TINTERN GRAMMAR

MIDDLE SCHOOL
COURSE AND SUBJECT GUIDE
2021

TINTERN
GRAMMAR

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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 our whole 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	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-Takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Adapted from International Baccalaureate Organisations Learner Profile (2013)

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
Acting Vice Principal	Miss Oriana Constable
Acting Head of Senior College	Mrs Heather Ruckert
Head of Middle School	Mr Brett Trollope
Head of Boys' Junior School	Mr Adam Kenny
Head of Girls' Junior School	Mrs Allison Prandolini
Director of Early Learning Centre	Ms Kristin De Vos
Girls' Year 7 Level Coordinator	Mrs Anthea Watkins
Boys' Year 7 Level Coordinator	Mrs Naomi Baulch
Girls' Year 8 Level Coordinator	Mrs Anthea Watkins
Boys' Year 8 Level Coordinator	Mrs Naomi Baulch
Girls' Year 9 Level Coordinator	Ms Emma Lowing
Boys' Year 9 Level Coordinator	Ms Emma Lowing

HEADS OF DEPARTMENTS 2021

Head of Commerce	Ms Nicole Morphett
Head of Learning Enhancement	Mrs Megan Scholz
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	Ms Sue Healey
Head of Languages	Mr Sebastien Lauret
Head of Mathematics	Ms Jeanette Kropp
Head of Outdoor Education	Ms Emma Lowing
Head of Performing Arts	Mrs Melinda Quirillo
Head of Music	Ms Anne Bortolussi
Head of Physical Education	Ms Catrina Ord
Head of Religion	Rev Alison Andrew
Head of Science	Mrs Lanna Derry
Head of Sport	Mr Ashley Viney
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 pastoral groups, social areas and classrooms in accordance with the Tintern Grammar Parallel Learning Model of education. Each student is carefully placed into a pastoral 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, technology 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: Establish, Grow, Reach

Our Middle Schools shared theme is "Establish, Grow, Reach." For boys and girls in Years 7, 8 and 9, this is a time in their lives 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. Establishment of key character traits such as responsibility, compassion and integrity are essential as we support our students to navigate the complex years of adolescence. We look at education that develops the full potential of the individual on a pastoral and an educational level. Exploring personal development, community connection, 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 which 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 which is appropriate to the development of young men and women.

Year 7 – Establish: Year 7 is an exciting transition from Primary into Secondary school and a time for nurturing, guidance and discovery, along with the establishment of the key attributes for the development of successful learners. Our caring and engaging environment enables all students to discover and develop personal strengths and to experience opportunities which will enrich and inspire every student. During the Middle School journey, we support the growth of each young person through our pastoral program encompassing The Resilience Project, and our extensive academic program.

Year 8 – Grow: Following on from the theme of Establish in Year 7, the Year 8 students are ready to grow and explore wider horizons. Our purposely designed pastoral 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 pastoral program. This provides a strong foundation for our Year 9 Challenge program.

Year 9 – Reach: 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, resilience 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. 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 a 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.

Mr Brett Trollope
Head of 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 the 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 the 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 which 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 Horizons 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.

The Tintern Grammar Enrichment Program (TGEP) runs during Term 2 and Term 3 for selected students in Years 5-8. Students choose from a range of academically enriching units offered by staff, such as Political Speech Writing, Introduction to Latin and Big Ideas.

Ebook and Online Subscription Levies

In 2021, all ebooks and online subscriptions listed as required texts on the booklist will again be charged to parents' school account as a levy rather than as purchases made through Campion. 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 a 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.

Throughout each semester, students in Years 7 to 9 will receive Progressive Reporting data consisting of letter grades for major assessment tasks as they are assessed. There are regular updates of this information on our Synergetic Learning Management System. This data will appear on the portal in the same place as a student's Interim and Semester Reporting files.

YEAR 7 CORE SUBJECTS

Curriculum Support Programs (for eligible students)
Drama*
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

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

*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*
• Laser Cutting Technology Design*

* 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
• Entrepreneurship
• Law and Order

Home Economics/Health
• Baking By Design
• Cook for your life

Information and Communications Technology
- App and Game Development
- Design and Build you own PC

Outdoor Education (offered for Year 9 students only)
- Adventure Outdoors

Performing Arts: Drama
- Performance Studies - Drama (Girls)
- Practical Theatre - Drama (Boys)

Performing Arts: Music
- Music Beyond the Classroom

Physical Education
- Peak Performance

Science
- Agricultural Science - Feeding the world

Visual Art and Design
- Creative Thinking with 3D Printing
- Design Studio - Create your own brand
- Textiles - Stitch, Thread, Dye

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.

Economics

This topic introduces the students to the core economic concepts of relative scarcity, needs, wants, demand and supply. Students will then analyse and evaluate these concepts in a real world context.

