methods is often a pre-requisite at some universities for entry into undergraduate courses in the Physical Sciences, Engineering, Economics and Computer Science.

We strongly encourage that advice be sought regarding electives and we recommend contacting the current Year 8 Mathematics teacher for assistance.

## YEAR 9 – MATHEMATICS

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Every student in Year 9 must study Mathematics. Successful completion of this course and the Year 10 course will enable students to follow an appropriate pre-tertiary course in Years 11 and 12. The Year 9 program is based on the Australian Curriculum and is supplemented with some additional content to provide students with the best possible knowledge base for their mathematics pathway.

Where satisfactory progress is not maintained in Mathematics, students may be advised to transfer to Modified Mathematics. This advice is not given unless we are convinced that it would be the most appropriate action to take, and students and parents need to consider the option very seriously.

## YEAR 10 – MATHEMATICS

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All students in Year 10 study Mathematics courses based on the Australian Curriculum. For the great majority of students, this will be the core Mathematics course. However, students should take the course best suited to their current abilities and development, with some students taking an alternative and less challenging courses in either General Mathematics or Modified Mathematics.

In all cases, the goal is to provide students with an appropriate program that allows them to develop the skills in mathematics required to follow their chosen pathway through corresponding courses in Years 11 and 12.

These Year 11 and 12 courses are:

- Workplace Mathematics which focuses on using mathematics to make sense of the world
- General Mathematics Foundation and Mathematics Methods Foundation designed as bridging courses in Year 11 to prepare students where necessary for either General Mathematics or Mathematics Methods in Year 12
- General Mathematics which is designed for students who wish to undertake further studies where mathematics knowledge facilitates problem solving and decision making
- Mathematics Methods which is designed for students with an interest in mathematics and whose

future pathways may involve pure mathematics studies at university

- Mathematics Specialised which is higher level mathematics designed to be taken in Year 12 after completing Mathematics Methods in Year 11.

General Mathematics, Mathematics Methods and Mathematics Specialised are pre-tertiary subjects designed for university entry requirements.

### *For Students intending to take the TCE*

Students who study General Mathematics in Year 10 generally follow the pathway of either Workplace Mathematics or General Mathematics Foundation.

Students who study core Mathematics in Year 10 generally follow the pathway of either General Mathematics Foundation, Mathematics Methods Foundation or pre-tertiary General Mathematics in Year 11.

Students who study Mathematics Extended in Year 10 would expect to follow a pathway into pre-tertiary Mathematics Methods or pre-tertiary General Mathematics. Those who do well in Mathematics Extended normally access pre-tertiary Mathematics Methods in the TCE in Year 11. They then have the opportunity to study Mathematics Specialised in Year 12.

Those students who are not as successful in Year 10 Mathematics Extended would usually study pre-tertiary General Mathematics in Year 11. Given an appropriate result in General Mathematics students have the opportunity to study Mathematics Methods in Year 12. Such decisions are best made at the end of Year 11.

### *For students intending to take the IB Diploma*

Year 10 core Mathematics will prepare students for IB Mathematical Studies. Mathematics Extended in Years 9 and 10 is highly desirable for anyone wishing to take IB Mathematics Standard Level and essential as preparation for IB Mathematics Higher Level.

Further details of courses in Year 11 and 12 can be found in the Year 11-12 Course Book. Current Mathematics teachers are best placed to advise individual students, or contact the Head of Mathematics if you would like to further discuss needs, aspirations and options.

## **YEARS 9 AND 10 MODIFIED MATHEMATICS**

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These courses aim to foster the consolidation and growth of basic mathematical skills and knowledge, and to emphasise the ways in which mathematics is used in real life situations. Success in this course enables students to progress to appropriate pathways of study including Workplace Mathematics, General Mathematics Foundation and in some situations, General Mathematics in Year 11 or 12.

Some students are counselled at the end of Year 8 to take this subject. Others who find the General Mathematics course difficult may be advised to transfer to Modified Mathematics. In the situation where a student demonstrates substantial progress they may transfer from Modified Mathematics to General Mathematics.

## SCIENCE

In Years 9 and 10, in line with the Australian Curriculum, the study of Science at The Friends' School is compulsory. All units 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.

