



# **THE FRIENDS' SCHOOL**

## **Year 7-8 Course Book 2022**





## 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.

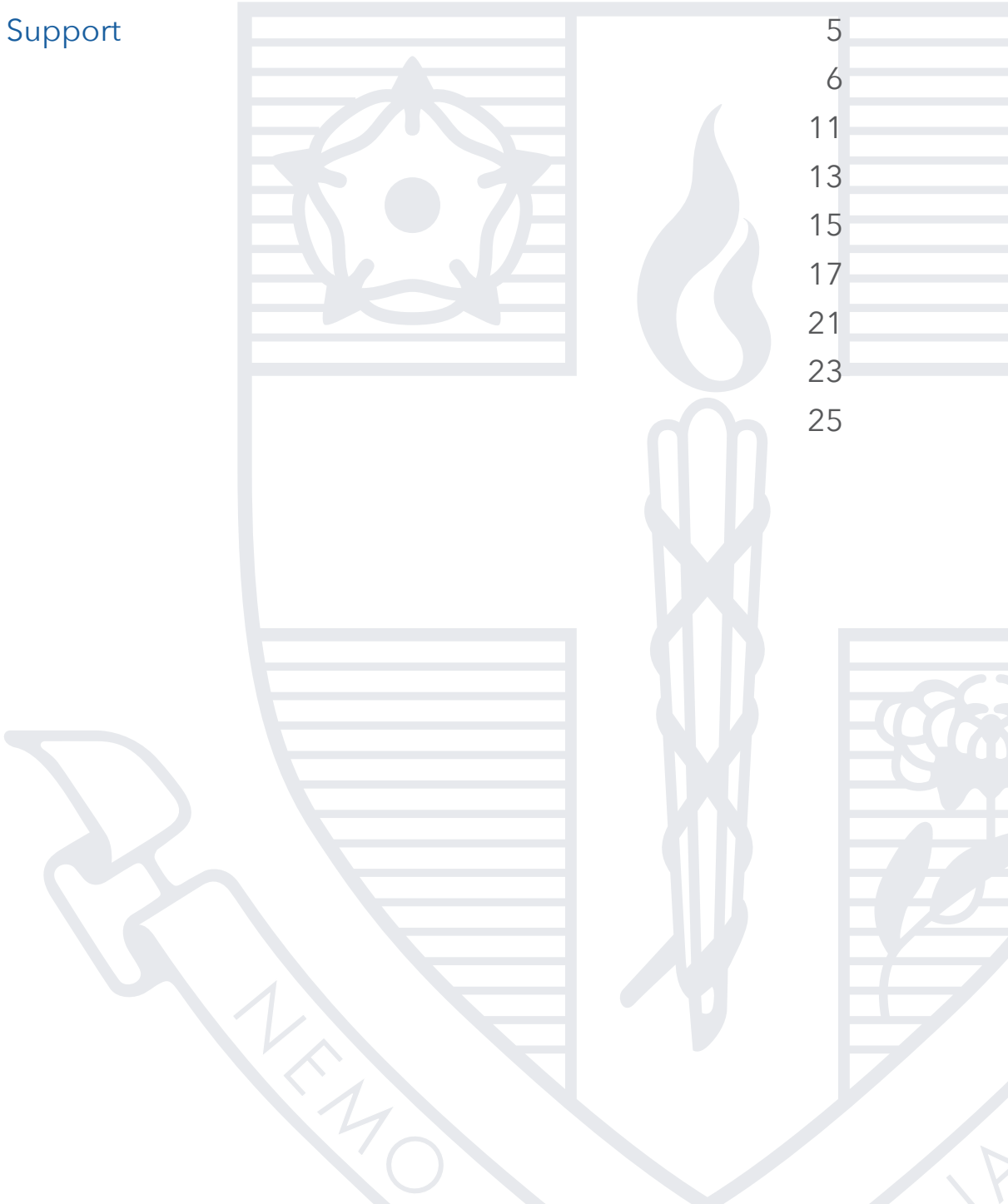
As a learning community, we are concerned for the academic, cultural, physical, social, emotional and spiritual development of each person in our care.