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.

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:

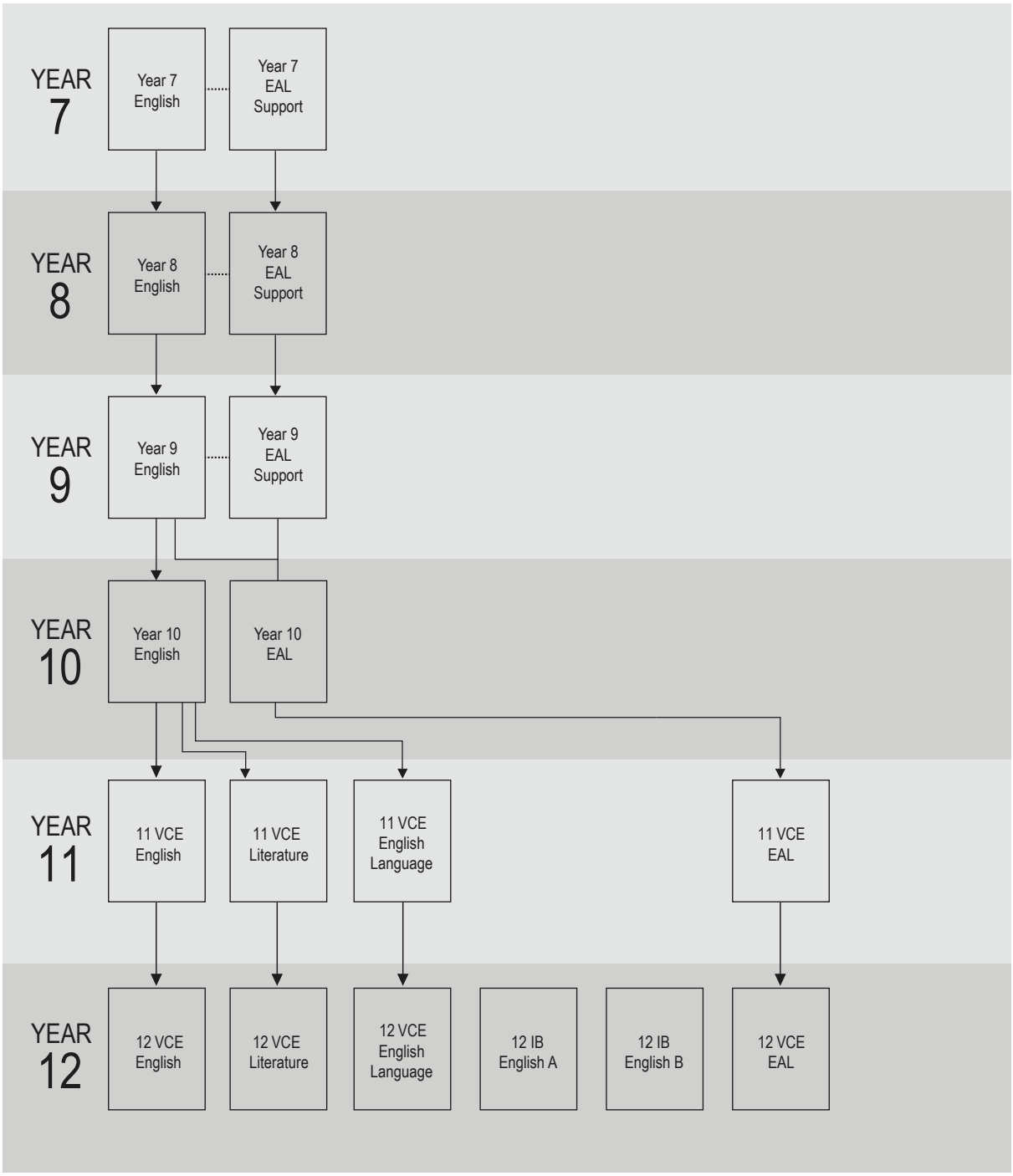
The study of language provides students with the skills essential to obtain the educational qualifications necessary for securing a satisfying occupation, by giving them the communication skills necessary to meet the demands of prospective employers.

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.

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.

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).

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

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

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 support)

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. Students in the Middle School who require additional English support can be withdrawn from our Languages Other Than English classes (Chinese and French) and given English as an Additional Language Support during this time in the timetable.

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.

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 including orienteering skills.
- 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. 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 a local water body such as the school farm dam, augments the students' study of water management.