Topics are offered in the following sub-strands of Science:

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

### YEAR 9 – PHYSICAL SCIENCE

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Unit descriptions:

#### **Physical Science: Semester 1**

- Chemical Sciences 1 – History of atomic structure, electron configuration and formulae, physical and chemical change, acids and bases, nuclear reactions and radioactivity, nuclear power production
- Physical Sciences 1 – Energy changes and transformations and heat convection, conduction and radiation
- Earth & Space Sciences 1 – Plate tectonics, volcanoes, earthquakes, geological time and global patterns of geological activity.

#### **Physical Science: Semester 2**

- Chemical Sciences 2 – Introduction to reactions, formula and equations, types of reactions
- Physical Sciences 2 – Light and sound energy, wave motion and the EMR spectrum, basic circuits

In addition, students will study Biological Science 1 in Semester 1 **or** 2, and this may be determined by other timetabling considerations. In Biological Science 1, students study systems in living organisms (including gas exchange systems and transport systems) and ecosystems.

### YEAR 10 – PHYSICAL SCIENCE

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Three courses operate in Year 10: Modified Science, Physical Science and Physical Science (Analytical). The Modified course is a general science course and as such, students will not have the option of studying an additional Biological Sciences unit.

Students will be counselled during the Year 9 course selection processes as to which Science course is appropriate for them. Enrolment in the Modified course will be made in consultation with the Heads of Faculty, the class teacher, tutor and parents.

All other students will enrol in either one of the Physical Sciences.

## Pathways

It is strongly recommended that all students intending to study any science at a pre-tertiary level enrol in either one of the Physical Science courses.

### Year 10 Modified Science

Topics are combined into units with each unit lasting one semester. Both units are compulsory and students are not able to enrol in additional Physical or Biological Science units. Students will enrol in Modified Science for a full year and will be unable to change pathways part way through.

Enrolments in the Modified Science course are based on recommendations made by class teachers in consultation with Heads of Faculty.

#### Modified Science: Semester 1

- The periodic table trends and properties; natural cycles
- Motion and Newton's Laws
- The Universe
- Inheritance and genetics.

#### Modified Science: Semester 2

- Industrial processes in chemistry
- Energy and power
- Reactions of metals
- The Theory of Evolution.

### Year 10 Physical Science

Physical Science may be studied as Physical Science or Physical Science (Analytical). The topics covered in each course are the same, with the Physical Science (Analytical) students using a more mathematical approach to help prepare for further studies in the sciences. Students study Physical Science or Physical Science (Analytical) for the full year.

Physical Science provides students with a solid foundation for further studies in the Physical Sciences at pre-tertiary level. Students will gain an appreciation of aspects of Physics, Chemistry and Astronomy and will design and carry out a range of practical tasks to investigate phenomena. This course provides a very good introduction to the physical sciences as taught at Clemes and is a good choice for students who require a structured program.

Physical Science (Analytical) consolidates the application of mathematical skills to the sciences and is also aimed at students who are intending to study the Physical Sciences or Biology in their pre-tertiary studies. This course supports students in developing skills in analysis and evaluation of scientific processes and investigations. Students should be motivated and have sound mathematical skills in order to enrol in this course. This course will benefit students intending to study Physics, Chemistry or Biology in the International Baccalaureate. Enrolment in the Physical Science (Analytical) course is made in consultation with the Heads of Faculty, the class teacher, parents and tutor.

#### Physical Science: Semester 1

- Chemical Sciences 1 – The Periodic table trends and properties, classification of substances and reactions of metals
- Physical Sciences 1 – Motion, Newton's laws, equations of motion
- Earth & Space Sciences 1 – Cosmology, use of technologies to explore the universe and astronomical measurements.

**Physical Science: Semester 2**

- Chemical Sciences 2 – Chemical reactions
- Physical Sciences 2 – Energy, energy conservation and power
- Chemical Sciences 3 – Quantitative chemistry.

or

**Physical Science (Analytical): Semester 1**

- Chemical Sciences 1 – The Periodic table trends and properties, classifications of substances and reactions of metals
- Experiment design
- Physical Sciences 1 – Motion, Newton's Laws, equations of motion, introduction to mathematical methods of error analysis and applications of graphical analysis
- Earth & Space Sciences 1 – Wonders of the Universe: Cosmology, use of technology to explore the universe and astronomical measurement.

