

**THE FRIENDS' SCHOOL**

**Year 11 & 12 Course Book 2020**



The Friends' School is an IB World School

## Purpose & 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.

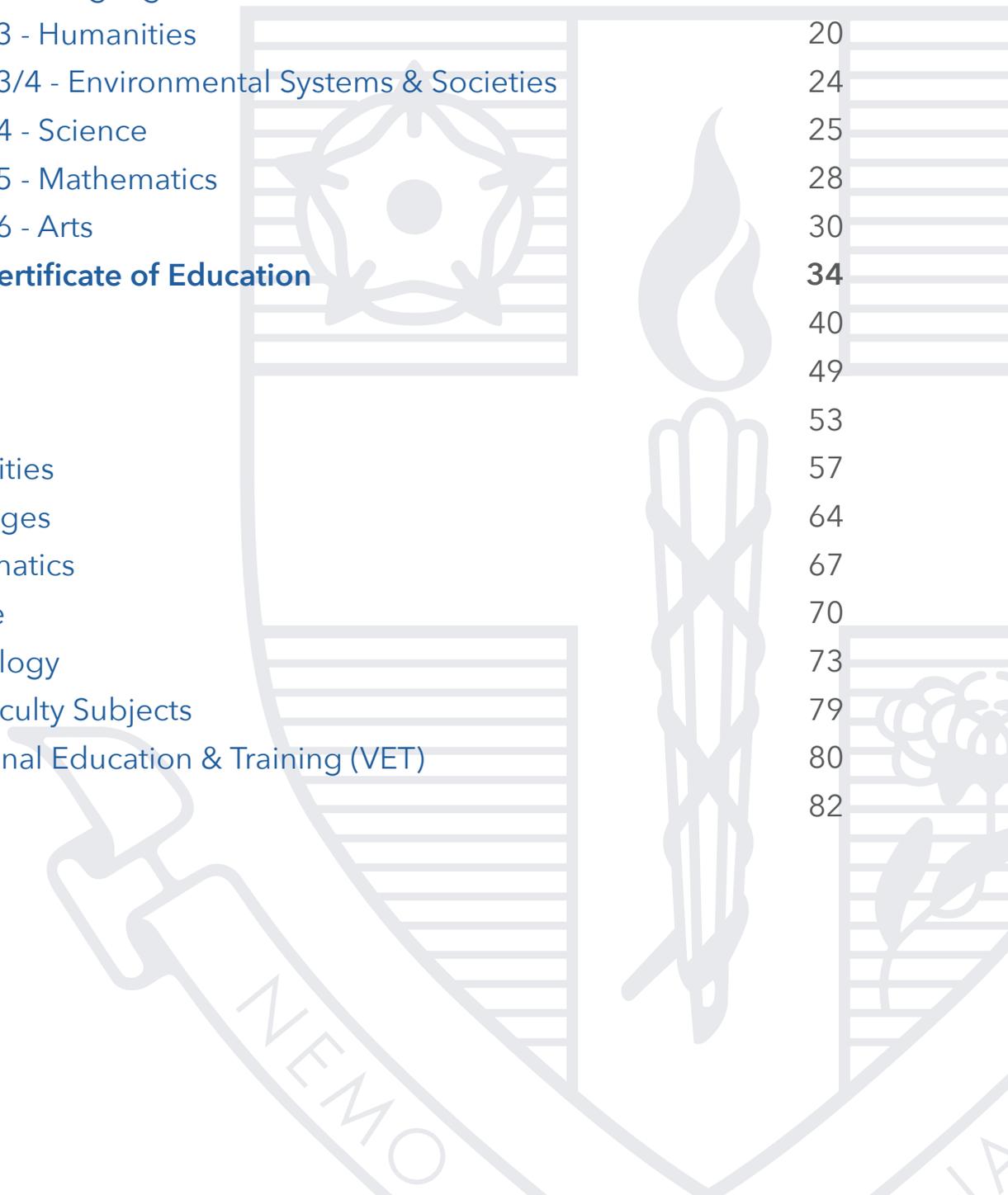
We seek to help our students develop as people who will think clearly, act with integrity, make decisions for themselves, be sensitive to the needs of others and the environment, be strong in service and hold a global perspective.

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



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# Learning Principles

*Students learn best when ...*

## **They engage academically**

- Students know what success looks like, and where it leads to
- Students make connections and construct meaning for themselves
- Students experience success and identify progress made
- Students learn from mistakes through meaningful reflection
- Students connect new concepts with previous learning
- Students receive constructive feedback that leads to action
- Students are active and curious in their play and learning
- Students are organised and prepared
- Students have a voice in their learning
- Students and educators are interacting, questioning and communicating collaboratively
- Teachers design engaging learning experiences with multiple entry points
- Staff model passion for learning

## **They are in a comfortable physical and emotional environment**

- Students have confidence that they will be respected if they take a risk
- Students are challenged to consider alternative perspectives
- Students know that their physical and mental health is supported
- Students are intrinsically motivated to take action
- Students believe physically and mentally that they can
- Students' physical comforts are being addressed with a focus on simplicity
- Students and teachers value the importance of the learning environment both inside and out
- Students and teachers recognise the need for equity

## **They feel safe, secure and valued socially, culturally and spiritually**

- Students trust the relationship, knowledge, skills and intent of other students and teachers
- Students' differences are acknowledged, respected and responded to appropriately
- Students know that their peers respect them
- Students develop a strong sense of self
- Students are not judged
- Students value sharing their learning
- Students maintain their sense of curiosity and wonder of the world around them
- Students acknowledge and understand that there is something greater in the world around them
- Students' voice is respected, listened to and considered
- Staff support all parents regarding the culture and context of learning at Friends'
- Staff embrace building relationships with all families
- Staff enact consistent expectations

# Introduction

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

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

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

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

# Important Information

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

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

The TCE can be taken in conjunction with one or more **Vocational Education and Training (VET)** courses. These pathways are detailed in a separate section to follow. Students who successfully complete the requirements of the IB Diploma also receive a TCE Certificate.

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

## Australian Curriculum

The current development of a national curriculum will continue to have an impact on courses in the future. In particular, TCE courses across a range of areas are being progressively reviewed over the next three years. Revised subjects will usually be equivalent to current courses and programs should be planned on that basis.

## University Entrance Requirements

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

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

If you study for the TCE, University entrance requires that certain conditions must be fulfilled, with regard to the number and year of study of pre-tertiary subjects. Some details are contained in the table on the next page, with more detailed information in the separate IB Diploma and TCE sections.

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

## Pre-requisites

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

## Tertiary Entrance Scores and Australian Tertiary Admission Rank

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

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

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

## Subject Choices

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

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

choices.

## TCE & IB Diploma Compared

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

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

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

If you are in Year 11 it may be possible to change pathways. In particular, a change from the IB Diploma to TCE can usually be made without jeopardising matriculation opportunities provided any change fell within the stipulated census timeframe. A change from TCE to the IB Diploma could also be feasible, provided such a change is deemed to be manageable by the student and staff involved. In any event, we would need to consider the implications carefully at the time for each individual case.

## Study Support & Study Skills

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

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

## Study Support Course

Study Support is offered for students who need extra help in organising and completing their work. All students who have taken a Study Line or Subject Support in the High School are expected to choose Study Support. Other students may be advised by teachers or tutors to take this option, either as an ongoing commitment or as a shorter-term solution to study concerns. Classes are small, with individual help available. IB Diploma students can also access Study Support following consultation with the IB Diploma coordinator and the Learning Support department.



# TCE & IB Diploma Differences

## International Baccalaureate (IB) Diploma

Designed as a package, with three common elements all IB students do, and a commitment to drawing all the elements together into a unified whole. Aims to educate the whole person. You must do an English subject, a second language, and a Mathematical subject, as well as selections from the Humanities subjects, Science subjects, and Arts subjects to retain a certain breadth to your studies and keep your future options open.

Designed for students with an interest in developing perspectives on the ever-increasing global dimension to our lives.

Requires the study of at least three subjects at Higher Level (240 hours), and three others at Standard Level (150 hours). All parts of the IB Diploma count towards university entrance, including Theory of Knowledge and the Extended Essay.

IB Diploma courses are studied over two years, with external exams at the end of Year 12 (although it is possible, even recommended, to take exams in one or two subjects at the end of Year 11).

External exams count for between 50% - 80% of the final result in most subjects, with the internal assessment based on a few set tasks with the majority being started in Year 11 and completed in Year 12.

Requires students to be involved in a variety of co-curricular activities through the CAS program.

Requires all students to study a 100-hour Theory of Knowledge course and to write an Extended Essay (EE) of between 3500 - 4000 words, based on individual research supported by classes on writing as well as EE Research Days.

Must be studied as a package - cannot be combined with other courses from outside the IB Diploma.

Requires the payment of an additional Diploma Examination levy (spread out across the two years) to cover assessment by a team of international examiners.

Recognised by all universities in Australia and the world. In Australia, as with all state qualifications, the Diploma score is converted to a common ATAR equivalent score for use in entrance and scholarship decisions, including those at The University of Tasmania.

## Tasmanian Certificate of Education (TCE)

A 'mix and match' program, where each subject is chosen independently. Very open as to which courses can be selected, so it is quite possible to specialise in fields of particular interest. You must choose courses carefully to keep your options open. A wide range of TCE subjects are offered. Students are required to complete certain subjects to ensure they receive a literacy, numeracy and ICT tick in order to meet TCE requirements.

Designed for a Tasmanian clientele and hence some courses have more Australian or Tasmanian content.

University entrance requires successful study of at least four (but usually more) pre-tertiary (150 hour) subjects, and completing both Year 11 and 12. Non pre-tertiary courses may be studied but will not count towards university entrance.

TCE courses are all one-year courses, usually with exams at the end of each year. There are restrictions on how many subjects from Year 11 can be counted towards university entrance.

Both continuous internal assessment and external exams are important elements of assessment in the TCE. It is important for students to do well in both internal and external components to ensure a strong final result.

Students need not be involved in co-curricular activities, though ample opportunities exist to do so and students are strongly encouraged to undertake the requirements for the Clemes Certificate.

A pathway plan is an additional requirement beyond the particular subjects chosen.

Can be combined with Vocational Education and Training (VET) courses.

Particular subjects may attract a levy, though usually no general levy on top of normal Friends' fees.

Recognised and accepted by all Australian Universities, and will be accepted by most international universities.

## Further Advice

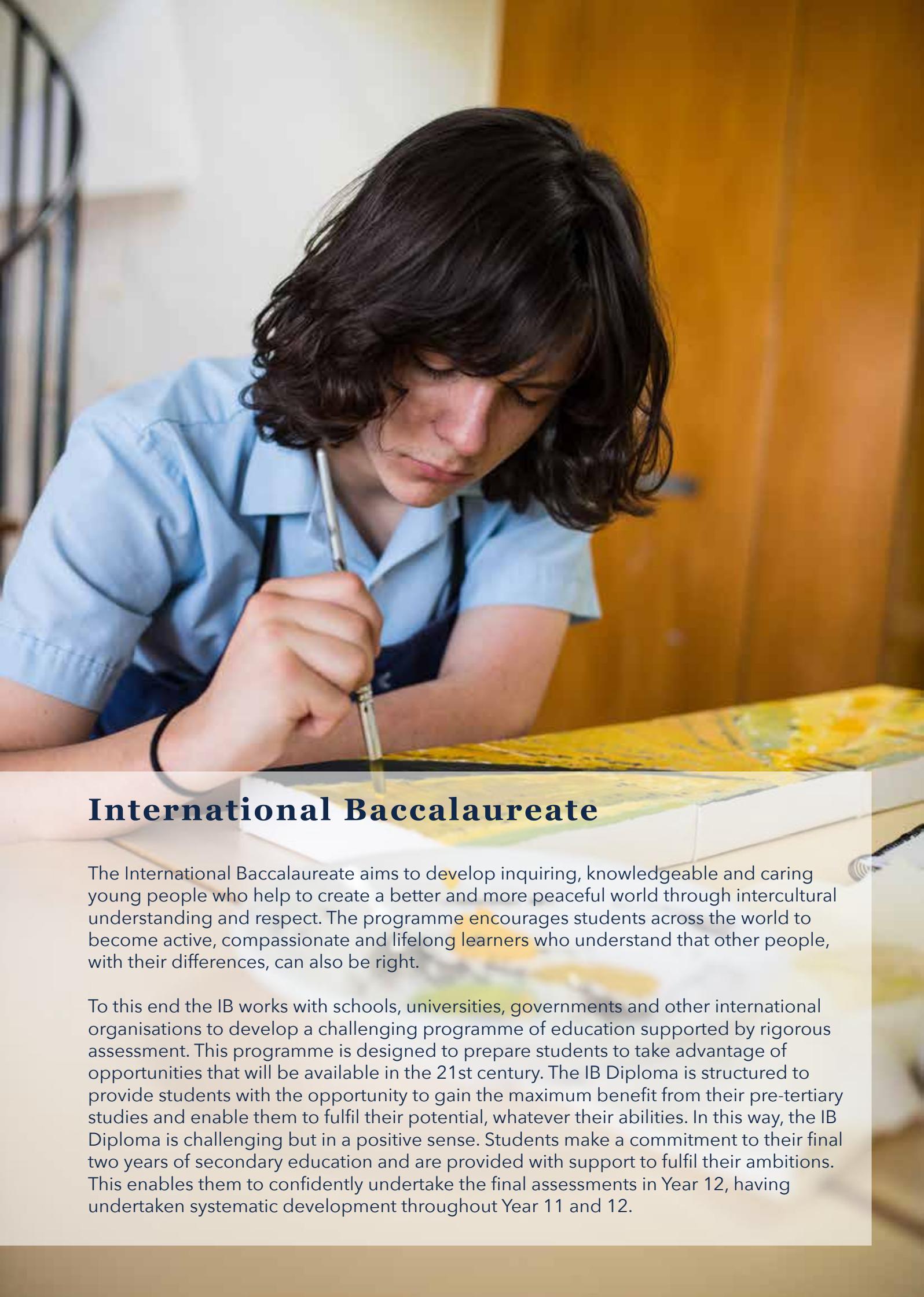
The descriptions of individual subjects and options are necessarily brief. If you need to find out more, the people to talk to are the teachers concerned, as well as students already taking subjects. Tutors and careers coordinators will be able to help in indicating how sensible certain combinations of choices may be, given current indications. We will also be able to help you with queries concerning subject requirements for particular careers and tertiary courses.



# Staff Contacts

## Staff who may be able to help you

<b>Name</b>	<b>Position</b>
Adam Chambers	Head of Clemes
Steve Barratt	K - 12 Director of Teaching & Learning
Lyn Tunbridge	Deputy Head of Clemes   Course & Careers Coordinator
Lindy Gannon	Deputy Head of High School (Curriculum)
Lyn Johnston	High School Careers Coordinator
Sarah Walker	IB Diploma Coordinator
Jane Morrison	Clemes and TCE Coordinator
Jeremy Rackham & Peter Smythe	Timetablers
Tammy Giblin	Head of Arts Faculty
John Hoggart	Head of English Faculty
Trish Menadue	Head of Health Faculty
Mark Allen	Head of Humanities Faculty
Christine Wittlinger	Head of Languages Faculty
Kathy Bunton	Head of Mathematics Faculty
Kate Baldry	Head of Science Faculty
Joni Chuter	VET Coordinator
Jane Smith	Head of Technology Faculty
Beverley Carr	Year 7 - 12 Director of Learning Support



## **International Baccalaureate**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The programme encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

To this end the IB works with schools, universities, governments and other international organisations to develop a challenging programme of education supported by rigorous assessment. This programme is designed to prepare students to take advantage of opportunities that will be available in the 21st century. The IB Diploma is structured to provide students with the opportunity to gain the maximum benefit from their pre-tertiary studies and enable them to fulfil their potential, whatever their abilities. In this way, the IB Diploma is challenging but in a positive sense. Students make a commitment to their final two years of secondary education and are provided with support to fulfil their ambitions. This enables them to confidently undertake the final assessments in Year 12, having undertaken systematic development throughout Year 11 and 12.

# Queries & Answers

## Q: Who should consider doing the IB?

A: Initially, every student should consider the IB Diploma. It caters for students who wish to be intellectually challenged but also students who wish to further develop themselves as individuals and who are looking to enter university. The IB Diploma focuses on educating the whole person through a balanced academic programme and the other core elements. It is increasingly seen as a model for educational reform in other systems.

## Q: Isn't the IB Diploma Program new and small?

A: No. The International Baccalaureate is an independent international organisation, based on the collective wisdom of leading educational experts with the input of teachers and educators from many countries. It was established in 1968. There are over 170,000 students sitting IB Diploma exams each year from over 3,000 schools - and the number is growing by nearly 10% each year. This is bigger than any of the Australian state examination systems. It is the biggest educational program in Australia and has been running at The Friends' School for over 20 years.