Assessment

- Map creation and analytical tasks
- Topic tests
- Research assignments
- Fieldwork and Fieldwork 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 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. 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 and increasing urbanisation. 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 the land-forming processes evident at 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: This unit 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 Health, students participate in one Semester of Health as part of their Core Studies.
The course is devised around building health literacy for the students. Topics explored in the course are issues concerned with youth including SunSmart behaviour and respectful relationships. The SunSmart component allows students to identify the risks for young people of being exposed to UV radiation without protection. Students explore behaviours that reduce the risk of developing skin cancer and melanoma including the SunSmart five ways to protect themselves from skin cancer.
In the respectful relationships topic, students will learn about the importance of building and maintaining strong relationships and how to manage relationship issues including dealing with conflict. Body image and self-esteem are explored including the impact of social media.

Topics include:

- Sun smart behaviour
- Respectful relationships
- Communication
- Positive friendships
- Relationship issues
- Body image and self-esteem

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

For many students this may be their first formal encounter with History and the course is designed to capture their imagination and interest. Learn about ancient societies and 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

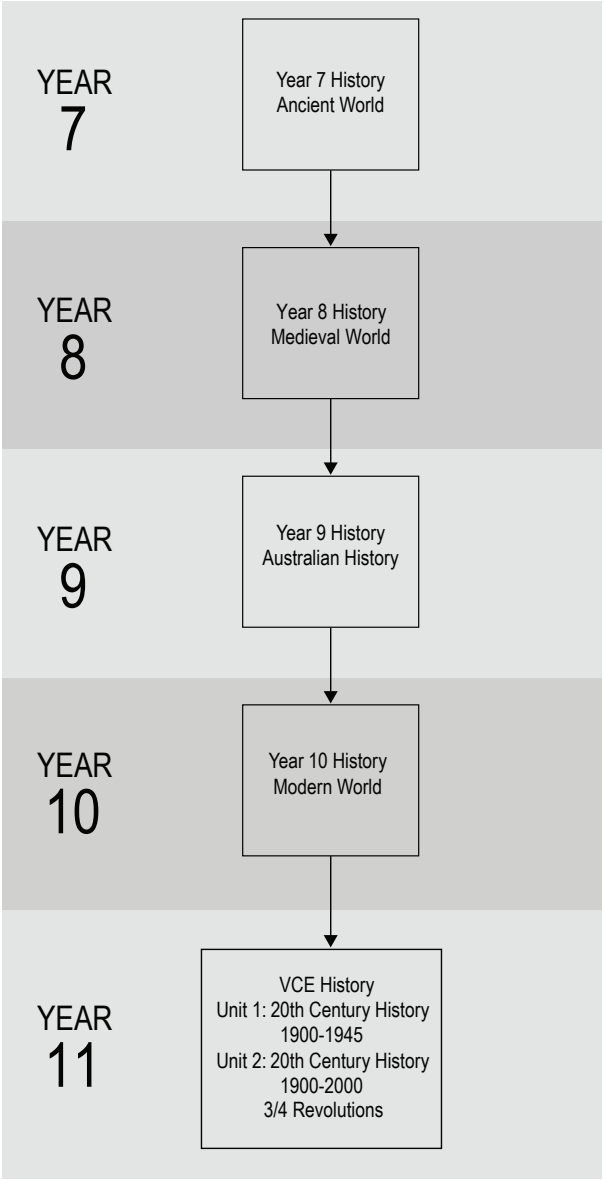
Medieval and Early Modern World

This semester-based 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

This semester-based 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 terminology with a view to helping students form a better understanding of technology.

In the digital systems component of the course students are given the opportunity to build a simple computer from

component parts in order to understand how data flows from keyboard to screen.

For the programming component of the course students use Grok Learning to explore and extend their programming skills. Students work at different levels using various programming languages based on their coding knowledge and previous experiences.

Following their Grok course work students put their programming skills into action by coding EV3 robots or CoDrones, exploring how their coding knowledge can be used in the real world.

Areas of Study

- Digital systems
- Algorithms
- Programming

Assessment

Skills and knowledge are assessed by assignment and project 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. At least one of the projects must involve a component of programming and this project must be undertaken individually.

Some suggested projects are:

- Create an animation (Adobe Animate)
- Learn a programming language (Python/Swift Playgrounds)
- Build a web site (Dreamweaver)
- Create a short movie (Premiere Pro)
- Create an interactive publication (InDesign)
- Create a database (Access)
- Create an original digital artwork portfolio (Photoshop / Illustrator / Acrobat)
- Create 3D models using CAD (Blender)
- Build an interactive game (GameMaker Studio)
- Micro:bit/Arduino/Raspberry Pi development

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.

These courses are in-depth foundation studies that are pre-requisites for the Senior College language classes.

Careful consideration should therefore be given to language choices, as the Middle School French and Chinese programmes are the foundation courses for Senior College studies.

While the school endeavours to give students their first preference, this may not always be possible. Students will be allocated to classes according to the date of selection of language preferences.

After the first term of Year 7, it is not an option to swap languages in Middle School due to the cumulative nature of language learning.