**Physical Science (Analytical): Semester 2**

- Chemical Sciences 2 – Chemical reactions and rates of chemical reaction, advanced experiment design and evaluation.
- Physical Sciences 2 – Energy, energy conservation and power, mathematical analysis of scientific data, additional use of graphs
- Chemical Sciences 3 – Quantitative chemistry, advanced experiment design and evaluation.

**YEARS 9/10 – BIOLOGICAL SCIENCE**

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Biological Science 1 and Biological Science 2 are single semester units that are compulsory for all students except those studying Modified Science. These units may be taken across Years 9 and/or 10 but it is highly recommended that Biological Science 2 is taken in Year 10. Placement in a particular semester for a given year may depend upon other timetabling considerations.

**Biological Science 1:**

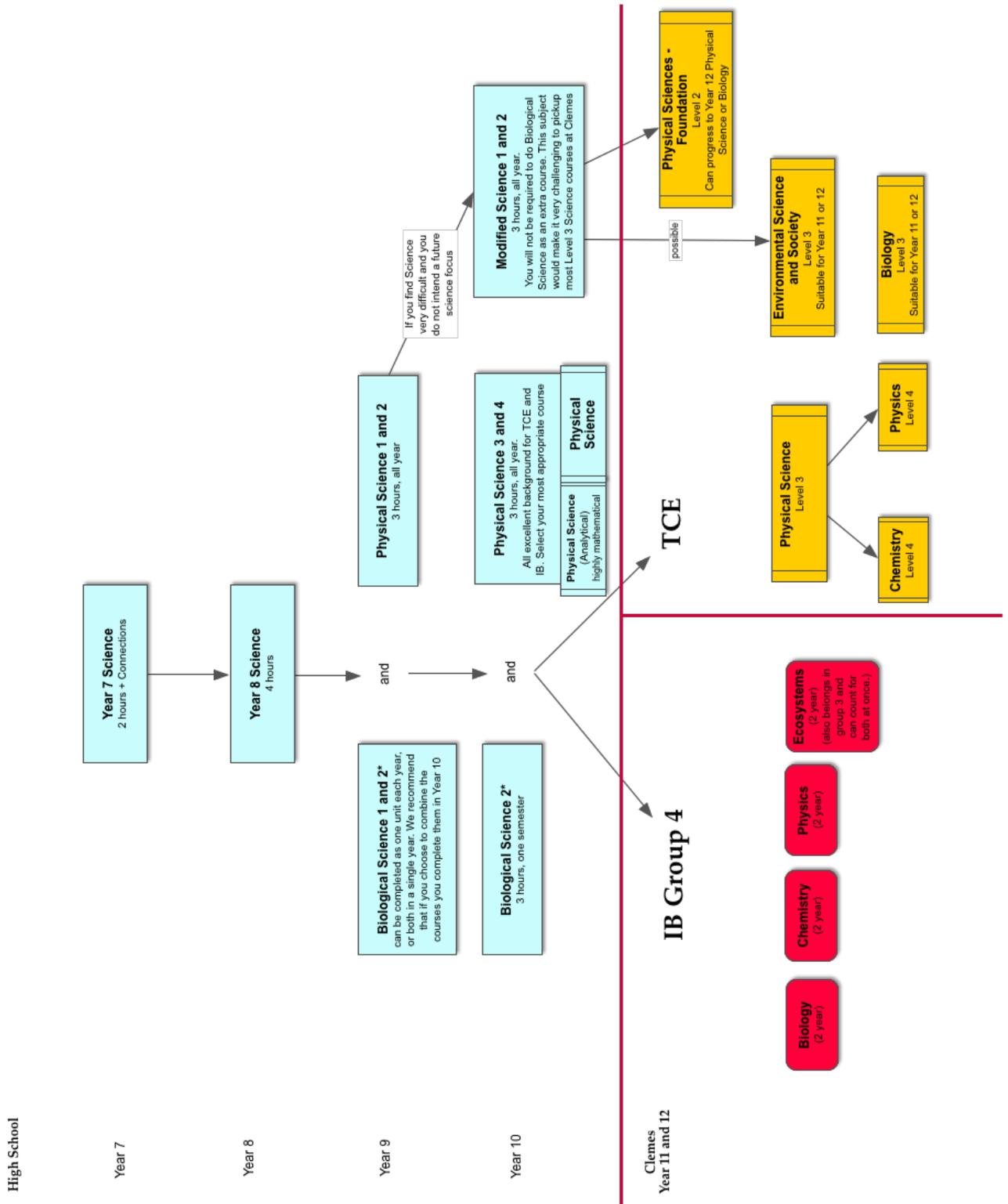
- The coordination of systems in living organisms, including the gas exchange, immune, nervous and endocrine systems
- Ecosystems.
- Size and shape of organisms

