

TINTERN  GRAMMAR

EXCELLENCE & CONFIDENCE, SIDE BY SIDE.

MIDDLE SCHOOL
Course and Subject Guide
2018



TINTERN GRAMMAR

EXCELLENCE & CONFIDENCE,
SIDE BY SIDE.

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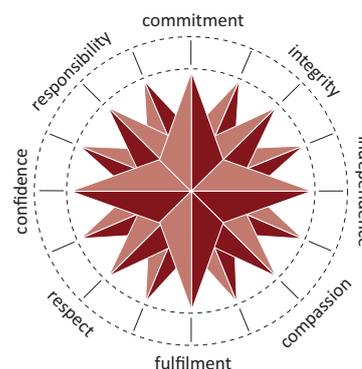
THE SPECIFIC AIMS OF TINTERN GRAMMAR

Tintern Grammar provides educational and cultural experiences that offer each student opportunities to:

- develop an enquiring mind;
- find purpose and enjoyment in learning;
- value and appreciate excellence and opportunity; and
- develop personal and professional skills for life in the context of the dynamic and challenging environment of C21 Australia and its global context.

We aim to engender in our students:

- personal excellence of endeavour;
- an ability to relate to others in a positive and affirming manner;
- self-discipline and a responsible use of authority; in an environment which engages students, staff and families in co-operation and respect.



Our school values are captured in the **Tintern Grammar Compass**, the foundation symbol of Southwood Boys Grammar and now adopted across all our school. Each value or 'point' is a focus each and every day. This occurs through our programs designed to specifically cater for the developmental needs of boys and girls and/or the regular interaction between our staff and students.

The Tintern Grammar Learner Profile outlines what students are encouraged to strive to be:

Inquirers	<ul style="list-style-type: none"> • Enjoys learning • Curious, active, open minded, questioning and excited by the unknown • Appreciate the importance of critical and creative thinking within the learning process • Use sound reasoning to make decisions
Knowledgeable	<ul style="list-style-type: none"> • Explore new skills, concepts, and issues of local and global significance and reflect upon them • Pursue personal excellence in literacy, numeracy and ICT skills • Demonstrate a sophisticated understanding of intercultural and social diversity
Communicators	<ul style="list-style-type: none"> • Express ideas confidently, fluently and appropriately in a wide range of forms • Listen to others with understanding and empathy
Balanced	<ul style="list-style-type: none"> • Appreciate the need for intellectual, spiritual, physical and emotional balance for a healthy and fulfilled life • Participate in a diverse range of academic, creative, sporting and community service activities
Ethical	<ul style="list-style-type: none"> • Act with integrity and honesty in all interactions • Exhibit a principled engagement with local and global community issues • Demonstrate empathy, compassion and respect for self and others
Resilient	<ul style="list-style-type: none"> • Welcome new opportunities and challenges with courage and flexibility • Willing to take appropriate risks and persist when faced with adversity • Take responsibility for own decisions and actions
Reflective	<ul style="list-style-type: none"> • Reflect on and evaluate own words, actions and learning • Knowledge of own strengths and challenges • Understand the importance of growth as a person
Collaborative	<ul style="list-style-type: none"> • Enjoy working with others towards shared goals • Demonstrate developed conflict resolution skills

Adapted from International Baccalaureate Organisations Learner Profile (2006)

SCHOOL PRINCIPLES

The School respects, adheres to and affirms the following principles:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance

KEY CONTACTS

Students and parents may obtain advice from:

Principal	Mr Bradley Fry
Vice Principal - Senior College Administration and Students	Mr Geoff Connor
Vice Principal - Teaching and Learning	Mr Jason McManus
Head of Girls' Middle School and Girls' Education	Miss Oriana Constable
Head of Boys' Middle School	Mr Brett Trollope
Head of Boys' Junior School and Boys Education	Mr Adam Kenny
Head of Girls' Junior School and Early Learning Centre	Mrs Anna Riddell
Girls' Year 7 Level Coordinator	Miss Elizabeth Cutter
Boys' Year 7 Level Coordinator	Mr Matthew O'Brien
Girls' Year 8 Level Coordinator	Mrs Anthea Watkins
Girls' Year 9 Level Coordinator	Miss Oriana Constable
Boys' Year 8 and 9 Coordinator	Mr Brett Trollope

HEADS OF DEPARTMENT 2018

Head of Commerce	Ms Nicole Morphet
Head of Learning Enhancement	Ms Maureen Fraser
Head of English	Ms Chris Millgate-Smith
Head of Geography	Mrs Naomi Baulch
Head of Health and Human Development	Ms Adriana Mantella
Head of History	Ms Tisha Eggleston
Head of Information & Communications Technology	Mr John Holland
Head of Languages	Mrs Fiona Bonnyman
Head of Mathematics	Ms Vanessa Rich
Head of Outdoor Education	Ms Oriana Constable
Head of Performing Arts	Ms Patrizia Jakovljevic
Director of Music	Mrs Alison Bezaire
Head of Physical Education	Ms Catrina Ord
Head of Religion	Rev Alison Andrew
Head of Science	Mrs Lanna Derry
Head of Visual Arts and Design	Mrs Rachel Waud

INTRODUCTION TO THE MIDDLE SCHOOLS

This handbook is designed to provide you with a general overview of the routines and curriculum that ensure our Middle Schools are a supportive, rewarding and engaging environment for all boys and girls and their families.

The Middle Schools are comprised of Years 7, 8 and 9 girls and boys respectively. Each Middle School is comprised of gender specific home groups, social areas and classrooms in accordance with the Tintern Grammar Parallel Learning Model of education. Each student is carefully placed into a home room group with a pastoral teacher. This structure is designed to provide a high quality of pastoral care for every student. The pastoral team at each year level assists students to foster self-discipline, independence and a sense of community and seeks to build resilience in each student in preparation for the next stage of their learning. A wide range of co-curricular activities are offered to Middle School students, including Young Farmers, music ensembles, choirs and recreational sports. Additionally all students are encouraged to participate in a variety of Pastoral and House activities. We look forward to welcoming and working with the young men and women of our Middle Schools.

The Middle School years: Change and Challenge

Our Middle Schools shared theme is “Change and Challenge.” For boys and girls in Years 7, 8 and 9, this is a time in their life where a variety of changes take place and with these come many challenges. Our Middle Schools are committed to assisting the academic, social and emotional development of each individual. Our philosophy across these vital years focuses on working with students to effectively manage change and individual challenges. It looks at education that develops the full potential of the individual on a pastoral and an educational level. We aim to create a challenging and stimulating environment. Exploring personal development, community, leadership and adventure are the key themes for students in the Middle Schools.

Our dynamic Middle School curriculum offers a broad and diverse range of academic subjects and experiences that will prepare students for the Tintern Grammar Senior College.

We aim to intellectually stimulate and personally support each student in developing a life-long love of learning. We encourage this by selecting a theme for each year level that is appropriate to the development of young men and women.

Year 7 – Discover

Year 7 is an exciting transition from Primary into Secondary school and a time for nurturing, guidance and discovery. Our caring and engaging environment enables all students to discover and develop personal strengths and to experience opportunities that will enrich and inspire every student. During the Middle School journey we support the growth of each young person through our pastoral and academic programs.

Year 8 – Explore

Following on from the theme of Discover in Year 7 the Year 8 students are ready to explore wider horizons. Our purposely designed program at Year 8 is structured to actively encourage the students to further explore more of their strengths and abilities. Positive interaction with others, creative problem solving and decision making are key aspects of the Year 8 Explore program. This provides a strong foundation for our Year 9 Challenge program.

Year 9 – Challenge

As leaders of the Middle School, Year 9 students are challenged through engaging academic and pastoral programs, adventure based activities and increased leadership opportunities. Social and physical challenges faced through our progressive camps program inspire students to develop safe risk taking behaviours, independence, resiliency and self-sufficiency. The Year 9 program develops the students understanding of their unique qualities and strengths, gaining independence, while further developing positive and supportive relationships with their peers. There is an emphasis on respect for self and others, ‘challenge by choice’ and co-operation as they identify an awareness of their responsibilities and place within the community and the world. The students will leave the Middle School well-equipped with the confidence to learn, develop and excel in the Senior College.

Leadership in the Middle School

Leadership opportunities are available through many pursuits and avenues for our Middle School students. Each pastoral group elects Leaders on a Semester basis and these students work closely with their Pastoral Mentor and class peers.

Year 9 students elect a House Captain for each of the five Houses. These House Captains work actively to promote House events and participation, both within the Middle School and in co-operation with our Senior College House Leaders. Additional Leadership positions exist at all Year levels in co-curricular areas such as sporting teams.

Year 9 students also elect Middle School Captain, Vice Captain and Leaders, who play a larger role in assisting the Head of School at assemblies and in presenting student driven ideas to staff. Our Year 9 Level Leaders are called the Middle School Leaders and they work closely with our most senior student leadership group in the secondary school. All student leaders receive leadership training within the School and this is frequently supplemented by additional training programs.

We wish every boy and girl a fulfilling journey through our Middle Schools.



Miss Oriana Constable
Head of Girls' Middle School
and Girls' Education



Mr Brett Trollope
Head of Boys' Middle School

OVERVIEW OF THE MIDDLE SCHOOLS CURRICULUM

The Middle Schools' comprehensive core curriculum at Years 7 to 9 is both a philosophic and practical continuation of the Junior Schools programs and a sound academic preparation for the post-compulsory years of schooling. Girls and Boys are taught in separate classes; however, where possible and educationally desirable, the core, rotating core and elective offerings are consistent across the Middle Schools. Where appropriate the content, objectives and assessment tasks are also consistent across subjects. However, there are cases when these will be tailored to the different needs of boys and girls. Subjects in the Courses and Subjects Guide which are distinctly different across the genders will have two entries and be marked as (Girls) or (Boys). Also, the classroom practices, activities and approach of teachers will vary in keeping with Tintern Grammar philosophy of meeting the needs of individual students, whether this be for reasons of gender, ability or student interest. The Middle School curriculum is based on the Australian Curriculum.

Students study several set subjects in each Semester in order to concentrate their energies and to consolidate their learning. Some subjects traditionally offered for only two or three lessons per ten-day teaching cycle are consolidated into one block, known as the Rotating Core, for Years 7, 8 and 9. Some of the rotating core subjects are taught in smaller class groups to enable more effective use of the practical equipment and the more individualised teaching that these subjects require.

Health is offered for one Semester per year over Years 7 to 9 to complement the Religion Studies and pastoral programs. It focuses on life skills, health issues and sexuality for students during early adolescence.

In Year 7, students choose a language from Chinese or French. The chosen language is then studied in a Middle School sequence from the start of Year 7 through to the end of Year 9.

In Years 8 and 9, electives are offered. Students may select one per Semester over these years and the electives will contain both Year 8 and 9 students together in single gender classes. Within both core and rotating core studies, as well as the students' pastoral activities, enjoyment of their learning and academic development are essential.

In any subject in the Middle School where student preferences determine subject choice, subjects will run based on viable student numbers and timetable constraints. In each subject, the coursework is developed with the following aims:

- To meet the needs of all students
- To assist students to work through core curriculum according to their ability
- To ensure that students are appropriately extended and challenged.
- To assist students to develop effective learning strategies/ independent learning skills
- To assist subject specific skill development as well as General Capabilities required to succeed in the 21st Century.
- To assist students to feel a sense of achievement
- To encourage highly able students to engage in opportunities for extension and enhancement

Enrichment is offered to all students through presentations by visitors, talks, workshops, competitions and excursions. Detailed descriptions of all these subjects, core and elective, may be found in the following pages of the handbook that list each department alphabetically. However, while these reflect the intended details of the courses and will be generally accurate, some minor changes to subject content or assessment may be made as part of our annual curriculum review process.

Academic Extension

Tintern Grammar has for many years operated a highly successful Academic Extension program, known as Horizons.

This program caters for students who exhibit outstanding ability or talent in various learning areas and aims to enrich, extend and enhance the learning of highly able students. Students are invited into the Horizon program based on performance in a range of standardised tests, by demonstrating their ability in various classes, and by teacher recommendation, as well as through their passion for a given subject. The program allows like-minded students to engage in very challenging academic activities together, and enables highly able students to work with mentors and experience flexible and fulfilling pathways.

Ebook and Online Subscription Levies

In 2018, all ebooks and online subscriptions listed as required texts on the booklist will again be charged to parent's school account as a levy rather than as purchases made through Champion. This will be stated on the booklist for each relevant subject.

This will allow the school to bulk buy access codes and subscriptions directly from the publishers, which enables us to secure competitive prices and provide a higher level of technical and account support to families.

ASSESSMENT AND REPORTING

Work at Years 7, 8 and 9 is extensively commented upon as well as graded. The comments should be considered carefully by the students as advice regarding strengths and areas that need improvement on subsequent pieces of work.

While there are no examinations in Years 7 and 8, there are formal tests of course content and grades are given. Year 9 students undertake examinations in English, Mathematics and Science at the end of Semester 2 to help prepare them for studies in the Senior College. These should be seen in the context of the total program rather than as sole indicators of the student's ability. Tintern Grammar grades on a 11-point A+ to ungraded scale. All tasks are internally assessed by the subject teachers.

The grading scale is represented by A to UG:

- A Work is of an excellent standard (80%+)
- B Work is of a good standard (70%+)
- C Work is of a satisfactory standard (60%+)
- D Work is of a minimum standard (50%+)
- E Work is below the minimum acceptable standard (40%+)
- UG Work shows significant weakness in all areas (39% and below)

Achievement levels of Very High, High, Satisfactory, Low or Very Low are given for a student's Organisation, Engagement and Attitude.

The following additional symbols are used:

- + Higher standard within level of achievement
- NA Not assessed
- NS Work not submitted
- LS Work submitted late resulting in no grade
- ABS Student absent during assessment task

Throughout secondary school, we believe that listing individual grades on specific areas of assessment is a more valid indicator of a student's progress than single overall composite grade for a subject. Formal reports are prepared twice a year at the end of each Semester and made available online via the MyTintern Portal, and formal parent/teacher interviews are held twice a year. Just prior to this meeting an interim report will be made available via the online Parent Portal at <https://portal.tintern.vic.edu.au/> and each family will be given a username and password. It is intended to act as a stimulus for this meeting.

