The Friends' School

Year 9-10 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.

Contents

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

Curriculum Structure

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

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

Semesters, Units and Lines

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

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

Building a Timetable

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

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

At the start of Semester 2, students are issued with a new timetable that includes the continuation of the year-long compulsory subjects and any new or continuing electives, maintaining a total of nine subjects.

Pathways

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

Most Year 9 elective courses can be taken without previous experience of the subject in Year 8. It is more challenging to pick up a Language in Year 9 without previous exposure and a decision to do this would be taken in consultation with appropriate staff.

It is sometimes appropriate for students to take

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

Beyond Year 10

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

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

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

International Baccalaureate Diploma (IBDP)

All students who undertake the IBDP 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.

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

Four-Unit Subjects

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

Three-Unit Subjects

Technology	Multimedia

Two-Unit Subjects

Health	Sport Science
Humanities	Economics, Business & Law (EBL) Year 9 Humanities
Mathematics	Year 9 Mathematics Extended Year 10 Mathematics Extended
Science	Biological Sciences Year 10 Modified Science, Physical Science (Analytical)
Technology	Programming
Non-faculty	Independent Study

Single-Unit Subjects

English	Film Appreciation Year 10 English Extended Write Creatively
Health	Year 10 Outdoor Education
Humanities	Year 10 Options: Geography, Global Politics, History, Philosophy, Religion in Society, Social Psychology
Technology	Digital Technology Automotive Studies
Non-Faculty	Independent Negotiated Project (INP). This subject can be studied for multiple units where appropriate

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 and students 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:

A **Excellent** level of achievement of knowledge, skills and understandings expected at this year level
B **High** level of achievement of knowledge, skills and understandings expected at this year level
C **Sound** level of achievement of knowledge, skills and understandings expected at this year level
D **Approaching** the level of achievement of knowledge, skills and understandings expected at this year level
E **Limited** level of achievement of knowledge, skills and understanding expected at this year level

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

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.

Homework

Students in Years 9 and 10 are expected to complete regular homework. It is important that students learn the skills of pacing their work over time and meeting deadlines, and homework is designed to assist with this learning process.

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

Examinations

Students will be expected to sit formal examinations in some subjects at the end of Year 10. The examinations will take place during a dedicated examination period and ratings will contribute towards overall subject awards. The experience of revising for, and then sitting a formal examination will also help students prepare for Years 11 and 12.

Non-Faculty Programs

Independent Negotiated Project (INP)

INP is a single unit, semester long elective that can be taken in Year 9 or 10. Students work with a teacher mentor to co-construct an individual learning plan with the goal of inquiring deeply into an area of passion and interest. The course provides opportunities for working in a transdisciplinary way with the flexibility to focus on skill development and consolidation as well as enrichment and extension – dependent upon the needs of the student. Areas of engagement could include:

- Extended creative writing (such as a novella, short stories, plays, reviews, articles, poetry anthologies)
- Film making
- Gaming - designing and creating your own game
- Art/Technology - creating pieces inspired by research, specific skills or theme
- Music - research and/or creation
- Additional qualifications (subject to availability and timetabling)
- Histories research, both personal and/or global, and connection to people and places
- Entrepreneurial projects, including social entrepreneurship
- Opportunities to work with community organisations/businesses (for example to research and campaign for social issues)
- Projects developing specific aspects of personal/learning interest.

There are a number of formative and summative assessment opportunities within the course, where students take responsibility for gathering and presenting evidence of:

- Setting and reviewing achievable, short-term and long-term goals
- Applying self-directed project planning and management skills
- Using appropriate research and inquiry skills
- Applying critical and creative thinking skills
- Using effective communication skills to document their progress and achievements
- Critically reflecting on their project goals.

It may be appropriate for a student to take more than one unit of INP to continue their project or engage in a new project. This would be dependent upon the level of engagement and growth demonstrated during the first project.

Independent Study (Year 10)

Independent Study is a three-hour-per-week option for students in Year 10 for one or both semesters. This trial option for 2022 provides students with:

- Supervised time and assistance to support independent learning
- Balance and flexibility in their subject load and in the school day
- The opportunity to develop skills and strategies for effective time and self-management in preparation for Years 11 and 12 and beyond.

Independent Study is taken in place of an elective, becoming one of the nine subjects studied in a semester. Following selection, consultation occurs as required to ensure a good fit for student needs and interest. Students are expected to exercise initiative and take responsibility for their time and learning. They also engage in an

explicit focus on the development of study skills and reflect on their progress and use of the time at the end of each semester.

Year Group Programs

In both Year 9 and Year 10, students participate in programs which focus on strengthening key skills and attributes identified in our Learning Principles statement. Such programs aim to promote personal well-being and to foster a strong sense of self as well as building resilience and mutually respectful relationships.

As a partnership school with The Resilience Project, the Year 9 program focuses on providing students with evidence-based strategies to build positive mental health. The Resilience Project emphasises three key pillars that have been proven to cultivate positive emotion; Gratitude, Empathy and Mindfulness (GEM). With regular practise, they increase learning capacity, emotional literacy, physical health and happiness. Students are also provided with practical opportunities to build resilience skills, including extended Outdoor Education experiences and 'Challenge Days' throughout the year.

In Year 10, there is a focus on participating in activities which promote mental and physical well-being, which include taking action and being strong in service. Pathways planning is undertaken, with students supported to make thoughtful and well-informed decisions about their future directions.

Subject Support

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

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

This is not an elective but teachers or tutors may advise students to select this course for one or two semesters after consultation with the Learning Support Department, if there are concerns about their progress.

Extension Support

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

Arts

Art

The objectives of the Art course are for students to:

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

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

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

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

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

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

Year 8 Art is not a prerequisite for Year 9 – 10 Art but it is an advantage to have studied Art in 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 and articulate aesthetic judgements
- Understand art in a cultural context
- Communicate with others through art works
- Demonstrate personal thoughts and feelings in art works.

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

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

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

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

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

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

Assessment
In Art and Ceramics, tasks are broken down into objectives or parts so that students know what is expected of them before starting the work. The parts serve as a checklist for students and teachers so that all aspects of a syllabus have been addressed. Each 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 each semester.

Dance

This course defines dance as a performance art and aims to develop the technical, expressive and aesthetic abilities of students. It gives beginners grounding in the basic elements of technique to develop confidence and skills to dance in any style. Those with previous dance experience or studio training will appreciate the opportunity to improve technique and broaden their horizons by experiencing many different styles of dance. All students will also refine their choreographic skills and appraise their own work and that of others.