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

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

## Year 7 Curriculum

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

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

## Connections

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

Extended tasks are seen as an ideal vehicle for allowing students to develop independent work habits, self-reliance and their ability to persevere. Students are encouraged through inquiry, reflection and self-assessment to

reach a clear understanding of how they learn best as individuals and in partnership with others. Technology is used extensively within Connections, with particular attention to information literacy and the consolidation of a repertoire of research and multimedia skills.

The Outdoor Education program is included in the Connections program, which includes an introductory camp at the beginning of the year, a beach day, orienteering, mountain walk, winter skills and a camp in Term 4.

## Approach to Learning

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

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

## Year 8 Curriculum

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

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

### Subjects and Units

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

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

### Building a Timetable

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

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

- English
- Health and Physical Education
- Humanities

- Mathematics or Modified Mathematics
- Science.

In addition, students select electives.

### Process for Selecting Electives

Step 1 – Select one language from:

- Chinese
- French
- German
- Japanese.

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

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

The Arts:

- Art
- Ceramics
- Dance
- Drama
- Music.

Technology:

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

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

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

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

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

## Pathways Beyond Year 8

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

## Pathways Beyond Year 10

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

### International Baccalaureate Diploma (IBDP)

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

### Tasmanian Certificate of Education (TCE)

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

### Vocational Education and Training (VET)

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

## Homework

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

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

## Assessment & Reporting

Assessment of student learning is carried out on a continuous basis and reports are issued each term. Progress Reports provide a mid-semester indication of academic progress at the end of Terms 1 and 3. These are followed by Subject Reports with an award at the end of Terms 2 and 4. In some cases, where there has been limited evidence of achievement, a 'Comment Only' report may be issued. This report does not include an award but instead focuses on specific achievements and skills. Reports each term also include an indication of a student's approaches to learning.

At various times in each term, written feedback on learning tasks is provided through SEQTA. This provides students with the opportunity to reflect on their learning, identify areas of strength, and to set goals for future growth. Release of this feedback through SEQTA Engage also provides parents with the opportunity to view and follow learning progress.

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

## Assessment

Students are assessed in each subject against the applicable Achievement Standards of the Australian Curriculum. Where the Australian Curriculum does not apply, a school Achievement Standard is used. The Achievement Standard describes the standard of knowledge, skills and understanding expected by the end of the course.

On individual assessments, students receive ratings of A, B, C, D or E to indicate the extent to which they are meeting the relevant descriptors of the year level Achievement Standard. Ratings of C, B and A respectively, indicate sound, high and excellent levels of achievement within the year level standard. A rating of D indicates that a student is approaching the standard expected for their year level. An E rating is used where there is limited evidence of achievement.

Feedback is an integral and continual part of the assessment process and the primary means of communicating strengths, areas for growth and next steps in learning. Students are encouraged to actively engage with and implement various forms of feedback to help improve their learning outcomes.

## Subject Awards

Students are given an overall award in each subject at the end of each semester. The award indicates the extent to which they have met the Achievement Standard for the subject. Awards are given according to the following scale.

In addition to overall awards, most reports include a broad indication of progress in relation to two or three Sub-elements of the Achievement Standard. This is a means of highlighting areas of strength and focuses for future growth within the Standard.

### A

**Excellent** level of achievement of knowledge, skills and understandings expected at this year level

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### B

**High** level of achievement of knowledge, skills and understandings expected at this year level

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### C

**Sound** level of achievement of knowledge, skills and understandings expected at this year level

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### D

**Approaching** the level of achievement of knowledge, skills and understandings expected at this year level

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### E

**Limited** level of achievement of knowledge, skills and understanding expected at this year level

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The knowledge, skills and understanding expected at any year level includes a range of achievement from C-A.

## Subject Support

Subject Support is structured for small groups of students with diverse learning needs who need assistance to develop the knowledge base, skills and strategies necessary to become confident, independent learners. Students are encouraged to build on their strengths and understand their challenges, through targeted support and guidance responsive to their needs.