YEAR 7 CORE SUBJECTS

- Drama*
- Curriculum Support Programs (for eligible students)
- English
- Geography*
- Health*
- History*
- Information and Communications Technology*
- Languages: Chinese or French
- Mathematics
- Music*
- Physical Education
- Religion Studies*
- Science
- Sustainable Futures and Agriculture
- Visual Arts and Design*
 - Art
 - Design Technology

NB: Each student will study the same language for both semesters of Year 7

*Denotes rotating one-Semester core subject

YEAR 8 CORE SUBJECTS

- Dance and Drama*
- Curriculum Support Programs (for eligible students)
- English
- Geography*
- Health*
- History*
- Languages: Chinese or French
- Mathematics
- Music*
- Physical Education
- Religion Studies*
- Science
- Visual Arts and Design*
 - Art

NB: Each student studies a language of choice selected from the two languages studied in Year 7 2017.

*Denotes rotating one-Semester core subject

YEAR 9 CORE SUBJECTS

- Commerce*
- Curriculum Support Programs (for eligible students)
- English
- Geography*
- Challenge Program
- Health*
- History*
- Information and Communications Technology*
- Languages: Chinese or French
- Mathematics/ Accelerated Mathematics
- Physical Education
- Religion Studies*
- Science
- Visual Arts and Design*
 - Furniture Design Technology

* Denotes rotating one-Semester core subject

YEAR 8/9 ELECTIVES

In Years 8 and 9, each student undertakes four elective subjects (one each Semester). These electives will be available to both Year 8 and 9 students in vertically mixed classes. However, girls and boys will be in gender specific classes. Each student has a wide range of practical, academic or pre-vocational studies from which to make a request. It is important that each student undertakes a variety within the four electives with the aims of: broadening areas of interest, sampling specific areas leading to Senior College studies, and extending skills in areas of previous interest. To this end, each student must choose three electives from different faculties over Years 8 and 9. The fourth choice can be from any faculty. Most electives offered are non-sequential to encourage a wide choice.

In completing their elective request form, students will be asked to list subjects in order of preference. We endeavour to meet those preferences but please note that electives run based on viable student numbers and timetable constraints and that not all electives may run. Also not all electives may be offered each year and that electives are reviewed and updated annually. The elective subjects available to Years 8 and 9 students are:

Commerce

- Law and Order
- Who wants to be a Millionaire?

Home Economics/Health

- Baking By Design
- Cook for your life

Information and Communications Technology

- Build your own Apps/Games
- Building a PC

Outdoor Education (offered for Year 9 students only)

Performing Arts

- Performance Studies - Drama (Boys)
- Practical Theatre - Drama (Girls)

Performing Arts Music

- Music Technology Beyond the Classroom

Visual Art and Design

- Graphic Design
- 3D Printing and Design
- Sculpture
- Textile Design

In Term 3 of Year 9, students also select electives to study over the two Semesters of Year 10 in the Tintern Grammar Senior College.

This allows all students to have a wide choice of electives to suit their interests.

CORE SUBJECT DESCRIPTIONS

COMMERCE

YEAR 9 COMMERCE

This subject will introduce students to three core areas of the Commerce Curriculum:

Financial Literacy

Throughout this topic, students will begin to understand the importance of becoming financially literate through discovering the importance of understanding credit, along with determining their rights as consumers.

Civics and Citizenship

This topic will introduce students to Australia's parliamentary system. This will incorporate the role of the parliament and how laws are created. Students will also study the roles and responsibilities of the House of Representatives and the Senate. Students will also develop an awareness of Australia's role on the global stage, through discussing what it means to be an international citizen and our nation's responsibilities to organisations such as the United Nations.

Work

Students will begin to investigate the changing nature of work both locally and globally. The role of unions within Australia will be discussed, along with the growing need for employers to have workers who are flexible and have transferable skills. Students will also develop a resume and participate in mock interviews to develop interpersonal communication skills.

Assessment

Students will be assessed through the following methods:

- Knowledge of Content – topic tests
- Analysis and problem solving – comparative project, along with a media folio and other exercises completed within the classroom
- Communication – presentation of their investigative project.

Ebook Levies

In 2018, all ebooks and online subscriptions listed as required texts on the booklist will be charged to parent's school account as a levy rather than as purchases made through Champion. This will be stated on the booklist for each relevant subject.

These changes will allow the school to bulk buy access codes and subscriptions directly from the publishers, which enables us to secure competitive prices and provide a higher level of technical support to families.

ENGLISH

The study of English provides all students with the opportunity to experience both a sense of challenge and a sense of achievement.

This, in turn, assists in the development in students of a positive attitude towards the use of language, confidence in expression, and a sense of their own individual worth and competence that will enable them to respond effectively and appropriately to their society.

English plays a key role in the development of the individual as a person and in preparing the student for life.

This involves:

Intellectual development:

Language is a key tool and a necessary prerequisite for the acquisition of knowledge and skills. It plays an important role in representing experience and in the developing and refining of ideas.

Personal development:

The study of language contributes to students' personal development by providing, through literature, the means by which they can confront and investigate life experiences and problems.

The study of English develops the skills necessary for effective reading, writing, listening and oral expression by encouraging creative thought and appropriate language use.

Social development:

The study of language develops the communication and analytical skills necessary for participation in society, both socially and in practical terms. Further, and more importantly, the study of English fosters greater understanding of others, develops keener insights into others and so encourages more mature responses to real-life situations.

Vocational and academic preparation:

The study of language provides students with the skills essential to obtain the educational qualifications necessary for securing a satisfying occupation, by giving them the communication skills necessary to meet the demands of prospective employers.

The study of language also assists students to acquire the language and analytical skills necessary for the pursuit of tertiary studies.

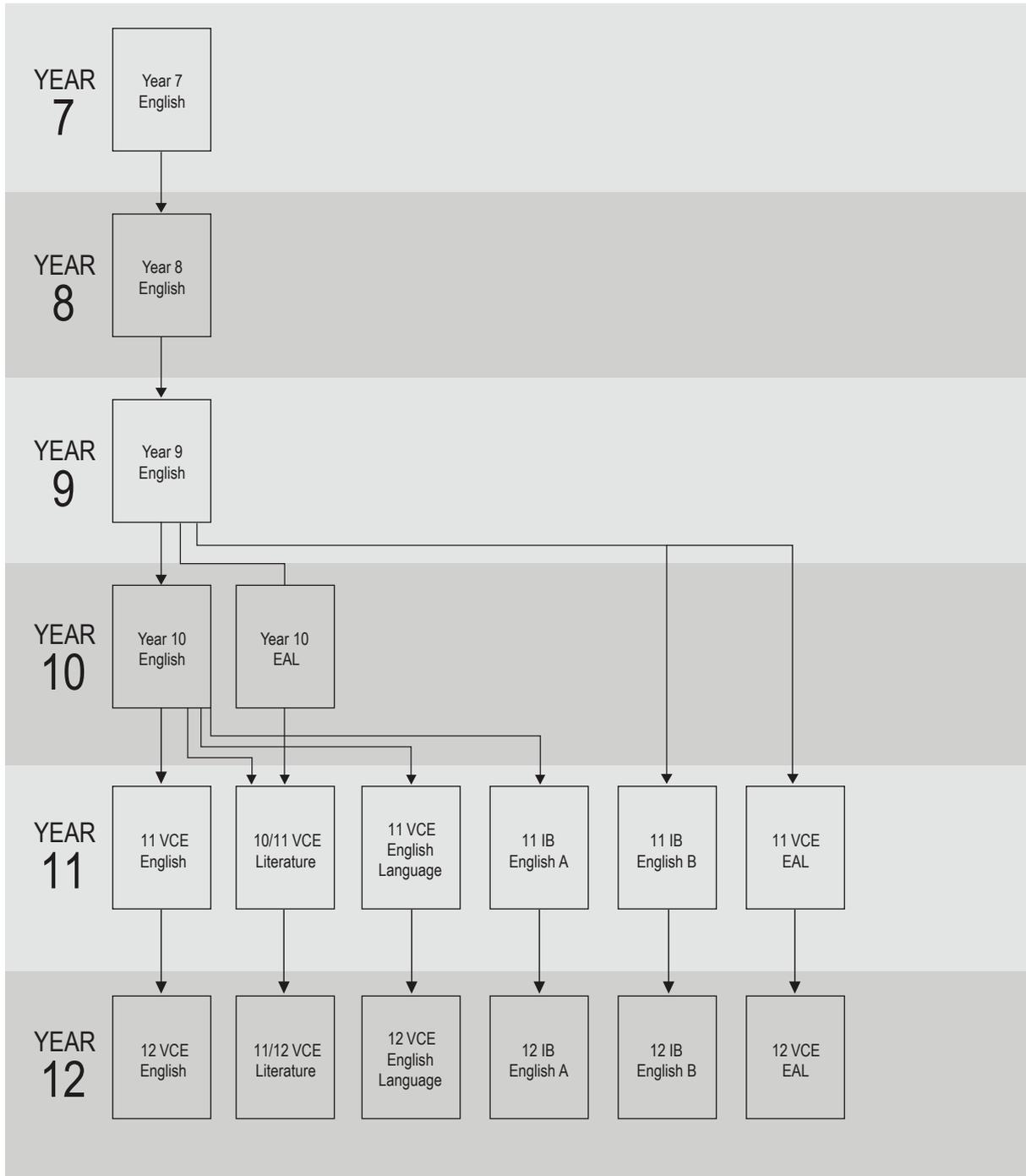
English at Tintern Grammar therefore serves both cultural and practical ends:

- Through the appreciation of literature it leads students to a greater understanding of life; of themselves as individuals, of other people, and of society.
- It prepares students for active participation in their society through the acquisition and development of appropriate language and communication skills.

The focus in English is on developing literacy through explicitly targeted teaching activities which cater for all levels of ability. Each year level teaching team ensures the program is consistent across all classes, meets the individual needs of all students, and provides students with the necessary skills and knowledge to equip them for studying the available course pathways offered in the Victorian Certificate of Education (VCE) or International Baccalaureate (IB).

ENGLISH

Subject Pathways in English (Years 7 – 12)



* In addition, students and teachers work together to identify individual learning targets. Consolidation, revision and extension skills programmes are then tailored to meet individual learning needs.

Within the framework of the philosophy of Tintern Grammar during the Middle School years, English seeks to:

- develop students' understanding of the ways language varies according to its context, purpose, audience and content offer a broad range of writing experiences with an emphasis on creating personal, descriptive, creative, informative and argumentative pieces.
- develop literacy skills by offering set differentiated units focussing on skills such as spelling, grammar, punctuation and comprehension, as well as an introduction to literary terms and more advanced literacy skills such as language analysis offering a range of challenging literary set texts such as contemporary and classic novels, plays, short stories, films and poetry. Students are assessed on their reading, writing and speaking skills in response to these texts.

Each year level has a differentiated wide reading program for each Term.

- provide frequent and varied opportunities to speak effectively. Emphasis is given to prepared and impromptu speeches, debates, role plays and group discussion.

YEAR 7 ENGLISH

The Year 7 English course aims to encourage an active engagement by students in the three basic areas of English: speaking, writing and reading. The emphasis is on consolidating and expanding students' knowledge and understanding of a range of texts, while also experimenting with a variety of writing styles to reflect their learning. Students regularly practise and develop their speaking skills and are explicitly taught formal grammar and spelling.

Areas of Study

- Oral Communication
- Reading and Responding to Literature
- Writing
- Basic Skills of Grammar, Syntax and Vocabulary

Assessment

Speaking: a range of formal and informal oral presentations, participation in group discussions, debates.

Writing: creative, descriptive, personal, persuasive and informative writing, creative and analytical responses to literature and film and reflective journal writing.

Reading: a range of differentiated wide reading tasks and a wide reading log responses to literature, comprehension tasks.

Skills: regular grammar exercises, term grammar tests, weekly spelling/vocabulary exercises and tests.

YEAR 8 ENGLISH

The Year 8 English course continues to consolidate and expand students' knowledge and understanding of a range of texts. Through a study of published authors, students learn to recognise and discuss different forms and conventions of writing, while also experimenting with their writing to reflect this learning. The solid skills foundation laid in Year 7 is added to through the explicit teaching of grammar, syntax, spelling and vocabulary.

Areas of Study

- Oral Communication
- Reading and Responding to Literature
- Writing
- Basic Skills of Grammar, Syntax and Vocabulary

Assessment

Speaking: a range of formal and informal oral presentations, participation in group discussions, formal and informal debates, TV advertisements, persuasive presentation which also involves the construction of a visual media/short film clip to persuade audiences or to express a point of view.

Writing: reviews, short stories, personal responses, research reports, argumentative essays, creative and analytical responses to literature and film.

Reading: a range of differentiated wide reading tasks and a wide reading log, responses to literature, comprehension tasks.

Skills: regular grammar exercises, spelling/vocabulary exercises and tests.

YEAR 9 ENGLISH

The emphasis of the Year 9 English course is on the consolidation and expansion of students' knowledge and understanding of a range of texts, while also teaching students to become independent learners. Students' ability to analyse critically is strengthened by applying knowledge of literary techniques in their own writing and learning to support their point of view with evidence from a text.

Areas of Study

- Oral Communication
- Reading and Responding to Literature
- Writing
- Basic Skills of Grammar, Syntax and Vocabulary

Assessment

Speaking: a range of oral tasks including the presentation of a wide reading task, readers' theatre, role plays, formal and informal presentations on the class texts, class and group discussions, debates.

Writing: Students will undertake a range of writing styles including personal writing, poetry, a short story, persuasive and informative writing for the media.

Reading: formal and creative responses to literary texts, wide reading responses and reading log, oral presentations.

Skills: regular grammar exercises from class text, Term grammar tests, weekly spelling/vocabulary exercises and tests.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

In the Middle School, students for whom English is an additional language are taught in mainstream English classes. Teachers consult EAL staff to adapt and modify work to a level which is accessible to EAL students. Testing and assessment can also be modified. Intensive English tuition, that is not part of the School's standard offerings, can be arranged. This may attract an additional charge, depending on student circumstances.