Students begin with looking at safe dance practice and technique to learn to prepare and care for their bodies. This topic includes the importance of warm-up, understanding one's own physical limitations, anatomy as it relates to dancers, injury prevention and recognising what constitutes correct technique. Thus, students will spend time on developing such aspects as leg alignment, posture, turnout, flexibility, strength and body placement during jumps and turns.
Different dance styles are studied in greater detail than in the Year 8 Dance course. Units of work are chosen to provide a wide experience of styles and reflect the interests of students. These may include:

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

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

The course also has an underlying core of choreography. A study in the elements of dance and choreographic forms, provides the foundation for effective, purposeful choreography and an appreciation of the

dance works of others. Students choreograph their own works in small ensembles and later in solos and duets. They prepare for performance by developing plans for the effective rehearsal, lighting and costuming of their dances.

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

Drama provides opportunities for students to:

- Explore through role a range of human ideas and experiences from many perspectives
- Develop the expressive skills of voice, movement and improvisation in order to communicate meaning to an audience
- Develop group working skills of creative collaboration, negotiation, planning and evaluating
- Develop appropriate dramatic and stagecraft skills to explore and extend the drama
- Select and use appropriate elements of the art form in order to work towards meaning
- Use a range of other expressive forms (eg, devised movement, mime, lighting, music, set design) to enhance the emotional tone and meaning of the drama
- Reflect constructively on drama experiences and their own learning to enhance future development.

The Year 9 and 10 Drama courses build on the Year 8 Drama course, but are open to all students including those with no previous experience. Students may choose to study Drama in either or both Years 9 and 10. Drama at Friends' is an ensemble driven subject. Students will be required to work collaboratively and cooperatively, in small and large groups, throughout the courses.

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

achievement throughout the course.

There will be opportunities to increase confidence and self-esteem as students experience success and enjoyment in completing and reflecting on their work. Students will also gain valuable and transferable skills in speaking to an audience, problem solving under pressure and negotiating to reach a shared goal. Students will also attend live theatrical performances and develop a critical appreciation of theatre as an art form.

The course is sequential and is divided into four units. Completion of both Year 10 Drama units is highly recommended for those learners considering further study in Theatre and Drama in Years 11 and 12.

Year 9 Units

Unit One	Unit Two
Improvisation, text and sub-text work	Improvisation, text and subtext work
Voice skills – verbal dynamics, voice production	Expressive and stylised movement
Exploration of a theme through devising activities	Voice work – poetry, prose and play texts
Theatre history – Ancient Greek Theatre	Theatre history – Medieval Theatre and Italian Commedia *dell'arte*
Journal writing and written responses to live theatre	Journal writing and written responses to live theatre

Year 10 Units

Unit Three	Unit Four
Improvisation, text and sub-text work, character development	Method Acting – Stanislavsky
Australian play study – *The Club*	Theatre history – 19th Century Realism and 20th Century movements
Theatre history – Elizabethan theatre and Shakespeare	Play Study - *A Doll's House*
Devised Physical Theatre	Theatre of the Absurd
Reflective journal writing	Epic Theatre – Brecht
Live theatre analysis	Reflective journal writing
	Live theatre analysis

Music

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

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

Performing, Composing and Listening

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

In particular, students will:

- Study facets of performance and perform regularly before an audience as a soloist and as a member of an ensemble
- Compose music and write songs, with a particular focus on the construction of melody, the use of specific compositional techniques, and the use of chords and harmony
- Create music through improvisation
- Critique live performances
- Use computer software to compose and notate music
- Listen to and analyse music
- Pursue an individual and self-directed music project, the topic of which is negotiated with the teacher.

Students will be encouraged to play and compose music in styles of interest to them. However, students will be expected to work within a variety of musical styles.

Students in both Years 9 and 10 will have the opportunity to perform in a twilight concert at

the end of the year.

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

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

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

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

Year 9 Units

Unit One	Unit Two
Time and Meter	Small Ensemble Performance
Melody Writing	Instruments of the Western World
Chord Construction	Independent Inquiry
The Performer	Ragtime Music
	Impressionism

Year 10 Units

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

English

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

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

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

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

English Years 9 & 10

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

In Year 9 students will have the opportunity to:

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

In Year 10 students will have the opportunity to:

- Compare two substantial texts, including a novel, focussing on thematic links
- Identify and read a range of satirical texts and then complete an independent study of their choice of satirical text, based upon an inquiry question
- Study and analyse poetry (the work of one poet or poetry based upon a theme/genre/era/region) and write their own poem
- Read and interpret a Shakespearean play

- Complete a study in text adaption
- Practise exam skills and sit a two hour examination
- Undertake skill-building activities to extend their language competencies.

Students in Years 9 and 10 will purchase a novel, which will be assigned and charged to their accounts in Term 1. Students in Year 10 will also purchase a play by Shakespeare, charged to their accounts in Term 3.

Punctuation, grammar, sentence construction and paragraphing continue to be taught with a view to developing more sophisticated written expression.

Optional English Units

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

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

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

English Option 1: Film Appreciation

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

A range of modern and classic films are studied in sets or units; each unit may focus upon a particular director, theme, genre, issue, actor, school, era or region of film-making. The film selections range from big-budget Hollywood to cult classics and indie films, home-grown Australian cinema to the canon of European tradition, and from 'coming of age' narratives to the mind-bending concepts of Science Fiction.

Students maintain a film journal throughout the course and respond to films in analytical and reflective ways, through a flexible combination of writing, formal and informal discussions and audio-visual creations.

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

English Option 2: English Extended

English Extended is recommended for Year 10 students wishing to extend and strengthen their skills in preparation for pre-tertiary or IB Higher Level English study in Year 11. Taken in addition to core English, the dedicated time and particular literary focus complements the core programme, providing students with the ideal opportunity to clarify which post-Year 10 English course is right for them.

Students will develop their skills as critical, careful and close readers of literary texts. The course also encourages students to hold a global perspective as a result of the texts and the ideas they encounter. A different core text and inquiry focus will be offered each year.

The Course will take students on a journey to examine the grand narratives and the big questions of life with which writers have grappled for time immemorial. Students will learn to

appreciate the power of storytelling in a variety of forms; they will examine a substantial novel, a film and other compelling auxiliary texts that ultimately explore what it means to be human.

English Option 3: Write Creatively

Write Creatively is a writing workshop that aims to build the confidence of young writers, developing their creativity, literacy and personal voice. Students explore different writing techniques and styles, learn to 'read like a writer' by reading and drawing inspiration from the work of well-known (and not so well-known) writers; learn to embrace the drafting process and to critique their own and others' work.

In any given semester the creative writing teacher will choose from a range of units, including: genre writing, prose fiction, poetry, journalism, creative non-fiction, script writing (for stage and/or screen) and the Independent Project (IP), where a student nominates the focus and nature of their own writing project.

Students are encouraged to enter School and other writing competitions and to submit to publications. Write Creatively also prepares students for those components of pre-tertiary English study which require creative and persuasive written responses and specifically for the demands and expectations of TCE English Writing 315.