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

## Extension Support

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



# Arts

## Year 7 Art

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

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



## Year 8 Art

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

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

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

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

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

### Assessment in Art

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

experiment independently and creatively and produce art works are all evidences of achievement.

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

## Year 8 - Ceramics

This is an Art course. The medium is clay.

The objectives of the Ceramics course are for students to:

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

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

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

### Assessment in Ceramics

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

of achievement.

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

## Year 8 - Dance

Dance is offered as an elective in Year 8. This practical subject is designed to introduce the foundations of technique and dance skills in a sequential and logical way so that students are able to develop their physical facility to dance any style with greater confidence and success. Students can expect that in working through the preparatory exercises in ballet, jazz and contemporary dance they will gain:

- Improved strength
- Greater flexibility
- Coordination of whole body
- Time management and collaboration skills
- Better concentration and self-awareness.

In learning the basics of dance training, students will begin work on safe warm-ups, how to execute basic turns and jumps, and common dance steps found in a range of genres. As well as the core focus on acquiring skills, students also gain an insight into the foundations of different dance styles and the influence they continue to have today.

Choreographic work includes exploring the elements of dance and choreographic devices, and how these are used to create cohesive works that realise an intention. Dancers are encouraged to be creative and choreograph their own short dance works and perform for their peers with accuracy and focus. To supplement practical work and to gain a deeper understanding of the nature of dance, students can expect units on the following:

- Anatomy: the joints of the body, the major muscle groups and which muscles to use in exercises
- Written Reflection: reflecting on individual

choreographic decisions and the work of others

- Safe dance: awareness of personal limitations, the role of practice, warm ups and cool downs
- Performance: preparing for performance, theatre conventions for dancers, basic stage make up for dancers, the role of costume.

Students will be challenged based on their capabilities and will be required to choreograph and perform both as a soloist and as a member of a group. Dance is a performance-based subject, so students will be required to perform for their peers, as well as to a wider public audience at the end of the semester. The final performance will be rehearsed extensively in class to ensure students gain feedback and are comfortable and confident to take the stage. Students are required to wear basic dance clothes for safety and comfort.

## Drama

The Year 7 Drama course aims to introduce important basic skills used in movement and verbal communication, encourage creativity through drama and develop appreciation of live performance. Students will undertake some tasks individually and some in pairs or groups. There will be opportunities to increase confidence and self-esteem as students experience success and enjoyment in completing, sharing and reflecting upon their learning. There is a strong focus throughout this course on developing the skills to work collaboratively and creatively with a range of peers.

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

It is focussed on learners':

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

Students will gain an introduction to Drama through improvisation and co-operative games. They will develop speaking skills in formal and impromptu situations. Movement, storytelling and poetry will also be practised.

Drama in Year 8 provides opportunities for students to:

- Explore through role-play a range of human ideas and experiences
- Develop the expressive skills of voice, movement and improvisation in order to communicate meaning to an audience
- Develop group working skills of collaboration, negotiation, planning and evaluating
- Develop appropriate dramatic and stagecraft skills to explore and extend the drama
- Select and use appropriate production elements such as set, props, costume, lighting



and sound to enhance dramatic meaning

- Use a range of other expressive forms (e.g. mask, dance, mime, lighting, music, set design) to enhance the emotional tone and meaning of the drama
- Reflect constructively on drama experiences to enhance future development.

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

Students begin by observing non-verbal communication and developing their skills of interpretation and expression. They then move on to develop convincing role-plays using verbal as well as non-verbal elements through exploration of a negotiated theme.

Students also develop characterisation skills through writing and performance of simple duologues and play scripts. The emphasis is

on building convincing interaction between characters and using language and appropriate movement, gesture and facial expression to effectively express a character's feelings and ideas.

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

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

Work outside class consists of small practical or written tasks that arise through classwork.