## Q: Are IB subjects weighted in any way?

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

## Q: Do I have to do a language to do the IB?

A: Yes, you do. However, you can either continue the language you have studied in Years 7 to 10 (Chinese, French, Japanese or German), or you can begin studying a language (Spanish *ab initio*) from the start. You do not have to have been studying a language in Year 10. Native speaker students may be eligible to study their mother tongue language as part of the School Supported Self Taught Languages (SSST) program.

## Q: What does an IB Diploma course look like?

A: An IB Diploma course contains six academic subjects, and the Core of Theory of Knowledge, the Extended Essay and Creativity, Action and Service (CAS) commitments, as illustrated in the IB Diploma Hexagon (below). See later sections of this book for details of all compulsory elements and available subjects.



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

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

## Q: How difficult is the IB Diploma?

A: Like all university entrance qualifications, it is rigorous in terms of engagement and expectations. It is similar to other Australian qualifications, however, the approach is different from the Tasmanian Certificate of Education (TCE). A student's knowledge and understanding is developed in the classroom for two years

through a structured program of learning. All students who are keen to achieve good results do complete work outside the classroom, however, this only occurs having established a sound understanding through their classroom learning. The success of the IB Diploma is its ability to systematically develop students' ability to work smarter, not harder, by developing good work habits, critical thinking ability, and the skills of academic writing and research. Research demonstrates that the IB Diploma Programme is excellent preparation for university studies and establishes a strong foundation for success in a students' chosen career.

**Q: How is the IB Diploma assessed?**

A: The IB Diploma uses balanced, transparent criterion referenced assessment; what matters is how well you know and understand the subjects' material. The most important aspect of the IB Diploma is that you are assessed only after you have undertaken significant development in that subject and have undertaken multiple development activities to deepen your understanding of assessed material. Most subjects have externally marked exams, plus one (or a few) teacher marked internal tasks. The maximum IB Diploma score is 45: up to 7 from each academic subject plus up to 3 from the Extended Essay and Theory of Knowledge combined. A minimum of 24 points, plus completion of CAS, is needed to gain the Diploma. This score is converted to an ATAR score for comparison with other Australian systems (see following table).

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

IB Diploma Score	Notional ATAR Conversion
45	99.95
44	99.85
43	99.60
42	99.25
41	98.70
40	98.05
39	97.35
38	96.45
37	95.45
36	93.95
35	92.80
34	91.40
33	89.90
32	88.05
31	86.25
30	83.70
29	81.25
28	79.25
27	76.70
26	73.85
25	71.00
24	68.45

**Q: What about IB Diploma exams? Isn't everything dependent on the final exams in Year 12?**

A: Exams count for between 50% and 80% of the final marks depending on the subject. There are two or three exam papers per subject: all shorter than 3 hours, some as short as 45 minutes. The exams for each subject are taken over two days. The exam period covers 3 and a half weeks. The exams at the end of Year 12 occur after a revision period of approximately 8 weeks of in-class revision. Two sets of mock exams are completed in Year 12 to further develop organization skills, revision strategies, and exam technique. This provides plenty of time for students to be really prepared for the final assessments. Some students sit one or two Standard Level (SL) subjects in Year 11, lessening the Year 12 workload. Also, students can retake exams in May, the following year, if they wish to improve their scores.



**Q: What is CAS? Isn't it an extra?**

A: Creativity, Action, Service gives recognition for activities outside the classroom - many of which you are already doing. You will learn a lot about yourself and others, as well as building up skills to last a lifetime. Research has suggested that being involved in a CAS-style program enhances academic outcomes. Universities, scholarship boards, even employers now value this aspect of a pre-tertiary education. For example, the Australian National University (ANU) now considers an applicant's commitments in these areas alongside their academic performance.

**Q: What is international about the IB?**

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

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

A: No. Over 90% of Australian IB Diploma students go to their local university. In fact, there are over 1,500 Diploma students currently studying at The University of Melbourne. Most do the Diploma for its innovative features, the quality of learning and assessment tasks, not to study overseas. All Australian universities fully recognise the Diploma, and many give advanced placement or credit for some IB Diploma results.

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

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

## Structure of an IB Diploma Course

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

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

(CAS) program and an Extended Essay (see pages following).

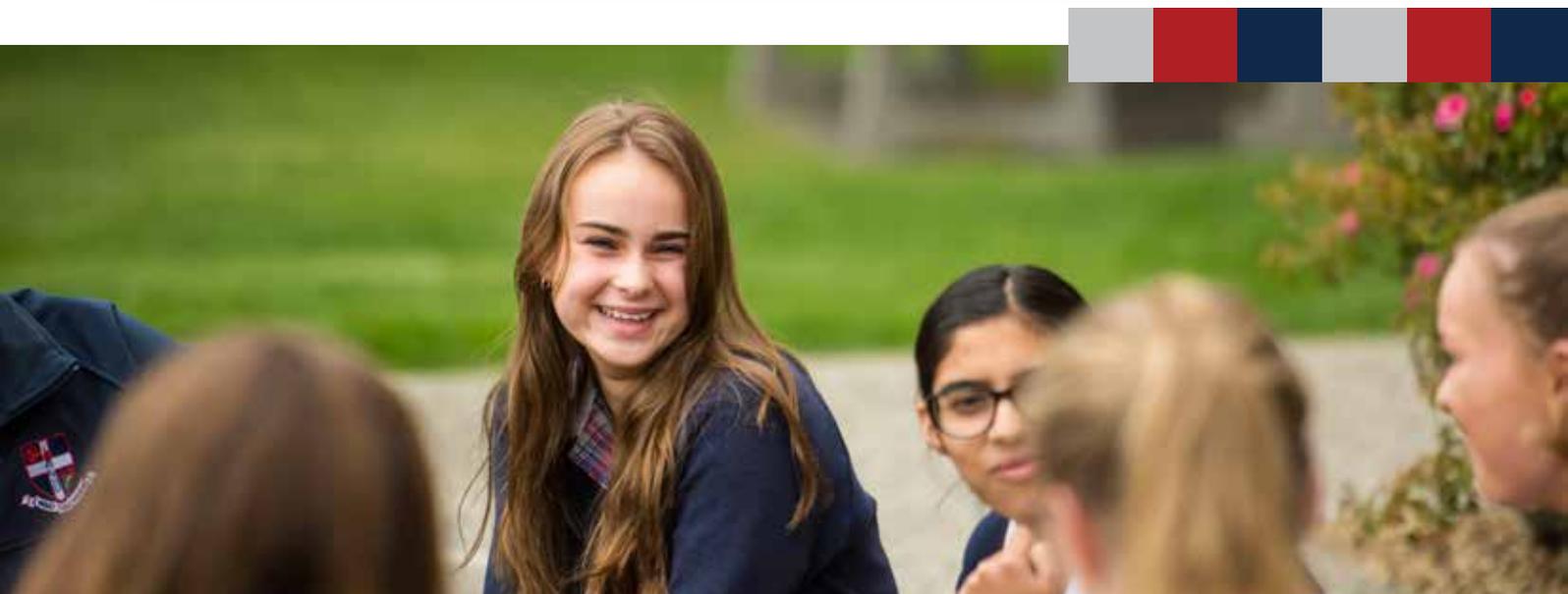
**Notes:** A few combinations of subjects are not permitted - the IB Diploma Coordinator will ensure that your course does not violate these exclusions.

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

It is possible, under certain circumstances, for a language not listed in this book to be studied under the School Supported Self Taught (SSST) program, or online. Please consult the IB Diploma Coordinator, or the Head of Languages, if you are interested in exploring this option.

Students will choose a course that complies with these rules then the School will draw up a timetable structure, taking into account all students' choices. Some students may then have to re-choose if their chosen course does not fit. The following courses show some of the possibilities. Other similar combinations are possible.

Type	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
<b>Broad based Diploma</b>	English Lit HL	French B SL	Economics HL	Chemistry SL	Maths SL	Visual Art HL
<b>Broad based Diploma</b>	English Lit & Lang HL	German B SL	Philosophy SL	Biology HL	Maths SL	Music HL
<b>Arts Emphasis</b>	English Lit HL	Spanish <i>ab initio</i> SL	Env & Soc SL		Maths SL	Music HL & Theatre HL
<b>Humanities Emphasis</b>	English Lit HL	Chinese B SL	History HL & Philosophy HL	Env & Soc SL	Maths SL	
<b>Science Emphasis</b>	English Lit & Lang SL	Japanese B SL	Psychology SL	Chemistry HL & Physics HL	Maths HL	



## Theory of Knowledge

The Theory of Knowledge (TOK) course is central to the educational philosophy of the International Baccalaureate Diploma. It challenges students (and their teachers) to critically reflect on their knowledge and experience and to consider the role which knowledge plays in a global society. This reflection requires a consideration of the various areas of knowledge (mathematics, science, the social sciences, history, art and ethics) and the ways in which we can interpret the world (sense perception, reason, emotion and language). It also requires an investigation of the differences and similarities between these areas and ways, as well as an assessment of the claims to knowledge they make. As students become more aware of themselves as knowers, TOK fosters improvement in their thinking abilities, awareness of the complexities of knowledge, and recognition of the need to act responsibly in an increasingly interconnected world. While there are lifelong benefits to student completion of the Theory of Knowledge course, this development is beneficial to their academic outcomes across the Diploma. Theory of Knowledge works with the Extended Essay to provide students with the skills and understanding to go deeper into their subjects within the six groups.

### Assessment

#### *Internal Assessment*

One individual and/or small group oral presentation to the class on a topic chosen by the student with the TOK teacher's approval.

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

#### *External Assessment*

One essay for external assessment, written on a topic chosen from a list of six titles supplied by the IB. Each essay must not exceed 1,600 words. While the titles are generic, cross-disciplinary questions about knowledge, answers will be expected to be more specific to parts of the TOK program and/or to specific disciplines.

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

## Extended Essay

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

#### *Writing the essay will teach you:*

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

IB Diploma graduates frequently comment that the Extended Essay was excellent training for writing university essays and undertaking independent research and projects in a number of different contexts. You will be asked to choose the subject for your essay at the beginning of Term 2, Year 11 and to hand in an essay of around 3,500-4,000 words just over a year later.

You will be supported in writing the essay through training in research methods and essay writing on special Extended Essay Days. You will also be assisted by your supervisor, a teacher in your chosen subject area, who will guide you through to submission. They will assist you in finding a topic that is interesting, challenging and sufficiently specific so that you can investigate it in depth, as well as identifying appropriate research methodologies and sources.

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

## Creativity, Action, Service (CAS)

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

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

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

**Service** is community or social service. It can be service to individual people, to communities of

people, or to the local or wider environment. A significant part of the service must be done outside the School.

*The programme is designed to:*

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

### **Assessment**

A written evaluation of personal performance is required from students for each activity. The self-evaluation process encourages the development of critical thinking skills and enhances students' awareness of their own strengths and weaknesses.

Students consider in their self-evaluations: the extent to which they have developed personally as a result of the CAS activity; the understanding, skills and values acquired through the experience, how others may have benefited from the activity and the extent to which they are aware of their own strengths and weaknesses. Self-evaluations are reflective rather than descriptive, narrative reports.

Students complete a reflective essay at the end of the course.

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

- personal achievement
- personal skills
- personal qualities
- interpersonal qualities
- awareness of global issues.



# Group 1 | Language A

The Group 1 - Language A offers a choice of two different courses: Literature A or Language and Literature A.

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

Students will come away with a range of skills and understandings that will both enrich their lives and prepare them well for tertiary study.

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

## Language A: Literature

The IB Diploma Programme Language A: Literature course is for students who love literature. The course develops understanding of the techniques involved in literary criticism and promotes the ability to form independent literary judgments. In Language A: Literature, the formal analysis of texts and wide coverage of a variety of literature - both in the language of the subject and in translated texts from other parts of the world - is combined with a study of the way literary conventions shape responses to texts. Students completing this course will have a thorough knowledge of a range of texts from different times, places and genres and an understanding of the importance of having a global perspective. Students are also given free choice as to which texts they use for each assessment task.

At Higher Level (HL) students will study 13 texts over two years. At Standard Level (SL) students will study 9 texts over two years. At both levels, the texts will include novels, poetry, plays, graphic novels and non-fiction literary texts.

## Assessment

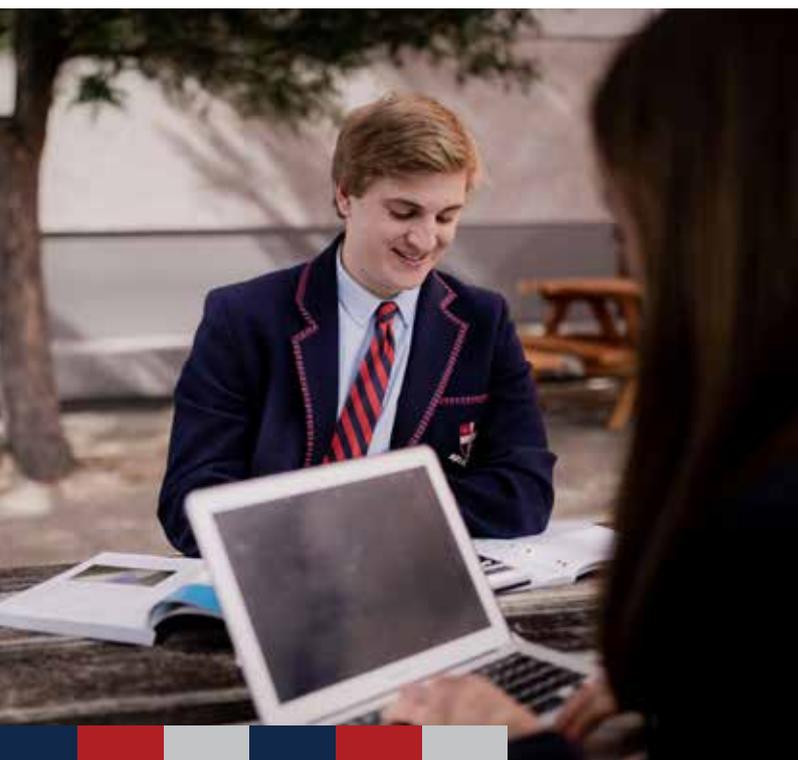
Standard Level	Higher Level
<p><b>Internal Assessment</b> This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral (15 minutes)</b> Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks, 30%)</p>	<p><b>Internal Assessment</b> This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral (15 minutes)</b> Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks, 20%)</p>
<p><b>External Examinations</b></p> <p><b>Paper 1:</b> Guided literary analysis (1 hour, 15 minutes). (20 marks, 35%).</p> <p><b>Paper 2:</b> Comparative essay (1 hour 45 minutes) (30 marks, 35%)</p>	<p><b>External Examinations</b></p> <p><b>Paper 1:</b> Guided literary analysis (2 hour, 15 minutes). (40 marks, 35%).</p> <p><b>Paper 2:</b> Comparative essay (1 hour 45 minutes) (30 marks, 25%)</p> <p><b>Higher level (HL) essay:</b> Students submit an essay on one literary text or work studied during the course. (20 marks, 20%) The essay must be 1,200-1,500 words in length.</p>

## Language A: Language & Literature

In the Language A: Language and Literature course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their writing skills (both creative and analytical).

Throughout the course, students will explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. Students engage in close analysis of various text types including novels, plays, poetry, film, graphic novels, advertising, social media, famous speeches, propaganda, documentary film. Students will engage in activities that involve them in the process of production and help shape their critical awareness of how texts and their associated visual and audio elements work together to create meaning. With its focus on a wide variety of texts, the course is meant to develop sensitivity to the power of language in the world at large.

At Higher Level (HL) students will study 6 literary texts over two years. At Standard Level (SL) students will study 4 literary texts over two years.



Standard Level	Higher Level
<p><b>Internal Assessment</b> This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral (15 minutes)</b> Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks, 30%)</p>	<p><b>Internal Assessment</b> This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral (15 minutes)</b> Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks, 20%)</p>
<p><b>External Examinations</b></p> <p><b>Paper 1:</b> Guided literary analysis (1 hour, 15 minutes). (20 marks, 35%).</p> <p><b>Paper 2:</b> Comparative essay (1 hour 45 minutes) (30 marks, 35%)</p>	<p><b>External Examinations</b></p> <p><b>Paper 1:</b> Guided literary analysis (2 hour, 15 minutes). (40 marks, 35%).</p> <p><b>Paper 2:</b> Comparative essay (1 hour, 45 minutes) (30 marks, 25%)</p> <p><b>Higher level (HL) essay:</b> Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. (20 marks, 20%) The essay must be 1,200-1,500 words in length.</p>

## School Supported Self-Taught Group 1 Languages (SSST)

School Supported Self-Taught Language courses allow students to undertake a Diploma Programme course in their mother tongue. A goal of SSST is to maintain and strengthen students' opportunities to learn within their mother tongue, for these students to maintain links with their cultural heritage and culture, and to establish and grow links with people from said culture/s. Please consult the IB Diploma Coordinator or the Head of Languages if you are interested in exploring this program further and to discuss available languages. An additional language will only be considered if suitable arrangements can be organized to support its delivery.

