

FAHAN  
SCHOOL



# 2021 Years 9-10 Curriculum Handbook



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# Welcome

It is my great pleasure to present to you the subject selection handbook for Years 9 and 10, 2021. This is an exciting time for our girls as they move towards greater independence in their learning and begin to explore different areas of talent and interest. Through the Middle years program, girls have already been exposed to a variety of learning areas and have been introduced to most subjects offered in the Senior School. This allows them to begin understanding where they have strengths for certain subject areas and learning styles and many may have already discovered an emerging passion for particular subjects.

At Fahan School, we provide our girls with the opportunity to access and enjoy a huge range of elective choices from Year 9 through to Year 12. During these years, girls will be fortunate to study and experience exceptional learning programs provided by a passionate and dedicated team of teachers.

This is an exciting time for our girls as they dip their toe into the first waters of independence and ownership in their learning program and I am looking forward to observing them make these choices with the wise counsel of their parents and teachers.

Yours sincerely,

*Mr Jack Machin*

Deputy Principal



## Years 9 and 10 Curriculum and Pedagogical Approach

In Years 9 and 10, Fahan girls are given the opportunity to undertake a broad range of subjects, both core and elective subjects, as a 'bridge' between their Middle years of study and the Senior secondary years. The Years 9 – 10 program is designed to give students the opportunity to specialise in areas of interest, whilst also exploring a wide range of options, as students' study becomes more directed and specific in Years 11 and 12.

The combination of elective and core subjects in Years 9 and 10 prepares students for their TCE studies. The core subjects follow the traditional study lines of English, Mathematics, Science, Health and Physical Education, Fahan4Life, History and Geography.

The elective subjects make up approximately one third of the course. Girls select their own elective subjects in conjunction with their parents; however, student advisors and dedicated staff are always on hand should a student feel unsure about what steps they need to take to achieve their desired outcomes.



## Lumina 9

The *Lumina 9* program has been specifically designed to allow our Year 9 students the opportunity to develop a greater awareness of the world around them. The girls engage with a series of learning opportunities that link their studies with the real world and takes them out of the traditional classroom learning environment, improving students' learning and social skills.

The program has two key areas of focus:

- Building resilience, confidence and a strong sense of self-worth.
- Building character and a sense of community responsibility.

Our first focus is delivered through supported and tested programs that take our girls out of their "comfort zone". It begins with the compulsory Kelvedon Classroom, a curriculum camp at Fahan's Outdoor Education Centre at Kelvedon, near Swansea. During this camp students delve into Science, looking at rock platform ecosystems; Geography, examining the coastal landform; English, undertaking creative writing assignments from a historical perspective; History, researching the history of the town of Swansea; Art, producing installations inspired by the coastal scenery; Mathematics, solving a murder using forensics and Physical Education using the nearby beach.

The girls have the opportunity to meet with the students from Migrant Education throughout the year. They organise various activities to engage with the students and learn first-hand about their life stories.

Our second focus also draws on the connections with Migrant Education and Variety Tasmania. The girls organise many activities and fundraising events and have a primary role in deciding most aspects of our community work. Through Variety's Bikes for Kids program the girls are given the opportunity to fundraise for bikes for children between the ages of 5 and 14.

The *Lumina 9* program culminates at the end of the year when, during Activities Week, students take part in meaningful community service programs, as well as have the opportunity to broaden their experiences in a range of activities.

## Year 10 Fahan4Life

As part of the School's wellbeing program, students study a school-designed subject, Fahan4Life, dealing with specific topics and exploring a range of pastoral and wellbeing issues, as well as undertaking career preparation studies. Fahan's class sizes enable the program to adapt and fit the needs of our girls. The girls' feedback and thoughts are encouraged and considered.

These exciting learning opportunities at Fahan School help prepare girls for their Year 10 and TCE studies, while also fostering a real sense of belonging to a dynamic group of young women.

The Year 10 Fahan4Life program spans a broad range of subjects including future pathway planning, inquiry into post school options and careers, study skills, service, the development of leadership skills and emerging leadership opportunities.