## Music

Music in Years 7 and 8 emphasises the practical activities of playing, singing, composing and listening. Through these activities students explore the musical elements of time, pitch, timbre, dynamics and texture. As the elements are explored, students play and listen to music from a range of styles and genres, with repertoire chosen from classical, popular and folk traditions. Much of the practical work occurs in large and small groups, allowing opportunity to develop effective ensemble and collaborative skills. Students are encouraged to use instruments they can already play, sing or use classroom percussion. At times pieces prepared in class will feature in live performances in front of a larger audience.

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

**Year 7 Music** strongly emphasises practical and creative music making. Students will have the opportunity to participate using their voice.

The opportunity also exists to work with visiting musicians.

### Year 7 Units

Semester 1	Semester 2
Drum it! - hand drumming and percussion ensemble	Create it! - electronic music and soundtrack creation
Pitch it! - singing and class instrumental ensembles	Compose or Cover - small group compositions / arrangements

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

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

Students will be required to listen regularly to music with most of the listening occurring during class time.

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

### Year 8 Units

Semesters 1 & 2
Counting the Beat Pitch & Melody in Music Silent Film Music Negotiated Project Class Ensemble Performance

# English

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

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

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

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



## English Years 7 & 8

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

### ***In Year 7, students will have the opportunity to:***

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

### ***In Year 8 students will have the opportunity to:***

- Learn and observe the conventions of the formal register in writing
- Examine the transition of a novel to screen
- Study a novel and relevant subsidiary texts from a chosen genre of fiction
- Examine a range of poetic language and devices
- Explore Indigenous perspectives in texts
- Examine and develop responses to ethical issues raised in texts
- Craft a persuasive cause marketing advertisement pitch for a chosen cause or issue
- Understand how the selection of persuasive

language features can be used to influence audiences and develop texts that demonstrated these features

- Undertake skill-building activities to extend their knowledge of grammar and punctuation and develop their language competencies.

## English Support in Year 7

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

## Additional English in Year 8

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

This program is offered each semester, with the option for students to choose both semesters if they wish. It is taken in addition to core English. Students may choose this course themselves or their teacher may recommend it in consultation with parents. There is a process of negotiation between parents, staff and students regarding the student's suitability for the class.

Additional English assists students to become more prepared for and to have greater success in Year 9 English and beyond.

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

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





# Health

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

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

The Health Education Framework aligns with the Australian Curriculum and is delivered through structured classes, both practical and theoretical, as well as Outdoor Education experiences in collaboration with the Year 7 Connections program.

## Physical Education

Students in Year 7 undertake a range of different physical education activities that are challenging and engaging, involving a wide variety of movement environments. The program seeks to develop in students a greater mastery of a range of motor skills that will enable them to

be more successful participants in the complex games and sports that are covered in Years 9 and 10. Students are encouraged to work safely, enthusiastically and collaboratively in large and small team situations as well as completing individual tasks. Throughout the year students undertake units in aquatics and water safety, athletics, body and spatial awareness, fitness, sports skills and dance.

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





## Health Theory

Focus themes of our Year 7 and 8 Health Theory program include coping strategies, building resilience, responsible practices, self-responsibility, body awareness and personal identity.

In Year 7 the Health Theory classes encourage students to explore their attitudes to friendship and effective strategies for making new friends are discussed and modelled. Other areas of study include the health benefits of physical activity, components of fitness, human anatomy, bullying and harassment, risk taking and sexuality education, in which issues such as relationships, values, decision making and sexual growth are explored. Year 7 students are required to complete a rigorous 'Health Challenge' assessment task in the second semester of the year.

In Year 8 Health Theory, students learn how to take positive action to enhance their own and others' health, safety and wellbeing. Students learn about effective and responsible communication in a range of verbal, non-verbal and electronic forms. In conjunction with the Year 8 Outdoor Education program, themes integrated in Health Theory include self-responsibility, risk taking, nutrition and effective teamwork. Other areas of study in Year 8 include fitness, protective behaviours, mental health, cyber safety, drug use, body image, identity and respectful relationships.

## Outdoor Education

Year 7 Outdoor Education begins with a three-day, two-night program at the start of Year 7 in which foundation camping, bushwalking and beach skills are developed. During the year, students participate in a range of experiences including aquatic and beach safety, orienteering, a long bushwalk and winter skills. The year concludes with a three-day camp. Coastal exploration, abseiling and lightweight camp craft are the key focus areas of this experience. The Outdoor Education program is delivered in parallel with the Connections program.