### SSST Course Overview

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

- **Paper 1:** an externally-assessed component based upon an unseen text. There are two extracts from which to choose. 35%
- **Paper 2:** an externally-assessed component requiring an essay in response to two studied literary texts. 35%
- **Individual Oral:** students give a 15-minute oral presentation examining the ways in which a global issue - of their choice - is presented through the content and form of two works studied in the course. 30%

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

Language A School-Supported Self-Taught is

offered at Standard Level only.

### Timeline

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

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

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

Students will work independently, but will have the support of a supervisor and a nominated language tutor to assist with such things as:

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

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

### Expectations of parents/guardians

The School encourages family members of self-taught students to become actively engaged in the School Supported Self-Taught program.

As all SSST courses are an addition to the standard course provision at The Friends' School, students electing to undertake study in a SSST course will likely be required to provide additional fees to

cover the appointment of a suitable tutor for the duration of the 2-year course. Additional fees are to be made payable to the School which will have oversight of the tutor's appointment and work performance.



## Group 2 | Language B

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

### Language *ab initio* Spanish

**For students with limited prior experience in the language.**

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

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

By the end of the *ab initio* course, students should be able to understand and respond appropriately to the spoken language (e.g. announcements, instructions & requests), engage in conversation in order to deal with everyday situations, understand short written passages on the defined topics, recognise essential notices (e.g. signs, menus, timetables, advertisements) and be able to extract specific information from texts such as brochures, guides

and letters, carry out writing tasks such as short messages (e.g. postcards, lists, notes), a letter, instructions or short compositions and show an awareness of the culture of the target language. A core syllabus and a language specific syllabus provide the framework for reaching the objectives of the course. The language specific syllabus defines the grammatical structures which the students are expected to know by the end of the course. The core syllabus consists of the five prescribed themes, which are identities, experiences, human ingenuity, social organization and sharing the planet. Within each theme there are four prescribed topics.

### Assessment

#### Standard Level

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##### Internal Assessment

Individual oral presentation (25%)

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##### External Assessment

**Paper 1:** Written productive skills (25%)

**Paper 2:** Receptive skills (reading comprehension and listening comprehension) (50%)

### Language B (Chinese, English, French, German, Japanese)

**For students with prior experience in the language.**

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

Students who are unsure if their language level is appropriate for this language course are asked to arrange a meeting with The Head of Languages Faculty prior to submitting subject selection forms. It is expected that students will

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

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

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

### ***Social objectives***

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

### ***Academic objectives***

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

### ***Cultural objectives***

Students should be able to: demonstrate, through the study of a variety of texts and through social interaction, an awareness and appreciation of

the different perspectives of people from other cultures; and demonstrate an understanding of how language embodies these differences.

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

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

### ***Assessment***

Both HL and SL have Internal and External assessment components, with a weighting of 25% and 75% respectively.

#### ***Internal Assessment***

Individual oral presentation (25%)

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#### ***External Assessment***

**Paper 1:** Written productive skills (25%)

**Paper 2:** Receptive skills (reading comprehension and listening comprehension) (50%)

## **IB Language B Certificate**

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

# Group 3 | Humanities

## Economics

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

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

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

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

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



## Assessment

Standard Level	Higher Level
<p><b>Internal Assessment</b></p> <p>Portfolio of three commentaries each of up to 750 words, based on published extracts from the news media (20%)</p>	<p><b>Internal Assessment</b></p> <p>Portfolio of three commentaries each of up to 750 words, based on published extracts from the news media (20%)</p>
<p><b>External Examinations</b></p> <p>Extended response - two questions (1 hour 30 minutes, 40%)</p> <p>Data response - two questions (1 hour 30 minutes, 40%)</p>	<p><b>External Examinations</b></p> <p>Extended response - two questions (1 hour 30 minutes, 30%)</p> <p>Data response - two questions (1 hour 30 minutes, 30%)</p> <p>HL extension paper - two questions (1 hour, 20%)</p>

## History

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

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

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

- knowledge and understanding
- a lasting interest in history.

### Assessment

Standard Level	Higher Level
<p>Students study the following twentieth century world history topics:</p> <ul style="list-style-type: none"> <li>• Authoritarian states (20<sup>th</sup> Century)</li> <li>• Causes and effects of the 20<sup>th</sup> Century Wars</li> <li>• A historical investigation of the student's own choice</li> </ul> <p>Students also undertake an historical investigation, in which they formulate their own inquiry question. The Teacher assists students in framing the question, provides advice on sources, format and structure and facilitates the process.</p>	<p>in addition to the work undertaken at standard level, students also study one regional option: East and South East Asia and Oceania.</p> <p>Within this regional option, the emphasis is on the modern history of Asia and Oceania:</p> <ul style="list-style-type: none"> <li>• Japan 1912 - 1990</li> <li>• China and Korea 1910 - 1950</li> <li>• The People's Republic of China 1949 - 2005</li> </ul>
<p><b>Internal Assessment</b></p> <p>A historical investigation</p>	<p><b>Internal Assessment</b></p> <p>A historical investigation</p>
<p><b>External Examinations</b></p> <p><b>Paper 1:</b> A source-based paper set on the prescribed subjects</p> <p><b>Paper 2:</b> An essay paper based on the world history topics.</p>	<p><b>External Examinations</b></p> <p><b>Paper 1:</b> A source-based paper set on the prescribed subjects</p> <p><b>Paper 2:</b> An essay paper based on the world history topics.</p> <p><b>Paper 3:</b> An essay paper based on one of the four HL regional options.</p>

## Philosophy

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

understanding of these questions, as well as our ability to formulate possible responses.

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

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

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

### Assessment

Standard Level	Higher Level
<p>Students study the core theme, one optional theme, and one text.</p>	<p>Students study the core theme, two optional themes, one text, and the nature of philosophical inquiry.</p>
<p><b>Internal Assessment</b></p> <p>One 1600 - 2000 word critical analysis of non-philosophical material of their choice (25%)</p>	<p><b>Internal Assessment</b></p> <p>One 1600 - 2000 word critical analysis of non-philosophical material of their choice (20%)</p>
<p><b>External Examinations</b></p> <p><b>Paper 1:</b> Two 800 word essays (1.75 hours, 50%)</p> <p><b>Paper 2:</b> An essay on the text from a choice of two alternatives questions (1 hour, 25%).</p>	<p><b>External Examinations</b></p> <p><b>Paper 1:</b> Three 800 word essays (2.5 hours, 40%).</p> <p><b>Paper 2:</b> An essay on the text from a choice of two alternatives (1 hour, 20%).</p> <p><b>Paper 3:</b> An essay on an unseen philosophical extract (1.25 hours, 20%).</p>

## Psychology

Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject, which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behaviour on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognising that behaviour is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour.

At the core of the DP Psychology course is an introduction to three different approaches to understanding behaviour:

- Biological approach to understanding behavior
- Cognitive approach to understanding behavior
- Sociocultural approach to understanding behaviour

The knowledge, concepts, theories and research that have developed the understanding in these fields will be studied and critically evaluated to answer some of the questions being asked by psychologists today.

Furthermore, the interaction of these approaches to studying psychology will form the basis of a holistic and integrated approach to understanding mental processes and behaviour as a complex, dynamic phenomenon, allowing students to appreciate the diversity as well as the commonality between their own behaviour and that of others.

The contribution and the interaction of the three approaches can be best understood through the options. There are two options in the course offered at the Friends' School that focus on areas of applied psychology: Abnormal psychology and Health psychology.

The options provide an opportunity to take what is learned from the study of the approaches to psychology and put it into the context of specific

lines of inquiry, broaden students' experience of the discipline and develop the students' critical inquiry skills.

Surrounding the approaches and the options are the overarching themes of research and ethics. Psychologists employ a range of research methods, both qualitative and quantitative, in order to test their observations and hypotheses. As a part of the core syllabus, DP psychology promotes an understanding of the various approaches to research and how they have been used in order to critically reflect on the evidence as well as assist in the design, implementation, analysis and evaluation of the students' own investigations. Psychology studies human beings and as such it is paramount that the ethical implications in any line of investigation, and at all points in the course, are fully explored and understood to ensure that ethical guidelines are followed at all times.

### ***Distinction between SL and HL:***

There are three main distinctions between the course at SL and at HL.

The following extensions to the core approaches are studied at HL only (this differentiation is reflected in paper 1 section B of the external assessment):

- The role of animal research in understanding human behavior
- Cognitive processing in the digital world
- The influence of globalization on individual attitudes, identities and behavior.

SL students are required to study one option while HL students study two options (this differentiation is reflected in paper 2 of the external assessment).

Both SL and HL students will be expected to show their understanding of approaches to research in the internal assessment and for criterion D (critical thinking) in paper 1, section B and paper 2 responses.

Additionally, HL students will be directly assessed on their understanding of approaches to research in paper 3 of the external assessment. This will cover both qualitative and quantitative research methods.

## Psychology Assessment

Standard Level	Higher Level
<p><b>Internal Assessment</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>A report on an experimental study undertaken by the student.</p> <p><b>Total Marks: 22</b></p> <p><b>Weighting: 25%</b> (20 hrs)</p>	<p><b>Internal Assessment</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>A report on an experimental study undertaken by the student.</p> <p><b>Total Marks: 22</b></p> <p><b>Weighting: 20%</b> (20 hours)</p>
<p><b>External Examinations</b></p> <p><b>Paper 1:</b> Core approaches to psychology (2 hrs) <b>Total Marks: 49</b></p> <p><b>Paper 2:</b> Option unit (1 hr) <b>Total Marks: 22</b></p> <p><b>Weighting: 75%</b></p>	<p><b>External Examinations</b></p> <p><b>Paper 1:</b> Core approaches to psychology (2 hrs) <b>Total Marks: 49</b></p> <p><b>Paper 2:</b> Option unit (2 hrs) <b>Total Marks: 44</b></p> <p><b>Paper 3:</b> Approaches to research (1 hr) <b>Total Marks: 24</b></p> <p><b>Weighting: 80%</b></p>



# Group 3/4 | Environmental Systems & Societies

## Environmental Systems & Societies

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

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

### *Students will take seven topics:*

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

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

### *Assessment*

#### **Standard Level**

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##### **Internal Assessment**

At least 30 hours of laboratory field investigations (25%)

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##### **External Examinations**

Two written papers (3 hours, 75%)

**Paper 1:** Short answer questions and data analysis based on a resource booklet (40 marks, 1 hour, 25%)

**Paper 2:** Short answer questions and two essay questions out of a choice of four (65 marks, 2 hours, 50%)



# Group 4 | Science

Each of the Experimental Sciences has the same course structure:

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

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



## Chemistry

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

### Assessment

Standard Level	Higher Level
<p>Material covered in the Core is: measurement and data processing, atomic theory, stoichiometry, periodicity, bonding and structure, states of matter, energetics and thermochemistry, kinetics, equilibrium, acids and bases, oxidation and reduction and organic chemistry. Standard Level students are also required to study an option chosen from Materials, Biochemistry, Energy and Medicinal Chemistry</p>	<p>Core material includes the same topics as the Standard Level but in more detail. Higher Level students are required to study an option chosen from Materials, Biochemistry, Energy and Medicinal Chemistry.</p>
<p><b>Internal Assessment</b> Individual Investigation (20%)</p>	<p><b>Internal Assessment</b> Individual Investigation (20%)</p>
<p><b>External Examinations</b> 30 multiple-choice questions (0.75 hour, 20%). A data-based question, several short answer questions and an extended response (1.25 hours, 40%). Several short answer or structured questions (1 hour, 20%).</p>	<p><b>External Examinations</b> 40 multiple-choice questions (1 hour, 20%). A data-based question, several short answer questions and two extended responses (2.25 hour, 36%). Several short answer questions and two extended response questions (1.25 hour, 24%).</p>



## Physics

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

### Assessment

Standard Level	Higher Level
<p>The material covered in the Core is: measurement, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics and energy production.</p> <p><b>Standard Level</b> students are required to study one option from: Relativity, Engineering Physics, Imaging and Astrophysics.</p>	<p>Core material includes the same topics as the Standard Level but in more detail.</p> <p><b>Higher Level</b> students are required to study two options chosen from: Relativity, Engineering Physics, Imaging and Astrophysics.</p>
<p><b>Internal Assessment</b> Individual Investigation (20%)</p>	<p><b>Internal Assessment</b> Individual Investigation (20%)</p>
<p><b>External Examinations</b> 30 multiple-choice questions (0.75 hour, 20%). A data-based question, several short answer questions and an extended response (1.25 hours, 40%). Several short answer or structured questions (1 hour, 20%).</p>	<p><b>External Examinations</b> 40 multiple-choice questions (1 hour, 20%). A data-based question, several short answer questions and two extended responses (2.25 hour, 36%). Several short answer questions and two extended response questions (1.25 hour, 24%).</p>

## Biology

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

### Assessment

Standard Level	Higher Level
<p>The material covered in the Core is: Cells, molecular biology, genetics, ecology, evolution and biodiversity, human physiology.</p> <p><b>Standard Level</b> students are also required to study an option chosen from Neurobiology and Behaviour; Biotechnology and Bioinformatics; Ecology and Conservation; and, Human Physiology.</p>	<p>Core material includes the same topics as the Standard Level as well as: Nucleic acids, metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, animal physiology.</p> <p><b>Higher Level</b> students are required to study an option chosen from Neurobiology and Behaviour; Biotechnology and Bioinformatics; Ecology and Conservation; and, Human Physiology.</p>
<p><b>Internal Assessment</b> Individual Investigation (20%)</p>	<p><b>Internal Assessment</b> Individual Investigation (20%)</p>
<p><b>External Examinations</b> 30 multiple-choice questions (0.75 hour, 20%). A data-based question, several short answer questions and an extended response (1.25 hours, 40%). Several short answer or structured questions (1 hour, 20%).</p>	<p><b>External Examinations</b> 40 multiple-choice questions (1 hour, 20%). A data-based question, several short answer questions and two extended responses (2.25 hour, 36%). Several short answer questions and two extended response questions (1.25 hour, 24%).</p>

## Computer Science

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

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

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

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

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

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

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

## Assessment

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

## The Project

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

# Group 5 | Mathematics

IB students at The Friends' School must select one subject from:

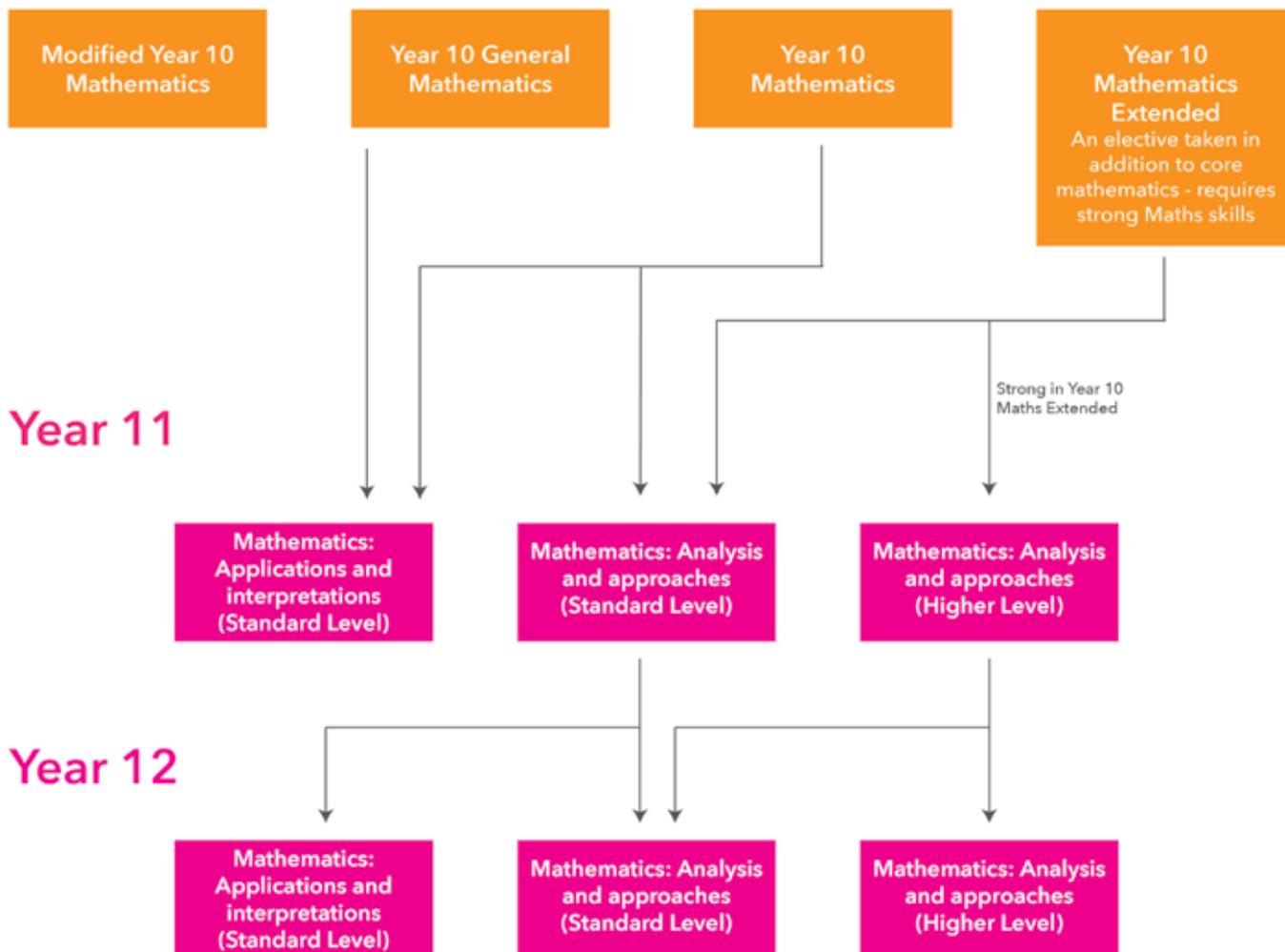
- Mathematics: Applications and interpretations (Standard Level)
- Mathematics: Analysis and approaches (Standard Level)
- Mathematics: Analysis and approaches (Higher Level)

Students need to consider their own

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

## IB Mathematics Pathways

### Year 10



## Mathematics: Applications & Interpretation

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics. Students who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. This course will be offered at Standard Level (150 hours).