GEOGRAPHY

Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.

Geography integrates knowledge from the natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why

the world is the way it is, reflect on their relationships with and responsibilities for that world, and propose actions designed to shape a socially just and sustainable future.

Geography uses an inquiry approach to assist students to make meaning of their world. It teaches them to respond to questions in a geographically distinctive way, plan an inquiry; collect, evaluate, analyse and interpret information; and suggest responses to what they have learned. They conduct fieldwork, map and interpret data and spatial distributions, and use spatial technologies. Students develop a wide range of general skills and capabilities, including information and communication technology skills, an appreciation of different perspectives, an understanding of ethical research principles, a capacity for teamwork and an ability to think critically and creatively. These skills can be applied in everyday life, future studies and in employment.

YEAR 7 GEOGRAPHY

The course focuses on the inter-relationship between humans and the natural environment from a spatial perspective. A greater understanding of the world and current global issues provides a means to evaluate strategies for the sustainable use and management of resources.

Areas of Study

- An Introduction to Geospatial Skills: Students are introduced to the practical skills of map reading and interpretation, including basic mapping conventions.
- Water in the World: This unit focuses on water as an example of a renewable resource. Students examine the many uses of water, the ways it is perceived and valued, the ways it connects places as it moves through the environment, its varying availability across space, and its scarcity. The unit develops students' understanding of the concept of environment, including the idea that the environment is a product of a variety of processes. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from west Asia and North America.
- Place and Liveability: The concept of place is explored via investigations of liveability. This area of study examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives and that spaces are planned and managed by people. Students are encouraged to evaluate the liveability of their own place and investigate whether it can be improved through planning. Case studies for the unit are drawn from both Australia and Europe.
- Fieldwork: A fieldwork study of local water body augments the students' study of water management.

Assessment

- Map creation and analytical tasks
- Topic tests
- Research assignments
- Fieldwork and Landscapes Report
- Creative oral presentations

YEAR 8 GEOGRAPHY

The course focuses on the inter-relationship between humans and the natural environment from a spatial perspective. A greater understanding of the world and

current global issues provides a means to evaluate strategies for the sustainable use and management of resources.

Areas of Study

- Developing Geospatial Skills: This unit builds upon skills developed in Year 7 and incorporates a practical component including map creation and interpretation, latitude and longitude, the seasons and topographic map skills.
- Landforms and Landscapes: Geomorphology is investigated through a study of landscapes and their landforms. This area of study examines the processes that shape individual landforms, the values and meanings placed on *landforms and landscapes* by diverse cultures, hazards associated with landscapes and management of landscapes. Landforms and landscapes develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. Case studies are drawn from Australia and throughout the world.
- Changing Nations: This unit investigates the changing geography of countries as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of social and economic change, and has significant environmental, economic and social effects, both negative and positive. The area of study explores the process of urbanisation and draws upon studies of India to demonstrate how urbanisation interconnects with the economies and societies in low and middle-income countries. It explores the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the USA. The redistribution of population as a result of internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia.
- Fieldwork: Studies of the landforms in the school grounds will prepare the students for a trip to study some of Melbourne's landforms such as Hanging Rock.

Assessment:

- Map creation and analytical tasks
- Topic tests
- Research assignments
- Fieldwork and Fieldwork Report
- Creative oral presentations

YEAR 9 GEOGRAPHY

Geography at Year 9 focuses upon the challenges and responsibilities for students as global citizens, with an emphasis on the fragility of, and competing pressures on, the land and aquatic resources. Students seek to explain the operation of a major natural system and how it interacts with human activity.

They formulate and evaluate policies to deal with issues and to manage resources in a sustainable manner.

Areas of Study

- Geospatial Skills: Cartographic skills of map reading, analysis and creation developed over Years 7 and 8 are refined using a more sophisticated variety of map types. Students also construct and interpret a range of data to

help their decision making skills, for example, the use of tables, graphs and cross sections.

- **Biomes and Food Security:** This unit focuses on investigating the role of the biotic environment and its role in food and fibre production. This area of study examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.
- **Geographies of Interconnections:** Geographies of Interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This area of study examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.
- **Fieldwork:** Fieldwork is undertaken at a local scale. Students are taught how to collect data and analyse information to be used to compile a Fieldwork Report.

Assessment

Assessment is derived from the various activities during the Semester and uses a variety of information and communication technology tools.

- Fieldwork Report
- Practical exercises
- Map work
- Statistical analysis
- Written responses

HEALTH

YEAR 7 HEALTH

In Year 7, students participate in one semester of Health as part of their Core Studies.

The focus is on both Personal development and Home Economics. In the personal development unit students will learn about significant transitions in their life and how changes associated with such transitions, particularly puberty, influence their physical, social and emotional development. The human reproductive system is explored. In the Home Economics unit, food will be considered as a material to be used to produce food products. A range of processes are used in the production of food. Students are assessed in relation to choosing the appropriate tools and equipment and using them safely to carry out the processes. Students become familiar with working through the technology process to design food products that meet the requirements of a design brief. They are required to evaluate their product with reference to how well it meets the design brief.

Students also study nutrition during the semester. Students analyse a range of influences on personal food intake. They

explore topical issues related to eating particularly relevant to the adolescent lifespan stage. In the design process assessment task, students use the Australian Dietary Guidelines and the Australian Guide to Healthy Eating to design a food product that reflects the recommendations of the food models.

Areas of Study

- Changing and growing
- Introduction to Food Technology
- Kitchen management skills
- Kitchen safety
- Planning and preparing individual meal plans
- Factors influencing food choice
- Nutrition Theory
- Initiatives and strategies developed to assist individuals to make healthy food choices including the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Assessment

Assessment is designed to cover both the theoretical and practical aspects of the subject and takes the form of a design plan task and work book activities.

The practical work will be assessed progressively using criteria-referencing and includes the students' use of: managerial skills, performance of basic manipulative skills, ability to interpret recipe methods, and students' degree of cooperation within the class group.

NB: A charge of \$50 will be made to the student's account for food costs.

YEAR 8 HEALTH

In Year 8, students participate in one Semester of Health as part of their Core Studies. The main areas of study covered during the Semester include, all about adolescence, relationships and sun smart behaviour

The aims of the Health program are to:

- increase the student's self-awareness
- encourage students to adopt and sustain healthy life practices

Topics studied include:

All about adolescence

- Stages of growth and development
- Personal identity
- body image and self esteem
- Personal hygiene
- Skin care
- Sun smart behaviour

Relationships

- Maintaining strong relationships
- Communication
- Positive friendships
- Relationship Issues
- Bullying

During the topic of adolescence, students will learn about significant transitions in their life, and how changes associated with such transitions, particularly puberty, influence their physical, social and emotional development. Students investigate the media constructions of body image, and how these influence behaviour. In the relationships topic, students will learn about the importance of building and maintaining strong relationships and how to manage relationship issues including dealing with conflict. Students are given the opportunity to investigate how to access

and assess accurate information about health and health matters.

Assessment

Assessment is based on students completing a variety of short exercises, research activities and written assignment work throughout the Semester. In addition to this, students will be assessed on their contribution to discussion, commitment to tasks and preparedness to learn.

YEAR 9 HEALTH

Students examine attitudes to risk, and the health outcomes and costs associated with inappropriate risk-taking behaviour. Ways to balance risk and safety and refine and evaluate strategies to minimise the likelihood of others taking inappropriate risks are discussed. They consider how the different roles and responsibilities in sexual relationships can affect their health and wellbeing. Mental illness, its stigma and the challenges for those with a mental illness and those caring for them is explored.

Areas of Study

- Risk taking and harm minimisation
- Alcohol
- Drug Education
- Sexual health
- Party Safe
- Pregnancy
- Mental Health
- Issues in Society
- Relationships

Assessment

Assessment is based on students completing a variety of short exercises, research activities and written assignment work/oral presentations throughout the Semester. In addition to this, students will be assessed on their contribution to discussion, commitment to tasks and preparedness to learn.

HISTORY

The essentially chronological structure of the courses enables students to successfully understand the concept of change and continuity over time. By tracing the growth of civilisation and the development of the human race from prehistory through to the present, students can begin to come to terms with the importance of earlier societies, their political, social and economic structures; and individuals' achievements and actions.

This helps students to understand how the past has influenced the present world in which we live. History also develops an understanding of the concepts of cause and effect, motivation, and empathy with people in different times and places. It fosters the skills of comprehension, expression, research, reasoning, analysis and the interpretation of written and visual sources. All the courses offered aim to promote a lifelong interest in the study of history.

History remains a core subject in Year 10 and then there are a variety of pathways a student may take. VCE or IB History subjects are excellent choices for those students who are interested in pursuing career paths in law, journalism, international relations, teaching, media, drama, writing, publishing, film and television producing,

archaeology, anthropology, criminology, museum and library management, research, public relations, administration, and charity organisations.

History complements many other subject areas offered at Tintern Grammar such as English, Literature, Economics, Legal Studies, Geography, Visual Arts, Performing Arts, Music, French, German, and Chinese.

YEAR 7 HISTORY

The Ancient World

Period of study: one Semester

For many students this may be their first formal encounter with History and the course is designed to capture their imagination and interest. They learn about ancient societies and they are fascinated by the content. Students investigate daily life, the division of labour between men and women, education, rituals and family.

They explore the values and beliefs of these societies through their religions, myths and legends, and their social and political structures. Students examine the ways the culture was expressed through art, music, literature, drama, and festivals. They learn about key events, significant individuals, and the influence of trade. This historical knowledge and understanding is a vital part of the education of any student. It gives them a broad historical map and enables them to see the enormous cultural influence of the ancient period on subsequent eras, including contemporary Australia.

Students are introduced to the concepts of autocracy, democracy, governance, the rule of law, justice, religion, liberty, authority, leadership, culture, feudalism, and citizenship. They become aware of the importance of differing interpretations of the past, they use a range of primary and secondary sources, both written and visual, and begin to evaluate them for meaning, point of view, values and attitudes. Students reflect on some of the strengths and limitations of historical documents.

This fosters historical reasoning and interpretation and they start to use historical conventions to document sources.

Areas of Study

- An overview of the historical period 60, 000 BC (BCE) to c650 AD (CE)
- Investigating the past: Ancient Australia
- The Mediterranean World: Greece or Rome
- The Asian World: China

Assessment

Assessment tasks will be chosen from the following:

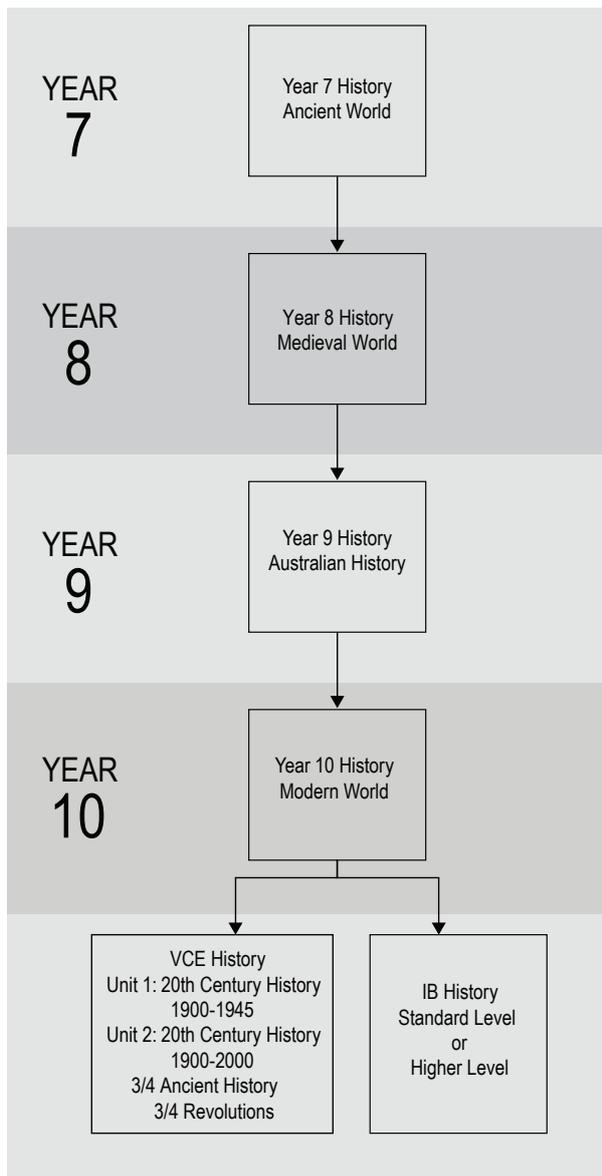
- Short answer and mapping exercises
- Analysis of primary and secondary source material, including visual evidence
- Extended written responses
- Differentiated learning tasks
- Oral presentations such as role plays, speeches and debates
- Topic tests
- Weblink activities
- Group activities

YEAR 8 HISTORY

Medieval and Early Modern World

Period of study: One Semester

This course focuses on The Ancient to the Modern World from c650 AD (CE) to 1750 and also looks at its influence



on our own society. It examines significant ideas, people and events in the past and explores how they have shaped history.

Students examine the development and main features of societies and are encouraged to draw parallels between them and their own. For each society students identify and describe the daily life of the various social groups and examine the hierarchical structure and the political organisation of the society. They investigate the importance of trade for the spread of new ideas and knowledge of other societies. The values and beliefs, myths and legends and the way in which the culture was expressed through art, music, literature, drama and festivals are researched.

Students continue to develop their understanding of historical concepts such as change and continuity, cause and effect, and empathy. The concepts of autocracy, democracy, governance, the rule of law, justice, religion, liberty, authority, leadership, culture, feudalism, and citizenship are developed further and students are introduced to those of royal absolutism and constitutional monarchy.

Students continue to study the importance of differing interpretations of the past; they use a range of primary and secondary sources, both written and visual, and evaluate them for meaning, point of view, values and attitudes.

They begin to use historical conventions to document sources.

Areas of Study

- An overview of the historical period c650 AD (CE) to 1750
- The Western World and Islamic World: Medieval Europe (c590 to c1500)
- The Asia-Pacific World: Japan under the Shoguns (c794-1867)
- Expanding Contacts: The Spanish Conquest of the Americas (c1492 to c1572).