**Biological Science 2:**

- DNA
- Genetics and evolution
- Global systems, including the carbon cycle
- Cell structure.

# The Friends' School Science

All units will have a substantial practical component covering experimental design, laboratory process and recognition and treatment of errors. The curriculum emphasises inquiry-based teaching and learning, with a strong focus on science inquiry skills of questioning and predicting; planning and conducting experiments; processing and analysing data and information; evaluating and communicating.



# TECHNOLOGY

Subjects in Technology involve the purposeful application of knowledge, experience and resources to create products and processes that meet human needs. They combine theory and practice. Through a process of designing, making and appraising, students generate ideas and translate them into practice. They explore, apply and develop information, materials and systems.

## DESIGN AND TECHNOLOGY

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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. The subject provides for self-expression through a design brief.

Students apply knowledge of materials, practical skills and safe working practices both as an individual and as a member of a group.

Four sequential units are available. Together they form a complete two-year course.

The Design and Technology workshop has a wide variety of industry-standard equipment and machinery. Students will be trained in the safe operation of each machine as appropriate for their skills and needs.

*In the course of the two years, the following topics and processes are covered:*

- Timber joint design and application
- Processing timber and associated materials using machinery and hand tools
- Laminating and veneering
- Spindle turning on the lathe
- Working on set, structured projects
- Working on individually designed projects.

Students will be expected to communicate their ideas as they work through the design process. This will include providing evidence of research work, sketches, detailed drawings, cutting lists and job lists which together will form a folio of work to support their practical design work. An evaluation of each piece of work will be completed.

Students will be required to complete research work to enable them to have some understanding of the historical influences in design. They will also investigate areas of technological change in a chosen field of interest, with a focus on effects this may have had on everyday life.

Where possible, students will be taken to view and comment on exhibitions relevant to their study to enable them to experience a wide range of design work.

The actual design briefs given to students will be wide and varied, with some as problem solving activities and others having limitations imposed by material, time, equipment and processes. The units in Year 9 may be taken as single units, however in Year 10 students are expected to complete both units in order to complete a year-long design brief.

## FOOD STUDIES

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Students who choose Food Studies can complete two units of Food Studies per year.

The four units in each course are usually taken sequentially to form a complete two-year course.

### **Foods 1 (Year 9 Semester 1)**

This unit aims to promote a love of cooking through the development of more advanced skills, building on the foundations established in previous years. Valuable knowledge and techniques will empower students to confidently reproduce and reinvent recipes – a skill that will be with them for life. The fundamentals of efficiently preparing and using many well known ingredients and dishes are covered along with an introduction to some of the contemporary issues surrounding food today.

#### ***Units of work include:***

- Seasonal Food – using what is in season, Summer and Autumn
- Fresh Pasta Making
- Rice and Rice Dishes
- Hygiene in the Kitchen – Safe Food Practices
- Working with Chocolate
- Decorative Icing Techniques
- Easy Everyday Meals

Students are expected to redesign recipes and find new approaches to cooking chosen ingredients in order to develop flexibility and creativity in their cooking.

### **Foods 2 (Year 9 Semester 2)**

The history of Australian food and the influences of various cultures on our eating patterns are explored in detail in this course. Students begin this topic by cooking indigenous ingredients and the food of the early settlers. The dominant waves of migration and the contribution this made to our food landscape and eating habits are investigated through practical and research work.

Other topics explore the wider world of food. Towards the end of the semester, students work individually on a project that they design, manage and bring to life.