One of the highlights of the Year 10 Fahan4Life program is the relationship with Burn Bright, an organisation that encourages, challenges and develop students through tailored experiential leadership and wellbeing programs. The girls build on the skills and talents developed through the *Lumina 9* program and delve into the cornerstone reflections needed to achieve long term personal growth in order to build meaningful, healthy and positive long-lasting skills and friendships that will continue beyond the school years.

The Year 10 Fahan4Life program is deeply entrenched in Positive Education and seeks to continue the learning from *Lumina 9* and serve as a pathway into the Senior years of study.

## The Duke of Edinburgh's International Award

We are delighted with the strong partnership that has developed with The Duke of Edinburgh's International Award. The Award encourages the girls to set up challenges in four areas - Physical Recreation, Skill, Service and Adventurous Journey. Importantly, it is not a competitive award and each person sets their own goals in each section and records their progress over the year. The Award rewards perseverance and dedication.

Young people make positive changes to their lives and communities by participating in the Award.

Through this challenging journey of self-discovery, our participants:

- Are equipped and empowered to achieve their personal best;
- Learn to take responsibility for their goals and choices;
- Become connected to and actively engaged within their immediate community;
- Make a real difference to society through their positive contributions and involvement;
- Learn to persevere and overcome barriers to success;
- Learn important life skills; and
- Increase their career opportunities.

The girls are offered the opportunity to participate in the Duke of Edinburgh's International Award in Year 9 and can choose to continue with the program throughout their senior years.



## Elective Subjects

Students at Fahan have the enviable option of choosing from a wide range of subjects to study in Years 9 and 10. While some elective programs demand a full year of study (Languages, Year 10 Introduction to Maths Methods and Sport Science), most electives offer semester programs, allowing the students an opportunity to choose a broad program or to specialise in areas of interest.

Many electives can be undertaken across a whole year (by choosing two sequential semester units of the same subject). Students can choose up to 6 electives in Year 9 (three subjects per semester) and another 6 electives in Year 10.

This means that students can choose, over the course of two years, as many as 12 different subjects or as few as 6. Some subjects may be specific to a year level, require identification of learning needs, or may be a recommended area of study for subject choices in Years 11 and 12.

## Whole Year Programs of Study

### LANGUAGES

#### FRENCH

Year 9 (full year elective) AND Year 10 (full year elective)

This is a two-year course designed to consolidate and extend students' French with a balanced emphasis on speaking, listening, reading and writing. Students will also develop an awareness of the cultures of French-speaking communities around the world and gain a deeper understanding of the structure and rules of their first language. French culture is explored through music, food and film, and excursions include a visit to a pâtisserie and to the State Cinema.

Students who successfully complete this course may choose to take TASC 3 French in Year 11 or 12.

By the completion of this course students will be able to:

- Listen and respond to spoken French
- Communicate in spoken French
- Read and respond to written French
- Express ideas and information in written French
- Understand and appreciate French customs and traditions
- Critically reflect on their own culture through the study of French culture
- Understand the French as a language system
- Make connections between English and French
- Apply negotiation, planning and organisational skills

#### JAPANESE

Year 9 Japanese (full year elective) AND Year 10 Japanese (full year elective)

This course is completed over two years and aims to develop the student's ability to communicate in Japanese. Listening, speaking, reading and writing skills are developed through a dynamic range of activities and exercises including: conversation, role-playing, language games and using Japanese script for reading and writing a range of texts. The course also includes enrichment activities involving Japanese food, songs, calligraphy writing, playing games in Japanese, as well as using a range of media.

Students who continue their study of Japanese language in Year 9 are also availed exciting opportunities to use their language skills in real-life scenarios. From Year 9, students are able to participate in the Japanese Study Tour and are given various opportunities such as video conferencing, pen-pal letters and sister school hosting to develop both their language and cross-cultural relationships with Japanese students of a similar age.

Students who successfully complete this course may choose to take TASC 3 Japanese in Year 11 or 12.