To consider taking Mathematics: Applications and interpretation Standard Level, students need to be achieving a CA or higher in Year 10 Mathematics.

### *There are five topics:*

- Numbers and algebra
- functions
- Trigonometry and geometry
- Statistics and probability
- calculus

### Assessment

#### Standard Level

#### Internal Assessment

An individual exploration consisting of an investigation into an area of Mathematics.

#### External Examinations

**Paper 1:** (1.5 hrs, 40%)

**Paper 2:** (1.5 hrs, 40%)

## Mathematics: Analysis & Approaches

This course is designed for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content. It is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

This course will be offered at Standard Level (120 hours) and Higher Level (240 hours).

To consider taking Mathematics: Analysis and Approaches Standard Level, students need to be achieving at SA level or above in Year 10 Mathematics Extended, or the equivalent.

To consider taking Mathematics: Analysis and Approaches Higher Level, students need to be achieving an EA in Year 10 Mathematics Extended, or the equivalent.

### *There are five topics:*

- Numbers and algebra
- functions
- Trigonometry and geometry
- Statistics and probability
- calculus

### Assessment

Standard Level	Higher Level
<b>Internal Assessment</b> An individual exploration consisting of an investigation into an area of Mathematics (20%).	<b>Internal Assessment</b> An individual exploration consisting of an investigation into an area of Mathematics (20%).
<b>External Examinations</b> <b>Paper 1:</b> (1.5 hrs, 40%) <b>Paper 2:</b> (1.5 hrs, 40%)	<b>External Examinations</b> <b>Paper 1:</b> (2 hrs, 30%) <b>Paper 2:</b> (2 hrs, 30%) <b>Paper 3:</b> (1 hr, 20%)



# Group 6 | Arts

## Visual Arts

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

The aims of the Visual Arts are to enable students to:

- Enjoy lifelong engagement with the arts
- Become informed, reflective and critical practitioners in the arts
- Explore and value the diversity of the arts across time, place and culture
- Develop perceptual and analytical skills
- Develop skills, techniques and processes in order to communicate concepts and ideas
- Make artwork that is influenced by personal and cultural contexts

Students studying SL and HL and required to investigate the core syllabus areas through exploration of the following practices:

### *Theoretical Practice*

- Examine and compare the work of artists from different cultural contexts
- Consider the contexts influencing their own work and the work of others
- Investigate and compare how and why different techniques have evolved and the processes involved.
- Explore ways of communicating through visual and written means.

### *Art-making Practice*

- Make art through a process of investigation, thinking critically and experimenting with techniques
- Develop concepts through processes that are informed by skills, techniques and media.
- Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.

### *Curatorial Practice*

- Develop an informed response to work and exhibitions they have seen and experienced.

- Evaluate how their ongoing work communicates meaning and purpose.
- Select and present resolved works for exhibition
- Explain the ways in which the works are connected and discuss how artistic judgements impact overall presentation.

### *Assessment*

<b>Standard Level (150 hours)</b>	<b>Higher Level (240 Hours)</b>
Studio Work (40%)	Studio Work (40%)
Process Portfolio (40%)	Process Portfolio (40%)
Comparative Study (20%)	Comparative Study (20%)

## Music

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

### *Students will:*

- Develop knowledge, understanding and perception of music in relation to time, place and cultures
- Acquire appropriate musical terminology to describe and reflect a critical understanding of music
- Engage in comparative analysis of music in relation to time, place and cultures
- Enhance creative skills through exploration, control and development of musical

elements

- Extend performance skills through solo music making or group music making
- Utilise critical-thinking skills through reflective thought.

For Higher Level (HL) students, this is accomplished through participating in the following learning activities:

- Listening to, analysing, comparing and contrasting, and describing music - including two prescribed works
- Investigating links between two different musical cultures by completing a musical links investigation
- Creating music
- Performing music as a soloist

For Standard Level (SL) students, this is accomplished through participating in the following learning activities:

- Listening to, analysing, comparing and contrasting, and describing music - including two prescribed works
- Investigating links between two different musical cultures by completing a musical links investigation; and,
- Creating music, or performing music as a soloist or in an ensemble.

The musical links investigation is a written media script of no more than 2,000 words and is assessed externally.

There is also an externally assessed listening paper for both Higher Level and Standard Level Music that focuses on the analysis and comparison of two prescribed works, and the describing of unheard works drawn from a number of musical traditions. The prescribed works for November examination sessions in 2020 and 2021 are:

- Haydn's Symphony No. 94 in G major (Hob. 1:94) "The Surprise"
- Rachmainoff's Rhapsody on a Theme of Paganini, Op. 43.

## Assessment

Standard Level	Higher Level
<p><b>Internal Assessment</b> One of the following options: <b>Creating:</b> two pieces with recordings and written work. Each piece is to be three to six minutes in length. <b>Solo performing:</b> recordings of pieces selected from one or more public performance(s). The total length of recorded performances should be 15 minutes. <b>Group performing:</b> recordings of pieces selected from one or more public performance(s). The total length of recorded performances should be 20 to 30 minutes.</p>	<p><b>Internal Assessment</b> <b>Creating:</b> (25%) three pieces with recordings and written work. Each piece is to be three to six minutes in length. <b>Solo performing:</b> (25%) recordings of pieces selected from one or more public performance(s). The total length of recorded performances should be 20 minutes.</p>
<p><b>External Examinations</b> <b>Listening Paper:</b> five musical perception questions (2.25 hours, 30%). <b>Musical Links Investigation:</b> a written media script of no more than 2,000 words, investigating significant musical links between two distinct musical cultures (20%)</p>	<p><b>External Examinations</b> <b>Listening Paper:</b> seven musical perception questions (2.5 hours, 30%). <b>Musical Links Investigation:</b> a written media script of no more than 2,000 words, investigating the significant musical links between two distinct musical cultures (20%).</p>



## Theatre

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

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

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

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

## Assessment

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



# Tasmanian Certificate of Education (TCE)

The TCE is a qualification for those completing the senior secondary phase of education and training - the first phase of life-long learning after school. To gain this qualification a person must meet or do better than requirements for standards in: everyday adult reading, writing and communication, mathematics, and use of computers and the internet; requirements for amount and level of participation and achievement in education and training; and requirements for pathway planning. People can meet these requirements in different ways, in different settings and over different periods of time.

The qualification has been developed in consultation with a wide range of stakeholders including employers, industry bodies, education and training providers, parent and community bodies, schools and colleges.



# Important Information

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

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

This is a [link](#) to the TASC website with more information about the TCE.

## TCE Subjects

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

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

Subjects are identified as Level 1, 2, 3 or 4 and are designed for approximately 50, 100 or 150 hours of teaching time. The codes given for each subject are Friends' School codes based on TCE equivalents and contain that information – for example English Literature ENL315.

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

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

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

## Pre-Tertiary Subjects

These have approximately 150 hours class-time and are designed for students who may go on

to tertiary study. They all have external as well as internal assessment components. They are marked with the sentence: This is a pre-tertiary subject.

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

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

## Non Pre-Tertiary Subjects

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

Some subjects are taken in order to gain a firm grounding before attempting a related pre-tertiary course in Year 12.

All 150 or 100 hour courses, and TCE accredited 50 hour courses can be counted toward the TCE. There is also a number of school based 50 hour courses. Individual subject entries give details.

## TCE & VET

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

## Assessment

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

Where the syllabus indicates that the course is

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

## Awards

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

EA	Exceptional Achievement
HA	High Achievement
CA	Commendable Achievement
SA	Satisfactory Achievement
PA	Preliminary Achievement
NA*	No Award

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

## University Entrance Requirements

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

- Obtain Satisfactory Achievement (or better) in at least four pre-tertiary subjects.
- Three of these subjects must be studied in Year 12.
- Gain a Tasmanian Certificate of Education.
- Be successful in the four pre-tertiary subjects in two sittings, but not necessarily consecutive sittings. For example, if you gain one pre-tertiary subject in Year 11 and do poorly in Year 12, you can study for a further year and add those results to your Year 11 result if you wish.

## Prerequisites

In some faculties at university there are also specific subject requirements. **You will need to check university handbooks to be sure. It should also be noted that many mainland universities require pre-tertiary English.**

## Scaling & ATAR Scores

Each successful pre-tertiary subject is given a score. If you get an SA or better in a subject, your initial score will be between 1 and 20, being the most points attainable with an EA. If you get a PA in a subject, you will not be given a score.

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

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

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

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

## The Tasmanian Certificate of Education

To gain the Tasmanian Certificate of Education (TCE), students must complete the equivalent of a full time two year program of senior secondary studies, develop and review plans for their future, and meet a set of standards for everyday adult reading, writing, communication, numeracy, use of a computer and the internet. Studies can include Vocational Education and Training (VET) certificates, traineeships and apprenticeships.

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

## Credit Transfer for TAFE Courses

You may be considering going to TAFE instead of to university. Some TCE subjects, and all VET courses, are counted towards courses taught at TAFE so you can obtain your qualifications more

quickly and do not have to repeat work you have already covered successfully.

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

## University of Tasmania Connections & High Achiever Programs

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

Under the Connections program, students undertaking a TCE subject can supplement that with work leading to accreditation in a university subject in the same area, as well as the TCE subject. In some cases, these subjects can be counted towards the ATAR score.

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

Applications for this program must be submitted to the University of Tasmania by 23 December, 2019 and late applications will not be considered. Students should consult this [link](#) for further details. If you are interested, contact Lyn Tunbridge for further details.

## Procedure for Subject Choices for Next Year

In order to create a School timetable, which will allow you to make the sort of choices you want, we need an indication of the subjects you would like to study. Once all information has been processed, you will be asked to confirm these choices.

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

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

## Subject Choice - Year 11

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

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

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

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

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

## Subject Choice - Year 12

In choosing subjects for Year 12, students need to be particularly aware of the requirements for matriculation and the way in which tertiary entrance scores are calculated. In addition, check the prerequisites for courses that you may be interested in taking at university, either in Tasmania or elsewhere.

# Non Pre-Tertiary Subjects

## 50 & 100 Hour Courses

TASC Codes supplied where they exist

Art - Ceramics

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Art Matters

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Art - Mixed Media

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Art - Photography

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Community Service Learning | [CSL205118](#)

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Computer Graphics & Design | [CGD315118](#)

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Dance the Basic Moves | [DNC110115](#)

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Food Studies

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ICT Digital Technology

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Music Technology Projects - Introduction

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Outdoor Experiences | [OXP105118](#)

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Personal Fitness

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Project Implementation | [PRJ205118](#)

---

Recreation for Life

---

Study Skills

---

Study Skills for English

---

Study Skills for Life Sciences

---

Study Skills for Mathematics

---

Study Skills for Physical Science

---

Study Support

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Tennis

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Video Production

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Yoga

## 150 Hour Courses

TASC Codes supplied where they exist

Athlete Development | [ATH215118](#)

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Computer Graphics & Design Foundation  
[CGD215118](#)

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Contemporary Music | [MSC215117](#)

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Dance | [DNC215115](#)

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Design & Production | [DAP215116](#)

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Drama Foundations | [SDS215117](#)

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English as an Additional Language or Dialect  
[EAL215114](#)

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English Applied | [ENA215114](#)

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English Foundations | [ENG215117](#)

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French, German and/or Japanese Foundations  
[FRN215114](#) | [GRM215114](#) | [JPN215114](#)

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General Mathematics - Foundations  
[MTG215114](#)

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Introduction to Sociology and Psychology  
[BHX215118](#)

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Media Production Foundation - Print Media  
[MED215117](#)

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Media Production Foundation - Video Media  
[MED215117](#)

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Music Studies | [MSS215115](#)

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Music Technology Projects - Foundation  
[AUD215115](#)

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Personal Health & Wellbeing | [PER215118](#)

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Physical Sciences - Foundation | [PSC215118](#)

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Technical Theatre Production | [SDT215115](#)

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Visual Art | [ART215117](#)

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Workplace Maths | [MTW215119](#)

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# Pre-Tertiary Subjects

## 150 Hour Courses

Accounting   <a href="#">ACC315116</a>	Health Studies   <a href="#">HLT315118</a>
Ancient History   <a href="#">ANH315117</a>	Housing & Design   <a href="#">HDS315118</a>
Art Production   <a href="#">ART315117</a>	Japanese   <a href="#">JPN315114</a>
Art Theory & Criticism   <a href="#">ARA315116</a>	Legal Studies   <a href="#">LST315117</a>
Art - Studio Practice   <a href="#">ART 315214</a>	Mathematics Methods   <a href="#">MTM415117</a>
Asian Studies	Mathematics Methods - Foundation <a href="#">MTM315117</a>
Australia in Asia & the Pacific   <a href="#">AAP315116</a>	Mathematics Specialised   <a href="#">MTS415118</a>
Biology   <a href="#">BIO315116</a>	Media Production - Print Media   <a href="#">MED315117</a>
Business Studies   <a href="#">BST315116</a>	Media Production - Video Media <a href="#">MED315117</a>
Chemistry   <a href="#">CHM415115</a>	Modern History   <a href="#">HSM315117</a>
Chinese   <a href="#">CHN315114</a>	Music   <a href="#">MSM315115</a>
Chinese - Specialist Level   <a href="#">CN813</a>	Music Advanced Practical Study   <a href="#">FCP120</a>
Computer Graphics & Design   <a href="#">CGD315118</a>	Music Foundation Practical Study
Computer Science   <a href="#">ITC315118</a>	Music Technology Projects
Dance Choreography & Performance <a href="#">DNC315115</a>	Music Technology Projects II
Drama   <a href="#">SDD315115</a>	Outdoor Leadership   <a href="#">OXP315118</a>
Economics   <a href="#">ECN315116</a>	Philosophy   <a href="#">PHL315118</a>
English Additional Language or Dialect <a href="#">EAL315115</a>	Physical Science   <a href="#">PSC315118</a>
English   <a href="#">ENG315117</a>	Physics   <a href="#">PHY415115</a>
English Literature   <a href="#">ENL315114</a>	Psychology   <a href="#">BHP315116</a>
English Writing   <a href="#">ENW315114</a>	Sociology   <a href="#">BHS315116</a>
Environmental Science   <a href="#">ESS315118</a>	Sport Science   <a href="#">SPT315118</a>
Food & Nutrition   <a href="#">FDN315118</a>	Student Directed Inquiry   <a href="#">SDI315117</a>
French   <a href="#">FRN315114</a>	Studies of Religion   <a href="#">REL315116</a>
General Mathematics   <a href="#">MTG315115</a>	Theatre Performance   <a href="#">SDP315115</a>
German   <a href="#">GRM315114</a>	

# Arts

## Art Theory & Criticism | [ARA315116](#)

Art Theory and Criticism Level 3 is a pre-tertiary course that does not involve making art or sitting an exam. It is designed to introduce students to significant historical and contemporary developments in the visual arts, both in a local and global setting. Students studying this course will be encouraged to investigate richly diverse areas of art practice such as architecture, curating, jewellery making, design, arts administration, urban planning, fine art and street art. The course is designed to help students analyse the content, form and context of art and artistic practice using political, social and cultural perspectives.