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

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

Health

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

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

The Year 9 and 10 Health Framework incorporates Physical Education, Health Theory, Sport Science, and Outdoor Education. These courses are offered to students in a variety of ways. The Physical Education and Health Theory course aligns with the Australian Curriculum and is compulsory in Years 9 and 10. The elective subject Sport Science offers two distinct and separate units that can be studied in Year 9 or Year 10. All students in Year 9 participate in a week long Outdoor Education experience. Students inYear 10 can also choose the elective subject Outdoor Education, which incorporates the theory, planning and preparation for outdoor adventures.

Physical Education

In Year 9 there is an emphasis on sports-based activities incorporating a game sense understanding. Students participate in a wide variety of sports that demand adaptation of already-developed general skills. Other areas explored in Physical Education include creative dance, body and spatial awareness skills and aquatic activity.

Year 10 students engage in a recreation-focused program where the emphasis is on planning for an active and healthy life after school. Students explore community and recreational activity options, including fitness experiences at Friends Health & Fitness. In addition, there are sport-based activities, selected on an interest basis, and students take a proactive role in coaching, officiating and participating in these team-based sports. Students can elect to participate in an aquatic program to gain the competencies to attain the RLSS Bronze Medallion certificate.

In Years 9 and 10 there is an underlying emphasis placed on improving students' fitness, with most lessons incorporating a combination of both skill and fitness activities.

Health Theory

In Year 9 Health Theory, students explore issues relating to wellbeing, protective behaviours, harm minimisation, mindfulness, decision-making, sexual health and self-responsibility. Curriculum from The Resilience Project is incorporated in the Year 9 theory program.

In Year 10 Health Theory, students analyse issues and strategies to sustain lifelong health and wellbeing. They explore contextual factors that influence their health and examine the personal qualities, social skills, and communication skills required to support decisions they make now and in the future. Students continue to evaluate respectful relationships and explore issues related to sexuality, sexual health, personal identity, and diversity. They discuss and review these topics in a supported environment.

Students also participate in the Rotary Youth Driver Awareness program that educates them on the responsibilities inherent in becoming a safe motorist.

Outdoor Education

In Year 9, all students participate in a multiday, multi-night program. Students select from a range of environments including forest, coast, ocean subalpine, beaches and bays. Activities include rafting, sea kayaking, coasteering, liloing mountain biking and bushwalking. This program is a progression from Year 8 experiences with an increased focus on self-direction, management and teamwork.

The Year 10 Outdoor Education program caters for a wide base of student skill levels and interests. Students are encouraged to apply to participate in weekend bush walks, mountain biking, snow camping and kayaking experiences. Year 10 students may also apply to participate in extended outdoor experiences offered in the school term breaks. These programs explore iconic Tasmanian locations such as hiking the Overland Track, sea kayaking Freycinet and snorkelling, bike riding and walking on Maria Island.

Year 10 students can also choose the elective subject Outdoor Education 10. In this course, students will undertake outdoor education theory which explores topics including planning procedures, catering, venue interpretation, emergency response, leave no trace principles, sustainability and risk management. The theory work in this course complements the preparation for, and reflection on, the practical experiences. Students have the opportunity to participate in a variety of practical experiences. This elective course builds skills and attributes to support IB Diploma Creativity, Action, Service (CAS) and prepares students to be able to participate in the Outdoor Leadership course and the VET Certificate II in Outdoor Recreation at Clemes.

Sport Science

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

The subject involves some theory investigation and practical activity work. Each unit runs independently and can be studied in either Year 9 or Year 10.

Students study the following essential modules:
Semester 1 – General Principles of Fitness

- Body Systems and Physical Activity
- Integrity in Sport - Level 1 Qualification
- Nutrition for Athletic Performance
- Sports Injuries
- Sports Psychology.

Semester 2 – Fitness Applied - Training Science

- Energy Systems and Sport Performance
- Principles and Methods of Training
- Adaptions to Training
- Recovery for athletic performance
- Skill Acquisition/Biomechanics of Sport.

Humanities

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

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

Year 10
All students in Year 10 study History. There are a number of additional Humanities options in Year 10. These options include Economics, Business and Law 1 and 2 (EBL 1 & 2), Geography, Global Politics, Social Psychology, Religion and Philosophy.

Students can choose up to four Humanities electives in addition to History.

Year 9 - Humanities

Humanities in Year 9 involves the study of people's interactions and movements throughout the world and throughout history. Students study the Industrial Revolution and the subsequent movement of slaves, convicts and free settlers in the 17th and 18th centuries. World War I is also a focus of study. Students study the role of government, political parties and electoral processes in the 21st century, as well as issues that influence their lives as individuals and as members of different groups. Humanities in Year 9 also explores the interactions and social implications of human activity in the environment. Students investigate the impact of globalisation on food production and trade.

Key knowledge and concepts:

Movement of peoples and Making a Nation:
- Influence of the Industrial Revolution on the movement of peoples throughout the world
- The experiences of slaves, convicts and free settlers
- The short and long-term impacts of the movement of peoples
- European settlement in Australia and the effects of contact with the indigenous population
- Living and working conditions in Australia around 1901
- Key events and ideas in the development of Australian self-government and democracy
- Legislation 1901-1914, including: Harvester Judgment, pensions and the Immigration Restriction Act.

World War I (1914-1918):
- An overview of the causes of World War I
- The places where Australians fought and the nature of warfare during World War I
- The impact of World War I on the Australian Home Front, including anti-war movements
- The commemoration of World War I, including a critical analysis of the significance of the Anzac campaign.

Government & Democracy, Laws, Citizens, Diversity and Identity:
- The role of political parties and independent representatives in Australia's system of government, including the formation of governments
- The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet
- The key features of Australia's court system.
- How and why individuals and groups, including religious groups, participate in and

contribute to civic life
- The influence of a range of media, including social media, in shaping political choices, identities and attitudes to diversity
- How ideas about and experiences of Australian identity are influenced by global connectedness and mobility.

Geographies of Interconnections:
- The distribution of Earth's resources
- Consumption of goods and services in Australia
- Australia's trade organisation structure and Australia's trading partners
- The effect of transnational corporations on the industrial landscape
- How globalisation changed trade and manufacturing
- The social justice issues and problems with trade.

Year 10 - History

Year 10 students study History in either Semester one or two. The study of history is essential to engaging fully in the present and participating in the future. It also helps learners develop their global awareness and promotes sensitivity to the needs of others. This course helps students to develop an historical overview of the events and ideologies that continue to shape the world in which they live.

Learners are introduced to skills and concepts throughout the course that will help prepare them to undertake Humanities and English subjects in the TCE or the IB Diploma.