#### ***Units of work include:***

- Seasonal Food – using what is in season, Winter and Spring
- History of Australian Food
- Food in Unusual Places
- Food Fashion - deconstruction, plating techniques, sous vide
- Celebratory Food – Gingerbread House (individual project )
- Summer Entertaining – Cooking for Friends
- Indigenous Food
- Early Settlers and Colonial Food
- World Cuisines
  - Chinese
  - Italian
  - Greek
  - German
  - SE Asian
  - French

### **Foods 3 (Year 10 Semester 1)**

This unit introduces and extends student skills in food styling and plate presentation, development of a degustation menu, the Locavore challenge and the examination of the eating habits of teenagers. The students will have opportunities to develop their own repertoire of recipes, cooking a variety of delicious dishes, which will allow them to develop their creativity and problem solving abilities. Through recipe design challenges students will demonstrate an increasing responsibility for making their own decisions.

### **Foods 4 (Year 10 Semester 2)**

This unit focuses on the development of more complex cooking skills and recipe development to



design briefs based on the national McCormick Recipe Challenge. Students will have opportunities to work in groups and plan their own cooking practicals to meet design challenges. This unit encourages creativity and extends skills no matter the student's prior cooking experience. This unit will expose students to emerging food trends and will also allow for the individual expression of design creativity through the planning and making of an individual formally decorated fruit cake.

Assessment is based on each student's ability to satisfy a number of criteria in the theoretical and practical aspects of the subject as well as their ability to work independently and in group situations.

## TEXTILES

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Students who choose to study Textiles can complete two units per year. The four units in each course are usually taken sequentially to form a two-year course.

In all units, students will undertake a range of practical projects to further develop existing construction and design skills and many opportunities will be provided to explore and develop creativity. Basic skills and knowledge are extended beyond the Year 8 level, however students can undertake the course without having completed the Year 8 course.

In Textiles, efficient construction techniques are taught and students work from a Design Brief that encourages them to plan their own learning and skill development.

### **Textiles 1 (Year 9 Semester 1) and Textiles 3 (Year 10 Semester 1)**

The focus for these units is process and production skills plus an element of design work. Practical projects are offered that aid the development of sound construction skills and may include a quilt, purse/bag and/or an item of clothing such as a hooded jumper. As well, students will have the opportunity to enter the Australian Woolmark Wool 4 School competition. Students will investigate the technical aspects of wool fibre production and its versatility as a textile fibre. As part of the competition, students will develop their fashion drawing skills and will be required to submit a sketched and rendered design as part of their entry into the competition.

### **Textiles 2 (Year 9 Semester 2) and Textiles 4 (Year 10 Semester 2)**

The focus for these units is creativity and design. Students will have the opportunity to explore a range of textile art techniques including free-motion machine stitching; embellishing fabric using machine stitching, hand stitching and beading; distressing fabric using heat guns, soldering irons, rust, bleach and stitch; creating new, unique fabric from scraps and dissolvable materials; and making and working with felt. Practical projects may include book/journal covers, jewellery box, jewellery items, furnishings and/or wearable-art pieces. As well, students will explore ways to refashion textile items and produce something new from something old.

Assessment is based on each student's ability to satisfy a number of criteria in the theoretical and practical aspects of the subject as well as their ability to work independently and in a group situation.

## COMPUTER GRAPHICS AND DESIGN

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This course uses the design/make/appraise model to develop an understanding of graphic processes and creative concepts.

Throughout the students' years in the High School, various levels of study are available in this subject, and they are taken sequentially. 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 use a combination of 2D and 3D graphics software to create digital and printed content. Software studied in the course includes: Blender, Maya, Sketchup Pro, Photoshop, Illustrator, Indesign and Flash. Hardware used in the course includes: Digital SLR cameras, Graphics Tablets, 3D printing technology and Professional level colour printing. Students work to a series of project briefs which are designed to help them expand both their technical and creative skills. Students follow in-class demonstrations and tutorials to develop their knowledge of computer graphics systems. Students are encouraged to develop personal style and creativity in the production of their own work.

*The course will include:*

- 3D design and animation
- 3D materials simulation
- 3D product design
- 3D printing
- 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.

Students' final work is presented as a personal folio collection that is displayed electronically.

*Assessment is based on the students' performance on the following criteria:*

- Awareness and appreciation of design
- Communication of ideas and information (folio of work)
- Understanding of drawing standards and conventions
- Ability to plan, organise and complete activities
- Ability to work independently
- Ability to work constructively with others
- Ability to select and use technologies.