With an emphasis on authentic communication and focusing on topics and situations in Japanese speaking communities relevant to the learner's age and interests, the course aims to develop the student's ability to:

- Listen and respond appropriately to simple spoken Japanese
- Speak and read aloud simple Japanese with accurate pronunciation
- Identify and write Japanese hiragana and katakana script, and a number of prescribed kanji, accurately
- Develop an understanding of Japanese culture, and compare it with their own, in order to comprehend the value of other ways of viewing the world and to relate to people from another culture
- Understand the Japanese language system
- Make connections between English and Japanese
- Apply negotiation, planning and organisational skills

## MATHEMATICS

### INTRODUCTION TO MATHEMATICS METHODS

Year 10 only (full year elective)

This demanding course is designed primarily for students who wish to study a pre-tertiary Mathematics Methods course in Year 11. It has been designed to 'bridge' the gap between high school and senior high school Mathematics and in particular includes an introduction to topics covered in Mathematics Methods Level 3 and Mathematics Methods Level 4.

Topics covered in this course explore extended algebra including relations and functions, probability, permutations and combinations, trigonometry and the unit circle, logarithms and rates of change and an introduction to differential calculus.

This subject is the preparatory course for Mathematics Methods Level 3 and a final result of an HA or EA is a pre-requisite for students wishing to study pre-tertiary Mathematics Methods Level 4 in Year 11.

Assessment for this subject includes homework assignments, unit tests, and an end of year exam. Year 10 students MUST choose both semester units in this subject.

NOTE: Students must have achieved an HA or higher in Year 9 Mathematics in order to elect to study this subject.

## HEALTH, PHYSICAL SCIENCES & OUTDOOR EDUCATION

### SPORT SCIENCE: HUMAN PERFORMANCE

(full year elective)

This syllabus provides students with a thorough understanding of the structure and function of the human body and how performance in a sporting situation can be enhanced by appropriate nutrition, training and recovery.

The impact of social issues on sport is also considered along with the importance of effective organisation and promotion of sport.

### SPORT SCIENCE S1 BODY SYSTEMS, FITNESS AND NUTRITION

Body Systems, Physical Fitness, Nutrition and Athletic Performance, Recreation/Outdoor pursuit.

### SPORT SCIENCE S2 APPLIED FITNESS, PERFORMANCE AND SOCIAL ISSUES IN SPORT

Applied Fitness, Analysing Performance, Social Issues in Sport, Sport/Recreational Study.



# Semester Long Programs of Study

## CREATIVE ARTS

### DRAMA S1 – DRAMA TECHNIQUE

In Year 9/10 Drama Technique, games, drama skills and improvisation are used to develop an understanding of the conventions of theatre. Drama uses creative processes to produce works that are engaging, thought-provoking and rewarding.

Students will study a particular theatre practitioner and style and then respond in small groups to an idea, theme or current issue and create an original piece of work. This collaboration results in a performance to an audience. Students are given the opportunity to study monologues from famous plays and perform them. Students develop and sustain different roles and characters for given circumstances and intentions.

It is recommended (but not a pre-requisite) that students study Drama Technique (Semester 1) if they wish to also study Drama Production in Semester 2.

### DRAMA S2 – DRAMA PRODUCTION

In 9/10 Drama Production, students study theatrical techniques including lighting, sound, the use of sets and makeup to assist in developing a stage production of a scripted work. Time, space and historical context will be explored in relation to works and students will learn how contextual elements influence choices in staging and production. This process and group collaboration will result in a performance to an audience.

Students will conceptually design the set, costumes and makeup for their own scripted performance.

Students will also be given opportunities to attend professional theatre performances and write theatre reviews on the acting and production elements.

### MEDIA S1 – CREATING FILM

The course will have two practical outcomes; the development and production of an advertisement and a short film.

The students will investigate some of the codes and conventions of advertising. In small groups they will write, storyboard, film and edit a commercial.

The students will investigate the codes and conventions of the film genre Thriller. In small groups they will write, storyboard, film and edit a short narrative film using the Thriller genre.

At the conclusion of the course students should be able to:

- Communicate media ideas and information
- Analyse advertising and its role in society
- Use techniques, technologies and skills relevant to media production

- Apply narrative structures in media products
- Create finished media products
- Use time management, planning and negotiation skills

### MEDIA S2 – IMAGINING THE WORLD THROUGH MUSIC AND DOCUMENTARY

The course will have two practical outcomes; the development and production of an advertisement and a short film.

The students will investigate some of the codes and conventions of music videos. In small groups they will write, storyboard, film and edit a music video.