Assessment

Assessment tasks will be chosen from the following:

- Short answer and mapping exercises
- Analysis of primary and secondary source material, including visual evidence
- Research assignments and tasks
- Oral presentations such as role plays
- Topic tests
- Biographical study
- Weblink activities
- Group activities

YEAR 9 HISTORY

Australian History: The Making of the Modern World

Period of study: One Semester

This course provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War 1 1914-1918, the 'war to end all wars'.

The content provides opportunities to develop historical understanding through key concepts, including nationalism, democracy, citizenship, constitutional change, land rights, multiculturalism, gender and class. They are aware of the importance of differing interpretations of the past; they use a range of primary and secondary sources, both written and visual, and evaluate them in terms of origin, purpose, context, reliability and objectivity. This fosters historical reasoning and interpretation and students use historical conventions to document sources. The course provides students with knowledge and skills to understand themselves and their world, to apply their understanding in their present lives and consider futures they desire.

A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions at this year level are:

1. the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia
2. the nature and extent of the movement of peoples in the period (slaves, convicts and settlers)
3. the extent of European imperial expansion and different responses, including in the Asian region
4. the emergence and nature of significant economic, social and political ideas in the period, with particular focus on Federation and Australia's involvement in World War 1

Assessment

Assessment tasks will be chosen from the following:

- Short answer exercises
- Analytical exercises, including visual evidence
- Essay

- Research assignment
- Oral presentations such as role plays, speeches and multimedia
- Topic tests
- Film study

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

YEAR 7 ICT

This subject develops skills and knowledge related to the use of Information and Communications Technology (ICT). The theory component enhances the development of computer literacy and explores a range of issues and terminology with a view to helping students form a better understanding of technology.

They are taught about email, file management and the need for adequate backups of their work. Emphasis will be on the application of accepted conventions and students finding ways to solve their own problems.

The practical components of the course cover a wide range of skills. They use a variety of cloud computing technologies including Prezi for online, interactive presentations. Students work with Lego robots and control actions using Mindstorms software. They create worksheets and charts using Microsoft Excel and learn a range of different formatting techniques. Students also explore programming using Scratch and use Adobe Photoshop to manipulate and edit images.

Areas of Study

- Cloud computing for online presentations
- Spreadsheets
- Robotics
- Scratch programming
- Image manipulation

Assessment

Skills are assessed by practical folio work.

YEAR 9 ICT

In Year 9 ICT, students select two open choice term-long projects. Each project must incorporate independent, deep learning in a Windows desktop software application. Students typically work individually, but may work in pairs if the scope of the project justifies this. Students are also encouraged to suggest their own areas of investigation and develop projects around their ideas and interests.

Some suggested projects are:

- Create an animation (Adobe Animate)
- Learn a programming language (Python)
- Create a stop motion animation (Stop Motion Pro)
- Build and program an autonomous robot (Mindstorms)
- Build a web site (Dreamweaver)
- Create a short movie (Premiere Pro)
- Create an interactive publication (InDesign)
- Create an original digital artwork portfolio (Photoshop / Illustrator / Acrobat)
- Create 3D models using CAD (SketchUp)
- Build an interactive game (GameMaker Studio)

Assessment

Projects are graded using a common assessment rubric.

LANGUAGES

Middle School students select one language from Chinese or French to study as a 3 year sequence, from the start of Year 7 through to the end of Year 9. While the school endeavours to give students their first preference, this may not always be possible. Students learn to communicate this language for many purposes and in many contexts; they are able to extend their social contacts, and have direct access to knowledge, ideas and information written or spoken in languages other than English. They develop an understanding of the cultural contexts in which Languages are used, as well as the shared meanings, values and practices of the community as embodied in these languages. Through comparison with their own language and culture, students learn that there are many ways of viewing the world. They develop an understanding of the way this language works, which they can apply to their own native language. While learning a language other than English, students gain knowledge of and make connections across a range of concepts drawn from other key learning areas.

Study of a language other than English is required in the International Baccalaureate (IB) studies. Students can commence an ab initio language study (currently Spanish) if they do not study French or Chinese beyond Year 9.

Language Perfect online subscriptions

In 2018, all Language Perfect online subscriptions listed as required texts on the booklist will be again charged to parent's school account as a levy rather than as purchases made through Campion. This will be stated on the booklist for each relevant subject.

These changes will allow the school to bulk buy access codes and subscriptions directly from the publishers, which enables us to secure competitive prices and provide a higher level of technical support to families.

YEAR 7 CHINESE

This level focuses on developing students' capacity to identify and repeat words, phrases and sentences heard in meaningful contexts in Chinese. It also enhances students' capacity to communicate about topics associated with the home, family, school and learners' interests. This level focuses on developing students' capacity to read and understand familiar material in Chinese. Students read familiar rhymes, stories and sketches for their own enjoyment, to entertain others and to gather information for purposes related to everyday life. Furthermore, this level focuses on developing students' capacity to communicate in writing, extending students' skills in recording information gained through listening, oral interaction or reading.

Students write their own dialogues, stories etc. by imitating and adapting models based on familiar language and contexts.

Areas of Study

- Tonal pronunciation
- Vocabulary relating to greetings, introductions, family, friends and pets, numbers, classroom objects, structural elements including simple sentence forms, interrogative

forms including “ma”, “shei”, “shenme” and “nei”, numbers 1-100, measure words and negative forms

- Aspects of writing, especially Pinyin with tone marks, characters with emphasis on stroke order, stroke types, structure and proportion.

Assessment

Students’ progress is assessed through regular listening, speaking reading and writing tests. Written homework and classwork are also assessed. Common unit tests are undertaken.

YEAR 7 FRENCH

This level focuses on developing students’ capacity to identify and repeat words, phrases and sentences heard in meaningful contexts in French. It enhances students’ capacity to communicate about topics associated with friends, school and learners’ interests. This level also focuses on developing students’ capacity to read and understand familiar material in French. Students read familiar rhymes, stories and sketches for their own enjoyment, to entertain others and to gather information for purposes related to everyday life. Furthermore, this level focuses on developing students’ capacity to communicate in writing, extending students’ skills in recording information gained through listening, oral interaction or reading. Students write their own dialogues, stories etc. by imitating and adapting models based on familiar language and contexts.

Areas of Study

- Vocabulary relating to greetings, introductions, apologies, wellbeing, descriptions, and age
- Simple question forms, negatives, expressing likes and dislikes, school and the classroom, classroom instructions, colours and numbers 0-60
- Talking about our hobbies and interests
- Conducting a telephone conversation
- Structural elements including usage of present and “immediate future” tenses
- Question forms (who, what, where, when, why, how, how many)

Assessment

Students’ progress is assessed through regular listening, speaking reading and writing tests. Written homework and classwork are also assessed. Common unit tests are undertaken.

YEAR 8 LANGUAGES

All students continue to study one language (other than English) in Year 8.

Year 8 CHINESE

This level focuses on developing students’ capacity to take part in familiar contexts, in everyday conversations and transactions in Chinese. It also aims to develop students’ capacity to interact in familiar situations, identify and record the main message of spoken information. Students express preferences and plan activities using simple structures and routines. Use of fillers to gain thinking time and polite phrases to ask for something are rehearsed. This level focuses on consolidating and extending students’ capacity to read with attention, to gain information and interpret graphics including maps, plans, timetables and recipes.

It aims to extend students’ capacity to communicate in written form and edit their own writing, and their ability

to record information gained through listening or reading Chinese texts.

Areas of Study

- Vocabulary relating to nationality, sports, personal identity, food, time, birthday celebrations, daily routine and home environment; structural elements including interrogatives “nei”, “ji”, “duoshao” and “zenme”
- Extended use of measure words, ownership, pivot sentences and the present continuous tense
- Expansion of characters for writing and recognition

Assessment

Students’ progress is assessed through regular listening, speaking, reading and writing tests. Written homework and class work are also assessed. Common unit tests are undertaken.

YEAR 8 FRENCH

This level focuses on developing students’ capacity to take part in familiar contexts, in everyday conversations in French. It also aims to develop students’ capacity to interact in familiar situations, identify and record the main message of spoken information. Students express preferences and plan activities using simple structures and routines. Use of fillers to gain thinking time and polite phrases to ask for something are rehearsed. This level focuses on consolidating and extending students’ capacity to read with attention to gain information. It aims to extend students’ capacity to communicate in written form and their ability to record information gained through listening or reading French texts.

Areas of Study

- Vocabulary relating to seasons, food, geographical settings, parts of the body, sports, leisure activities, and the family
- Extended use of present tense, immediate future, interrogatives and the three main regular verb groups.

Assessment

Students’ progress is assessed through regular listening, speaking reading and writing tests. Written homework and classwork are also assessed. Common unit tests are undertaken.

YEAR 9 LANGUAGES

All students study one language (other than English) in Year 9.

YEAR 9 CHINESE

This level focuses on developing the students’ capacity to take part, in familiar contexts, in conversations and other forms of speech. It also develops students’ capacity to interact in familiar situations. They read texts that use familiar language in new situations. They also read new and familiar text types that introduce new vocabulary and structures. Students prepare for and participate in dialogues, role-plays and sketches. They develop the capacity to write several linked sentences based on familiar language forms in order to convey ideas and information.

Areas of Study

- Home environment
- Colours
- Clothes

- Shopping
- Telephone communication
- Eating out
- Weather
- Health

Assessment

Regular assessment takes place across the four communicative macro skills – listening, speaking, reading and writing as evidenced through classwork, tests and set homework.

Additional Information

Entry in the Tintern Language Testing Program is compulsory and entry into the annual CLTA Chinese Reading Competition is encouraged. A cultural excursion may be offered from time to time.

YEAR 9 FRENCH

The study of French should enable the student to:

- gain an appreciation of the significance of the French language and culture in the global setting of the contemporary world
- continue the progressive development and refinement of the four communicative language skills – listening, speaking, reading and writing
- develop effective communication skills in speech and writing
- enjoy the French language and culture in order to promote an appreciation and respect for the ideas and lifestyle of other people
- foster positive attitudes to speakers of French by developing an appreciation of their culture, ideas and lifestyle
- acquire cognitive, affective and socio-cultural skills that may be transferable to other areas of learning
- develop language learning skills through an awareness of language learning processes
- continue the development of accurate French pronunciation and intonation
- refine literacy skills through the use of texts, dialogues and stories
- increase understanding of spoken discourse through the use and analysis of dialogue and media
- enhance future employment and career opportunities

This level focuses on developing the students' capacity to take part, in familiar contexts, in conversations and other forms of speech. It also develops students' capacity to interact in familiar situations. They read texts that use familiar language in new situations. They also read new and familiar text types that introduce new vocabulary and structures. Students prepare for and participate in dialogues, role-plays and sketches. They develop the capacity to write dialogues and paragraphs based on familiar language forms in order to convey ideas and information. The course emphasis is on communicative skills, both spoken and written. Cultural aspects are integrated throughout the course.

Areas of Study

- Time
- Transport
- Travel
- Housing/homes
- Needs and obligations

- Clothing/fashion
- Food and shopping
- Past and future events

Health Learning Outcomes

- Participate in performances or show understanding of texts by reading with due attention to pronunciation, intonation and phrasing
- Listen for specified items of information and use these in an activity
- Identify the main ideas in written passages
- Script dialogues and sketches based on familiar vocabulary and text types
- Write a number of linked paragraphs

Assessment

Regular assessment takes place across the four communicative macroskills – listening, speaking, reading and writing as evidenced through class work, tests and set homework.

Additional Information

Entry into the annual Alliance Francaise language competition is encouraged.

NB: Study of a language other than English is required if a student wishes to pursue International Baccalaureate (IB) studies.

MATHEMATICS

MATHEMATICS OVERVIEW

Years 7, 8 and 9 students study mathematics courses which cover the syllabus documented in the Australian Curriculum. Year 7 students will be placed into various effective learning groups to cater for their specific learning needs in Mathematics. This occurs at the beginning of the year based on testing conducted at the end of Year 6.

Students and parents are notified of the allocation prior to the commencement of the new groups. The composition of these groups will be flexible, allowing for student movement between the groups where necessary. There may be up to three main learning groups operating for girls and boys in the Middle School, although this can vary from year to year, depending on the cohort size and the needs of the particular year level group. Groups are referred to as 'Focus', 'Core' and 'Enrichment and Enhancement'.

Effective learning groups also operate at Year 8 with students and parents being notified of the allocated group at the end of the previous year. Student allocation is based on performance in Year 7 and teacher recommendations. As with Year 7, there may be up to three main learning groups at each of the two Middle Schools which are flexible to allow student movement where necessary.

In Term 4, students from the Year 8 'Enrichment and Enhancement' group and the 'Core' groups will be invited to apply to enter the Accelerated Mathematics Program which commences in Year 9. Selection for this program is based on an intake test, class test results, Mathematics Competition results and teacher recommendation.

At Year 9, there will be three main effective learning groups operating at each of the two Middle Schools: 'Focus', 'Year 9 Mathematics' and 'Accelerated Mathematics'. Each course of study will cover the syllabus documented in the Year 9 Australian Curriculum, with the Accelerated group

completing the Years 9 and 10 courses in the one year. This allows these students to study VCE Mathematical Methods units 1 and 2 during Year 10. Refer to the flowchart for possible pathways in Mathematics.

YEAR 7 MATHEMATICS

A major focus will be to assist students to develop their mathematical knowledge and foster an interest and enjoyment in mathematics and the ability to think and reason logically and coherently.

Arithmetic skills will be consolidated and spatial skills will be further developed. Appropriate use of calculators and technology will be encouraged.

There may be up to three types of effective learning groups operating for girls and boys in Year 7, each covering the same topics. Teaching is designed to cater for different learning styles with an emphasis on gender specific interests and experiences. The Focus Mathematics group is a modified course which caters for students who require extra assistance with key basic skills and assistance in understanding concepts which may not have been mastered in earlier years.