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

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

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

**The course is composed of six compulsory units:**

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

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

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

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

## Art- Studio Practice | [ART315214](#)

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

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

## Art Production - Art or Ceramics | [ART315117](#)

Art Production Level 3 is a course that is designed for students wishing to extend practical work together with analysis and criticism of art. The emphasis is on generating and developing ideas and methods of working that simulate professional artistic practice. Students will be familiar with current trends in Art and will see their own work in relation to the local, national and global cultural context. Art-making techniques will be developed to advanced levels in the student's preferred medium, in order to facilitate the expression of ideas. Art students may explore studio disciplines as diverse as drawing, painting, printmaking, photography, digital media, video, design, ceramics, sculpture, mixed media and installation.

The course is organized into four units and

consists of two fields of study, practical and theoretical.

- Unit 1: Visual Thinking - Interpreting Art
- Unit 2: Investigating and Interpreting Through Art Making
- Unit 3: Art in Context
- Unit 4: Realisation and Resolution

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

**THIS COURSE IS OFFERED IN THE ART OR CERAMICS STUDIO. STUDENTS SHOULD SPECIFY THE STUDIO THEY INTEND TO SPECIALISE IN WHEN SUBMITTING THEIR SUBJECT CHOICE FORMS.**

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

## **Visual Art | [ART215217](#)**

Visual Art Level 2 is a course that is designed to allow students to experience artmaking in a single studio, encouraging innovation and skill development. The aim of the course is for students to develop visual thinking skills, the ability to and discuss artists and interpret artworks, and support students to create a body of work. The course provides students with a strong foundation for further study in Art Production. Art students are required to undertake four distinct units. Art students may explore studio disciplines as diverse as drawing, painting, printmaking, photography, digital media, video, design, ceramics, sculpture, mixed media and installation.

***This course is organized into four units of study:***

- Unit 1: Artwork and meaning
- Unit 2: Approaches to artmaking
- Unit 3: Concepts and cohesion
- Unit 4: Consolidation.

Students work towards producing resolved artworks during these units. Students are also required to use an art journal to document their progress and show how their support material reflects their thinking processes as this serves as a record of their idea generation and

development.

**THIS COURSE IS OFFERED IN THE ART OR CERAMICS STUDIO. STUDENTS SHOULD SPECIFY THE STUDIO THEY INTEND TO SPECIALISE IN WHEN SUBMITTING THEIR SUBJECT CHOICE FORMS.**

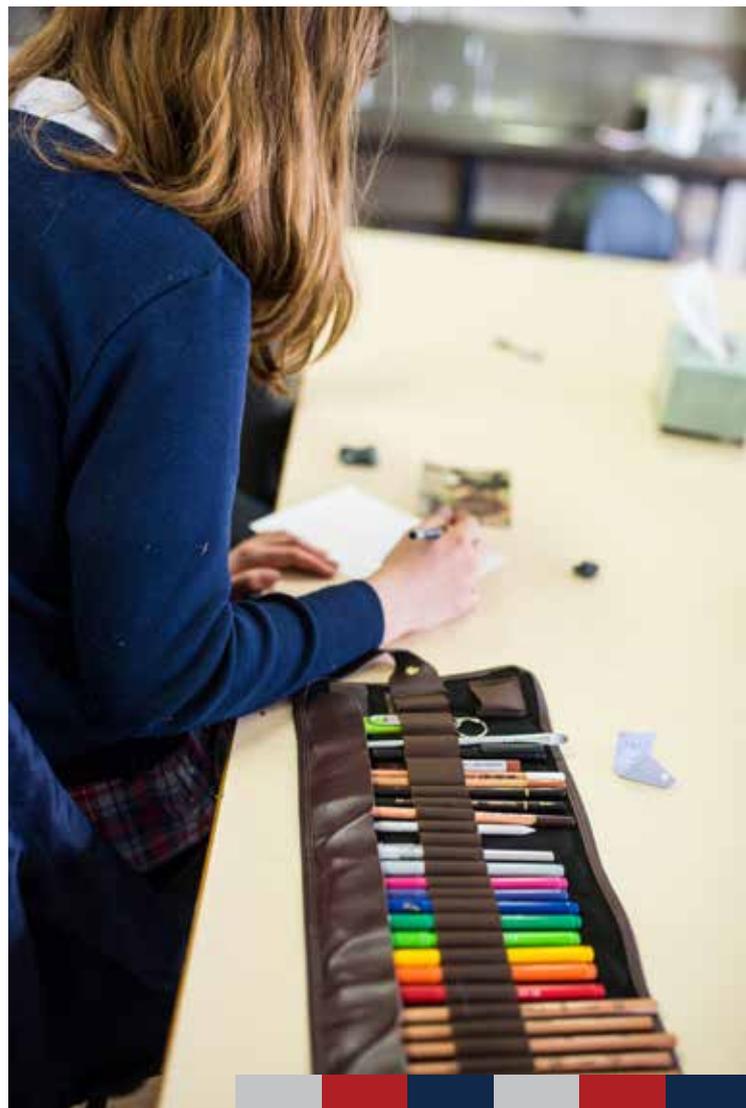
**This is not a pre-tertiary subject.**

## **Mixed Media**

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

## **Ceramics**

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



## Photography

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

## Art Matters

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

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

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

## Music | [MSM315115](#)

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

improvisation. The selected module comprises approximately one third of the course.

Work completed in the specialist modules is assessed externally: performance students are required to present a performance of 10-15 minutes, composition students are required to submit a folio of works totaling 10-15 minutes and improvisation students are required to present a performance of 10-15 minutes followed by a discussion with the examination panel.

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

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

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

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

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

## Music Foundation Practical Study | [FCP113](#)

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

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

Composition students are required to compose four or more original works totaling a minimum

of 10 minutes playing time, covering a range of musical styles and ensembles. They also need to submit a folio of written work that relates directly to the art and technique of composition.

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

The University advises students wishing to specialise in performance in Music Foundation Practical Study, to first complete Music 315 in Year 11. Students wishing to specialise in composition must have first specialised in composition in Music 315. This would make Music Foundation Practical Study a Year 12 subject for most. However, performance students with well-developed instrumental and vocal skills may nonetheless still enrol in Music Foundation Practical Study in Year 11.

It is sometimes the case that students underestimate the technical skills required to perform music of the required standard for this course. The University has prepared a series of repertoire lists and basic technical hurdle tasks for a range of instruments, including the voice. If students are unsure if their level of technical skill will suffice, they are advised to check the lists. The lists in use for 2019 may be found here: <http://bit.ly/2Kp9HbT>.

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

## **Music Advanced Practical Study | FCP120**

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

Students are not permitted to study both Music Foundation Practical Study and Music Advanced Practical Study concurrently.

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

## **Music Studies | MSS215115**

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

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

## **Contemporary Music | MSC215117**

Contemporary Music (level 2) provides a vehicle for students to engage with and create music aligned with popular culture. Their creativity and originality are embraced and expanded through the acquisition of practical and applied music literacy skills.

In Contemporary Music (level 2) students engage in authentic learning experiences and build a relevant and meaningful context for their participation in the music community. They acquire skills in musical creativity, performance and collaboration as well as develop and understanding of recording processes, workplace safety and marketing.

***This course has six compulsory modules:***

1. Contemporary Music Performance
2. Ensemble Performance
3. Compose Original Music
4. Applying Aural and Theoretical Skills
5. Promotion, Marketing, Workplace Safety and Legal Issues
6. Operation and Maintenance of Instruments

**This is not a pre-tertiary subject.**

## **Music Technology Projects | FCJ110**

Music Technology Projects is a Year 11/12 UTAS Connections course for students wishing to extend their music technology knowledge and skills.

Areas of study include:

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

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

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

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

### **Module Overviews**

Module 1

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

Module 2

- Ensemble recording
- MIDI sequencing

Module 3

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

Module 4

- Sound design for vision (vision supplied - add music, Foley and dialogue)

## **Music Technology Projects II | [FCJ111](#)**

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

As is the case with Music Technology Projects, Music Technology Projects II is project based. Students are therefore required to complete four audio projects, which are likely to cover the following topics:

- Mixing
- Electronic music production
- Multitrack recording
- Studio specifications

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

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

## **Music Technology Projects - Foundation | [AUD215115](#)**

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

Students' notebook computers are used extensively for audio editing and production, in conjunction with a well-equipped audio studio. Music Technology Projects - Foundation serves as an excellent precursor to the UTAS Connections course, Music Technology Projects FCJ110.

## **Music Technology Projects - Introduction**

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

The course provides focused knowledge and skills that provide a pathway to Music Technology

Projects - Foundation or the UTAS college course  
Music Technology Projects FCJ111.

## **Drama - Foundations | [SDS215117](#)**

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

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

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

There are five compulsory units of study in this course:

Unit 1: The Foundations of Drama and Dramatic Storytelling

Unit 2: Dramatic Texts

Unit 3: Naturalistic and Non-Naturalistic Performance

Unit 4: Devising Drama

Unit 5: Form and Express Considered  
Opinions on Drama Works.

### **Work Requirements:**

Unit 1:

- Journal/Workbook
- Present minor performance (dramatic storytelling) as an individual (1-3 min) or member of a small group (5-10 min)

Unit 2:

- Journal/Workbook
- Experience and participate in 3 text types. Rehearse and perform at least 1 for presentation.
- Reflection task on 3 explored text types (200-300 words or equivalent)

Unit 3:

- Journal/Workbook
- Participate in both naturalism/non-naturalism pieces. Rehearse and perform at least 1 for

an audience.

- 1 response to own drama work (as per Unit 5)

Unit 4:

- Journal/Workbook
- Perform in and contribute to development of devised piece (Under 10 participants: 8-10 min. Over 10 participants: 15-20min)
- 1 response to own drama work (as per Unit 5)

Unit 5:

- Create at least two (2) responses (one oral, one written) to the drama work of others
- Create at least two (2) responses to own drama making (see Units 3 and 4)

At least one reflection/response in each of the two categories in Unit 5 must be written.

## **Drama | [SDD315115](#)**

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

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

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

- use vocal techniques to communicate meaning
- create and sustain characters
- communicate ideas and intentions using elements of drama
- work collaboratively to create drama
- be able to create coherent devised drama

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

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

- Area 1 – Skills Development
- Area 2 – Exploring and Devising
- Area 3 – Presenting and Reflecting
- Area 4 – Live Theatre Analysis.

***The external assessment for this course will comprise:***

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

***The written examination will comprise two components:***

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

***Internal and external assessment is both practical and written.***

**Please note:** Students will be required to attend a number of rehearsals, a number of which will be scheduled for after school and some Sundays. Students are also required to attend a number of live theatrical performances during the year.

TASC requires students undertaking this course to be available for the full practical examination time period, the first three weeks of Term 4.

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

## **Theatre Performance | [SDP315115](#)**

Theatre is the presentation of human behaviours, psychology and culture through the intersection of text, bodies, time and space. Theatre Performance develops and enhances a learner's analytical, evaluative and critical thinking and problem-solving skills. Through study and practice in theatrical analysis and research, play script interpretation and engagement in theatrical production processes, learners develop their acting, aesthetic, interpretive and communication skills, and their understanding of culture and society. Learners develop and apply stagecraft knowledge, acting methodologies and skills. They select and use technology suited to the planning and completion of acting work, and interpret play scripts through engagement in the production process. Learners develop an understanding of themselves as theatre practitioners, and an appreciation of theatre, the craft of acting and its significance as an art form. This course is designed to provide learners with practical and creative opportunities to acquire skills, knowledge, understanding and experience of theatre. The course encompasses a comprehensive program of theatre performance at the highest level of complexity offered by TCE syllabuses in this field. Working individually and as a member of a theatrical ensemble, learners present polished performances and dramatic monologues to a variety of audiences. Vocal skills are developed and learners explore a range of texts and dramatic techniques. Through class and personal research work, learners study the contexts (the time, place and culture) of play scripts, as well as their language and theatrical possibilities.

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

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

- use a range of vocal skills and techniques to create characters
- perform and sustain a range of credible

characters

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

***There are four compulsory areas of study in Theatre Performance:***

- Skills - Advancement of Acting/Dramatic Skills, and Stagecraft Skills
- Ensemble Performance
- Solo Performance
- Live Theatre Performances Analysis.

***Internal and external assessment is both practical and written.***

***External assessment***

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

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

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

**Please note:** Students will be required to attend a number of rehearsals, a number of which will be scheduled for after school, some Sundays and/or during the Term 3 term break. Students are also required to attend a number of live theatrical performances during the year.

TASC requires students undertaking this course to be available for the full practical examination time period, the first three weeks of Term 4.

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

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

## **Technical Theatre Production**

### **SDT215115**

Working as a member of a production team students will develop a range of basic design and operational skills across a wide scope of technical production elements: lighting; sound; costume; effects; publicity; set and properties; and stage management. These design and operational skills will be developed within the context of theatre and associated dramatic events. Emphasis will be given to work-safe principles and practices in theatre environments. Students must work as a member of a production team on a minimum of two performance events/theatrical productions. These must be distinct and separate events, not repeated performances of the same event/show.

***There are four compulsory units:***

- Unit 1 - Skills and technique development
- Unit 2 - Pre-production and presenting
- Unit 3 - Reflective practice
- Unit 4 - Appraising the use and effect of technical elements in live theatre productions.

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

**Please note:** Students will be required to attend a number of rehearsals, a number of which will be scheduled for after school and some Sundays.

## Dance Choreography & Performance | [DNC315115](#)

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

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

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

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

## Dance | [DNC215115](#)

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

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

## Dance the Basic Moves | [DNC110115](#)

Dance the Basic Moves, TCE Level 1 provides students with little or no previous experience with a basic understanding of Dance as an art form and avenue for self-expression. This course provides students with an introduction to basic Dance related concepts. It is predominantly a practical course with some theory to support important understandings. Students at this level are predominantly teacher led.

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

Students are given the opportunity to work on a diverse range of performance and choreographic projects, as well as the allied arts of costume, makeup, lighting and stage design for dance.

Each student will receive personal assistance in improving technique and preparing for a polished performance. As such this course delivers the benefits of better flexibility, core body strength, balance and control, grace, line, aerobic capacity and confidence in front of an audience.

Some students may complete the course as a stand-alone course, with no intended pathway to further Dance study. For students with a more focused pathway, successful completion of the course may lead to a variety of senior secondary courses which include Dance, TCE level 2, Drama-Foundations, TCE Level 2 and other creative and performing arts courses.