Learners will study both an overview and an in depth investigation of the following historical periods and developments:
- World War II
- Cold War
- Migration movements
- Civil rights movements in the US and Australia
- The Global Financial Crisis and/or Corona Virus Pandemic.

Year 9 & 10 - Economics, Business & Law (EBL)

This course is an elective subject that runs for two units.
Unit 1 - can be taken in either Year 9 or Year 10
Unit 2 – can be taken only in Year 10.

Economics, Business & Law Unit 1
This course introduces students to contemporary economics, business and legal issues. The course delivery will include opportunities for student directed inquiry, case studies, debate and the use of a range of means of communication.

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

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

Economics, Business & Law Unit 2
This course introduces students to contemporary economics, business and legal issues. The course delivery will include opportunities for student directed inquiry, case studies, debate and the use of a range of means of communication.

Students will have the opportunity to:

- Examine indicators of economic performance and how Australia's economy is performing
- Investigate the links and possible causation between economic performance and living standards and the variations within and between economies
- Explore the ways that governments manage the economy to improve economic performance and living standards
- Investigate the factors that influence major consumer and financial decisions and the consequences of those decisions
- Examine the ways the emerging workplace is organised and responds to changing conditions in the global economy
- Investigate current challenges to the rule of law and civil society in Australia
- The Australian High Court and Constitutional Law
- Legal Studies: Investigation of a current issue.

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

Year 10 - Geography

This course is an elective subject that runs for one unit and can be taken in one Semester.

The two key areas of Geography which are explored in this elective include:

- Environmental Change and Management
- Geographies of Human Wellbeing.

Environmental Change and Management

Learners will:

- Explore an overview of the environmental functions that support all life
- Examine factors that influence coasts, with an emphasis on low lying coasts and climate change.
- Explore geographical concepts and methods to manage environmental change
- Consider economic and social factors involved in management strategies
- Investigate different environmental worldviews and ways in which societies, organisations and governments respond to these views in shaping their management policies
- Examine issues of sustainability and inter-generational equity
- Research a specific type of environment and environmental change in Australia and one other country.

Geographies of Human Wellbeing

Learners will:

- Explore the different ways of measuring and mapping human wellbeing and development
- Examine the reasons for and consequences of spatial variations in human wellbeing on a regional scale within India or another country of the Asia region
- Examine the reasons for and consequences of spatial variations in human wellbeing in Australia at the local scale
- Investigate the role of international and national government and non-government organisation initiatives in improving human wellbeing in Australia and other countries.

Year 10 - Global Politics

This is a single unit elective which can be taken in Semester 1 or 2.

This course explores past, recent and contemporary events and developments in the areas outlined below. Emphasis is placed on group discussion and accessing contemporary and engaging resources such as film. Learners self-select appropriate modes of communication to demonstrate their understanding, culminating in the presentation of a key inquiry.

1. Power, sovereignty and international relations

- The nature of power and power in context
- Social order, ideology and power
- Community and individual agency
- Australia's roles and responsibilities at a global level, for example, as a member of the United Nations.

2. Peace and Conflict
- The role of peace and conflict in global politics
- Contested meanings of peace, conflict and violence
- Manifestations of conflict, including non-violence.

3. Human Rights
- The development of human rights
- Universal rights in the context of culture
- The practice and politicisation of human rights.

4. Development
- Development in global politics
- Human and sustainable development
- Political, economic and social factors.

Year 10 - Philosophy

This is a single unit elective which can be taken in Semester 1 or 2.

Philosophy helps students to understand the world in which we live and ways that people think. The Year 10 Philosophy course introduces big questions that have preoccupied humans for thousands of years and remain highly relevant to present day social, political and environmental issues.

The course develops critical and creative thinking skills that enable students to analyse and evaluate their own beliefs and those of others. It encourages open-mindedness toward new ideas, flexibility in one's own thinking, and a willingness to change personal beliefs when presented with compelling reasons for doing so.

Because it teaches transferable critical thinking skills, Philosophy is excellent preparation for the intellectual challenges of the IB Diploma and TCE courses. Classroom activities include analysing real-world events and issues, class debates, and analysing philosophical films.

Key inquiry questions:
- What is truth?
- What is real?
- What, if anything, causes me to remain the same person over time?
- How can I tell right from wrong?
- Do I have ethical obligations toward non-human animals?
- How, if at all, should we be governed?

Key philosophers and topics may include:
- Plato's allegory of the cave
- Rene Descartes argument for the self - 'I think, therefore, I am'
- Jean-Paul Sartre's existentialist notion that 'existence precedes essence'
- Peter Singer's argument for animal liberation
- Karl Marx's critique of capitalism.

Year 10 - Social Psychology

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

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

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

Key areas of knowledge and understanding:
- Individual and Society – agents of socialisation, pro-social behaviour, heredity versus environment
- Emotions – cognitive, behavioural,

physiological determinants of behaviour.

Year 10 - Religion in Society

This is a single-unit subject which can be taken in Semester 1 or 2.

Religions and what they mean to the practitioners of different faiths are commonly misunderstood. This course aims to explore how people make meaning of their existence and to help students learn about the faiths of others.

In order to do this, we will visit different houses of worship (such as a synagogue, mosque, gurdwara or church) and have visitors to speak with our class so we can meet, learn from and ask questions of different people in our community who have varying ideas about the divine or our purpose in life.

The course is structured around a series of questions that we explore with regards to one faith, then students can choose a different faith or faiths to look at with regards to that phenomenon. Over the course students have the opportunity to explore a range of faiths and their differences. The questions include:

- What do people believe about God and other supernatural beings/non-mortals?
- Who are the core people considered central to a faith, sacred or historically most significant?
- What is the spiritual nature of humans? Is there more than the corporeal form?
- Where are holy, sacred or central writings? What are they?
- What does worship look like? What daily practices and rituals occur for believers?
- How are key life events marked or celebrated?
- How are parts of the year celebrated or commemorated?
- What are the core beliefs about good, evil, suffering and how we should live?
- How has religion been a factor in war: where, when and who?

Languages

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

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

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

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

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

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

Throughout the Year 9 and 10 courses, students are assessed progressively against the Australian Curriculum achievement standard and its focus 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. Successful completion of a Languages course in the High School prepares students for further study of the language(s) 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. Currently Spanish is the only language offered to beginners in Year 11 or 12. Continuation courses are offered in Chinese Mandarin, French, German and Japanese.

Our native speaker program enables students in Years 10, 11 and 12 to enjoy regular conversations with a native speaker in small group situations. This has proven to be a very valuable and enjoyable part of our Languages program.

The School has 'sister-school' and exchange relationships with schools in China, Germany and

Japan. School trips are taken to China, Japan and Germany and exchanges to China, Japan and Germany may be possible for students in Years 10, 11 and 12. The school is currently seeking to establish a 'sister-school' and exchange program with a new school in France.