The students will investigate the codes and conventions of the documentary. In small groups they will write, storyboard, film and edit a short documentary using a social, local or global issue.

At the conclusion of the course the student should be able to:

- Communicate media ideas and information
- Analyse the techniques used in documentaries
- Use techniques, technologies and skills relevant to media production
- Apply narrative structures in media products using song as the storyline
- Create finished media products
- Use time management, planning and negotiation skills

## MUSIC

“When words fail, music speaks” – Hans Christian Andersen

The aims of the music elective courses are designed to engage students through listening, creating and performing in a broad range of musical activities that will facilitate their development as young musicians. Students will develop knowledge and skills in informed listening, improvising, composing and performing as soloists or as members of an ensemble or musical production.

### MUSIC S1

This semester course will feature the following units:

- Solo and Ensemble Performance
- Creating
- Musical Tool Box

Solo Performance.

In this unit, students will continue to learn and work toward improving their skills on their chosen instrument. (This also includes vocal studies of any genre). It is desired that the student has an independent and disciplined approach to consistent practise on her chosen instrument. Repertoire may be own choice and can be from any musical genre.

Ensemble Performance

Students develop and extend their practical music-making skills through performing works in an ensemble. They apply

their musical understanding, skills, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of music. Examples of ensembles could be choir, vocal group, orchestra or rock band.

### Creating

In this unit students will learn the basics of song writing and will write a mainstream rock or pop song. Students will learn about verse, chorus and bridge form and have fun with writing their own lyrics. Students will be encouraged to record and perform their work. Musical notation software will be used to publish their works.

### Musical Tool Box

These are the 'nuts and bolts' that are needed to read and write and understand music. The elements of music are explored through notation, keys, chords, scales, rhythm and form. At this level, students will extend their understanding of more complex rhythms and diversity of pitch. Students work towards a better understanding of musical literacy. Students will develop knowledge and skills in informed listening of different genres. An exploration of world music and music from different cultures and periods is also investigated.

## MUSIC S2

This semester will course will feature the following units:

- Solo and Ensemble Performance
- Creating – Feelin' Blue
- Musical Tool Box

### Solo Performance.

In this unit, students will continue to learn and work toward improving their skills on their chosen instrument. (This also includes vocal studies of any genre). It is desired that the student has an independent and disciplined approach to consistent practise on her chosen instrument. Repertoire may be own choice and can be from any musical genre.

### Ensemble Performance

Students develop and extend their practical music-making skills through performing works in an ensemble. They apply their musical understanding, skills, and techniques in refining and performing music. Students analyse their repertoire, and critique strategies to rehearse and develop their performances, and contribute and collaborate as effective members of an ensemble. They apply their knowledge and understanding of the style, structure, and conventions appropriate to the repertoire, in developing and refining their musical performances, their musical imagination, and their own ideas about and appreciation of

music. Examples of ensembles could be choir, vocal group, orchestra, rock band or mini-musical. The musical option will be dependent upon student numbers.

### Creating – Feelin' Blue

In this unit, students will analyse, compose and perform a blues song. The context of blues music, its roots and influence on pop music is analysed. They will explore chord progressions, the use of blues notes and call and response patterns. An exploration of the 12 bar blues form will serve as a foundation for their works. Students will use musical notation software to publish their composition.

### Musical Tool Box

These are the 'nuts and bolts' that are needed to read and write and understand music. The elements of music are explored through notation, keys, chords, scales, rhythm and form. At this level students will extend their understanding of more complex rhythms and diversity of pitch. Students work towards a better understanding of musical literacy. Students will develop knowledge and skills in informed listening of different genres. An exploration of world music and music from different cultures and periods is also investigated.

### Please Note:

Students intending to study music at a pre-tertiary level in Years 11 and 12 (either TASC Music 3 or UTAS Foundation Practical Study) are strongly advised to complete 2 semesters in Year 10.

## VISUAL ART S1 – MIXED MEDIA, PAINTING, DRAWING AND PRINTMAKING

Students will explore the mediums of Painting, Drawing and Mixed Media. Each medium will be utilised in response to a variety of subject matter. The unit will also explore some printmaking techniques as an extension of the drawing process.