# English

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

- English
- English Literature
- English Writing

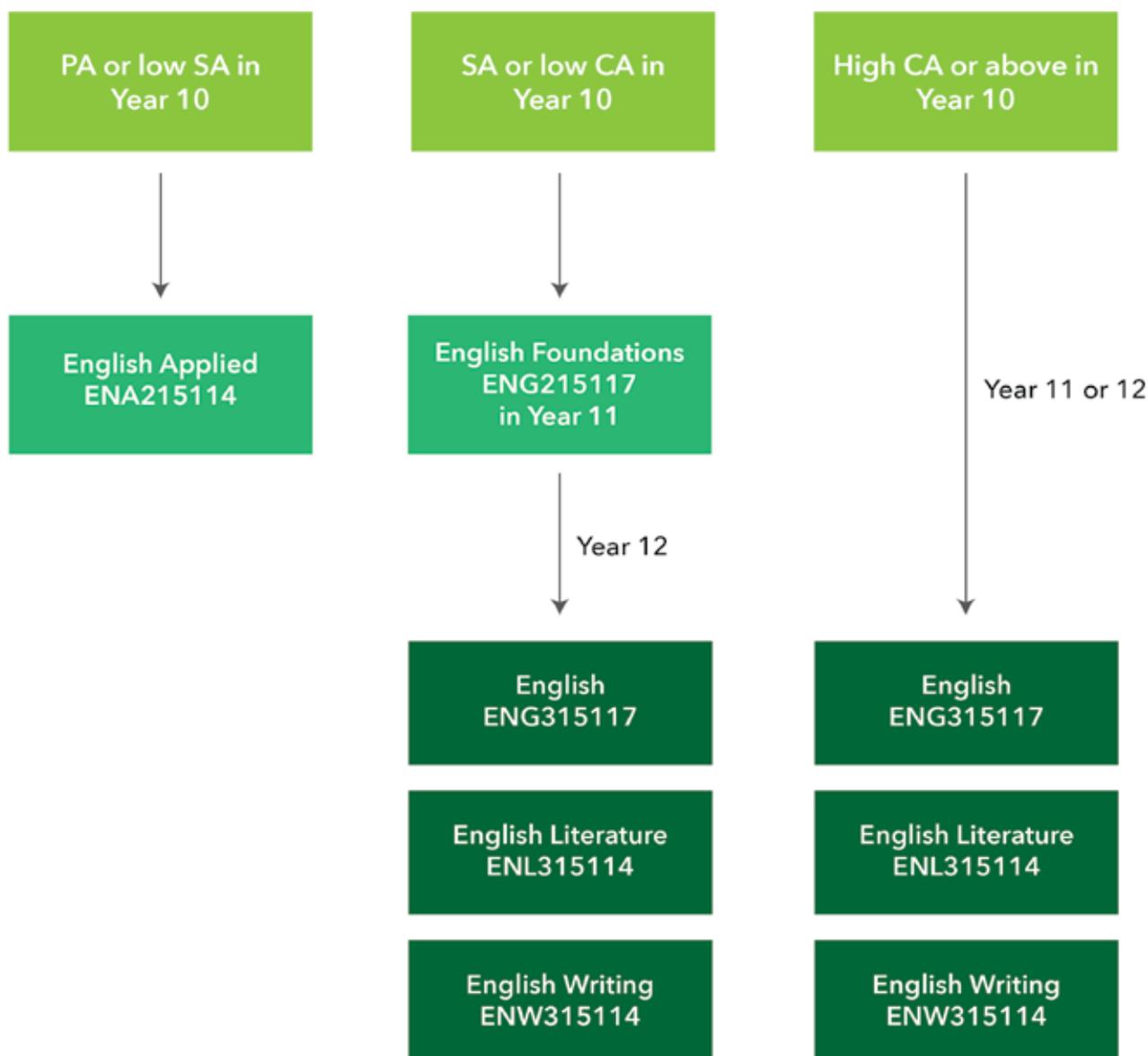
As well as:

- English Foundations, which is usually taken in Year 11, for students needing to consolidate skills before enrolling in one of the three pre-tertiary English subjects.
- English Applied, which is recommended for students wishing to consolidate skills needed for everyday individual, community and workplace contexts.

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

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

*The following pathways are strongly recommended:*



## **English Applied | [ENA215114](#)**

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

This subject is highly recommended for students who are wishing to consolidate and refine the literacy and language skills needed for everyday individual, community and workplace contexts.

Students will learn to comprehend, analyse, interpret and evaluate a wide variety of texts including literary, digital and media texts with a view to acquiring the skills required to enter the workforce. The consolidation of written and oral communication skills will prepare students for a range of post-secondary pathways.

## **English Foundations | [ENG215117](#)**

**For students achieving SA or low CA level in Year 10.**

This Year 11 subject is nationally comparable with all Australian jurisdictions where senior secondary Australian Curriculum English has been implemented. This course is highly recommended for students who are seeking to consolidate and extend skills before they attempt one of the pre-tertiary English subjects in Year 12.

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

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

English Foundations provides a pathway to TCE Level 3 English courses.

## **English | [ENG315117](#)**

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

English focusses on the study of contemporary

language, literacy, media and literature. It is designed to develop students analytical, creative, critical thinking and communications skills in all language models. English develops students as proficient, articulate communicators of English by extending and refining their language, literacy and literature skills.

Through the study of six challenging texts, students explore representations of concepts, ideas and issues. Further, they learn to evaluate how attitudes and perspectives in texts shape response and interpretation, including their own. Through close study, wide reading, viewing and listening, students engage critically and imaginatively with contemporary, non-literary and literary texts. Students learn to speak and write fluently in a range of contexts and to create visual and multimodal texts, preparing them to adapt to future technological change and communication practices.

There is a 3-hour external exam for this subject.

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

## **English Literature | [ENL315114](#)**

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

English Literature focuses on the study of literary texts, developing students as independent, innovative and creative learners and thinkers who appreciate the aesthetic use of language, evaluate perspectives and evidence, and challenge ideas and interpretations. English Literature explores how literary texts reflect and shape our perceptions of the world. Students actively participate in literary analysis and compose critical and imaginative texts in a range of forms.

Students examine the ways in which literary texts - print and film - represent experience, and how context informs both the content of texts and the way they are received by audiences over time. Students will learn to consider the influence their own context and experience has on their understanding of texts. Students will encounter challenging texts drawn from their own and other historical periods and geographic regions. There is a 2-hour external examination for this subject. In addition, one of the four modules is the Independent Study, where students select a text from a prescribed list and compose critical,

imaginative and reflective responses. This becomes a folio that is internally and externally assessed.

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

## **English Writing | [ENW315114](#)**

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

English Writing is a specialist-writing course. It aims to develop students' skills in crafting and editing their own work. They build these skills through a program of wide reading and by closely examining other writers' approaches. Students are expected to respond personally, creatively and critically to the work of other writers and to their own writing. They will also read and workshop each other's creative pieces over the course of the year. Students are also expected to undertake a wide reading program as the modules build on the knowledge and skills gained from this process.

In addition to internal assessment, students complete a folio of polished, original work of between 5000 and 8000 words for external assessment.

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

## **Study Skills for English**

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

### ***The course encourages:***

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

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

## **English as an Additional Language or Dialect | [EAL215114](#)**

English as an Additional Language or Dialect (EAL/D) Level 2 is designed for students who need to consolidate and refine their Standard Australian English (SAE) language skills for effective communication in a range of contexts. There is a focus on language learning and the explicit teaching of the structure, linguistic features and sociolinguistic and sociocultural aspects of Standard Australian English (SAE). Through close study of language and literature, students of EAL/D explore their own and others' personal, social and cultural identities. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively and for a variety of purposes.

EAL/D provides opportunities for students to engage reflectively and critically with a broad range of spoken, written and multimodal texts (including literary and non-literary texts, for example academic, every day and workplace texts). Students learn to create (individually and collaboratively) increasingly complex texts for different purposes and audiences in different forms, modes and mediums.



## English as an Additional Language or Dialect | [EAL315115](#)

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

Through close study of language and meaning, students of EAL/D explore how learning in the English language influences their own and others' personal, social and cultural identities. They develop skills that enable them to use different registers of spoken and written SAE so they can communicate effectively in a range of contexts and for a variety of purposes.

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

The external assessment for this course is an oral examination and a written examination with a listening component.

**This is a pre-tertiary subject**

# Health

## Outdoor Experiences | [OXP105118](#)

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

### Weekend Activity Programs:

- White Water Kayaking
- Rock Climbing
- Surfing
- Independent Bushwalk.

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

## Outdoor Leadership | [OXP315118](#)

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

The practical component of the course will consist of a two-day training camp early in the year. Students will then lead Year 10 students on their Winter Overland Track trip. This will allow growth in leadership and confidence as the year progresses. Expeditions will be on weekends and school holidays. There is one theory class each week. Students will learn the theory behind effective leadership, decision-making and communication for application in a practical group setting. Many past students have gone on to a career in guiding, outdoor education and science work in remote environments.

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

a pre-requisite, students must have completed either the Outdoor Education course, or two or more Outdoor Experience courses, or be able to demonstrate past equivalent experience and skill.

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



## Personal Health & Wellbeing

### [PER215118](#)

This course will be of interest to students who seek to develop a greater awareness of health issues at various life stages and to build capacity to manage their own personal health. Students will learn:

- about issues and factors affecting personal identity
- about the importance of personal identity and positive relationships
- to recognize behaviours that impact positively and negatively on personal health and wellbeing
- to recognize valid and relevant sources of health information
- to communicate personal views on a wide range of health-related issues in various contexts.

This course comprises compulsory and elective topics. Compulsory units address issues relating to personal identity, diet and nutrition, risk taking behavior, personal fitness and personal care. Elective units consider issues relating to personal and community support, alternative complementary and integrated health practices, grief and loss, personal presentation (grooming and deportment) and stress management. There will be practical opportunities for students to participate in activities that will enhance their personal fitness.

Throughout the year students will develop and maintain an individual wellbeing plan that collectively embraces and integrates issues impacting their own personal health. Students will be expected to contribute to small or large group discussions and work both individually and with others on investigative projects and participate in a variety of practical experiences. Assessment tasks in this course include research tasks, journal reflections, individual and/or group presentations, or negotiated projects.

## **Health Studies | [HLT315118](#)**

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

In this course the approach is a continuum of learning. Students will develop the knowledge, skills and understanding to enable a global perspective of health. Each area of study, Personal Health, Australian Health and Global Health, explores contemporary health issues, culminating in more specific investigations.

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

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

## **Sport Science | [SPT315118](#)**

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

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

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

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

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

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

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

## **Athlete Development | [ATH215118](#)**

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

Students complete a supervised practical strength and conditioning program that is adaptable to the needs of the individual and their sport and includes fitness testing assessments. This is done through utilising the staff and facilities at Friends Health & Fitness. In addition to the practical,

students participate in applied sporting theory tutorials, learning about exercise prescription, nutrition, injury prevention and treatment, basic physiology and sports psychology concepts. The focus is on providing theory that students are able to directly apply to their current sporting interests.

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

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

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

## Recreation A Courses

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

***The following 50-hour courses are offered:***

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

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

**Personal Fitness:** Personal gym program at Friends Health & Fitness; this may include use of

the pool for lap swimming by negotiation.

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

## Certificate III in Fitness | [SIS30315](#)

In this course students attain competencies towards a nationally recognized qualification which is designed to launch a student into the fitness industry. It provides a pathway to a Group Fitness Instructor, Sports Coach or Gym Floor Supervisor. Students complete a series of 16 modules online which are subsequently supported with some practical experiences to consolidate their learning. Assessment is completed through a variety of online quizzes, verbal, written and practical simulations.

This course is suitable for Year 11 and Year 12 students, and requires a structured work placement of at least 30 hours.

***Modules of study include:***

- Working with Children
- Provide first aid
- Programming, anatomy and physiology
- Client screening
- Specific populations and older adults
- Children 5- 12 years of age
- Equipment and environment
- Group exercise
- Final assessments
- Structured work placement
- Telephone assessment
- Questioning and interview

***This Certificate is a pre-requisite for***

- Certificate IV in Fitness and Personal training

## Certificate II in Outdoor Recreation [SIS20213](#)

This course is aimed at students wishing to start a career as an Assistant Guide/Leader and to gain further skills in the area of Outdoor Recreation. Students undertaking this course will attain competencies towards the nationally recognised Certificate II in Outdoor Recreation qualification. Students gain the opportunity to

explore the outdoor recreation environment and develop the skills and knowledge to be able to successfully plan and support the delivery of an outdoor recreation activity. This course equips students with skills to explore direct employment opportunities including outdoor activity assistant, school camp activity assistant and outdoor supplier retail assistant. This course also leads directly into the Certificate III in Outdoor Recreation course, a course which enables students to guide and lead outdoor groups.

Students will develop skills that consider risk management, navigation, weather interpretations, environment factors, health and safety, emergency response and overall planning in a range of outdoor environments. The competencies are completed in the context of the selected activities and the online theory component.

This course will be delivered through practical skill sessions and through teacher supported theory lessons using online digital resources and assessments. Assessment is completed through a variety of online quizzes, verbal, written and practical simulations.

This course requires students to complete 15 Units of Competency:

- 5 Core units + 10 Elective units (at least 2, and no more than 3, are activity specific)
- Core units of competency:
- Assist in conducting outdoor recreation sessions
- Minimise environmental impact
- Work effectively in sport and recreation environment
- Follow occupational health and safety policies
- Provide First Aid

A variety of Elective units of competency with activity specific electives including; Abseiling, Natural Surfaces, Bushwalking and Kayaking Skills. Other electives will be negotiated with the Registered Training Organisation.



# Humanities

## Accounting | [ACC315116](#)

This syllabus is designed for students who have an interest in or intend to undertake further study and work in the fields of accounting, management, or finance. It provides a comprehensive introduction to accounting and finance from an applied and conceptual viewpoint. It focuses upon the acquisition of knowledge, skills and competencies in the recording and reporting of financial information using the double entry accounting system for sole traders engaged in either trading or service activities. The skills are then applied in decision-making for internal and external users of accounting information.

Learners must use an accounting software package or application for a variety of accounting purposes and spreadsheets to record and report financial data. In addition, learners will undertake an independent investigation into one of two financial topics - Accounting in Action or Personal Investing.

### ***It is intended students will develop:***

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

Use of relevant computer software is encouraged in this course.

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

## Ancient History | [ANH315117](#)

Ancient History stimulates learners' curiosity and imagination, and enriches their appreciation of humanity and the value of the ancient past. It shows how the world and its people have changed, as well as the significant legacies that exist into the present, and gives a context for this interconnectedness of past and present. The study of Ancient History illustrates the development of some of the distinctive features of contemporary societies, including social organisation, systems of law, governance and religion. Ancient History is also concerned with the possible motivations and actions of individuals and groups, and how they shaped the political, social and cultural landscapes of the ancient world.

### ***The course is divided into three sections:***

**Section A - Investigating the Ancient Past:** This unit provides an introduction to the nature of the remaining evidence of the ancient past and issues relevant to the investigation of the ancient world.

**Section B - Structure of Ancient Society:** In this unit, learners will study the political, social, economic and cultural structure and practices of an ancient society. Studies will also include investigations into key 'features' of an ancient civilisation such as women and families, weapons and warfare, architecture, beliefs and rituals.

**Section C - Nature of Power and Authority in an Ancient Society:** In this unit, learners ask to what extent outstanding individuals were the product of their society and to what extent their society was shaped by the individual's actions and initiatives. This Unit also investigates the impact of power and authority on the social, political, military, religious, cultural and economic features of the society and the reasons for continuity and change.

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

## **Asian Studies (TCE) | [HMA104](#)**

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

### ***The course is divided into four modules:***

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

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

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

If students successfully complete this course, their grade and mark will be converted to an ATAR score. Students who do not pass the course will not receive 15 credit points for their ATAR. In addition, a UTAS mark will count for 25% of first year study at the University of Tasmania in the Bachelor of General Education, which is a foundation qualification pathway for students wishing to study in the Faculty of Arts, Education, Business, Health Science or the Faculty of Science, Engineering & Technology. If a student goes on to enrol in another qualification at the University of Tasmania, they may be eligible to apply for this 25% worth of credit to be counted in their qualification.

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

## **Australia in Asia & the Pacific**

### **[AAP315116](#)**

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

Students undertaking AAP will complete the following four core units:

### **Introduction to Physical and Human Geography**

The physical geography of the region; including climate, landforms, relief, vegetation, natural hazard and the impacts of deforestation.

Human geographical concepts including population structure, urbanisation and ethnic/religious structure.

### **Tourism in Australia, Asia and the Pacific**

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

### **Australia's Changing Role in the Region - Immigration or Partnerships.**

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

### **Immigration and Overseas Aid in Australia, Asia and the Pacific**

Types of overseas aid and reasons it is given. Impacts of overseas aid, management strategies for effective aid and solutions to problems

associated with aid.

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

### **National Responses to Crises in Australia, Asia and the Pacific**

The causes and effects of national crises (e.g. Fukushima nuclear disaster). Effectiveness of national and international responses to crises.

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

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

## **Business Studies | [BST315116](#)**

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

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

- describe functions of business and entrepreneurship in contemporary Australian environments
- describe features of operations management, human resource management, marketing management and financial management
- apply tools, techniques and processes to assess data and information and draw evidence-based conclusions about business performance
- assess the effectiveness of business practices and management strategies
- make logical decisions, judgments and recommendations to improve management practice and business performance
- apply relevant business ideas, practices, processes and concepts and inquiry skills to prepare a feasibility study

- communicate in ways that are suitable for the business environment and for purpose and audience, including the use of appropriate information and communication technologies
- analyse the social, ethical, economic and environmental implications and consequences of business and enterprise practices.