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

Please note that international travel and exchanges are not currently planned for 2022 in light of travel restrictions and health advice.

Chinese

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

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

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

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

French

Year 9 French and Year 10 French are sequential programs that provide a sound basis for pre-tertiary study in Year 11 or Year 12. Students who have studied French in Year 8 will usually complete the sequential program of Year 9 French followed by Year 10. Students who have completed and achieved a satisfactory rating in French in the High School by the end of Year 10 should have acquired the necessary foundations for study in either TCE pre-tertiary French or the IB Diploma French B course.

The Year 10 course includes extension and consolidation components.

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

A cultural awareness program is integrated into the course. This aims to familiarise students with various aspects of the francophone way of life, and to develop their understanding and appreciation of the francophone culture. The school is currently seeking to establish a 'sister-school' and exchange program with a new school in France.

Year 9 French includes:

- Using a range of activities to develop oral and written skills
- Practical oral work such as conversations, role plays
- Tasting and preparation of French specialties.

Year 10 French includes:

- Advanced conversation in real life situations – discussions of films, future plans, etc

- Advanced writing activities – personal letters, narrative work, preparing different text types
- Further tasting and preparation of French cuisine
- Exploration of the historical links between Australia and France.

German

The Year 9 and Year 10 German programs follow a sequential pathway building on the foundations established in Year 8 German. The course prepares students for both TCE pre-tertiary German and the IB Diploma German B course in Years 11 and 12.

The course builds on current student knowledge by extending topics covered before, as well as introducing new, modern language materials. The text also informs students about major German cities, as well as festivals such as Karneval.

As the level of students' German increases, a wider variety of authentic materials can be utilised. Students enjoy such activities as translating and analysing the latest German songs as well as browsing German-language sites on the internet, thereby broadening students' perspectives.

Students may also have opportunities to meet and work alongside visiting German teachers and students. The Friends' sister-school relationship with Lessing Gymnasium, Uelzen (in northern Germany) enables students to make contacts in Germany, which may be pursued during the exchange trips for students in Years 10, 11 and 12.

Japanese

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

Year 9

The basic skills established in Year 8 are extended by an increase in vocabulary and language patterns, supported by further Kanji characters and consolidation of the Katakana script.
The focus in written work is the development of more complex language patterns aimed at reading and writing tasks dealing with common topics. Oral skills continue to be developed with the introduction of common question and answer combinations aiming at longer simple conversations and short role plays. Students are encouraged to work at their best pace at all times and extension opportunities, such as speech competitions continue to be available.

Year 10

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

Alternatively, Years 9 and 10 students may have the opportunity to host and work with visiting students from our sister schools – Kochi Kokusai Senior High School and Tokyo Friends School.

Mathematics

The Mathematics Curriculum for Years 9 and 10 is developed with the intention of helping students to continue to 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 should follow 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.

Two main courses operate in Years 9 and 10: Mathematics, intended for the majority of students; and Modified Mathematics. There is also a Maths Extended elective option in both Year 9 and 10 which is discussed below.

Choosing Electives

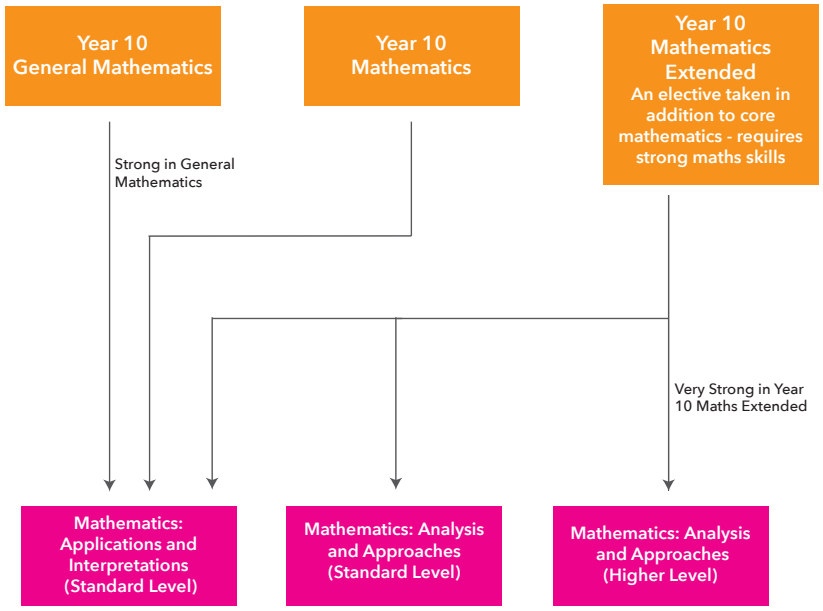
It is important at the start of Year 9 to consider a mathematics pathway through to Year 12. This should include careful consideration of electives, as decisions made in Year 9 can limit options in Years 11 and 12 for the more challenging Mathematics subjects.

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

For the TCE, students intending to take Mathematics Methods 415 in Year 11 should also select Mathematics Extended in Year 9 and Year 10.