In Term 1, Year 8 students have the opportunity to explore our local environments including coast, bush, river and mountain environments to build practical skills in rafting, coastering, mountain biking and surfing. October will see students undertake a guided multi-day program in which students explore environments including river, island, alpine or coast to build on previous experiences and practical skills.



# Humanities

Humanities in the High School focuses on the study of society and the environment. It incorporates subject disciplines such as History, Geography, Business and Economics, and Civics and Citizenship. Humanities subjects emphasise inquiry-based teaching and learning. Learners spend time developing skills in communication, analysis and research. Learners engage in activities designed to promote empathy, identify the context and significance of events and developments, incorporate multiple perspectives and recognise the value of using evidence to justify a point of view.

All students in Years 7 to 9 study Humanities, followed by History in Year 10.

In Year 9 students may select Geography and/or Economics, Business & Law 1 (EBL) as semester long units in addition to the core Humanities program.

All students in Year 10 study History. In addition to this core subject, students can select a range of Humanities options during Year 10. These options include Economics, Business & Law 1 and / or 2 (EBL), Geography, Global Politics, Social Psychology, Religion and Philosophy.

## Humanities objectives:

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

## Year 7 Humanities

*Humanities knowledge and understanding*

In Year 7 Humanities, students study History when they describe the reasons and effects for change and continuity in ancient societies. They describe events and developments from the perspective of different people who lived in the ancient world and they explain the role of groups and the significance of key individuals.

Students in Year 7 explore Civics and Citizenship when they explain features of Australia's Constitution, the diverse nature of Australian society, the ways they can be active and informed citizens and when they identify the importance of shared values in promoting cohesiveness.

Year 7 students study Business and Economics when they explore the interdependence of consumers and producers in the market and identify the reasons individuals choose to work and the various sources of income that exist. They study Geography when they investigate the interconnections between people, places and environments - particularly as it applies to the resource of water.

Term 1 - Investigating the past

Term 2 - Ancient Greece and China

Term 3 - Introducing Economics and Business

Term 4 - Geography - Water in the World.



## Year 8 Humanities

### *Humanities knowledge and understanding*

In Year 8 Humanities, students study Geography when they investigate interconnections and change within and between environments and between people and places. They explore how places are perceived and valued differently, they propose explanations for spatial distributions, patterns, trends and relationships in the natural and built environments.

Year 8 students study Business and Economics when they investigate how markets operate and recognise why governments may influence the market's operation. Students explain the rights and responsibilities of consumers and businesses, describe the influences on the way people work and factors that may affect work in the future.

Year 8 students study Civics and Citizenship when they explore the different types of law in Australia, how laws are made, the features of Australia's democracy that enable active participation and when they identify and analyse diverse belief systems and points of view.

Students study History by recognising and explaining patterns of change and continuity over time and the causes and effects of events and developments in Medieval Europe and Japan under the Shogunate.

Term 1 - Landforms, Landscapes and Urbanisation

Term 2 - The Market, Business and Government

Term 3 - Medieval Europe

Term 4 - Shogunate Japan



# Languages

*To have another language is to possess a second soul. – Charlemagne*

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

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

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

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

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

In Year 8 students are progressively assessed against the Australian Curriculum Achievement Standard and it focuses on 'communicating' and 'understanding'. They build on key language skills (interactive, receptive and productive), which will help them understand how language works and will give them the capacity to communicate effectively in the target language. From learning songs to writing poetry to engaging in role-play scenarios, Year 8 students are provided with many opportunities to develop and use the acquired language skills.

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

The four Language Celebration Days (each including a Food Fair and a cultural activity), as well as the Year 7 Global Perspective Days, are annual highlights of the Year 7 and 8 Languages programs.