Core groups will cover areas of study listed below and there will also be an emphasis on problem solving skills and experience with mathematical investigations. The Enrichment and Enhancement group is designed for students requiring extra challenges. Work in some areas will be covered in greater depth and there will be a strong emphasis on problem solving skills and key thinking skills. Students in this group will be involved in a number of enrichment programs. Timetabling enables movement of students from one mathematics group to another based on student performance and learning requirements.

Areas of Study

- Statistics and Probability
- Whole Number
- Integers
- Fractions
- Algebra (includes Cartesian coordinates)
- Decimals and Percent
- Equations
- Measurement
- Angles
- Transformations and visualisations

Assessment

Students will be assessed on a regular basis with topic tests, in which students will demonstrate their competency (Australian Curriculum proficiency strand of 'Fluency') and knowledge (Australian Curriculum proficiency strand of 'Understanding'), as well as their ability to apply mathematical techniques to practical and unfamiliar situations (Australian Curriculum proficiency strand of 'Problem Solving') and explain their thinking and justify their answers (Australian Curriculum proficiency strand of 'Reasoning'). Student reports based on investigations and problem solving activities will be also assessed.

YEAR 8 MATHEMATICS

A major focus will be to continue to develop each student's mathematical knowledge and competency as well as their ability to think and reason logically and coherently. Appropriate use of calculators and technology will be encouraged and there will a focus on co-operative group work.

There may be up to three types of effective learning groups operating for girls and boys in Year 8, all of which cover the same topics.

The Focus Mathematics group is a modified course which caters for students who require extra assistance with key basic skills and further consolidation of concepts taught in previous years.

'Core' groups will cover areas of study listed below and there will also be an emphasis on problem solving skills and experience with mathematical investigations.

The 'Enrichment and Enhancement' group is designed for students requiring extra challenges. Work in some areas will be covered in greater depth and there will be a strong emphasis on problem solving skills and key thinking skills. Students in this group will be involved in a number of enrichment programs.

Timetable blocking enables movement from one mathematics group to another based on assessment of student performance and their learning requirements.

Areas of Study

- Integers and Indices
- Algebra
- Measurement
- Fractions, decimals and percentages
- Linear Equations
- Geometry
- Rate and Ratio
- Linear Graphs
- Statistics and Probability

Assessment

Students will be assessed on a regular basis with topic tests, in which students will demonstrate their competency (Australian Curriculum proficiency strand of 'Fluency') and knowledge (Australian Curriculum proficiency strand of 'Understanding'), as well as their ability to apply mathematical techniques to practical and unfamiliar situations (Australian Curriculum proficiency strand of 'Problem Solving') and explain their thinking and justify their answers (Australian Curriculum proficiency strand of 'Reasoning').

Student reports based on investigations and problem solving activities will also be assessed.

YEAR 9 MATHEMATICS

A major focus will be to assist students to communicate mathematical concepts clearly, consolidate key skills and extend problem solving strategies and further develop their ability to apply what has been learned to help solve real world problems. Appropriate use of Casio ClassPad CAS (Computer Algebra System) calculators and technology will be encouraged.

There will be three effective learning groups operating at Year 9 for girls and boys, one of which is distinctly different (Accelerated Mathematics). Both the 'Year 9 Mathematics' and the 'Focus Mathematics' courses cover similar topics, but just as with Years 7 and 8, the 'Focus' course is a modified course which caters for students who require extra assistance with skill development.

The Year 9 Mathematics groups will cover appropriate content from the syllabus documented in the Year 9 Australian Curriculum with areas of study listed below. Suitable extension work will be provided depending on the learning needs of the student and there will also be an

emphasis on problem solving skills and experience with mathematical investigations.

Students who undertake the Accelerated Mathematics program will complete the Years 9 and 10 mathematics courses in the one year. Timetable blocking enables movement from one Mathematics group to another based on assessment of student performance and their learning requirements.

Areas of Study

- Pythagoras' Theorem
- Algebra
- Indices
- Algebraic Expansion and Factorisation
- Trigonometry
- Linear Equations
- Linear Graphs
- Geometry
- Statistics and Probability
- Measurement
- Consumer mathematics
- Simultaneous Equations
- Quadratic equations and graphs

Assessment

Students will be assessed on a regular basis with topic tests, in which students will demonstrate their competency (Australian Curriculum proficiency strand of 'Fluency') and knowledge (Australian Curriculum proficiency strand of 'Understanding'), as well as their ability to apply mathematical techniques to practical and unfamiliar situations (Australian Curriculum proficiency strand of 'Problem Solving') and explain their thinking and justify their answers (Australian Curriculum proficiency strand of 'Reasoning'). Student reports based on investigations and problem solving activities will also be assessed.

YEAR 9 ACCELERATED MATHEMATICS

The focus of this course is to prepare students for the rigours of VCE or IB Mathematics. Students need to be highly motivated, well organised and willing to accept a challenge. A significant component of the course involves algebraic manipulations and modeling. Appropriate use of the ClassPad CAS (Computer Algebra System) calculators and computers will be encouraged.

Students who undertake the Year 9 Accelerated Mathematics course are selected on the basis of their performance on an intake test conducted towards the end of Year 8, class test results, Mathematics Competition results and teacher recommendation. In this course, students will complete Years 9 and 10 Mathematics in one year and thus be in a position to complete VCE Mathematical Methods units 1 and 2 in Year 10. Refer to the flowchart to identify the numerous pathways available resulting from successful completion of this accelerated course.

Note, this course is very demanding and requires sound time management skills and commitment, as well as superior mathematical ability.

Areas of Study

- Pythagoras' Theorem
- Rational and Irrational Numbers
- Algebra
- Linear Equations and Simultaneous Equations
- Trigonometry
- Geometry

- Linear Graphs
- Exponential Functions
- Quadratic Functions
- Measurement
- Probability
- Statistics

Assessment

Students will be assessed on a regular basis with topic tests, in which they will demonstrate their competency (Australian Curriculum proficiency strand of 'Fluency') and knowledge (Australian Curriculum proficiency strand of 'Understanding'), as well as their ability to apply mathematical techniques to practical and unfamiliar situations (Australian Curriculum proficiency strand of 'Problem Solving') and explain their thinking and justify their answers (Australian Curriculum proficiency strand of 'Reasoning'). Student reports based on investigations and problem solving activities will be assessed. Semester two assessment is also based on two end-of-year examinations.

PERFORMING ARTS: DANCE AND DRAMA

The Performing Arts encourage the development of skills and the exploration of technologies, forms and processes through single and multimodal forms. They fuel the exploration of ideas that cross the gamut of human emotions and moods through holistic learning using cognitive, emotional, sensory, aesthetic, kinesthetic and physical fields.

YEAR 7 DRAMA

Drama and My World

The study of Drama at Year 7 seeks to harness the creative impulse and the imaginative energy of the individual, translating it into dramatic form and action as well as creative dance. The body is used as an instrument for self-expression and for the enhancement of personal development and self esteem.

Areas of study

- Performance improvisation
- Games and spontaneous improvisation
- Movement dance/drama
- Extended improvisation
- Performance styles
- Character extrapolation
- Story telling
- Melodrama
- Character - extension in role and development

Analysis and Theory Work

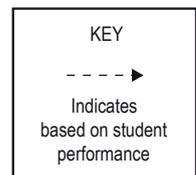
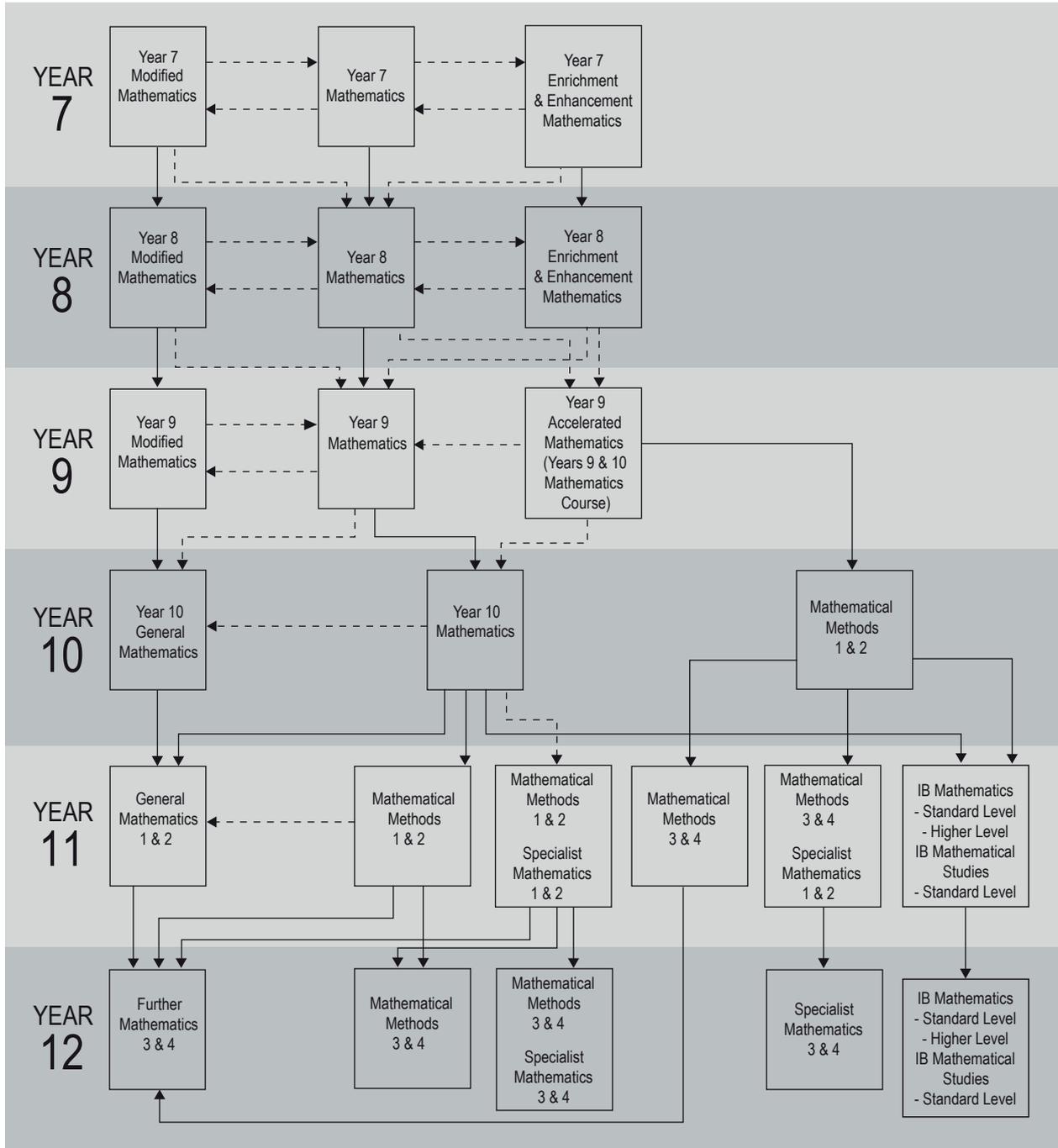
- Enacting situations in role and ensemble work
- Focus on expression through experimentation and divergent thinking
- Theory and investigative research
- Participation in development/production process of polished project in at the end of each Semester

Actor's Journal and E-Portfolio

- Record of responses to live performances, reflection of own work. Self-Reflections & goal-setting

MATHEMATICS

Common Pathways in Mathematics (Years 7 – 12)



- Commentary of stimulus material used in performance work
- Photographs, literature media, notes
- Glossary/aesthetic terminology relevant to Drama
- Two oral presentations
- A research investigation on an analysis of contemporary and dramatic styles and theatrical conventions

Assessment

Assessment is Formative and Summative and focuses on each student's approach to an E-Portfolio and group activities and performances.

NB: All Drama students are expected to have regulation rehearsal black wear (i.e. 1x black T-Shirt and 1x black pants for class and for performance). These may be purchased through the Tintern Uniform Shop. They are expected to be worn to all classes and rehearsals.

YEAR 8 DRAMA (Boys)

This course aims to explore and experience the fundamental element of the dramatic event in movement and drama as well as design, set production and performance.

The following elements are explored:

- Dramatic form
- Dramatic context
- Dramatic action through movement and character extrapolation
- Image-making and the conventions of theatre and theatre styles

Performance

Students will develop performances, which are based on a range of subject matter and focus on the use of dramatic elements as expressive skills. For example, improvisational skills, characterisation and theatrical genres.

They will also demonstrate an awareness of dramatic forms:

- Create, make and present drama, which conveys meaning effectively
- Develop improvised activities to performance standard
- Explore various ways by which meaning may be communicated to the audience
- Perform twice to a general audience

Actor's Journal/E-Portfolio

Students should maintain an E-Portfolio that includes:

- A journal recording activities through Self- Reflection
- Records of evaluation (individual and group)
- A resource section which records ideas, notes and visual data

Performance Analysis

Students will attend a variety of performances.

The performances will attempt to encompass a wide variety of genres. For each performance the student:

- should observe the performance and identify the use of specific dramatic elements
- the effect of stagecraft elements
- write a personal response/analysis of the performance

Assessment

- Actor's journal/E-Portfolio
- All lessons recorded and self-assessed
- All theory work and handouts collected and exercises completed by due dates

- Practical work and improvisational work recorded

E-Portfolio Presentations

Each student will present a five-minute critique and a presentation of ideas during the Semester.

The E-Portfolio will encompass one or more elements of his/her study and research in Drama during the Semester.

Analysis and Theory Work

- Enacting situations in role and ensemble work
- Focus on expression through experimentation and divergent thinking
- Theory and investigative research
- Participation in development/production process of polished project
- E-Portfolio and actor's journal record of technical and planning information related to performance work
- Record of responses and reflection on own work
- Collection of stimulus material used in performance work
- Photographs, literature media, notes
- Glossary/aesthetic terminology relevant to Drama
- Two oral presentations
- A Research Investigation on an analysis of classical and contemporary dramatic style

Performing Arts Production

All students will perform in a group-devised presentation at the end of the Semester course. An E-Portfolio will accompany this presentation.

Assessment

Assessment is descriptive and focuses on each student's approach to his Actor's journal/E-Portfolio and role in group activities and performances. The development of confidence as well as skills is very important in this subject.