Content will consist of practical areas in which the students may work including printmaking, painting, collage, and drawing, and art appreciation experienced through visits to Galleries and Museums.

Students will have the opportunity to experiment with these mediums in the process of making final works. Journals will be used to record ideas, technical notes and artist entries. It is important that students have an independent, resourceful and self-disciplined approach to their work. This subject requires no prior knowledge and is differentiated to students of all abilities.

To study Art at a Pre-Tertiary level in Years 11 or 12, it is advisable to study (at least one) semester of Visual Art in Year 9 AND Year 10.

## VISUAL ART S2 – MIXED MEDIA, SCULPTURE AND CERAMICS

Students will have the opportunity to learn techniques used in the creation of three-dimensional work using ceramic techniques such as slab construction and hand building. They

will also explore sculptural techniques using found objects and sculptural materials to create final work in response to a variety of subject matter. Journals will be used to record ideas, technical notes and artist entries.

To study Art at a Pre-Tertiary level in Years 11 or 12, it is advisable to study (at least one) semester of Visual Art in Year 9 AND Year 10.

## ENGLISH

### CREATIVE WRITING S1

Year 9/10 Creative Writing is a semester-long elective English course that gives students the opportunity to:

- Read more
- Develop an understanding of creative processes
- Extend and enrich their current understanding and use of English
- Produce creative works

It is comprised of 3 basic modules:

1. Poetry
2. Prose
3. Scripting for stage and television

This subject is an excellent lead in to all 3 pre-tertiary English subjects as it builds student understanding of genre as well as their confidence and proficiency in creating texts.

By the conclusion of this one semester course students will have a folio full of creative experiments, and a couple of written pieces developed to a high level. Students will also have developed an aesthetic and an awareness of the issues relating to writing.

Assessment will be on the key 6 criteria; listening, reading, viewing, speaking, writing and writing in forms. There will be one polished piece assessed at the end of each of the 3 modules and students will also be required to keep a creative journal (much like an art journal) in which they record their experiences, learning and thoughts in a less formal manner. This journal will be assessed at the culmination of the course.

### TRAVEL WRITING S2

As well as being a rewarding creative experience, writing can be a rewarding profession!

This one semester elective course (which can be studied in addition to the other Creative Writing elective or as a stand-alone unit) aims to teach students about skills used by both professional authors and journalists.

After sharing some exciting examples of travel journalism

such as Eat Pray Love (in which the journalist has life-changing experiences in Italy, Bali and India), students analyse how content and style make this type of writing entertaining.

Students then take part in a number of excursions so that they can write creatively or informatively in one of the following areas;

- Food writing: visiting Bottega Rottolo, Aroma Roma and /or Source Cafe
- Social/cultural heritage journalism; meeting a range of local identities, visiting unusual locations such as MONA and Heritage Bed and Breakfasts in Battery Point

While working on a follow-up piece, students undertake further research, partake in workshop activities in class and possibly consult local experts in specialised journalistic fields. Over the past few years we have had visiting journalists from Radio, Print and Television. And most recently we have also had a visit from a Tourism Tasmania specialist to help craft student work.

Students then segue from this travel writing unit into developing a working knowledge of;

- Pitching their own writing to publications
- Writing specifically for different audiences

The final unit will give students the opportunity to research their ideal holiday, write an itinerary and present to the class.

## HUMANITIES AND SOCIAL SCIENCES (HASS)

### CONTEMPORARY ISSUES – YEAR 9 ONLY

(One semester only – offered in Semester 1 and Semester 2)

Contemporary Issues is an examination of current Australian and global contemporary topics. The purpose of introducing this subject is to provide students with the skills and knowledge to develop an understanding of these issues from varying perspectives. Throughout their studies, students will research and evaluate information from a variety of sources and use it to become a more informed, active global citizen.

When examining these topics, students will research the history, investigate current arguments and be encouraged to make informed decisions based on the evidence presented.