CHINESE

The Middle School Chinese programme caters to beginner level, second language learners who are commencing Chinese for the first time. Students with a home language background in Chinese, who are not receiving English as an Additional Language Support during this time, will study French. Chinese First Language is offered from Year 10 as part of our VCE offerings. Middle School Chinese classes deliver the Australian Curriculum Second Language Learner Pathway (Year 7 Entry) Sequence.

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.

FRENCH

The Year 7 to Year 9 French programme provides themes which have been carefully chosen to present new topics and subject matter to all students, whether they are commencing French in Year 7 or have studied French in their primary school language programme. This enables all students to progress without significant repetition.

The Continuing French students will be studying new themes in the secondary course (alongside Beginners) but will naturally have additional skills and knowledge from their earlier studies. It is expected that Continuing students will be able to perform open-ended tasks with an added level of challenge, for example, by writing more complex sentences or adding phrases and length to their spoken work.

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 introductions, the internet, common learner interests such as music, sport, family, home, school and travel
- 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.

Additional Information

All students of French in Year 7 will be entered in the Alliance Française poetry recitation competition.

YEAR 8 LANGUAGES

All students continue their chosen Middle School Language Sequence throughout Year 8 (either French or Chinese, continuing their Year 7 studies).

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. 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 buildings and locations, food, drinks and eating habits in France, expressing an opinion, talking about the past
- Further present tense irregular verbs and introduction to past tense.

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.

Additional Information

All students of French in Year 8 will be entered in the Alliance Française poetry recitation competition.

YEAR 9 LANGUAGES

All students continue their chosen Middle School Language Sequence to the end of Year 9 (either French or Chinese, continuing their Year 7 & 8 studies).

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.

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

- Talk about shops, shopping for food, quantities
- Revise and learn regular and irregular verbs in the present tense
- Talk about future travel plans
- Talk about daily routine
- Talk about your family in more detail
- Talk about past events

Assessment

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

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 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 and performance in Term 1 of Year 7.

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 may be 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 also will be 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.

A Focus Mathematics group will undertake 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.

An '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 also will 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 may 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 also will 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

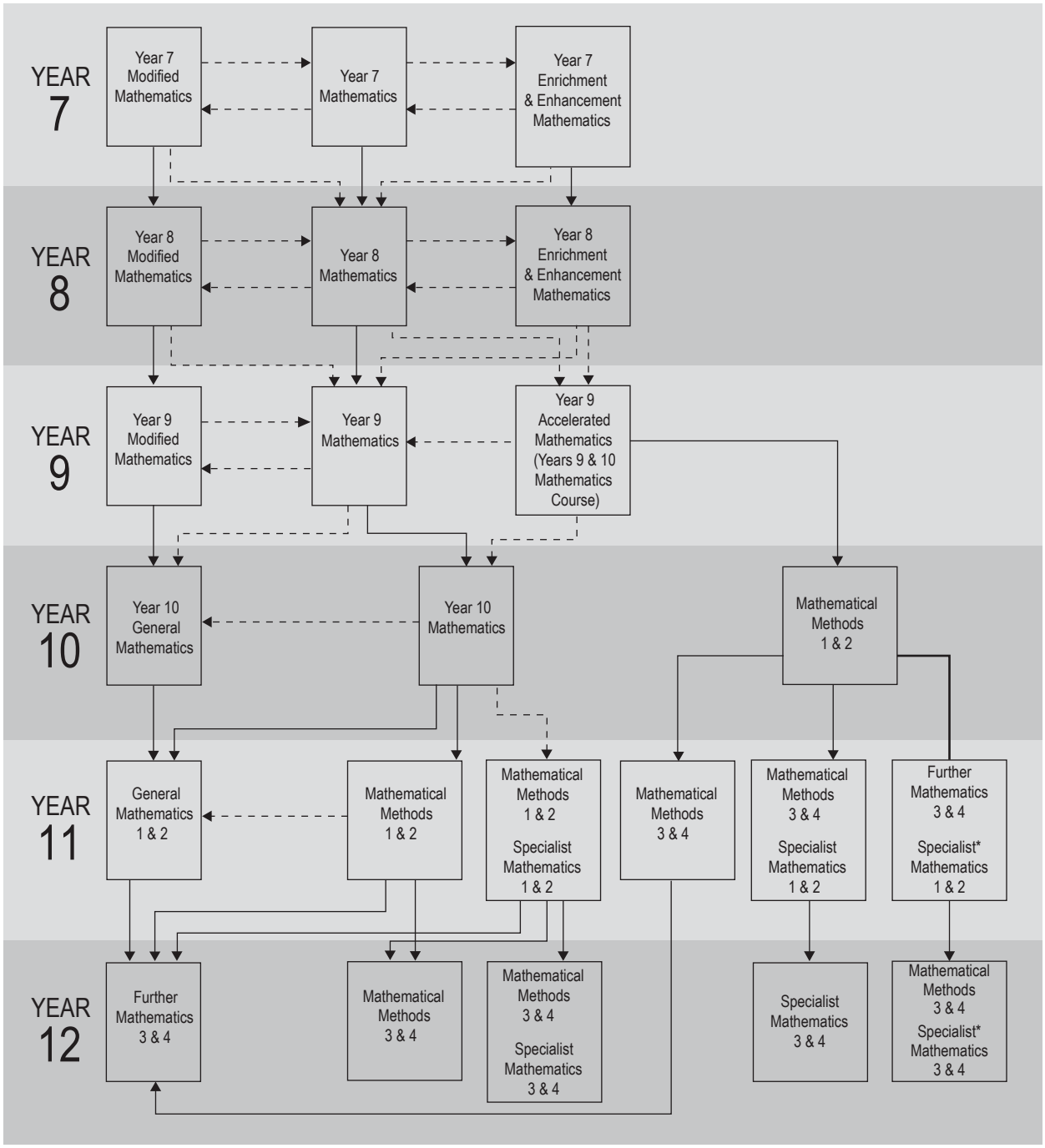
- Pythagoras' Theorem
- Algebra
- Indices
- Algebraic Expansion and Factorisation
- Trigonometry
- Linear Equations
- Linear Graphs
- Geometry
- Statistics and Probability
- Measurement
- Consumer mathematics
- Simultaneous Equations
- Quadratic equations and graphs