NB: All Drama students are expected to have rehearsal black wear (i.e. 1 x black T-Shirt and 1 x black pants for class and for performance). These may be purchased through the Tintern Uniform Shop. They will be worn to all classes for both rehearsals and school-related performances.

YEAR 8 DANCE (Girls)

Dance is the language of movement. The study of Dance at Year 8 of the Tintern Middle School seeks to harness the creative and expressive impulse, creative movement and the imaginative energy of the individual, translating it into dramatic and dance form.

The study is designed to develop the realisation of the body's potential as an instrument of expression.

Specific skills are developed and enhanced, including:

- Self expression – in making, creating and presenting
- Creative problem-solving through the elements of movement and spatial design
- Voice and human anatomy
- Dramatic form and characterisation through improvisation and group-devised performance
- Exploration of an idea through observation, experience and co-operative group work

Dancer's Journal /E-Portfolio

Students should maintain a journal/E-Portfolio includes;

- A resource section which records ideas, notes and visual data

E-Portfolio Presentations

Each student will present a five-minute critique and a presentation of ideas from her folio twice during the Semester. The E-Portfolio will encompass one or more elements of her study and research in Dance during the Semester.

Analysis and Theory Work

- Focus on expression through experimentation and divergent thinking
- Theory and investigative research
- Participation in development/production process of polished project in a Dance Workshop night at end of each Semester
- Folio and dancers journal record of technical and planning information related to performance work
- Record of responses to live performances, reflection on own work
- Collection of stimulus material used in performance work
- Photographs, literature media, notes
- Glossary/aesthetic terminology relevant to Drama
- Two oral presentations
- A Research Investigation on an analysis of classical and contemporary dance style

Performing Arts Production

All students will perform in a group-devised presentation at the end of the Semester course. A Folio will accompany this presentation.

NB: All Dance students are expected to have rehearsal and performance blacks (i.e. black top and dance pants/skirt) for class work and performance.

These may be purchased through the Tintern Uniform Shop. They are to be worn to all classes and rehearsals.

Assessment

Assessment is descriptive and graded. Comments focus on how each student has developed skills and techniques during the Semester as well as an involvement and commitment to the Year 8 Performing Arts Production at the end of the Semester.

PERFORMING ARTS: MUSIC

YEAR 7 MUSIC

Year 7 Music is a core subject, taken over one Semester. Students engage in music in new ways through singing, playing ukulele, listening, discussing, composing and researching.

Areas of Study

Listening - Students listen to short excerpts of music from a wide range of styles and periods. They maintain a listening diary which they use to document their own perceptions of what they hear.

World Music - Students attend a live performance of music by a visiting world music group. They study the general history and culture of the performers' country as well as musical aspects. They write a short review of the performance and complete exercises which develop their music appreciation and analysis skills.

Instruments - Students study the musical instruments, learning about the nature of sound, the ways sound can be produced, various sound qualities and how they are

categorised. The students research an instrument of their choice, and present their findings using multimedia.

Introduction to Electronic Music - Students study the history of recorded music and its relationship to electronic music. They use Digital Audio Workstation (DAW) software to write a piece of electronic music using audio and MIDI loops, developing musical and technical skills.

Rap Composition - Students work in small groups to devise lyrics and backing tracks for a rap composition and performance based on the theme, 'The City'.

Assessment

- Effort, participation, organisation, skill development
- World Music
- Instruments assignment
- Electronic Music composition and work book (boys)
- Rap Composition and work book (girls)
- Listening Diary
- Performance

YEAR 8 MUSIC

Year 8 Music is a core subject, taken over one Semester. Students develop and formalise their knowledge of the rudiments of music and skills in music performance, composition and appreciation.

Areas of Study

Listening - Students listen to short excerpts of music from a wide range of styles and periods. They maintain a listening diary which they use to document their own perceptions of what they hear.

Composition/Music Technology - Students compose, notate, and perform individual and/or group devised pieces. They record the performances using Digital Audio Workstation (DAW) software. This develops their technical skills and their understanding of harmony.

World Music - Students attend a live performance of music by a visiting world music group. They study the general history and culture of the performers' country as well as musical aspects. They write a detailed review of the performance in which they demonstrate their understanding of musical and cultural elements.

Performance - Students prepare a collaborative public performance based on their Semester's work. This could include choral, instrumental, original and group items.

Assessment

- Effort, participation, organisation, skill development
- World Music Concert Review
- Percussion composition and performance
- Music Technology compositions
- Performing Arts Night Concert

PHYSICAL EDUCATION

YEARS 7, 8 & 9 PHYSICAL EDUCATION

The course at Years 7 to 9 is designed to promote regular physical activity as a means of developing students' physical, social and mental wellbeing. The course aims to develop the skills and knowledge that will encourage lifelong participation in regular physical activity. An emphasis is placed on the importance of students taking responsibility for the maintenance and improvement of their own health and physical fitness.

Integral to the course is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves.

Students also take part in co-operative and group activities and learn to adopt rules and game plans as an individual and as part of a team. Strategies and tactics begin to be implemented into sporting activities and students learn to be effective players, coaches and umpires.

The nature of the subject helps students to develop an understanding of their own personal development which includes group work and team dynamics. As part of this students have the opportunity to take on leadership roles and learn the importance of contributing to personal and team success. Social skills such as co-operation, communication and sportsmanship, are developed through participation in group activities.

YEAR 7–9 (Boys)

Areas of Study – Year 7:

Semester 1:

- Minor Games
- Gymnastics
- Fitness Testing
- Athletics
- Table Tennis
- Volleyball

Semester 2:

- Swimming Stroke Technique
- Softball
- Ultimate Frisbee

Areas of Study – Year 8:

Semester 1:

- Fitness Testing
- Australian Rules Football
- Athletics
- Bronze Star – Swim & Survival Skills

Semester 2:

- Netball
- Basketball
- Indoor Cricket
- Badminton
- Soccer

Area of Study: Year 9

Semester 1:

- Fitness Testing
- Touch Rugby
- Tchoukball
- Archery
- Indoor Soccer
- Stick Sports

Semester 2:

- Basketball - SEPEP
- Fencing
- Weights & Circuit Training

Assessment

Performance and skill competency
Effort and Enthusiasm
Peer and Self Assessment
Organisation – including correct sports uniform

YEAR 7–9 (Girls)

Areas of Study – Year 7:

Semester 1:

- Athletics
- Minor Games - Cricket
- Fitness Testing
- Basketball
- Hockey
- Softball

Semester 2:

- Swimming – Stroke Technique
- Rhythmic Gymnastics

Areas of Study – Year 8:

Semester 1:

- Athletics
- Basketball
- Fitness Testing
- Volleyball
- Bronze Star – Swim & Survival Skills

Semester 2:

- Soccer
- Netball
- Touch Rugby
- Badminton
- Archery

Area of Study: Year 9

Semester 1:

- Indoor Cricket
- Fitness Testing
- Fencing
- Water Polo
- Indoor Soccer
- AFL

Semester 2:

- Designing Minor Games
- Picnic Games
- European Handball/Netball
- Lacrosse
- Ultimate Frisbee

Assessment

• Performance and skill competency
• Effort and Enthusiasm
• Peer and Self Assessment
• Organisation – including correct sports uniform

RELIGION STUDIES

Religion Studies is part of the semester-based core curriculum at Years 7-9 at Tintern Grammar. The course content and assessment tasks are consistent across both Girls' and Boys' Middle Schools, although approaches and

activities will be differentiated to meet the varying gender interests and needs.

YEAR 7 RELIGION STUDIES:

The Life of Christ Part 1

The Year 7 Course encourages students to develop an understanding of the person of Jesus Christ within the context of a Christian school. They are invited to consider how His ideas have shaped the content of Christian thought, teaching and practices within the Christian Church and Australian society today. In particular, students will be able to explore the connections between the values and exemplar which Christ championed and our school's Compass points. This comparison, utilising biblical and multimedia resources, will form a key component within this subject. The compass points referenced are those of Fulfilment, Commitment, Compassion and Respect.

Areas of Study

- The life of Christ: his role as a great prophet and the founder of Christianity
- The nativity, the baptism and mission of Jesus and his miracles.
- Exploring links to the Christian Church in Australian society today and its relevance
- A comparison of Christian values and those contained within our Compass points.

Assessment

- Projects, reflections, reports and written evaluations
- Oral Presentations.

YEAR 8 RELIGION STUDIES

The Life of Christ Part 2 and the Early Church

The Year 8 Course encourages students to further their understanding of the person of Jesus Christ within the context of a Christian school. They are invited to consider how His ideas, life death and resurrection have shaped the content of Christian thought, teaching and practices within the Christian Church and Australian society today. In particular, students will be able to explore the connections between the values and exemplar which Christ championed and our school's Compass points. With particular reference to the compass points of Responsibility, Integrity, Confidence and Independence.

This comparison, utilizing biblical and multimedia resources, will form a key component within this subject.

Areas of Study

- The life of Christ: his role as a great prophet and the founder of Christianity
- Parables, sermons and teachings of Jesus (New Testament) and the early church
- Connections to the Christian Church in Australian society today and its relevance
- A comparison of Christian values and those contained within our Compass points.

Assessment

- Projects, reflections, reports and written evaluations
- Oral Presentations.

YEAR 9 RELIGION STUDIES

Global issues and world views of the early 21st century. The Year 9 course aims to extend the scope of its predecessor, beyond the shores of Australia, in order to develop students' knowledge and understanding of the challenges faced by our world in the early 21st century. Course content will again contain social, cultural, political and religious material but on an international foundation and scale. In particular, we will examine human rights and the responses of world leaders and communities, both religious and political, to present day challenges and crises. A particular focus will be on the responses of different faiths and the belief systems underpinning them.

Areas of Study

- International problems and challenges
- World political and social views
- Responses by different faiths and their religious leaders
- Responses by different nations and their political leaders
- Potential for improvement and problem solving

Assessment

- Projects, reflections, reports and written evaluations
- Oral Presentations.

SCIENCE

Science provides an empirical way of answering interesting and important questions about the biological, physical and technological world. The knowledge it produces has proved to be a reliable basis for action in our personal, social and economic lives. Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises.

The Australian Curriculum: Science provides opportunities for students to develop an understanding of important science concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science-related careers.

In addition to its practical applications, learning science is a valuable pursuit in its own right. Students can experience the joy of scientific discovery and nurture their natural curiosity about the world around them. In doing this, they develop critical and creative thinking skills and challenge themselves to identify questions and draw evidence-based conclusions using scientific methods. The wider benefits of this "scientific literacy" are well established, including giving students the capability to investigate the natural world and changes made to it through human activity.

The science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world and which can be applied to many of the areas of science understanding. These overarching ideas are patterns, order and organisation; form and function;

stability and change; systems; scale and measurement; and matter and energy.

YEAR 7 SCIENCE

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. Students make accurate measurements and control variables to analyse relationships between system components and explore and explain these relationships through increasingly complex representations.

The following topics are studied:

- Working Scientifically
- Classification
- Solids, liquids and gases
- Forces and their effects
- Earth Resources
- Mixtures
- Habitats and Interactions
- Simple Machines

Assessment

An integrated approach to assessing performance is used to measure the student's progress. It includes continuous evaluation of class work, group work, topic tests, practical reports, assignments, oral presentations and extended practical investigations.

In 2018, a charge for the Interactive Science Program 'IntoScience' will be listed on the booklist and charged to parents' school account as a levy.

YEAR 8 SCIENCE

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs.

Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views.

The following topics are studied:

- Cells
- Digestion
- Environment Award
- Energy
- Physical and Chemical Change
- The Skeleton
- Rocks and Minerals
- Elements, Compounds and Mixtures
- Growth and Reproduction

Assessment

An integrated approach to assessing performance is used to measure the student's progress. It includes continuous evaluation of class work, group work, topic tests, practical reports, assignments, oral presentations and extended practical investigations. The students also undertake the extensive and enlightening Environment Award as a large part of their assessment in Semester one.

YEAR 9 SCIENCE

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

The following topics are studied:

- Electricity
- Atoms and the Periodic Table
- The Cardiovascular and Respiratory Systems
- The Nervous and Endocrine System
- Heat, Light and Sound
- Chemical Reactions

During Term 4 the students are offered different subject options dependent upon their personal interest. These are chosen from

- Forensic Science
- Sports Science
- Marine Science
- Cosmetic Chemistry

Assessment

An integrated approach to assessing performance is used to measure the student's progress. It includes continuous evaluation of class work, group work, topic tests, practical reports, assignments, oral presentations and extended practical investigations.

AGRICULTURE

YEAR 7 AGRICULTURE

All students in Year 7 study Agriculture for three periods per cycle during one Semester. The lessons take place at the Tinternwood Farm. The course studies aspects of horticulture, animal husbandry and animal breeds. Each class grows and harvests seasonable vegetables and investigates the life cycle of plants. The students will gain many practical skills by working with the Romney sheep, Red Angus cattle and poultry that are kept at the Tinternwood Farm. Each student completes two pieces of research on either sheep, cattle or poultry breeds during the Semester.

VISUAL ARTS AND DESIGN

Visual Arts and Design core subjects in Years 7, 8 & 9 offer students a range of skills and are aimed at developing knowledge and understanding of a range of different specific studio forms. There are written components in each course, the focus on all core art subjects is creating artworks. A visual diary is used to document working practices, and discuss and research artists, designers and art movements. Students are also encouraged to take the opportunity to exhibit works in the exhibition space.

Assessment

All Visual Art and Design subjects are assessed using two criteria:

- Creating and Making of artworks
- Exploring and Responding

YEAR 7 ART

In this semester based subject, students use a variety of art materials and techniques which may include:

- Drawing
- Painting
- Collage

A visual diary is used to document research, idea development of media trials, discussion of artists and artworks and evaluation of processes.

A levy of \$30 will be charged to the student's account to cover the cost of art materials. Additionally, a paint kit is supplied by the Art Department and will be charged at a cost of approx. \$80. The paint kit is to be retained for use during subsequent years.