At the completion of the course, students should be able to:

- Understand the issues examined
- Use information technologies to communicate relevant information
- Enhance their research skills
- Identify key material facts
- Analyse arguments effectively
- Form their own arguments based on available evidence

- Work and communicate effectively, individually and within a team

“Let us acknowledge and celebrate what youth can do to build a safer, more just world. Let us strengthen our efforts to include young people in policies, programmes and decision-making processes that benefit their futures and ours.” – Secretary-General Ban Ki-moon message on International Youth Day, 12 August 2010

## BEHAVIOURAL STUDIES – YEAR 10 ONLY

### Introduction

This subject uses an interdisciplinary approach through which students can develop an understanding of themselves and other individuals, groups and institutions within society and across cultures. Through evidence-based research, students are encouraged to ask critical questions and conduct investigations with practical, research, observational and communication skills gained which are relevant to a wide range of subjects.

### Aims

Students will develop behavioural:

- Knowledge
- Reasoning
- Analysis
- Communication
- Inquiry skills

### Areas of Study

Students may elect to undertake either the Psychology or Sociology electives or both. For students considering pre-tertiary studies in Psychology and Sociology, it is recommended that they undertake the relevant introductory elective in Year 10.

## BEHAVIOURAL STUDIES S1 – AN INTRODUCTION TO PSYCHOLOGY

- Research Methodology
- Developmental Psychology
- Gender Psychology
- Personality
- Forensic Psychology

## BEHAVIOURAL STUDIES S2 – AN INTRODUCTION TO SOCIOLOGY

- Research Methodology
- Socialisation
- Youth Culture
- Crime and Deviance
- Family
- Sociology of Gender

## BUSINESS S1

The world of business is ever-changing and provides new and exciting opportunities to continue to learn about the impact of business at a local and international level. It is important for students to engage and understand how business operates around them and its role in their lives.

In business, an enterprising person is often referred to as an entrepreneur, someone who is able to turn new ideas into a successful business venture. Throughout this subject, students will examine how business works; the risks, opportunities, initiative, hard work and innovation that enables enterprises to be successful.

A component of this course is the process of practical understandings of the concept of Business Enterprise. Students will have the opportunity to learn how to operate a business, understand the skills and characteristics of successful business people, develop their own enterprise and create a business plan.

This study will draw on the disciplines of accounting, business organisation, management of human resources, economics, information technologies, legal studies and political studies.

At the completion of this subject, students should be able to:

- Understand the workings and environments of business
- Work and communicate effectively within a team
- Identify and respond to enterprising opportunities and challenges using entrepreneurial skills
- Participate in entrepreneurial activities
- Use information technologies

“Your time is limited, so don’t waste it living someone else’s life. Don’t be trapped by dogma – which is living with the results of other peoples’ thinking. Don’t let the noise of other’s opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary.” Steve Jobs

## LEGAL STUDIES S2

Legal Studies focuses on the interaction between law and society. It considers the legal system that regulates activities and aims to protect the rights, obligations and responsibilities of individuals in society. An understanding of legal processes and concepts enables citizens to be fully informed and active members of society. Legal knowledge enables students to have confidence in approaching and accessing the legal system and empowers them to make considered judgments.

The subject provides opportunities for students to develop an understanding of the Australian legal system and extends their skills of research, investigation, data use and analysis, critical thinking and applied learning. It encourages students to apply knowledge and skills to real world issues and ideas.

Students studying this course will explore the basis of law in Australia. Distinguishing between formal law and rules which are not enforceable under law. They will consider the origins of Australian law in British law, the two ways in which Australian law is developed, through the courts and through the parliament and how law is influenced by individuals and groups.

Students will undertake studies in specific legal areas including Contracts, Torts and Criminal Law. They will be introduced to contract law and the legal rights and responsibilities of consumers in conducting commercial transactions; the tortious action of negligence and criminal matters.

Legal Studies will provide a pathway into Legal Studies Level 3.

## HEALTH, PHYSICAL SCIENCES AND OUTDOOR EDUCATION

### OUTDOOR ADVENTURE SKILLS

(One semester only – offered in Semester 1 and Semester 2)

The main focus of the course is experiential learning with the aim of cultivating courage, positive self-evaluation and relational development through trust and cooperation activities in a range of outdoor pursuits. Activities may include; mountain biking, bushwalking, canoeing, kayaking, rock climbing, surfing, rafting, orienteering and camping in the wilderness and will include overnight camping trips. The course will cover the following topics:

- Gear – selection, use, care and maintenance
- Beach safety
- Food – selection and cooking
- First Aid – basic skills for the outdoors
- Map reading – topographic maps, compass use and GPS
- Trip planning – group sizes, track difficulty, duration and emergencies

This subject is limited to 14 students each semester.