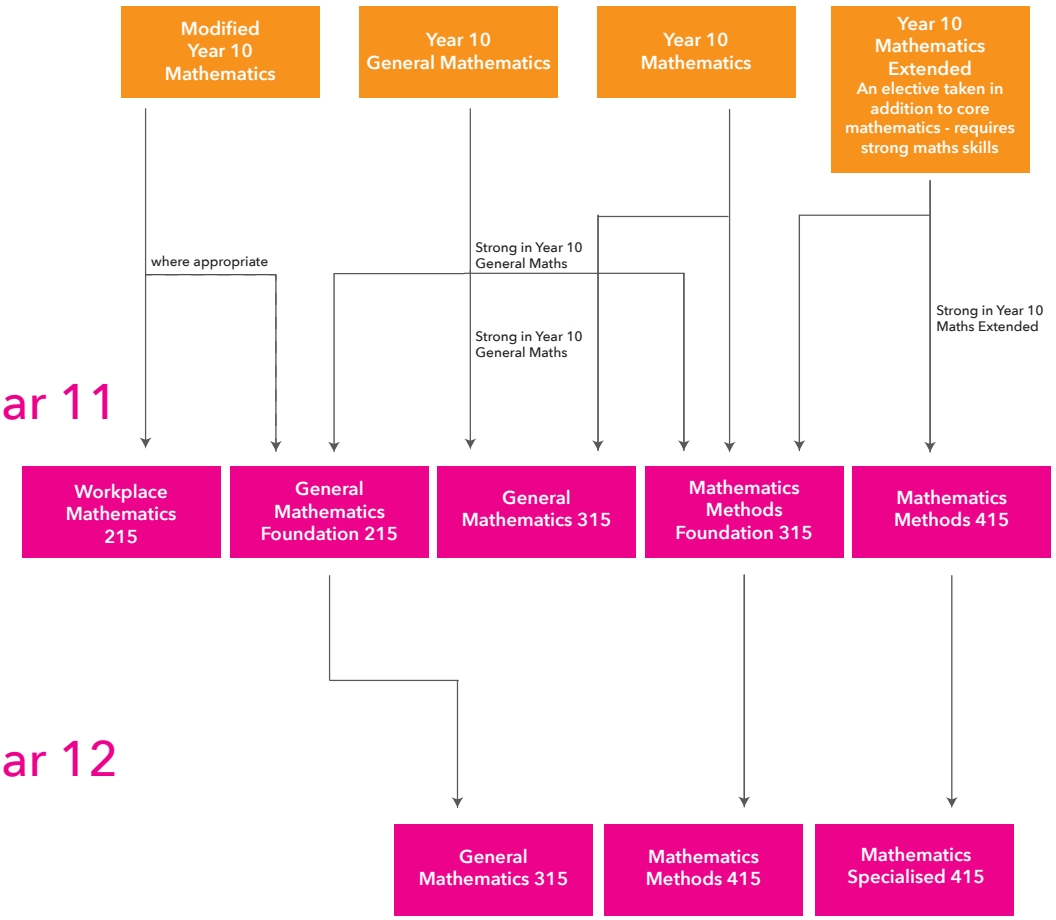
IB Pathways

Year 10



TCE Pathways

Year 10



Year 9 - Mathematics

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

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

Year 10 - Mathematics

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

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

These Year 11 and 12 courses are:

- Workplace Mathematics 215, which focuses on using Mathematics to make sense of the world
- General Mathematics Foundation 215 and Mathematics Methods Foundation 315, designed as bridging courses in Year 11 to prepare students where necessary for General Mathematics 315 or Mathematics Methods 415 respectively in Year 12
- General Mathematics 315, which is designed for students who wish to undertake further studies where mathematics knowledge facilitates problem solving and decision making
- Mathematics Methods 415, which is designed for students with an interest in Mathematics and whose future pathways may involve pure mathematical studies at university
- Mathematics Specialised 415, which is higher level mathematics designed to be taken in Year 12 after completing Mathematics Methods 415 in Year 11.

General Mathematics 315, Mathematics Methods Foundation 315, Mathematics Methods 415 and Mathematics Specialised 415 are pre-tertiary subjects designed for university entry requirements.

Core Mathematics is the course undertaken by all students who choose the Mathematics Extended elective. This prepares the students for the rigours of Mathematics Extended as the year progresses. Core Mathematics can also be selected as a standalone Maths course in Year 10. This course is a more rigorous Year 10 Australian Curriculum course and is recommended for the IB Diploma (more details about the IB Diploma courses are provided below). Students choosing this course who intend to take the TCE pathway will most commonly go onto studying either Mathematics Methods Foundation 315 or General Mathematics 315 in Year 11.

General Mathematics is also an Australian Curriculum course but is not as rigorous as Core Mathematics. This course aims to better prepare students who choose to follow the pathway of either General Mathematics 315, General Mathematics Foundation 215 or Workplace Mathematics 215, however students will also be equipped with the necessary skills should they choose to study the Mathematics Methods Foundation 315 course.

Students who study Mathematics Extended in Year 10 would expect to follow a pathway into pre-tertiary Mathematics Methods 315 or 415, but

do also have the option ofGeneral Mathematics 315. Those who do well in Mathematics Extended normally access Mathematics Methods 415 in the TCE in Year 11. They then have the opportunity to study Mathematics Specialised 415 in Year 12. Those students who are not as successful in Year 10 Mathematics Extended would usually study pre-tertiary Mathematics Methods Foundation 315 or pre-tertiary General Mathematics 315 in Year 11.

For students intending to take the IB Diploma, Year 10 core Mathematics is recommended to better prepare students for IB Applications and Interpretation Standard Level. Mathematics Extended in Years 9 and 10 is highly desirable for anyone wishing to take IB Analysis and Approaches Standard Level and essential as preparation for IB Analysis and Approaches Higher Level.

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

Year 9 & 10 Modified Mathematics

These courses aim to foster the consolidation and growth of mathematical skills and knowledge, and to emphasise the ways in which mathematics is used in real life situations. Success in this course enables students to progress to appropriate pathways of study, including Workplace Mathematics or General Mathematics Foundation 215 in Year 11, with the aim of studying General Mathematics 315 in Year 12.

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

Year 9 & 10 - Mathematics Extended

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

Students who choose not to study Mathematics Extended in Years 9 and 10 have generally not developed the necessary algebraic skills to be successful in the highest level courses in Years 11 and 12, and, as a result, course options in the TCE and IB are slightly limited. It is strongly recommended that students who wish to follow a pathway that requires TCE Mathematics Methods 415, or in the IB Diploma Analysis and Approaches Standard Level or Analysis and Approaches Higher Level, choose Mathematics Extended in Years 9 and 10. The content of Year 10 Mathematics Extended will reflect that of TCE Mathematics Methods Foundation 315.

It should be noted that pre-tertiary Mathematics Methods 415 is often a pre-requisite at some universities for entry into undergraduate courses in the Physical Sciences, Engineering, Economics and Computer Science.

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

Science

In Years 9 and 10, 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
    - 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.