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



## Chinese

The Year 7 Mandarin Chinese course acquaints students with some fascinating aspects of Chinese language and culture through simple listening, speaking, reading and writing activities. Communication tasks in Chinese will utilise computer games, a bargaining unit and simple role-plays. Students will learn basic communication techniques such as self-introduction, greetings and conversation for daily life.

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

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

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

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

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

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

## French

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

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

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

A cultural awareness program is well integrated into the course. This aims to make the students confident in knowing something of the francophone way of life, to broaden an awareness of the nature of language learning and to develop students' understanding and appreciation of the francophone culture. The tasting of French specialties is a popular aspect of this part of the course.

The High School textbook, *Tapis Volant 1*, forms the basis of class work. This text has been specifically designed for Australian students and combines relevant and authentic cultural material with a lively communicative approach to language learning.

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

## German

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

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

The content of the lessons relates to the students themselves and their families or friends, as well as everyday life. Games, puzzles and songs are used to reinforce the language material. Sampling of German food occurs on occasions. The Year 8 German course lends itself to easy oral communication between course participants, as it focuses on themes and situations of interest to this age group. By the end of the course, students will be able to speak about a wide variety of topics, ranging from sports and school to animals and food.

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

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

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

Links between Australia and German-speaking

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

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

## Japanese

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

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

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

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

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

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

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

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

## Languages Overview

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

In addition to the classroom Languages experience, the School has 'sister-school' and exchange relationships with schools in China, Japan and Germany. The school is in the process of establishing a new 'sister-school' relationship with a school in France. Students have many opportunities to engage with students from our respective sister schools and hosting opportunities also promote fantastic cultural interaction and cross-cultural understanding. Please note that international travel and exchanges are not currently planned for 2022 in light of travel restrictions and health advice.



# Mathematics

The Mathematics Curriculum for Years 7 and 8 is developed with the intention of helping students build on their ability to analyse problems and devise strategies to find solutions. This ability, together with an aptitude for logical expression is essential if students are to have the confidence to thrive in this technological world. The syllabuses foster Understanding, Fluency, Problem Solving and Reasoning across a broad range of concept areas: Number and Algebra; Measurement and Geometry; and Statistics and Probability. Technology is used extensively with particular emphasis placed on spreadsheets, data processing and graphics applications. Our approach to the teaching and learning of mathematics is based on two premises:

Firstly, that no real progress is possible without understanding. Practice exercises remain an important part of all Mathematics courses as a means of consolidating mathematical structures and processes. This is a 'building block' component of, and not a substitute for, understanding the purpose, meaning and application of the mathematical knowledge learned. Students are encouraged to apply their knowledge to problems of varying complexity. These are presented in a variety of ways to encourage reasoning skills and a true understanding of the concepts involved.

Secondly, all progress is success. Every student follows a course suited to their current abilities and development, so that learning can be recognised. Mathematics is best learned in a rich environment in which a range of learning experiences can be explored, and a sense of continued curiosity can be fostered. Mathematics has made a major contribution to our culture, and should be studied for its own sake. Many aspects of Mathematics without obvious applications, can be enjoyed for the challenge, while stimulating interest and offering valuable insights into the world around us, man-made and natural. In part, the purpose of these courses is to give students awareness of how Mathematics is applied. In

particular, students become more aware of the advantages that future studies in Mathematics and related fields can provide.

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

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

## Year 7 - Mathematics

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

## Year 8 - Mathematics & Modified Mathematics

All Year 8 students study Mathematics. Opportunities to apply mathematical knowledge in other subject areas supplement the learning acquired in Mathematics lessons.

Some students benefit from participation in a modified Mathematics course. This program is a less demanding course than the Mathematics program. The objectives of this course are to consolidate and grow mathematical skills and knowledge and to emphasise the ways in which Mathematics is used in real life situations.







# Science

In Years 7 and 8, in line with the Australian Curriculum, the study of Science at The Friends' School is compulsory. The goals of science education are:

- To encourage wonder, exploration and engagement with the wider world
- To develop skills in evidence-based reasoning and critical thinking
- To encourage intellectual curiosity through practical investigations and student-guided inquiry
- To develop scientific literacy skills, in order to:
  - explain phenomena scientifically
  - evaluate and design scientific enquiry and
  - interpret data and evidence scientifically.