YEAR 8 ART

In this semester based subject, students continue to develop a variety of art materials and techniques which may include:

- Drawing
- Printmaking
- 2D & 3D mixed media

A visual diary is used to document research, idea development of media trials, discussion of artworks and evaluation of processes. Students in Year 8 Art explore Art History and various artists relevant to their work at a greater depth.

A paint set supplied by the Art Department in Year 7 in the previous year will be utilised again this year. A further levy of \$55 will be charged to the students account to cover the cost of additional art materials.

YEAR 7 DESIGN TECHNOLOGY

Students are introduced to the design process within a workshop environment. Throughout the semester they will explore their creative, spatial and problem solving skills to design and construct products to meet a defined need. With a focus on technical skill development, construction techniques will be explored using a variety of hand tools and an emphasis on safe work practice. Students will manipulate a range of materials which may include wood, metal and plastics. A visual diary is used to document research, idea development, discussion of design and evaluation of processes.

Assessment

- Studio work: Development of Skills and Techniques
- Visual Diary: Documentation of Skills and Processes

NB: A levy of \$60 will be charged to the student's account to cover the cost of materials used.

YEAR 9 FURNITURE DESIGN TECHNOLOGY

Students utilise the design process within a workshop environment to explore their creative, spatial and problem solving skills. Students work throughout the semester on a designated piece of furniture with an emphasis on technical skill development, construction techniques and design alternatives. An exploration of a variety of hand and power tools, with an emphasis on safe work practice, will be applied to a range of materials which may include wood, metal and plastics. A visual diary is used to document research, idea development, discussion of design and evaluation of processes.

NB: A levy of \$60 will be charged to the student's account to cover the cost of materials used.

YEAR 8/9 ELECTIVES

These semester based electives will be available to both Year 8 and 9 students in vertically mixed classes. However, girls and boys will be in gender specific classes. Students must choose three electives from different faculties over Years 8 and 9. The fourth choice can be from any faculty.

Please note that electives run based on student preferences and timetable constraints and that not all electives may run in a given year. Elective offerings are reviewed and updated annually. Priority for places is given to Year 9 students.

COMMERCE

LAW AND ORDER

This elective is designed to provide students with an introduction to the study of the law. Students will investigate why we have laws and their role in society. Students will also consider how laws are created and modified to suit our changing society. What is the role of technology in the law? Students will also explore elements of criminal law, focusing on murder and manslaughter through using relevant and recent cases reported in the media. Throughout the Semester, students will be encouraged to investigate and question topical legal issues within the news and students will develop research and communication skills, along with media analysis and creative thinking.

Assessment

You will receive grades in the following areas:

- Knowledge of content – topic tests
- Interpretation and analysis – completion of written work, media folio, worksheets and other exercises completed in class
- Communication (oral and written) – including oral presentations, PowerPoint presentations and participation in class discussions

WHO WANTS TO BE A MILLIONAIRE?

How do you become a Millionaire? Is it through investing in stocks, bonds or real estate? Within this course, students study the many avenues of wealth which exist within Australia. Through participating in the ASX Sharemarket game, students will come to understand the volatility of the market and the importance of understanding the factors which impact on the share price on any given day. Students will also study real estate trends and budgets, along with the idea that not all debt is bad. An investigative project will be undertaken where students will create a business plan around a small business venture of their choice and investigate some of the requirements and issues involved in establishing a small business and how this can lead to wealth creation.

Assessment

Students will be assessed through the following methods:

- Knowledge of Content – topic tests
- Analysis and problem solving – media folio and other exercises completed within the classroom
- Communication – presentation of their investigative project.

HOME ECONOMICS/HEALTH

Students are able to consolidate and extend both the practical skills and the theoretical knowledge developed in Year 8 Health. Two electives are offered and students have the opportunity to choose units that vary in their focus. Electives involve both a practical cookery component (once per week) and a theory component (once per week). During practical classes students are encouraged to use complex tools and equipment to carry out a range of processes accurately and safely. We encourage students to be critical of food selection and cooking techniques. We aim to encourage them to develop a good working relationship and self confidence. All units provide students a very good background for VCE/VET (Hospitality). Good Eating also provides a very good background for VCE Health and Human Development.

BAKING BY DESIGN

Students will be introduced to a wide range of skills, tools and equipment. Food design, properties of food and practical applications will be the main features of this unit. This unit provides each student with an opportunity to acquire an understanding of the products produced and the changes that occur to food during specific cooking processes, in a typical bakehouse environment. Pastries, biscuit and cake making will be covered in depth as will correct storage and food handling practices.

Assessment is based upon three main areas of study:

Areas of Study

- Correct food handling and hygiene practices
- Cakes
 - Sponge
 - Tea Cake
 - Fruit/vegetables in cakes
 - Decorated
- Biscuits
 - Shortbread
 - Cream filled
 - Iced

- Pastry
 - Shortcrust – sweet and savoury
 - Choux
 - Puff

NB: A levy of \$120 will be charged to the student's account for food costs.

Assessment

Assessment is based upon written tests, course work, design briefs and practical work. Practical work is assessed using criterion-referencing. This includes the students' ability and effort in organisation, performance at basic manipulative skills, ability to interpret recipe methods and the degree of cooperation with the class group.

COOK FOR YOUR LIFE

Cook for your life allows students to explore the Australian Guide to Healthy Eating and its use as a tool to promote healthy eating decisions and practices. Students investigate the food groups represented in the Australian Guide to Healthy Eating to gain an understanding of the range of foods and nutrients provided in each food group. They are able to link the knowledge from the theoretical classes to their practical classes and use this information to prepare and cook nutritious food. They consolidate the range of practical skills developed in Year 7 Health. Over the course of the subject, students develop a range of skills to enable them to provide creative solutions to design problems including using strategies to make some of their favourite less healthy foods healthier options.

The course is designed to provide an opportunity where students develop and improve their cooking skills for an extended period of time, which should allow them to work more safely and confidently in the kitchen.

Areas of Study

- Investigating the Australian Guide to Healthy Eating
- The Nutrients
- Nutrition across the lifespan
- Design and create healthy eating solutions
- Recipe Modification

Assessment

Assessment is based upon course work, design briefs and practical work. Practical work is assessed using criterion-referencing. This includes the students' ability and effort in organisation, performance at basic manipulative skills, ability to interpret recipe processes and modify recipe ingredients without affecting the outcome of the final product. The degree of co-operating within the class group is also assessed.

NB: A levy of \$120 will be charged to the student's account for food costs.

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

BUILD YOUR OWN APPS/GAMES

In Build your own Apps/Games, students explore a range of software tools that can be used to develop interactive applications for both mobile devices and desk-based computers. The course introduces students to HTML

code so they develop an understanding of some of the technology behind web-based products. They then build a small web site using Adobe Dreamweaver making use of templates and cascading style sheets to control all layout and formatting. HTML5 web applications and native applications are introduced together with a range of online development tools for the creation of mobile applications. Students use these tools to build their own mobile applications. The online tools we use in this course are free, however, if students choose to upload their applications to online stores, charges may apply. GameMaker Studio is used to create a variety of different game genres.

After being introduced to each of the above technologies, students select one of these to form the basis of an extended investigation for their major project.

BUILDING A PC

This elective provides students with an opportunity to learn about the hardware components inside a personal computer and then to design and build their own PC. Students also learn how to install and configure the Windows operating system including setting up a network.

The topics covered include:

- Power supplies
- Motherboards
- CPUs
- Memory
- Hard drives
- Maintenance and safety precautions
- Windows
- Networking architecture
- Troubleshooting strategies
- Cabling

Areas of Study

During the semester students will undertake to:

- install, configure and upgrade computer components
- diagnose and troubleshoot equipment problems
- distinguish between different types of motherboards, memory and hard disk drives
- identify common types of networks and the technologies that enable them to connect to the Internet
- make and test a Cat 5e cable
- dismantle a computer and compare components with the PC they built
- install and set up the Windows operating system

Assessment

Assessment is based on completion of lab activities undertaken in class.

NB: A levy will be charged to the student's account to cover the cost of materials used. Parents will be notified before orders are placed. Typical system costs have ranged between \$900 and \$1,200 depending on the components selected.

OUTDOOR EDUCATION

The Outdoor Education course is only available to Year 9 students. It runs for one Semester and has both practical and theoretical components. In this elective students develop independence, self-reliance and confidence in their ability to safely explore the natural world.

The subject involves four periods per two-week cycle as well as a significant number of occasions when lessons extend into recess or lunchtime. Once or twice a Term students are also asked to participate in lessons that extend beyond normal school hours. These extended lessons enable the class to undertake the off-campus adventure-based outdoor activities that are used as tools to challenge and engage students.

The aims of this elective are:

- To provide students with the opportunity to experience skills and situations in the outdoors that will enhance the personal, social, and educational development of the individual
- To provide students with skills that will enable them to face physical challenges with confidence
- To promote valuing of self, others and the outdoors
- To provide opportunities for students to make decisions both individually and as group members, act on them and reflect on the outcomes of these decisions
- To develop responsible attitudes to personal and group safety in the outdoors
- To encourage affinity with the natural environment and to develop an awareness of the place of humans in the natural world

Areas of Study

Water based adventure: Students will learn to safely and correctly operate canoes progressing from pool based skills and drills, to an open flat water journey.

Rock based adventure: Students begin their rock exploration by understanding the equipment and set up systems involved with climbing and belaying by participating in indoor climbing sessions. Real rock is later explored during caving sessions where similar techniques and systems are involved.

Bush exploration: Through bushwalking and camping students have the opportunity to immerse themselves in the natural Australian bush.

Outdoor skills: additional skills covered in the program also include

- Outdoor living/minimal impact camping skills
- Camp planning and organisation skills
- Tarpology
- First aid
- Leadership, initiative and team building activities
- Navigation, map reading and communication skills
- Outdoor cooking (fire and Trangia)

Camps

Students are involved in the planning and organising of four complete days of Outdoor Education activities that are taken as a combination of day trips and one or two night camps. Environmental factors largely determine the focus activity of each camp. Typically the camp program may include a two night flat water paddling journey and a day trip caving exploration; dependent on weather and student ability. It is a requirement of the subject that all students attend all four days of practical experience as it is a compulsory part of the program.

Assessment

Semester report comments relate to:

- Participation in activities (including personal organisation, level of effort shown, responsibility shown and awareness of others)

- Unit reviews whereby students reflect in writing on their experiences during lessons and camps.
- One major assignment that allows students to reflect upon their experiences and look in depth at one of the skills they have learnt.

Cost

There is an additional charge to the student's account of \$250 to cover the cost of all the adventure activities, camps and equipment use. The School will supply specialist items of equipment for all activities and camps; however, students are required to supply their own food and personal equipment including suitable waterproof and warm clothing (such as thermals and a fleece jumper) as well as sleeping bags.

PERFORMING ARTS: DANCE AND DRAMA

The Performing Arts electives offer students a range of specialist skills aimed at developing knowledge and understanding of Dance, Drama, and Theatre. Students use a range of starting points including observation, experience and research to represent, generate, develop and communicate real and abstract ideas. The electives are offered to the boys and girls on a rotational basis. In 2018 Performance Studies will be offered to the boys and

Practical Theatre to the girls. In 2019 this will be reversed to give students the opportunity to take both over Year 8 and 9.

Students work independently and collaboratively to plan, design, improvise, interpret, evaluate, refine, make and present artworks that represent and communicate ideas and purpose. They experiment with, select and use appropriate skills, techniques and technologies across a range of arts forms and a range of these Performing Arts electives prepare students for Drama and Theatre subjects at either IB or VCE level.

DRAMA: PERFORMANCE STUDIES (Boys only)

The study of a range of theatre techniques; performance, theatre arts in film and video, and the study of stage, screen and audiovisual conventions will be the feature of Performance Studies. The student is encouraged to reflect upon world issues, social concerns and his place in the world in which he lives, and to explore the ways in which these reflections can be presented dramatically through performance art forms and multimedia (technology).

Areas of Study

Students will develop knowledge, understanding and skills, individually and collaboratively, through performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage the audience. At least one other dramatic form or performance style must be studied as part of the essential content. The dramatic forms and performance styles on the following list, together with their associated dramatic devices, technologies and theatrical conventions, may be used as a starting point for in-depth study or an integrated unit of drama-learning.

Students will be expected to:

- participate in all aspects of any extra-curricular preparation and rehearsal demands this course may make

- assist in the technical and dramatic productions held during the Semester

Performance Studies workshops will cover the following areas:

- Character and improvisational acting
- Elements of film, video, multi-active media, film and staging
- Spatial relationships in narrative structure, script and staging
- Directing play excerpts based on the study of Boal, Brecht Meyerhold and Artaud
- a group-devised dramatic performance incorporating and Political Theatre, Forum Theatre, Invisible Theatre, Epic Theatre and Image Theatre.
- Preparation and rehearsal for ensemble performances
- Director's Notebook
- A final group devised dramatic performance for public staging

Assessment

Assessment will be based on all work requirements completed during the Semester. A final dramatic performance will be assessed, and will be specific to the task of this study of drama. The final performance contributes to 35% of the course assessment. All students are involved and work positively towards performance in a constructive way.

This includes research, decision making and devising two performances and two productions.

Two analytical exercises will be completed. Two Research Papers (Stagecraft and Performance) will form the theoretical basis of this study.

NB: All Drama and Dance students are expected to have black rehearsal (i.e. 1 x black top and 1 x black pants for class and for performance).

These may be purchased through the Tintern Uniform Shop. They will be worn to all classes and rehearsals.

NB: Any costs associated with Theatre visits, master classes and performance workshops may be charged directly to the student's accounts.

PRACTICAL THEATRE (Girls only)

The distinctive feature of Practical Theatre: Acting and Directing is to examine a range of acting styles in contemporary drama and investigate how young people may express their observations and social comments and concerns through a specific performance technique.