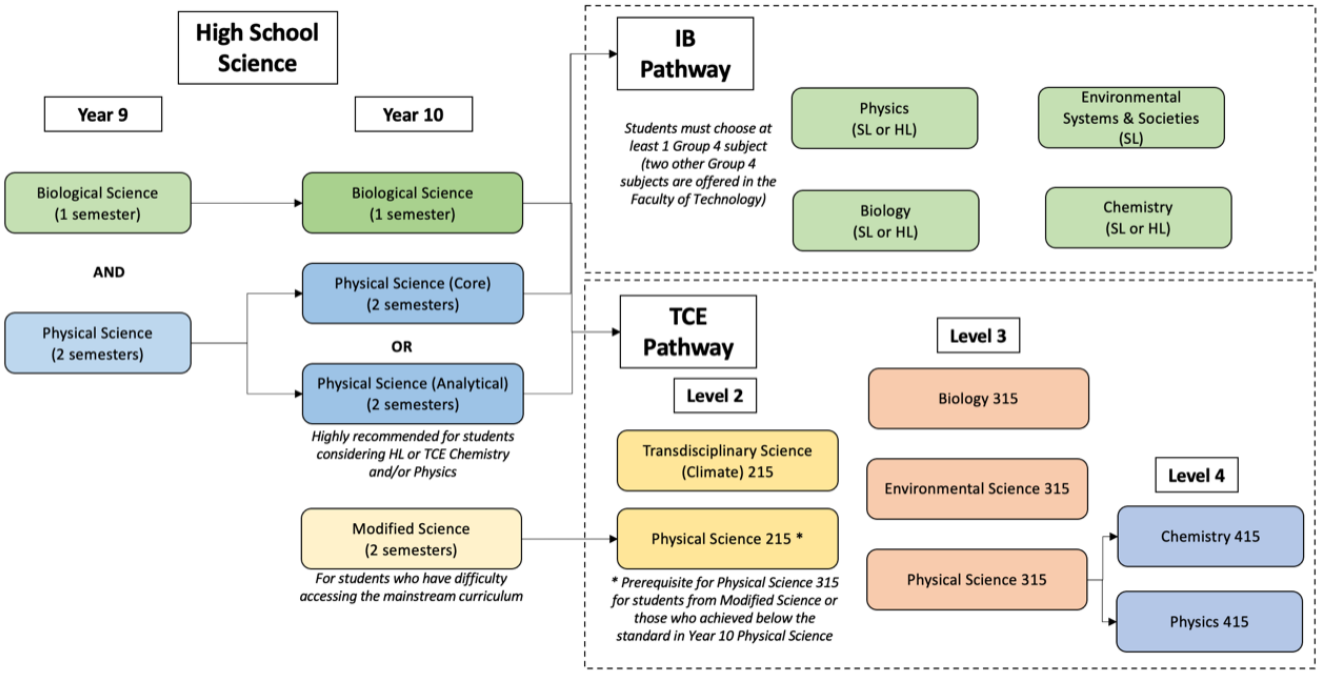
The topics cover the following sub-strands of Science:

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

In Year 9 students study two semesters of Physical Science and one semester of Biological Science.

In Year 10 students study two semesters of Physical Science (Core or Analytical) and one semester of Biological Science. Students who have difficulty accessing the mainstream curriculum can enrol in Modified Science for two semesters.

All science courses offered in Years 9 and 10 equip students to undertake further science studies at Clemes, whether they are following a TCE or an IB pathway.



Year 9 - Physical Science

In Semester one, all students will study the following content areas:

- Energy changes and transformations and heat convection, conduction and radiation
- Light and sound energy, wave motion and the EMR spectrum, basic circuits
- Plate tectonics, volcanoes, earthquakes, geological time and global patterns of geological activity.

In Semester 2, all students will study the following content areas:

- History of atomic structure, electron configuration, physical and chemical change, acids and bases, nuclear reactions and radioactivity
- Introduction to reactions, formula and equations, types of reactions including reactions of acids.

Science inquiry and the role and nature of science will be embedded within these content strands.

In addition, students will study Biological Science 1 in Semester 1 or 2 of Year 9. This may be determined by other timetabling considerations.

Year 10 - Physical Science

Three courses operate in Year 10: Modified Science, Physical Science (Core) and Physical Science (Analytical).

Students will be counselled during the Year 9 course selection process as to which Science pathway is best suited to them in Year 10. **Enrolment in the Modified course will be made in consultation with the Head of Faculty, the class teacher, tutor and parents.**

All other students will enrol in either Physical Sciences (Core) or Physical Sciences (Analytical). In addition, students not enrolled in Modified Science will study Biological Science 2 in Semester 1 or 2 of Year 10. This may be determined by other timetabling considerations.

Pathways

Students who intend to study a science at pre-tertiary level are strongly recommended to enrol in either Physical Science (Core) or Physical Sciences (Analytical). Physical Sciences (Analytical) provides stronger preparation for students planning on enrolling in TCE Physical Science or IB Chemistry or Physics, however it is not an essential requirement.

Year 10 Modified Science

Topics are combined into units with each unit lasting one semester. Both units are compulsory. Students will enrol in Modified Science for a full year and will be unable to change pathways part way through, unless exceptional circumstances arise. Enrolments in the Modified Science course are based on recommendations made by class teachers in consultation with the Head of Faculty. Students enrolled in Modified Science do not need to enrol in Physical Science in Year 10, as the concepts covered are incorporated into the Modified Science programme.

Modified Science has a strong focus on student inquiry and science as a human endeavour. This will be embedded within the following science understanding topics:

Modified Science: Semester 1

- Inheritance and genetics
- The Theory of Evolution
- The Universe

Modified Science: Semester 2

- Energy and power
- Motion and Newton's Laws
- The periodic table trends and properties, reactions and factors affecting the rates of reactions
- Industrial processes in chemistry.

Year 10 Physical Science

Physical Science may be studied as Physical Science (Core) or Physical Science (Analytical). The topics covered in each course are the same,

with the Physical Science (Analytical) students using a more mathematical and analytical approach to help prepare for further studies in pre-tertiary Physical Sciences (Physics & Chemistry). Students study Physical Science (Core) or Physical Science (Analytical) for the full year.

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

Physical Science (Analytical) consolidates the application of mathematical skills to the sciences and is also aimed at students who are intending to study Physical Sciences in their pre-tertiary studies. This course supports students in developing skills in analysis and evaluation of scientific processes and investigations. Students should be motivated and have sound mathematical skills in order to enrol in this course. This course will benefit students intending to study Physics or Chemistry in the IB or TCE.

Physical Science: Semester 1
- The Periodic table trends and properties, classification of substances and bonding types
- Experiement Design
- Mathematical modelling, Motion, Forces, equations of motion, Newton's Laws
- Cosmology, use of technologies to explore the universe and astronomical measurements.

Physical Science: Semester 2
- Chemical reaction types, formula writing and balancing equations, rates of reaction
- Energy, energy conservation and power
- Quantitative chemistry.

or

Physical Science (Analytical): Semester 1
- The Periodic table trends and properties, classifications of substances and reactions of metals
- Experiment design
- Mathematical modelling, Motion, Newton's Laws, equations of motion, introduction to mathematical methods of error analysis and applications of graphical analysis
- Cosmology, use of technology to explore the universe and astronomical measurement.

Physical Science (Analytical): Semester 2
- Chemical reaction types, formula writing and balancing equations, rates of chemical reaction, advanced experiment design and evaluation
- Energy, energy conservation and power, mathematical analysis of scientific data, additional use of graphs
- Quantitative chemistry, advanced experiment design and evaluation.

Year 9 & 10 - Biological Science

Biological Science 1 and Biological Science 2 are single semester units. Biological Science 1 must be studied by all students in Year 9. Biological Science 2 must be studied by all students in Year 10, apart from students enrolled in Modified Science. Placement in a particular semester for a given year may depend upon other timetabling considerations. Students enrolled in Modified Science do not need to study Biological Science in Year 10, as the concepts covered are incorporated into the Modified Science programme.