Assessment

Students will be assessed on a regular basis with topic tests, in which students will demonstrate their competency

MATHEMATICS

Common Pathways in Mathematics (Years 7 – 12)



*A student's primary top 4 (ATAR) may include no more than 2 Mathematics subjects.

KEY

- - - - ▶ Indicates based on student performance

(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 also will 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 creative and critical thinking skills. Students explore technologies, forms and processes through single and multimodal forms. They fuel the exploration of ideas that cross the gamit of human emotions. Through holistic learning students use their cognitive, emotional, sensory, aesthetic, kinesthetic and physical fields.

YEAR 7 PERFORMING ARTS

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 through creative drama and 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
- Spontaneous improvisation
- Movement
- Extended improvisation
- Performance styles
- Character extrapolation
- Story telling
- Melodrama
- Character - development and extension in role

Theory

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

Actor's Journal/E-Portfolio

- Record of responses to live performances, self-reflections & goal-setting
- Commentary of stimulus material used in performance work
- Photographs, literature, media, notes
- Glossary/aesthetic terminology relevant to Drama and Dance
- Two oral presentations
- A research investigation on an analysis of contemporary performance styles and conventions

Assessment

Assessment is Formative and Summative and focuses on each student's approach to an E-Portfolio, 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).

YEAR 8 DRAMA (BOYS)

This course aims to explore the fundamental elements of movement, drama and design.

The following elements are explored:

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

Performance

Students will develop performances which are based on a range of subject matter and which focus on the use of dramatic elements and expressive skills. Performance work may include improvisational skills, characterisation and exploration of performance styles.

Students will demonstrate an awareness of dramatic form through

- Creating, making and presenting drama which conveys meaning effectively
- Developing improvised activities into a structured performance
- Exploring various ways by which meaning may be communicated to the 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
- Analyse the effect of production areas
- Write a personal response to 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 this 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 the devising, development and production of a polished project
- E-Portfolio 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 traditional and contemporary performance style

All students will perform in a group-devised presentation at the end of the semester. 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 self confidence, expressive and performance 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). 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 seeks to harness the expressive impulse, creative movement and the imaginative energy of the individual, translating it into dramatic and dance form.

This 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 collaborative group work

Dancer's Journal /E-Portfolio

Students should maintain a journal/E-Portfolio which 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 the devising, development and production process of a polished project in a Dance Workshop presentation
- E-Portfolio record of technical and planning information related to performance work
- Record of responses to live performances and reflection on own work
- Collection of stimulus material used in performance work
- Photographs, literature, media, notes
- Glossary/aesthetic terminology relevant to Dance
- Two oral presentations
- A Research Investigation on an analysis of traditional and contemporary dance style

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. 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.

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 and playing, 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.

Performance - Students work collaboratively in small groups to prepare either a bucket drum piece, a song accompaniment on ukulele or a boomwhacker arrangement of a well-known tune.