Areas of Study

Included in this study are:

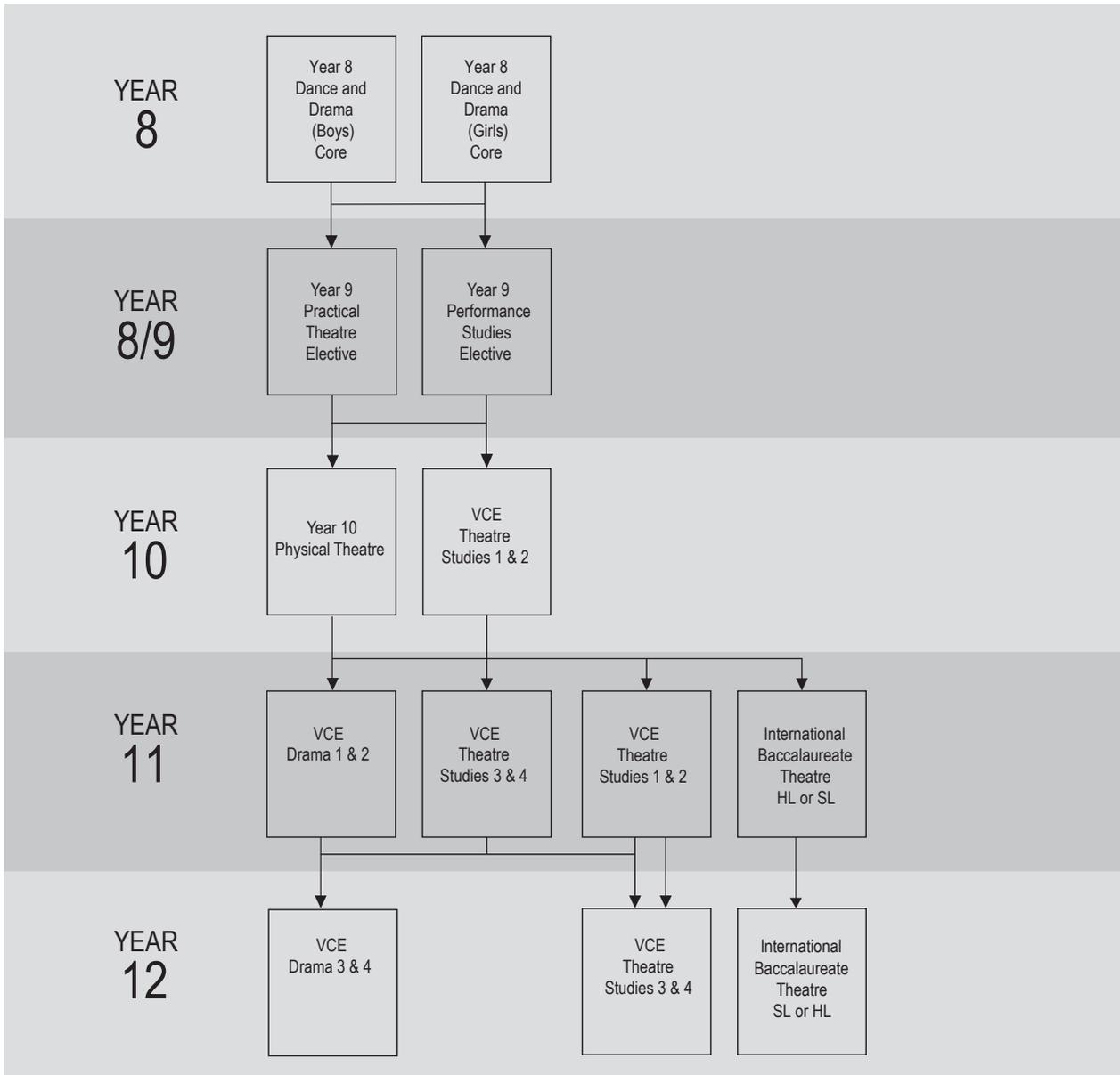
- a group-devised dramatic performance based on the study of Boal, Brecht Meyerhold and Artaud
- a group-devised dramatic performance incorporating and Political Theatre, Forum Theatre, Invisible Theatre, Epic Theatre and Image Theatre.

Students will be expected to:

- participate in all aspects of any extra-curricular preparation and rehearsal demands this course may make
- Drama workshops will cover the following areas:
 - Characterisation, role development, voice
 - Elements of creative improvisation in theatre: directing for theatre
- Group-devised performances using script and improvisation in specific theatre styles

DRAMA

Proposed course pathways to Tintern Drama Program



- Movement/dance elements/music/busking
- Designing and directing for the stage
- Dance and music use in ensemble work
- Production – staging, directing and acting to school communities.

Students explore a number of stimuli including poetry, music, literature, visual artwork and current social issues through movement and improvisation to create dramatic and dynamic performance pieces. This elective has a strong focus on the art of acting. This is complimented with a focus on the ‘process’ of performance as well as the creation of a polished and sophisticated dramatic end product.

The creation of a series of shorter dramatic statements through the use and exploration of non-naturalistic theatre especially dramatic movement, serve as a focus for the first term of this study.

Through the experience of performance, students will consolidate the following skills:

- Demonstrate an awareness of the range and application of Drama in their lives, contemporary society and in other cultures.
- Use a variety of techniques and dramatic elements – in directing and design -to solve problems creatively and imaginatively
- Understand and use appropriate dramatic styles and theatrical conventions in directing and acting
- Create, script and perform group-devised dramas
- Make and defend judgments about the value, intentions and qualities
- Develop critical and reflective understanding as an audience
- Explore the nature of characterization and role in the exploration of personal artistic knowledge.

Performance

Students will develop performances, which are based on a range of subject matter and focus on the use of dramatic elements as expressive skills.

- explore the use of stagecraft elements to give form and definition to the developing action
- explore various ways by which meaning may be communicated to the audience
- Students will submit drafts and final copy of two analytical exercises that examine and explore the theory work within each practical workshop.

Assessment

Assessment will be based on all work requirements completed during the semester. Students will receive grades on these work requirements. A final performance by the students will be assessed at the end of the unit. This performance contributes to 35% of the study score. All students are involved and work positively towards performance in a constructive way.

NB: All Drama students are expected to have regulation rehearsal black wear (i.e. 1 x black top and 1 x black pants for class and performance). These may be purchased through the Tintern Uniform Shop. They will be worn to all classes for rehearsals and school-related performances.

Any costs associated with theatre visits, master classes, excursions and performance workshops may be charged directly to the student's account.

PERFORMING ARTS MUSIC

MUSIC TECHNOLOGY BEYOND THE CLASSROOM

This one Semester course will be of particular interest to those students who wish to enhance and extend their musical experiences beyond the work covered in Years 7 and 8. This will be a project-based subject, wherein students will work together either to a prescribed task or a student-initiated task which should involve the use and application of Planning Stages, Research and Music Technology Skills to achieve a musical outcome which can be shared within the classroom, with the Tintern community and possibly beyond. There is potential for cross-curricular integration and outreach possibilities, dependent upon the level of creativity and motivation of the cohort of students in any given Semester. This course will allow students with interesting musical ideas to undergo exploration of relevant concepts, acquisition of relevant skills, experimentation and discovery during the research stages and, finally, implementation of the final outcome. Those who come to the course without an initial focus will be encouraged to develop a suitable project, or to support the development and implementation of another student's idea, wherever group collaboration may be an appropriate avenue for that process.

Areas of Study could include, but are not restricted to:

- An introductory unit in composition for the Federation Bells which connects skills in sampling, digital audio workstation composition and control of musical instruments using MIDI.
- Research of relevant historical, societal, cultural, technical, theoretical issues relevant to project
- Composition/Creative Endeavour appropriate to project
- Recording Techniques or Performance Preparation relevant to project

- In-depth musicological study of a selected musical genre, including historical, musical and social aspects.

Assessment

- Effort, participation, organisation, co-operation, skill development
- Portfolio/Journal/Workbook
- Self evaluation and reflection
- Presentation of final project
- A written test on the musicological study and the project work.

VISUAL ARTS AND DESIGN ELECTIVES

Visual Arts and Design electives offer students a range of specialist skills aimed at developing knowledge and understanding of specific studio forms.

The electives also prepare students for Visual Arts and Design subjects at either IB or VCE level. There are research and written components in each elective, the focus with the Visual Arts and Design subjects is on creating artworks.

Assessment

Visual Arts and Design subjects are assessed using two criteria

- Creating and Making
- Exploring and Responding

GRAPHIC DESIGN

This subject is about drawing and designing. The emphasis is on the development of skills and techniques used in the making of graphic works: and drawing as a means of observation, visualisation and presentation. The subject includes freehand drawing, technical drawing, rendering, computer drawing, poster product design or packaging.

Visual diary to document research, idea development, media trials, discussion of works and evaluation processes.

A levy of \$40 for materials used will be charged to the student's account.

TEXTILE DESIGN

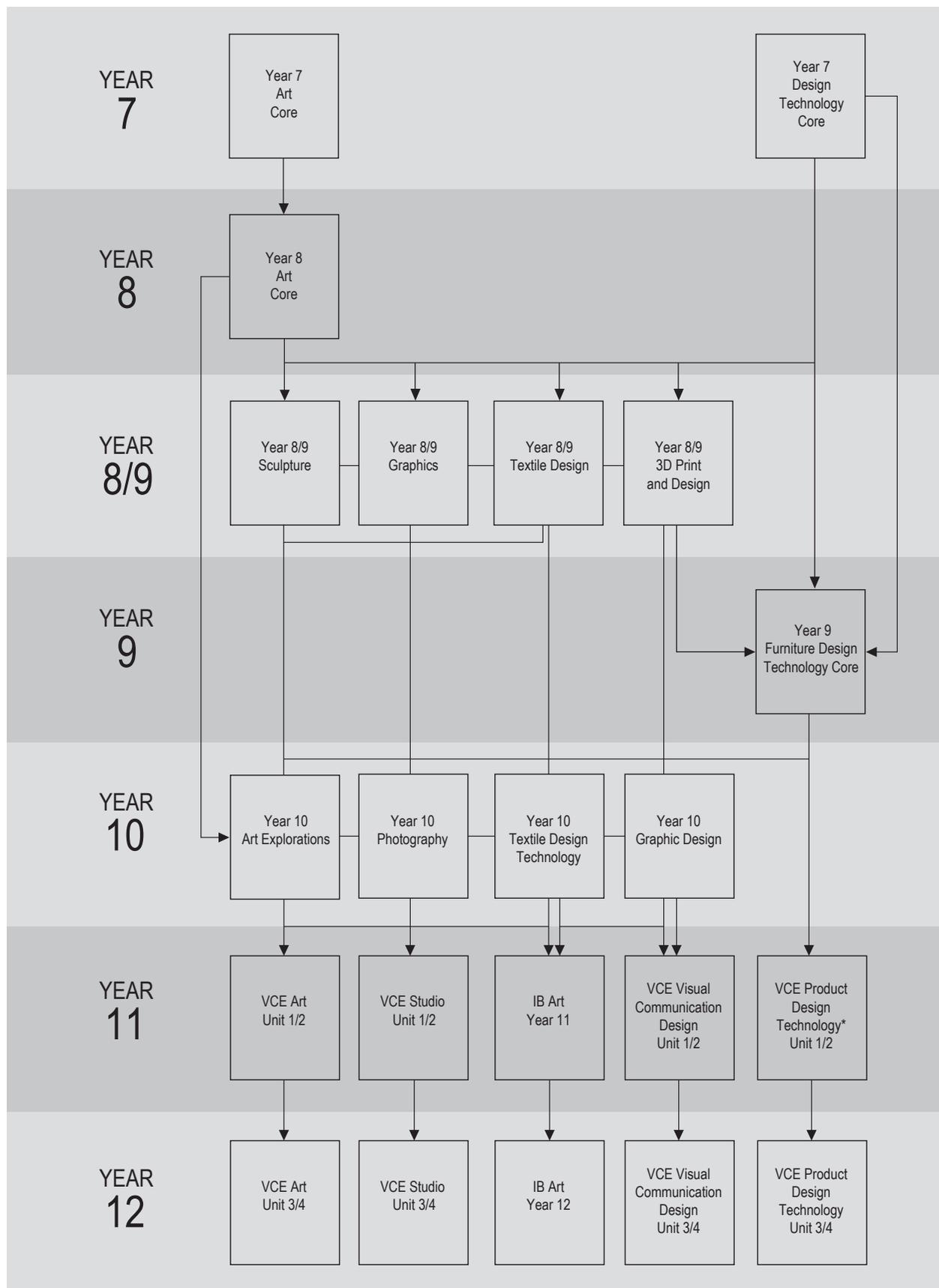
This subject focuses on design, construction and textile embellishment including:

- Using different textile techniques such as tie dye, appliqué, machine embroidery, beading, hand embroidery, fabric painting.
- Using the sewing machine and basic sewing skills
- Reading and using a pattern
- Creation, construction and embellishment of a textiles piece
- Students will use a Visual Diary for documenting working methods design development and researching themes and designers and evaluating their work

A levy of \$50 for materials used will be charged to the student's account.

VISUAL ARTS AND DESIGN

Proposed course pathways to Tintern Visual Arts and Design Program



* Unit 1/2 offered at Year 10

SCULPTURE

This subject enables students to explore and develop artistic sculptural construction skills. Students will investigate the construction of both functional and decorative works taking into consideration the use of specialist materials and different sculptural techniques.

This subject includes:

- Hand drawn and digital drawing and design to develop ideas for construction.
- Exploration of modelling materials including (but not limited to) cardboard, foam board, wood, wire, modroc and clay.
- Sculpture using hand building techniques such as translating 2-dimensional designs, ideas and drawings into 3-dimensional artworks.
- Visual diary to document research, idea development, media trials, discussion of artworks and evaluation processes.

A levy of \$50 will be charged to the student's account to cover the cost of materials.

* Students will create a smaller collection of works individually and may collaborate on a larger installation piece.

3D PRINTING & DESIGN

Students will develop an understanding of the 3D design process and how they can create artworks using traditional construction techniques whilst also exploring the capabilities of a 3D printer.

3D printing is an exciting, emerging technology. Using newly developed printing hardware, traditional construction techniques and 3D software, students will design and manufacture artwork in 3D form.

Utilising a variety of materials and techniques, students learn firsthand how 3D printers work to support their investigation and production of their 3D practical work.

Visual diary to document research, idea development, media trials, discussion of works and evaluation processes.

NB: A levy of \$30 will be charged to the student's account to cover the cost of materials used.



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