## MATHEMATICS

### MATHEMATICS ENRICHMENT S1 – YEAR 9 ONLY

### MATHEMATICS ENRICHMENT S2 – YEAR 9 ONLY

These courses are designed to provide able and interested students with the opportunity for extension and enrichment in Mathematics in Year 9. Through a variety of intellectually challenging situations students will gain deeper insight into mathematical structures and techniques. Students will be exposed to a wide breadth of topics with a focus on Mathematics applications in real-life scenarios. In most topics, practical applications of the maths will be explored. This subject

can be chosen for either Semester 1 or 2 or both.

NOTE: There is no pre-requisite achievement to elect this subject, however, students wishing to enrol should do so in consultation with their Mathematics teacher.

## TECHNOLOGIES

### DIGITAL DESIGN

#### DESIGN AND TECHNOLOGY S1 – COMMUNICATION AND GRAPHIC DESIGN

Communication and graphic design is a mixed discipline subject that explores how we communicate with design solutions. This unit develops skills in Photography, Typography, Print Design, Packaging Design, and Advertising. Students study design trends, solve real-world design briefs and develop their own design aesthetic. Communication and graphic design is a creative, practical and enjoyable semester designed to enhance students' technical, presentation and design skills. This subject requires no prior knowledge and is differentiated to students of all abilities. Students interested in the fields of design, art, marketing, and advertising will benefit from skills learnt in this subject.

#### DESIGN AND TECHNOLOGY S2 – 3D MANUFACTURING AND PRODUCTION DESIGN

3D manufacturing & production design is a subject that explores how we develop and design 3D products for the real and virtual world. This unit develops skills in 3D Design, 3D Rendering, 3D Animation, CAD (computer-aided design) and 3D Printing. Students study emerging 3D designers, industrial designers and look at classic design objects as inspiration when solving design problems. 3D manufacturing & production design is a creative, practical and enjoyable semester designed to enhance students' technical skills, introduce them to 3D design and develop their understanding of 3D manufacturing. This subject requires no prior knowledge and is differentiated to students of all abilities. Students interested in the fields of design, architecture, engineering, gaming will benefit from skills learnt in this subject.

### FOOD TECHNOLOGY

Food Technology aims to inspire a life-long enjoyment of cooking and will examine the influence of food on our health and wellbeing. Through the development of a broad range of basic and advanced practical skills, students will be introduced to the benefits of using fresh, local produce to prepare and present cuisine from a range of cultures, and will use current safety and hygiene practices.

The maximum class size is 16 students.

The activities in class will assist students to formulate valuable life skills in food preparation as well as understanding nutrition. The skills developed in this subject will provide a leisure activity which gives personal satisfaction and will assist any student considering career possibilities in the food industry.

## FOOD TECHNOLOGY S1 – MAKING FOOD AT HOME AND THE INDUSTRY OF FOOD

- Food at home
- Healthy eating for healthy living
- Food science
- The industry of food

Examples of projects might include:

- Design your own cupcake
- Use of a range of pastry making techniques

## FOOD TECHNOLOGY S2 – TASTES FROM AROUND THE WORLD

- Food around the world
- Food in Australia

Examples of projects might include:

- Design a gourmet hamburger
- Special breakfast
- Designer muffins
- Making and presenting coffee
- Tassie food

## SCIENCES

### SCIENCE ENRICHMENT – STEAM S1

This Science elective has a strong design focus, incorporating Science, Technology, Engineering, Arts, and Mathematics into rich problem-solving tasks. Students will gain hands-on experience and will engage with real-world applications, for example, design and create a bionic hand. Students will become a master at using the innovation cycle – ‘Design, Create, Test, Refine’. So, for those who love a challenge, enjoy working as a team and being creative, this subject is for them!