Assessment

- Critical Listening and Responding
- Composing and Arranging
- 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

- Critical Listening and Responding
- Composing and Arranging
- Performance

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:

- Athletics
- Fitness Testing
- Minor Games
- Swimming Stroke Technique

Semester 2:

- Gymnastics
- Softball
- Table Tennis
- Ultimate Frisbee
- Volleyball

Areas of Study – Year 8:

Semester 1:

- Athletics
- Australian Rules Football
- Fitness Testing
- Indoor Cricket

Semester 2:

- Badminton
- Basketball
- Bronze Star – Swim & Survival Skills
- Netball
- Soccer

Area of Study: Year 9

Semester 1:

- Archery
- Indoor and Outdoor Soccer
- Fitness Testing
- Tchoukball
- Touch Rugby

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
Sportsmanship and Teamwork

YEAR 7–9 (Girls)

Areas of Study – Year 7:

Semester 1:

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

Semester 2:

- Swimming – Stroke Technique
- Rhythmic Gymnastics

Areas of Study – Year 8:

Semester 1:

- Athletics
- Badminton
- Fitness Testing
- Touch Rugby
- Volleyball

Semester 2:

- Archery
- Basketball
- Bronze Star – Swim & Survival Skills
- Netball

Area of Study: Year 9

Semester 1:

- AFL
- Fencing
- Fitness Testing
- Indoor Cricket
- Ultimate Frisbee
- Water Polo
- Yoga

Semester 2:

- Designing Minor Games
- Soccer
- Stick Sports
- Recreation Games

Assessment

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

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 who he was and his life within the context of a Christian school. They are invited to consider how his life and teachings 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 primarily 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 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:

- Investigating Science
- Classification
- Solids, liquids and gases
- Forces
- Mixtures
- The Skeleton
- Earth Resources
- Rocks (during Transition to Year 8)

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 2021, a charge for the Interactive Science Program 'Education Perfect' 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. 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
- Simple Machines
- Ecology
- Elements and compounds
- Electricity
- Digestion
- Physical and Chemical change
- Reproduction
- Forensic Science (during Transition to Year 9)

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.

In 2021, a charge for the Interactive Science Program 'Education Perfect' will be listed on the booklist and charged to parents' school account as a levy.

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 begin to apply their understanding of energy and forces to global systems.

To demonstrate the connections between these systems, the Year 9 Science course is taught as four multi-disciplinary units, each building upon the previous unit to create a well-rounded view of the importance of Science in everyday life.

The four units studied are:
- Science Frontiers
- Science and the Environment
- Food Science
- The Bionic Human

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 2021 a charge for the Interactive Science Program 'Education Perfect' will be listed on the booklist and charged to parents' school account as a levy.

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 Tintern 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 and poultry which are kept at the Tintern Farm. Each student completes research on sheep and on commercial farming 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, including the focus in all core subjects of the creation of 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 Arts 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 explore a variety of art materials and develop skills and techniques which may include:
- Drawing
- Painting
- Collage
- Mixed Media

A visual diary is used to document research, idea development of media trials, discussion of artists and artworks and evaluation of processes. Visual analysis of artworks and development of visual language are key components of the course, as well as gaining confidence in attaining artmaking skills.

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 $100. 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, and are encouraged to share ideas with others while working collaboratively

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 student's 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 practices , with a 'workshop licence' attained with the development of safe working practice and techniques. 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 LASER CUTTING TECHNOLOGY DESIGN

In Laser Cutting Technology Design students will extend their design and production skills which began in Year 7 Design Technology, by incorporating new and emerging technologies that are increasingly essential for innovative design.

The ability to utilise rapid prototyping and laser cutting technology in design as a means to explore, develop and problem-solve is an essential part of the subject, and each student will be able to experience and use this exciting technology. This will be applied to a range of materials which may include wood, papers and plastics.

Students will be given a design brief to resolve. This will emulate the actual process of working in design teams in a professional setting, which requires the students to work collaboratively. Students will investigate and problem solve projects.

NB: A levy of $60 will be charged to the student's account to cover the costs 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.

AGRICULTURAL SCIENCE - FEEDING THE WORLD

In this course, students will learn about different agricultural industries and how those industries impact Australia's economy, both locally and globally. Students will learn about a plant's life cycle, the rearing of livestock and how each process in the supply chain can have a significant impact on the world's economy. The subject will consist of on-site practical work: preparing beds, measuring soil types, choosing and sowing seeds, managing livestock, and raising your very own heritage-breed chicken, from a chick to a fully-grown bird. The theory classes will detail the growth of the main Australian agricultural industries – poultry, wheat, sheep and beef - and the future of agricultural development, specifically the proliferation of genetically modified crops.

Assessment

Students will be assessed through research projects based on Australian agricultural industries. The acquisition of hands-on skills will be assessed practically.

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. Students will also undertake a justice unit during the second half of the semester. The focus of this unit will be drawn from current issues in the legal system. 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

Students 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

ENTREPRENUERSHIP

Students will be undertaking an entrepreneurial experience in this subject. This will see students undertake the process of creating a product. In order to do this, students will first need to learn about the key processes required to be a successful entrepreneur such as developing an idea, marketing, testing and social media campaigns. Once they have acquired this knowledge, the students will then move through the process of creating a product, which will have a check list of dates to assist with monitoring their progress. The semester will culminate in the presentation of their ideas .