## **PROGRAMMING**

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This two-semester course is for Year 9 and Year 10 students wishing to gain experience in programming. It is particularly relevant to students who have an interest in applied technology, logic and programming. Using a design-make-appraise process, students will learn to create software using developing environments such as Construct 2 and Python. This course will foster a range of relevant skills for students who are interested in Information Systems and/or Computer Science.

### **Programming 1**

Unit 1 introduces concepts of game development. Students will examine different careers in the gaming industry and explore the global impacts of this industry. Students will use Construct 2 to gain a broad familiarity of programming concepts and utilise the design-make-appraise process to create a number of simple web browser games that will be published online.

### **Programming 2**

Unit 2 introduces some formal programming constructs in the Python language. Students will explore a range of concepts including variables, switching, loop controls and input/output. As a culminating task, students will design and create their own programming project.



## DIGITAL TECHNOLOGY

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Digital Technology is a one-semester course, designed to allow students to develop computer related skills to acquire, organise and present information. Students also investigate the social aspects of technology and how it impacts on our society.

The introductory section of the course helps students to get the most out of their laptops for research and presentation of work, with a focus given to methods commonly used by learning areas within the school.

The second section of the subject encourages students to examine trends in technology and to become leaders in implementation of technology on their laptops. 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.

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:*

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

## MULTIMEDIA

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This course is for students wishing to gain experience in the production of digital media for Screen, Print and Audio. Various levels of study are available in this subject and they are taken sequentially. There are no restrictions for entry into the course, as students will be assigned roles in production relative to their level of technical competence. This subject may be taken during years 9 or 10 and limited to 3 semesters at this level.

In sequence the units available are:

- Multimedia 1 ( Year 9/10 Semester 1 )
- Multimedia 2 ( Year 9/10 Semester 2 )
- Multimedia 3 ( Year 9/10 Semester 2 )

**The course will appeal to students interested in:**

*Production for screen:*

- Filming with digital HD video cameras and associated equipment
- Editing suite / post production using Final Cut Pro X
- Using the Adobe suite for graphic effects (Photoshop or After Effects)

- Animating; using Adobe Flash, Blender 3D or traditional animation techniques (hand drawn on a light desk)
- The creation of Motion Graphics
- Implementing Motion Tracking into their film production, using Blender.

*Production for Print:*

- Magazine, newspaper or graphic production using desk top publishing lab including software such as Adobe Photoshop, InDesign, Illustrator
- Production of zines and comic book production
- Online print production.

*Audio Production:*

- This is a component of production for screen. Digital audio operators capture audio using shotgun XLR microphones on a Zoom H5 Handy Recorder. Contemporary software is used for the Post -production of audio.

This course is a complementary study of production techniques for those already undertaking Art, Music and Computer Graphics. It is highly recommended for students wishing to study at the pre-tertiary level (Years 11/12), Media Production Video, Media Production Print, Computer Graphics or Audio Design.

*Students engage in:*

- Pre-production, including storyboarding. Scripting and development of effective narrative. A written analysis of their own and others' works is encouraged to develop critical analysis skills.
- Production for Screen, Print and Audio. This includes effective selection and use of technology. Team management is an important aspect of effective production during projects involving Multimedia 2 and 3 students.
- Post-production includes the selection and use of technology and production of a high quality product.

Students develop a portfolio of media projects in their chosen area that prepare them for the senior Media Production courses.

## **AUTOMOTIVE STUDIES**

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This one-semester course will be offered in both Semester 1 and 2.

Students will undertake practical assignments, which will develop an understanding of automotive technology. Students will work on vehicle components as single units as well as experience service operations on whole car assemblies utilising a well-equipped workshop complete with vehicle hoist.

Through the process of disassembly and reassembly of components, students will develop an understanding of occupational health and safety in the workplace as it applies to an automotive situation.

Students' time will be divided between the practical work which will be undertaken in the purpose built and equipped facility at school and some class work which will involve concept development using engaging audio visual teaching aids and other information technology.

Class time will focus predominantly on practical tasks with time devoted to mechanical operations and vehicle preparation and finishing. Theory classes will be undertaken to complement the workshop experiences.

## LEARNING STATEMENT

*The Friends' School is a community of learners that values all learners equally and provides equal opportunities for all. We value a diversity of 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 that 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.*