All units are studied as three, interrelated and integrated strands: Science Understanding, Science as a Human Endeavour and Science Inquiry Skills.

The topics cover the following sub-strands of Science:

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

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

## Year 7 Science

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

In Year 7 Science students:

- Explore the diversity of life on Earth,

monitor an ecosystem and develop their understanding of the interdependence of biotic and abiotic factors

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

## Year 8 Science

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

In Year 8 Science students:

- Are introduced to cells as microscopic structures and the basic units of living things which possess specialised structures and functions
- Explore the organisation of body systems, including the reproductive, circulatory and digestive systems, and their interdependence
- Explore changes in matter at a particle level and distinguish between chemical and physical change
- Classify different forms of energy, and describe the role of energy in causing change in systems, through energy transfers

and transformations

- Explore the different types of rocks and minerals including their formation and the Earth's internal processes and geological timescales
- Investigate structures and consider advances in technology that have contributed to changes in the way we live
- Conduct an individual Inquiry project based on a topic of personal interest, linked to Science as a Human Endeavour
- Make predictions, experiment and propose explanations, drawing on evidence to support their views.



# Technology

## Year 7 - Design & Technologies

The Year 7 Technology course has the following aims:

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

Design and Technology in Wood is undertaken over two terms. Students are introduced to a range of new skills and receive formal training in using several woodworking machines. After the introduction to the course the students are given design briefs and develop their own projects through a design and creation cycle. The projects are usually made from timber but other materials are often incorporated.

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

## Year 7 - Digital Technology

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

correct touch-typing techniques.

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

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

## Year 8 - Design & Technology

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

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

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

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



drawings.

Students are assessed on the degree to which they can:

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

Evidence of achievement is gathered from theory tests, practical work, poster presentation and classroom observation.

## **Year 8 - Food & Textiles**

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

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

In Textiles, students build on Year 7 skills with the aim being to develop interest, confidence and creativity in making small projects with a variety of materials. Students learn hand sewing and to operate the sewing machine, overlocker and iron to practise techniques and bring their work to life. Design principles assist them to explore their ideas, make decisions on a final choice and construct the item.

Students are assessed on the degree to which they can:

- Identify ingredients and cooking processes which assist in maintaining a healthy lifestyle and environmental sustainability
- Demonstrate an increasing knowledge, skill development and confidence to make considered choices when designing and interpreting recipes
- Explore possible and suitable materials, tools and equipment to develop their design ideas
- Select and justify their choices of materials, ingredients, equipment and techniques
- Generate and communicate their ideas and plans in a variety of ways and using appropriate technical terms
- Construct their projects and tasks following all safety and hygiene practices
- Work individually and collaboratively to share resources
- Develop a plan to evaluate the success of their design ideas and processes.

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

## **Year 8 - Digital Technology**

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

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

of technology and how it impacts on our society. Student work often includes topics such as: virtual reality, social media, mobile computing, GPS and mapping systems, data handling, copyright issues, privacy issues, Google applications, data visualisation, ergonomics, hardware specifications and backup strategies. Students are assessed on the degree to which they can:

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

## **Year 8 - Computer Graphics & Design**

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

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

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

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

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

Students can study:

- 3D Design and Animation
- 3D Materials Simulation
- 3D Product Design
- Graphic Design
- Architectural Basics
- Advanced Photo Editing and Montage
- Interface Design.

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

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

Students are assessed on the degree to which they can:

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

## **Year 8 - Control Technology**

This one-semester course is for Year 8 students wishing to gain experience in control technology (robotics). It is particularly relevant to students who have an interest in applied technology, logic and programming. This course will foster a range of relevant skills for students who are interested in Engineering or Computer Science. In this unit students will have access to hardware for building small robotic machines and the software required to control them. They will gain an understanding of the principles of control



technology and robotics, understand and create procedures using software including Lego Mindstorms to control the movement of models, collect and use feedback from various sensors and have some practical experiences in data logging.

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