Assessment for this subject may include:

- Test
- A set of check in dates to monitor progress of the project
- Maintenance of a diary for self-reflection throughout the process
- Final Assessment

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
- Biscuits
  - Shortbread
  - Cream filled
  - Iced
- Cakes
  - Sponge
  - Tea Cake
  - Fruit/vegetables in cakes
    - Decorated
- Pastry
  - Shortcrust – sweet and savoury
  - Choux
  - Puff

NB: A levy of $130 will be charged to the student's account for food costs.

Assessment

Assessment is based upon written tests, course work, design brief 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 co-operation 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 inform 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 brief 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-operation within the class group is also assessed.

NB: A levy of $130 will be charged to the student's account for food costs.

INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

APP AND GAME DEVELOPMENT

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.

DESIGN AND BUILD YOUR OWN 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

ADVENTURE OUTDOORS

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

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

Motivations and Risk

- Defining motivation and what motivates us and others for outdoor experiences.
- Understanding perceptions of risk and examine the difference between real and perceived risk.

These areas of study are explored through a mix of theoretical and practical study, which may include:

- Campcraft
- Outdoor cooking
- Water based activities – river sledding & canoeing
- Rock-climbing, abseiling and caving
- Introduction to mountain biking

Camps

Students are involved in the planning and organising of a 3-day journey-style experience that is decided on by the class. Typically, the camp program may include a two-night flat water paddling journey, bike ride or bushwalk. It is a requirement of the subject that all students attend the practical experiences 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 $300 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).

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 generate, develop and communicate real and abstract ideas. The electives are offered to the boys and girls on a rotational basis. In 2021 Performance Studies will be offered to the girls and Practical Theatre to the boys. In 2022 this will be reversed to give students the opportunity to take both over Year 8 and 9.

Students work independently and collaboratively to plan, develop and present drama works that communicate ideas and meaning. They experiment with a range of stimulus material, play-making techniques, conventions and technologies. The study of Performing Arts enables students' identities to be explored, expressed and validated. These electives prepare students for Drama and Theatre Studies at both the IB and VCE level.

DRAMA: PERFORMANCE STUDIES (2021 Girls only 2022 Boys only)

Students will study a range of performance techniques for the stage and screen, and explore how audiovisual conventions can enhance performances. Students are encouraged to reflect upon world issues, social concerns and their place in the world in which live, 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. They will experiment with a variety of performance techniques, dramatic forms and conventions to engage the audience. The performance styles on the following list, together with their associated 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 multi-disciplinary media, including film and video
- Spatial relationships in narrative structure, script and staging
- Directing play excerpts based on the studies of drama practitioners 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
- 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 contributes to 35% of the course assessment. All students are expected to be involved and to work positively and collaboratively to devise performances.

This includes research, decision making and devising at least two performances.

Students will complete two analytical exercises. Two Research Papers (performance and production areas) will form the theoretical basis of this study.

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

PRACTICAL THEATRE (2021 Boys only 2022 Girls only)

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

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 drawing from the conventions of 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 and voice
- Elements of creative improvisation and directing for theatre
- Group-devised performances using script and improvisation in specific performance styles
- 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.