Biological Science 1:

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

Biological Science 2:

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

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

These two courses provide a strong foundation for the study of Biology and Environmental Science in either TCE or IB.

Technology

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

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

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

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

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

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

- Working on set, structured projects
- Working on individually designed projects and open ended briefs
- Research, design influences and product analysis
- Design communication strategies to help develop and present ideas
- Project planning
- Material manipulation and joining methods
- Processing timber, metal, plastics and other resistant materials using machinery and hand tools
- Finishing processes for various resistant materials.

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

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

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

The actual design briefs given to students will be wide and varied, with some as problem solving activities and others having limitations imposed by material, time, equipment and processes. The units in both Year 9 and Year 10 can be taken singularly for one semester or the other, but all four units will deliver a more comprehensive knowledge.

Year 9/10 Food Studies

Students who choose Food Studies can complete two units of Food studies per year. There are 4 units available over Years 9 and 10.

Each unit involves investigation and making judgements on how the principles of food safety, preservation, preparation, presentation and sensory perceptions influence the creation of food solutions for healthy eating.

Each unit incorporates process and production skills, from investigating and defining, generating and designing, producing and implementing, evaluating and collaborating and managing.

Over the course of the two years various food topics and processes are covered. The students usually work cooperatively in pairs to develop practical skills and theoretical knowledge of various cooking techniques before engaging in a design brief to encompass those learnt skills. Students then test their design against pre-determined success criteria, evaluate and refine their design idea and then produce the improved design product again.

Valuable knowledge and techniques will empower students to confidently reproduce and reinvent recipes- a skill that will be with them for life. The fundamentals of efficiently preparing and using well known ingredients and dishes are covered along with exposure to contemporary issues surrounding food. Students are expected to redesign recipes and experiment with ingredients to develop flexibility, problem solving and creativity in their cooking.

Each unit also includes an opportunity for students to work individually on a project that they design and manage.

The content focus for Semester 1, 2022 will be 'Food and Culture' and the focus for Semester 2, 2022 will be 'Food Enterprise'. Semester 1, 2023 will focus on 'Vegetarian Cooking' and the focus for Semester 2, 2023 will be 'Food Art'.

Textiles

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

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

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

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

The focus for these units is process and production skills plus an element of design work. Practical projects are offered that aid the development of sound construction skills and could include a quilt, purse/bag and/or an item of clothing such as a hooded jumper, pyjamas, track pants, shorts or a skirt. Students will also learn about fibres, yarns and fabrics and how to select the best material for an end-use.

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

The focus for these units is creativity and design. Students will have the opportunity to explore a range of textile embellishing techniques that could include fabric dyeing; decorative machine stitching; free-motion machine stitching, hand stitching and beading; distressing fabric using heat guns, soldering irons, rust, bleach and stitch; creating new, unique fabric from scraps and dissolvable materials; and making and working with felt.

Practical projects could include book/journal covers, fabric jewellery box, jewellery items,

cushion covers, floor cushions, soft toys / teddy bears; and/or wearable-art pieces. As well, students will explore ways to refashion textile items and produce something new from something old.

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

Computer Graphics & Design

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

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

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

The course will include:

- 3D design and animation
- 3D materials simulation
- 3D product design
- 3D printing
- Graphic design
- Architectural basics
- Advanced photo editing and montage
- Interface design.

Students will also gain an understanding of how computer hardware and software can be optimised to produce fast-running, reliable graphics systems.

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

Programming

This two-semester course is for Year 9 and Year 10 students wishing to gain experience in programming. It is particularly relevant to students who have an interest in digital technology. Using a design-make-appraise process, students will learn to design and create digital solutions using HTML, JavaScript and Python. This course will foster a range of relevant skills for students who are interested in Information Systems and/or Computer Science.

Programming 1

Unit 1 introduces computer programming concepts through the development of dynamic web pages. Students will examine the history of the development of the internet and the fundamental systems underlying this ubiquitous technology. Students then gain a hands-on understanding of programming concepts by producing a range of javascript programs embedded in HTML. They also learn about the basic principles of computing and networking systems. Students develop their skills through a combination of smaller programming tasks and larger scale projects, designing and constructing dynamic online resources to communicate their knowledge and ideas.

Programming 2

Unit 2 introduces students to formal programming constructs in the Python programming language. Python is currently the most in demand programming language in the world. It is the preferred development language at Google, and Python programming skills are highly sought after throughout the information

technology industry. Students will learn to use this powerful and flexible language to solve a range of challenging problems, developing a solid practical understanding of concepts including variables, switching, loop controls and the use of functions and parameters to implement complex patterns of input/output. As a culminating task, students will apply their skills to design and implement a standalone programming project.

Digital Technology

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

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

The second section of the subject encourages students to examine trends in technology and to become leaders in implementation of technology on their laptops. Students are introduced to new media streams such as: Newsreaders, Podcasts, and Video Blogs to enable them to keep their technical knowledge current. Technology investigations include discussions of hardware and software that vary with the quickly changing landscape of digital technologies.

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

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

Multimedia

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

In sequence the units available are:

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

The course will appeal to students interested in:

Production for screen:

- Filming with cameras and associated equipment
- Editing and post production using Premiere Pro and After Effects
- Animating; using Adobe Animate, Blender 3D or traditional animation techniques (hand drawn on a light desk)
- The creation of Motion Graphics
- Implementing Motion Tracking into their film production, using Blender or After Effects.

Production for Print:

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

Audio Production:

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

used for the Post -production of audio.

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

Students engage in:

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

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

Extension opportunity:
An opportunity for extension in the form of a course called Digital Technologies Project, exists within the subjects: Computer Graphics and Design; Digital Technology; Multimedia; and Programming. Students who demonstrate exceptional prior learning, an ability to work independently and a strong interest in project based learning may negotiate with their teacher to complete a teacher led or, in consultation with their teacher, a student initiated project. Students will have the opportunity to plan and manage projects, create solutions to real world problems and evaluate their solutions to ensure they are fit for purpose.

The project would run for a semester, within the Computer Graphics and Design, Digital Technology, Multimedia, or Programming course. Students who successfully complete their project will gain an award in Digital Technologies Project, which recognises the higher level of skill and knowledge demonstrated.

Automotive Studies

This one-semester course will be offered in Semester 1 only.

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

As part of this course, students will also explore some basic Metal Work skills through making of a simple project. They will experience fitting and machining as well as welding and fabrication activities.

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

Students' time will be divided between the practical work which will be undertaken in the purpose-built and equipped facility at school and some class work which will involve concept development using engaging audio visual teaching aids and other information technology. Class time will focus predominantly on practical tasks with time devoted to mechanical operations and vehicle preparation and finishing. Theory classes will be undertaken to complement the workshop experiences.