***The six major topics to be studied are:***

- The Business Environment. The focus of this unit is business and entrepreneurship in Australia. It involves business structures, the impact of internal and external environments on business, and the roles of business managers and entrepreneurs who plan, organise and lead businesses to fulfil key business functions.
- Operations Management. The focus of this unit is Operations Management which involves businesses efficiently and effectively converting inputs (resources) into quality products or services desired by customers.
- Human Resource Management. The focus of this unit is about managing the people in a business organisation. It explores ways Human Resource Management helps achieve business and personal goals.
- Financial Management. This occurs through the analysis and interpretation of financial data and information and is necessary to achieve business goals.
- Marketing Management. This involves businesses researching consumer markets and tailoring products, ideas and services to satisfy the changing needs and wants of consumers and society.
- Business Inquiry: Preparing a Feasibility Study. The focus of this unit is business development and entrepreneurship for a start-up idea for a business, either buying an existing business or planning for an innovative and enterprising opportunity.

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

## **Economics | [ECN315116](#)**

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

business and government decisions.

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

***The course develops the learner's understanding of:***

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

***The course is divided into four compulsory units of study:***

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

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

## **Introduction to Sociology & Psychology | [BHX215118](#)**

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

Through this course, learners gain valuable insights and understandings of both themselves and their worlds. They develop social and cultural literacy, i.e. the essential skills, understandings and capabilities, to understand themselves and influence their own future and to participate with

greater tolerance and respect in contemporary society, locally, nationally and globally. The course benefits learners when they pursue further education in the disciplines of Sociology and Psychology (eg. TASC Level 3) and training and employment in a range of community and social services. For example, this course also provides knowledge and skills that would be a good foundation for vocational studies in areas such as welfare and childcare.

**This is a not pre-tertiary subject.**

## **Legal Studies | [LST315117](#)**

Legal Studies explores the main structures and processes of the Australian legal and political systems. The legal processes in Australia involve individual rights, responsibilities and participation in our legal and political systems to ensure that governments and individuals work within a framework of justice and freedom, based on the elements of a liberal democracy including the rule of law, separation of powers and procedural fairness. The focus is on understanding and assessing the principles underpinning our system of government.

The contested nature of law and politics is highlighted through the study of topical legal and political issues, giving students an opportunity to gauge the legal and political processes in action, with a strong applied dimension to their learning.

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

- communicate legal and political information
- describe the principles of a liberal democracy
- describe and assess features and processes of Australia's Westminster parliamentary system of government
- describe and assess federal constitutional government in Australia
- describe issues of Aboriginal and Torres Strait Islander people in the Australian legal and political systems
- describe how statute and common law are made in Australia, the process of Australian law reform and assess interactions between parliament and courts as lawmakers
- describe the institutions of international law and how international law is made and enforced
- describe and evaluate Australia's criminal and

civil justice system and dispute resolution system

- correctly use terms and concepts relevant to both Australia's and international legal and political systems
- apply research, time management, planning and negotiation strategies to a legal and political studies enquiry
- apply the principles of academic integrity and correctly use referencing (citation) methodology.

***The five major topics to be studied are:***

- Principles and Practices of Australia's Westminster Parliamentary System of Government
- Australian Federal Constitutional Government
- Australian and International Law
- Dispute Resolution: Civil and Criminal
- Topical Issues (research based)

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

## **Modern History | [HSM315117](#)**

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

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

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

- Modern Western Nations in the 20th century. Russia and the Soviet Union, 1917-1953.
- Modern Asian Nations in the 20th century. China, 1935-1976.
- The Changing World Order, 1945 to 2010.

Cold War, the Post-Cold War World to 2010.

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

## **Philosophy | [PHL315118](#)**

The major value of philosophy is that it teaches not what to think, but how to think. The skills developed through philosophy are the ability to question, analyse and evaluate one's own beliefs and those of others. It encourages critical and creative problem solving through open-minded intellectual inquiry.

Students studying philosophy will examine ways of justifying knowledge claims, inquire



into the nature of reality and the mind, question the extent of their freedom, apply ethical theories to contemporary issues concerning the environment, gender and/or politics, and consider different answers to the question: what is a good life?

Philosophy is an extremely useful subject for those considering careers in law, advocacy, politics, journalism, medicine, education, the arts and many other areas which require skills of analysis and critical evaluation.

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

- Unit 1: An Introduction to Philosophy & Epistemology
- Unit 2: The Mind/Body Problem
- Unit 3: The Free Will Debate
- Unit 4: Contemporary Conflicts in Moral Theory
- Unit 5: Philosophers and the Good Life.

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

## **Psychology | [BHP315116](#)**

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

***This includes such issues as:***

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

There is focus on applied psychology and how psychologists investigate specific problems and how this empirical information is applied to current issues. Psychology is helpful in preparing

the individual for occupations or lifestyles requiring an understanding of human behaviour. It provides a broad perspective valuable to students intending to undertake tertiary studies in any profession requiring knowledge and experience in human interaction; medicine, education, law, nursing. If studied at university, it is a discipline that offers many career opportunities.

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

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

## **Sociology | [BHS315116](#)**

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

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

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

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

multiculturalism

- the political struggle for power within institutions.

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

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

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

## **Studies of Religion | [REL315116](#)**

Studies in Religion is designed to build our understanding of others in our community who identify with a faith, to explore ethical and moral dilemmas, and to look at the role religion plays and has played for believers.

There will be a short exploration of the elements of religions and their impact in society at present. This is followed by an in-depth study of two religions.

Students will then collectively explore a contemporary or historical religious challenge, such as Tibetan Buddhism and its obstacles in exile.

The fourth unit, on Ethics and Morality, requires students to explore multiple perspectives with regards to an ethical dilemma of their choice.

The final unit is an extended depth study such as investigating the impact of contemporary issues on religious world views in a predominantly secular Australia.

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

# Languages

There are many good reasons for learning to speak a second language:

- Bilingualism is healthy and creates neuron connections in the brain that might otherwise not be formed. Learning a language involves memorising rules and vocabulary which evidence suggests provide improved attention, intelligence and better verbal and spatial abilities.
- Learning to speak another language enables students to become more attuned to the nuances of the English language.
- Employers recognize that learning a second language requires some rigorous study and by highlighting their proficiency in a second language, job entrants show that they have gained important skills for business needs, such as multitasking and increased perception. This is vital in a competitive marketplace.
- To truly connect with people and their culture, one has to speak their language. By being able to communicate in another language, students become more culturally aware, tolerant and open to differences between humanity.
- Language learning is enjoyable. Language features such as rhyme, accent, intonation and even the nuances of grammar are fun to learn. Cultural exchange trips, language celebration days and hosting students from other countries all provide students with memorable experiences, adventure and life-long international friendships.

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

Students wishing to take up study in Chinese, French, German or Japanese at the TCE pre-tertiary level who did not complete the Year 10 program in the language, or students who wish to study two languages, or students who are interested in the School Supported Self Taught Languages program are advised to meet with

the Head of Languages, or the IB coordinator, prior to making their subject choices.

## Languages Bonus Scheme

The UTAS Languages Bonus Scheme encourages students to strengthen their preparation for undergraduate studies by undertaking language subjects. Students who have gained a Satisfactory Achievement (SA) in at least one (and up to three) language subject at a pre-tertiary level will be awarded bonus points toward their final ATAR score. This applies to all courses offered by the University of Tasmania (with the exception of MBBS, M3N and M3NC). A pre-tertiary result in two languages will receive four points and a student with a pre-tertiary result in one language will receive two additional points.

## University Connections Program (UCP)

***This program was cancelled by the University in 2019. We are unable to confirm whether this will run again in 2020.***

Students enrolled in TASC Chinese, French, German or Japanese are eligible to attend six after school workshops at UTAS in order to develop their grammar, conversational skills and cultural understanding.

This unit is available HECS free and the successful completion will attain 25% credit in the Diploma of General Studies. The UCP is a prerequisite for students wishing to undertake the High Achievers Program (HAP). Results in the UCP will not contribute to a students' ATAR/TCE.

## High Achievers Program (HAP)

Students achieving an Exceptional Achievement (EA) in two or more Level three TASC subjects in Year 11 are eligible to participate in the HAP whilst in Year 12. Units successfully completed may be credited to a relevant degree, when the student enrolls at the University of Tasmania. Credit provides two advantages: students have the option of accelerating through their degree, or they can take on additional subjects to extend their study program.

## **Chinese | [CHN315114](#)**

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

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

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

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

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

## **Chinese - Specialist Level | [CN813](#)**

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

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

## **Chinese IB Certificate Course**

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

## **French | [FRN315114](#)**

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

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

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

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

**This is a pre-tertiary subject**

## **French IB Certificate Course**

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

## **German | [GRM315114](#)**

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

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

and language-based activities to demonstrate the development of their language skills and competencies.

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

**This is a pre-tertiary subject**

## German IB Certificate Course

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

## Japanese | [JPN315114](#)

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

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

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

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

## Japanese IB Certificate Course

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

## Languages Foundation Courses

[FRN215114](#) | [GRM215114](#) | [JPN215114](#)

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

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

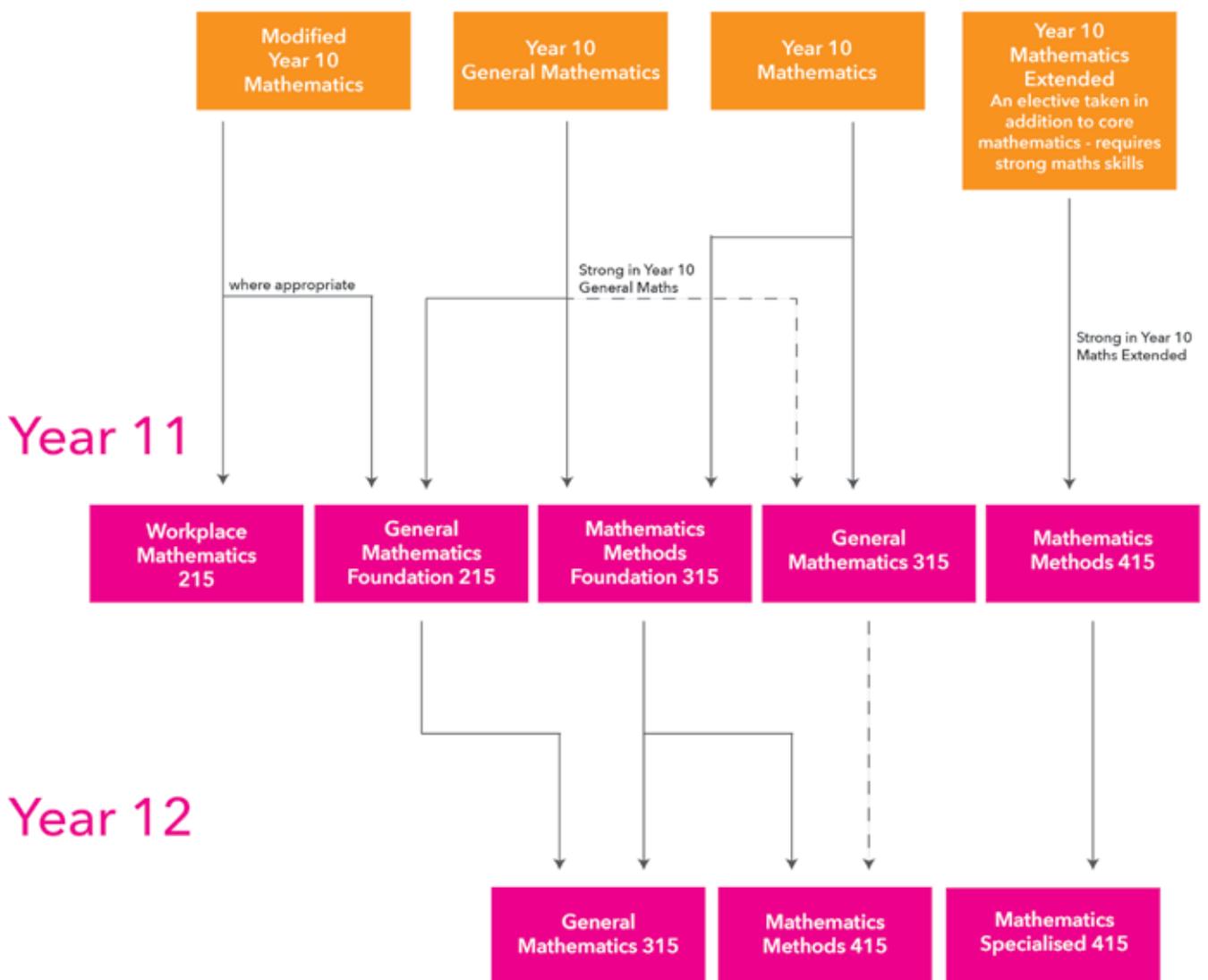


# Mathematics

The Mathematics Faculty offers a variety of Mathematics courses which may be taken by students at Clemes in Years 11 and 12. When making a choice, students should carefully consider current university prerequisites for the course(s) of their choice as well as other employment opportunities. Students are encouraged to consult their Mathematics teacher and the Head of Faculty when making their choice.

## TCE Academic Pathways

### Year 10



## Workplace Mathematics

### [MTW215114](#)

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

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

## General Mathematics - Foundation

### [MTG215114](#)

This course is designed for students seeking to go further in their mathematics education, especially those preparing for the study of pre-tertiary General Mathematics MTG315. Students are provided with opportunities to consolidate previous mathematical experiences and then apply their knowledge and skills in real-world situations associated with linear functions, finance, shape and measurement, data analysis, matrices, graphs and networks. The primary objective of this subject is for students to be able to apply what they learn to authentic situations. This subject is normally taken in Year 11. It is an appropriate course for students who have attempted the core Year 10 General Mathematics syllabus with a satisfactory level of achievement.

Students who have excelled in Year 10 Modified Mathematics and intend to study pre-tertiary General Mathematics 315 in Year 12, should consult with their teacher and consider attempting this course.

## General Mathematics | [MTG315115](#)

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

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

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

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

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

## Mathematics Methods - Foundation | [MTM315117](#)

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

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

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

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

## **Mathematics Methods | [MTM415117](#)**

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

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

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

## **Mathematics Specialised**

### **[MTS415118](#)**

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

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

## **Study Skills for Mathematics**

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

In addition, students will be advised on:

- making efficient use of their time in class and at home
- using good communication skills in their study of mathematics
- enhancing their problem solving techniques
- maintaining a folio of topic summaries which include exemplars of work undertaken
- establishing an effective homework and revision program
- strategies for tests and examinations.



# Science

A range of Science courses are offered, enabling students to select courses to complete their science education or to prepare for tertiary studies.

Note: students wishing to proceed to Chemistry and Physics in Year 12 at Friends' must (unless there are exceptional circumstances) take Physical Sciences in Year 11. While Physical Sciences is not essential for students studying Biology, it is highly recommended, especially for those intending to study biology at tertiary level.

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

## Study Skills for Physical Science

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

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

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

## Study Skills for Life Sciences

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

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

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

- how to tackle tests and examinations

## Biology | [BIO315116](#)

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

### *It is intended that students will:*

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

### *The content of the syllabus consists of six essential themes:*

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

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

- Chemical basics of life
- Cells
- Organisms
- Continuity of organisms and survival of changes.

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

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

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

## **Chemistry | [CHM415115](#)**

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

### ***The topics for study are:***

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

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

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

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

## **Environmental Science | [EES315118](#)**

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

Students study a variety of local ecosystems and explore how humans impact on their environment.

A variety of study techniques are used including field work, investigations and project work. Current environmental issues are explored in a balanced and scientific manner. Students are introduced to a range of strategies for solving environmental problems, hopefully leading them to a sense of optimism for the future.

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

Internal ratings will be based on a variety of assessment techniques but each student will be required to produce a case study which will represent a minimum of 20 hours of the students' own work. The external exam consists of one three-hour paper.

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

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

## **Physical Sciences | [PSC315118](#)**

This syllabus is for students proceeding to Chemistry CHM415 and Physics PHY415 and is also appropriate for students wanting to continue their studies of Chemistry and Physics beyond Year 10. Students taking this course will preferably have successfully completed Physical Sciences and Mathematics in Year 10.

The course consists of the following major themes:

- Atomic properties and nuclear reactions
- Motion and force
- Conservation in physics
- Chemical structures and properties
- Chemical reactions and reacting quantities

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

## Physics | [PHY415115](#)

This Physics course is designed to prepare students for tertiary study of physics or related subjects such as engineering, medicine or technology. It is designed for Year 12 students and contains a wide and detailed coverage of physics topics which includes Mechanics, Fields, Waves, Atomic and Nuclear models. Successful completion of a course based on this syllabus is a prerequisite for first year university Physics. It is expected that all students who wish to undertake this course will have successfully studied Physical Sciences in the previous year. They should also have studied, or be concurrently studying, Mathematics Methods or General Mathematics.