### SCIENCE ENRICHMENT – TASSIE SCIENCE S2

This Science elective has a focus on current research and fieldwork being carried out in Tasmania. We will connect and engage with local scientists and the organisations they work with, such as the CSIRO, IMAS and UTAS to learn about what scientists are working on currently, as well as the research methods they use. This will be an exciting opportunity to be at the forefront of scientific breakthroughs and issues that our local scientists are currently tackling.

## STUDY SKILLS

### STUDY SKILLS S1

### STUDY SKILLS S2

Entry into this subject is restricted to students who are on existing Learning Plans or by teacher recommendation only. Study Skills helps prepare students for Years 9 and 10 and the academic expectations they will be experiencing within their core and elective subject choices. These expectations range from: formal tests to written and oral presentations, examinations (Year 10) and group tasks. Study Skills helps students to be organised and prepared in order for them to achieve at their best and helps to foster student individual achievement, engagement and most importantly wellbeing in a positive environment for learning.

The sessions each week are divided into time for individual help with class work, revision, planning and organization, as well as a skills session directed by the teacher so that students can build their skill sets in literacy and numeracy.

Some of the topics covered include:

- Knowing your learning preference
- When to study
- Organisation
- How to study
- Moving from short term to long term memory
- Taking effective notes
- Research and reference skills
- Test-taking skills
- Exam preparation etc.



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## 2021 YEAR 9 CORE SUBJECTS

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English

Health & Physical Education

History & Geography

Mathematics

Science

Fahan 4 Life

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### ELECTIVES SEMESTER ONE

Japanese S1 (All Year Subject)

French S1 (All Year Subject)

Sport Science S1 (All Year Subject)

Visual Art S1

Media S1

Music S1

Drama S1

Business S1

Contemporary Issues S1 (1 Semester Only)

Science Enrichment: STEAM S1

Maths Enrichment S1

Travel Writing S1

Digital Design S1

Food Technology S1

Outdoor Adventure Skills S1

Study Skills S1 – for students on Learning Plans or by teacher recommendation only

### ELECTIVES SEMESTER TWO

Japanese S2 (All Year Subject)

French S2 (All Year Subject)

Sport Science S2 (All Year Subject)

Visual Art S2

Media S2

Music S2

Drama S2

Legal Studies S2

Contemporary Issues S2 (1 Semester Only)

Science Enrichment: Tassie Science S2

Maths Enrichment S2

Creative Writing S2

Digital Design S2

Food Technology S2

Outdoor Adventure Skills S2

Study Skills S2 – for students on Learning Plans or by teacher recommendation only

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## 2021 YEAR 10 CORE SUBJECTS

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English

Health & Physical Education

History & Geography

Mathematics

Science

Fahan 4 Life

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### ELECTIVES SEMESTER ONE

Japanese S1 (All Year Subject)

French S1 (All Year Subject)

Introduction to Maths Methods S1  
(All Year Subject)

Sport Science S1 (All Year Subject)

Visual Art S1

Media S1

Music S1

Drama S1

Behavioural Studies – Psychology S1

Business S1

Science Enrichment: STEAM S1

Travel Writing S1

Digital Design S1

Food Technology S1

Outdoor Adventure Skills S1  
(1 Semester Only)

Study Skills S1 – for students on Learning  
Plans or by teacher recommendation only

### ELECTIVES SEMESTER TWO

Japanese S2 (All Year Subject)

French S2 (All Year Subject)

Introduction to Maths Methods S2  
(All Year Subject)

Sport Science S2 (All Year Subject)

Visual Art S2

Media S2

Music S2

Drama S2

Behavioural Studies – Sociology S2

Legal Studies S2

Science Enrichment: Tassie Science S2

Creative Writing S2

Digital Design S2

Food Technology S2

Outdoor Adventure Skills S2  
(1 Semester Only)

Study Skills S2 – for students on Learning  
Plans or by teacher recommendation only

FAHAN  
SCHOOL



Fisher Avenue, Sandy Bay, Tasmania, Australia, 7005

PO Box 2090, Lower Sandy Bay, Tasmania, Australia, 7005

Tel: +61 3 6225 1064

Fax: +61 3 6225 1263

Email: [fahanschool@fahan.tas.edu.au](mailto:fahanschool@fahan.tas.edu.au)

Website: [www.fahan.tas.edu.au](http://www.fahan.tas.edu.au)