The topics for study are:

- Newtonian Mechanics
- Fields - Electric, Magnetic and Gravitational
- Electromagnetism
- Waves
- Atomic Physics
- Nuclear Physics

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

## Physical Sciences - Foundation

### [PSC215118](#)

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

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

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

The Physical Sciences - Foundation course will provide an alternative pathway for students who

wish to undertake pre-tertiary studies in Physical Sciences PSC315 in Year 12.



# Technology

## Computer Science | [ITC315118](#)

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

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

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

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

### **Syllabus components:**

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

### **Assessment:**

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

### **The central topics for these criteria are:**

- Criterion 1: algorithmic solutions
- Criterion 2: the Java programming language
- Criterion 3: data structures with objects and classes
- Criterion 4: computer architecture
- Criterion 5: data storage and representation

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

## Computer Graphics & Design

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

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

## Computer Graphics & Design

### [CGD315118](#) | [CGD215118](#)

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

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

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

### **The course has three components:**

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

Project)

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

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

## Video Production

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

The course enables students to develop an understanding of the operation and function of video and audio production and develop critical and aesthetic awareness in producing video. They have the opportunity to use this knowledge for creative development in these fields. Production on a short video of their choice and / or collaboration with level 2/3 students on their projects, is assessed for this unit. This provides opportunities for individual self-expression using various production techniques and for working as a member of a production team.

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

## Design and Production | [DAP215116](#)

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

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

- Wood
- Textiles

Students will develop an understanding of the

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

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

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

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

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

## UTAS Object Design | [FS104](#)

**Students learn about:**

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

**Students will study:**

- Design development in response to a brief
- Documenting design processes in a journal
- Technical skills in working with the materials and finishes for an object
- Producing a finished designed object.
- Learning activities may include:
  - Attending a symposium with designer talks and workshops at the University of Tasmania
  - Working in your own college on the design and development of an object that addresses the design brief
  - Technical instruction and mentoring from a university mentor to support the design and making of your design response
- Exhibiting work in a public exhibition

- Producing a journal reflecting your design development
- Writing a designer's statement about your work.

**To enrol in this subject students need:**

- To have successfully completed, or be demonstrating outstanding progress in Design and Production 2 (wood or textiles) or Computer Graphics & Design (CGD315118) (or equivalent subject)
- As Object Design enrolments begin part way through Term 2, all students wishing to participate must enrol in Design and Production or Computer Graphics & Design (315) before eventually transferring to Object Design.

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

For more information, please visit the University's website



## Certificate II in Kitchen Operations

### SIT20416

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

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

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

You will learn basic operational knowledge and practical work skills including:

- organising, preparing and presenting food
- responsible service of alcohol
- preparing and serving espresso coffee
- basic cookery methods
- first aid
- following safe work practices and hygiene procedures.

These are skills that qualify you for a wide scope of hospitality and tourism related positions in:

- international hotels
- catering companies
- patisseries
- cruise liners
- restaurants
- coffee shops and pubs.

This Certificate is a pre-requisite for further hospitality studies including:

- Certificate III in Commercial Cookery
- Certificate III in Catering Operations
- Certificate IV in Commercial Cookery

The full Certificate II course will earn 39 points

towards the Tasmanian Certificate of Education.

## **Food & Nutrition | [FDN315118](#)**

Food and Nutrition aims to build student's knowledge and understanding of nutrition and the impact this can have on health. Learners will develop skills and knowledge enabling them to consider the local and global situation in regards to food security and ecological sustainability of our food supply.

Students develop their understanding of nutrition and dietary analysis to enable them to analyse and modify diets according to the Nutrient Reference Values and Food Selection Models. Major macronutrients of carbohydrates, fats and proteins, energy use by the human body; and control of energy balance are studied along with the importance of micronutrients, non-nutrients and water balance. Major nutrition-related chronic conditions that affect the health of many Australians are studied including obesity, cardiovascular disease, type 2 diabetes and some micronutrient deficiencies.

Students will analyse influences on food choice and the effects on dietary behaviour, and health. Nutrition promotion, including designing, planning and evaluating nutrition programs, in a variety of settings, will assist learners to understand factors that drive consumers to eat certain foods.

Food issues related to nutrition and the market place are raised, investigated and debated. Students critically inquire into the environmental impacts of current food production and distribution practices. This knowledge enables students to make informed responses to changes in the production to the consumption continuum and exert an influence on future developments in the food industry as educated citizens and in their future careers.

The external assessment for this course will comprise a three-hour written examination.

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

## **Food Studies**

The Food Studies course is a practical 50-hour course with an emphasis on developing a love of cooking and acquiring the food preparation and cooking skills needed to create interesting and

well-known dishes. Learning how to prepare and cook different foods safely is an important life skill that can help to promote healthy eating, whilst being able to develop and prepare interesting foods that you will enjoy.

## **Media Production | [MED315117](#)**

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

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

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

### **Print**

This course models the professional environment of a newspaper office. Students are given the opportunity of working on The Friends' School newspaper, Focus, with a circulation of about 7000. The newspaper is a student-run enterprise where students become multi-skilled in journalism, photography, desktop publishing and design. Students also have the opportunity to work in teams and perform management functions as team leaders in the respective departments of the newspaper such as editorial, photography and production.

As journalists, students gain confidence in performing interviews and gathering and validating data for stories. They learn to solve and overcome problems that are inherent in the real-world situation of meeting deadlines. Their writing is for a wide audience, and editing and proofreading are important skills of validation. Understanding the ethics of journalism is an integral part of the course. Students gain skills in using word processing software and the InDesign desktop publishing package.

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

At the pre-tertiary level (MED315117) the folio is externally assessed. The folio of work is presented in hard copy and comprises a major piece of work that is either an eight four-page tabloid format or a 12-page magazine format, and at least one other two minor pieces of work, one being a commercial and one being a completed news story or similar project.

Students can also enrol in a 100 hour long course, Media Production – Foundation MED215117 or a 50-hour course.

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

### **Video**

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

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

Throughout the year, students will have the

opportunity to provide their services to clients outside the classroom, such as when recording an interview or a school performance. Students should be prepared to attend such events even if they occur outside the normal school day. At the pre-tertiary level the folio is internally and externally assessed and consists of works stored digitally of no longer than 10 minutes' total, including a major production of 4:30 minutes minimum for either a documentary, drama, or an animation of 3:00- 5:30 minutes and one minor production, either a 30 or 60 second TV commercial, news story or similar production. Students can also enrol in a 100 hour long course, Media Production – Foundation MED215117 or a 50 hour course.

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

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

### **Housing & Design | [HDS315118](#)**

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

Students learn to draw on a wide spectrum of thinking and creativity to plan, generate, synthesise and realise ideas. They use a diverse range of techniques to communicate this thinking, and their design proposals (e.g. graphical, oral, notational, textual, mathematical, digital, virtual or three-dimensional presentations). Students engage with complexity, being adaptive,

creative and enterprising in their work. Their outcomes reflect qualities of appropriateness of designs and sensitivity, having learned to critically challenge housing values to improve the social and environmental impacts of the built environment.

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

## **Project Implementation**

### **PRJ205118**

In Project Implementation students will plan, develop and work on a project which results in a finished product or a culminating event, performance or presentation. Learners will undertake a project as part of a small group or a whole class where each member of the group is responsible for collaborating with members of the group for the completion of set tasks.

Learners will develop a range of generic skills by undertaking different tasks related to a negotiated project, developed in teams in consultation with the teacher.

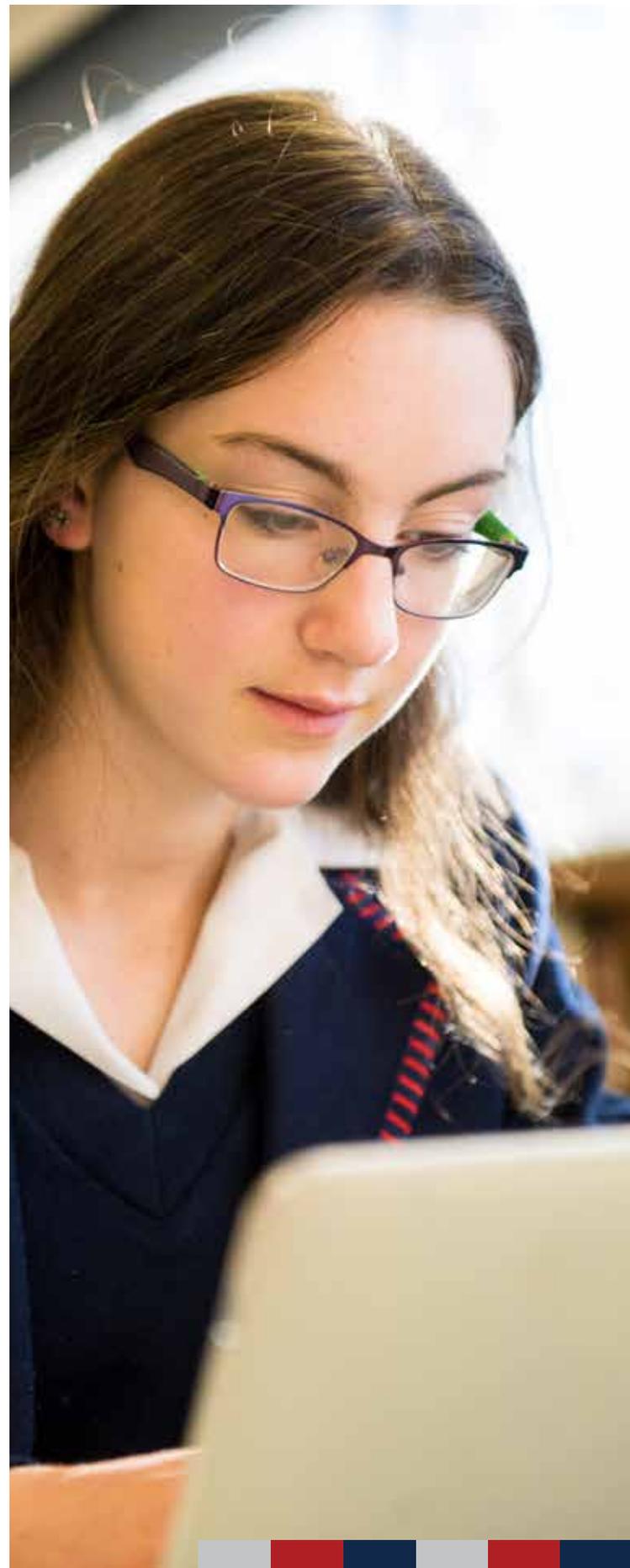
These skills will be made explicit in the context of the project:

- effective communication
- problem solving
- time management
- reflective practice
- working with others/in teams.

Some projects may require learners to develop a specific set of skills and understandings (e.g. catering, textile production ...) but the focus of this course is to provide a context in which students will develop generic skills.

## **ICT Digital Technology A**

School based course Digital Technology study skills support for students for doing Media Production 315 courses, Housing & Design 315 and Computer Graphics & Design 315. Contact hours are provided to support technical competence for students currently doing any of the above three subjects. Similar concept to a study support course in other learning areas.



# Non-Faculty Subjects

## Community Service Learning

### CSL205118

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

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

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

## General Study Skills

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

The course encourages:

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

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

## Student Directed Inquiry

### SDI315117

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

The aim of the course is to challenge students to set themselves learning goals that will enable them to:

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

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

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

# Vocational Education & Training (VET)

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

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

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

Please contact Joni Chuter for more details.

## **Certificate II in Kitchen Operations** **[SIT20416](#)**

See Technology section for information on this course.

## **Other VET Courses**

We are able to provide opportunities for students to take VET courses that are tailored to students' specific needs and interests. The number of points that can be gained towards the TCE is in brackets. It is important to note that this number applies only when students complete all units in that particular course.

These may include:

### ***Certificate III in Early Childhood Education and Care*** **[CHC30113](#)** (79 points)

This qualification reflects the role of workers in a range of early childhood education settings. They support the implementation of an approved

learning framework, and support children's wellbeing, learning and development.

This course is recommended to be undertaken in Year 11 as 120 hours of workplace learning is required as well as a large theoretical component. The work placement is at The Friends' School Early Years or other negotiated childcare centre.

### ***Certificate III in Fitness*** **[SIS30315](#)** (80 points)

This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. Depending on the specialisation chosen, this qualification provides a pathway to work as an instructor providing exercise instruction for group, aqua or gym programs.

This course is suitable for Year 11 and Year 12 students, and is facilitated by Friends' School teaching staff, on campus, with 20 hours of structured work placement. It is designed to launch a student into the fitness industry and is a pathway to being a Group Fitness Instructor, Sports Coach or Gym Floor Supervisor.

### ***Certificate III in Education Support*** **[CHC30213](#)** (66 points)

This qualification reflects the role of workers in a range of educational settings, who provide assistance and support to teachers and students under broad-based supervision.

This qualification will provide students with the skills needed to work in a variety of education settings. Students will learn how to support the delivery of essential development abilities, including literacy, oral and numeracy skills, and contribute to the management of a learning environment. Career pathways include teachers aid and home tutors. It is offered online and includes a 100 hour structured work placement.

### ***Certificate III in Business*** **[BSB30115](#)** (47 points)

This qualification reflects the varied roles of individuals across different industry sectors that apply a broad range of competencies using some discretion, judgment and relevant theoretical knowledge.

This qualification will provide students with a solid understanding and knowledge of how to

work effectively in the workplace. Students will learn how to implement their well-developed office, computer, and business skills, in addition to learning WHS processes, financial record keeping, monitoring and maintenance. Career pathways include customer service adviser, data entry operator, general clerk, payroll officer, typist, word processing operator.

### ***Certificate III in Allied Health Assistance*** ***HLT33015 (43 points)***

This qualification reflects the role of allied health assistants who provide assistance to allied health professionals. Depending on the setting, work may include following treatments plans for the therapeutic interventions and/or conducting programs under the regular direct, indirect or remote supervision of an allied health professional. To achieve this qualification, the candidate must have completed at least 80 hours of work.

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

Other VET courses are available on request and in consultation with outside providers. There are a variety of flexible delivery options available to cater for combined TCE/VET pathways and suit a broad range of student needs and learning styles.

### ***Certificate II in Outdoor Recreation*** ***SIS20213***

This course is aimed at students wishing to start a career as an Assistant Guide/Leader and to gain further skills in the area of Outdoor Recreation. Students undertaking this course will attain competencies towards the nationally recognised Certificate II in Outdoor Recreation qualification. This course also leads directly into the Certificate III in Outdoor Recreation course, a course which enables students to guide and lead outdoor groups.

Students will develop skills that consider risk management, navigation, weather interpretations, environment factors, health and safety, emergency response and overall planning in a range of outdoor environments. The competencies are completed in the context of the selected activities and the online theory component.

This course will be delivered through practical skill sessions and through teacher supported theory lessons using online digital resources and assessments. Assessment is completed through a variety of online quizzes, verbal, written and practical simulations.

## **School Based Apprenticeships & Traineeships**

School-based Traineeships and Apprenticeships allow a student to undertake nationally accredited training as a paid employee in Years 11 and 12, while studying toward the Tasmanian Certificate of Education.

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

Please contact the careers counselor for more information.



# Glossary

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## **ATAR (The Australian Tertiary Admission Rank)**

Year 12 scores from different states, and IB Diploma scores, are converted into a single scale, so comparisons can be made between students from different systems.

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## **Creativity, Action, Service (CAS)**

Co-curricular involvement in creative, active and service oriented pursuits done by all IB Diploma students, intended to widen the students' horizons.

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## **Criterion Based Assessment (CBA)**

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

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## **Extended Essay (EE)**

4000-word independent research essay done by all IB students, completed with the support of a teacher supervisor.

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## **External Assessment**

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

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## **Internal Assessment**

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

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## **International Baccalaureate (IB)**

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

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## **International Baccalaureate Certificate**

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

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## **International Baccalaureate Diploma**

Awarded to students who satisfactorily complete all elements of the IB Diploma and achieve at least 24 points, subject to a number of other conditions.

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## **International Baccalaureate Grade 1 - 7**

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

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**International Baccalaureate Language A, B, ab initio**

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

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**International Baccalaureate Score**

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

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**Matriculation**

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

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**Moderation**

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

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**Offers**

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

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**Pre-tertiary Subject**

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

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**Prerequisite**

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

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**Quotas**

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

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**Tasmanian Certificate of Education (TCE)**

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

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

- EA - Exceptional Achievement. The highest award on a TCE course.
- HA - High Achievement.
- CA - Commendable Achievement.
- SA - Satisfactory Achievement. The lowest passing award on a TCE course.
- PA - Preliminary Achievement. Awarded to students who make some progress, but do not do well enough to achieve a pass on a TCE course.

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**Theory of Knowledge (ToK)**

An interdisciplinary inquiry into the bases of knowledge done by all IB Diploma students.