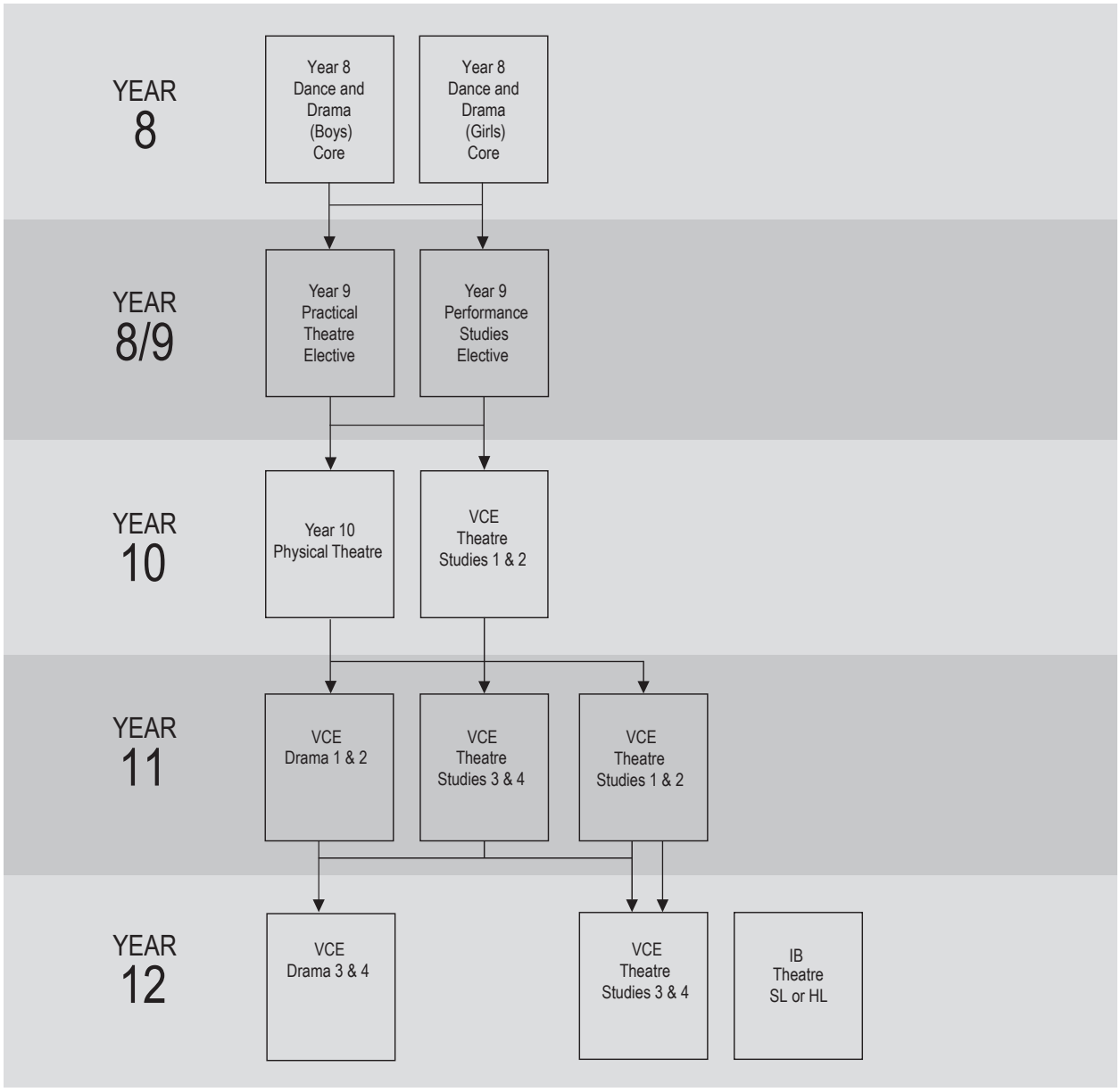
Students explore a number of stimuli including poetry, music, literature, visual artwork and current social issues through movement and improvisation to create dramatic and dynamic performance pieces.

This elective has a strong focus on the art of acting. This is complemented by 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.

PERFORMING ARTS

Proposed course pathways to Tintern Performing Arts



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 acting, directing and design -to solve problems creatively and imaginatively
- Understand and use appropriate dramatic styles and conventions in acting and directing
- Create, script and perform group-devised dramas
- Make and defend judgments about the value, intentions and qualities of their own work
- Develop critical and reflective understanding as an audience
- Experiment with the nature of characterisation and role in the exploration of personal artistic knowledge.

Performance

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

- Explore the use of dramatic elements, conventions and production areas to give form meaning to performances
- Explore various ways by which meaning may be communicated to the audience
- Students will submit drafts and final copies 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. A final performance will be assessed at the end of the unit which will contribute to 35% of the course assessment. All students expected to be involved and to work positively and collaboratively to devise performances.

NB: All Drama students are expected to have rehearsal black wear (i.e. 1 x black top and 1 x black pants for class and performance). 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 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 is a project-based subject, wherein students 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 utilising Ableton Software 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.

PHYSICAL EDUCATION

PEAK PERFORMANCE

Peak Performance is designed to provide students with an introduction to sports science and training programs. Students will begin by developing an understanding of the body systems and their role in exercise. They will then explore the many elements which make up a training program, including planning and implementation. This will involve a number of practical sessions which will help consolidate the knowledge learnt in class.

Students will investigate other elements which, when combined with an effective training program, result in a sportsperson being successful. These topics may include the importance of nutrition, sports psychology and physiology.

The elective will culminate in a major event (e.g. Ninja Warrior Challenge or a Triathlon), where students will have the chance to assess their improved fitness levels as a result of implementing their training program. This elective is suited to students who are interested in personal fitness and/or those who are looking towards a pathway of study involving VCE Physical Education Units 1-4 in Senior School.

Areas of study will include:

- Basic body systems - skeletal, muscular and cardio-respiratory systems
- Designing a training program - Training principles and methods, fitness testing, fitness components
- Implementing a training program
- Sports nutrition
- Sports psychology

Assessment

Semester reports, comments and grades will relate to:

- Participation in the practical sessions (including organisation, level of effort, initiative & support of others)
- Final Reflection Report
- Coursework and topic tests

VISUAL ARTS AND DESIGN

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 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

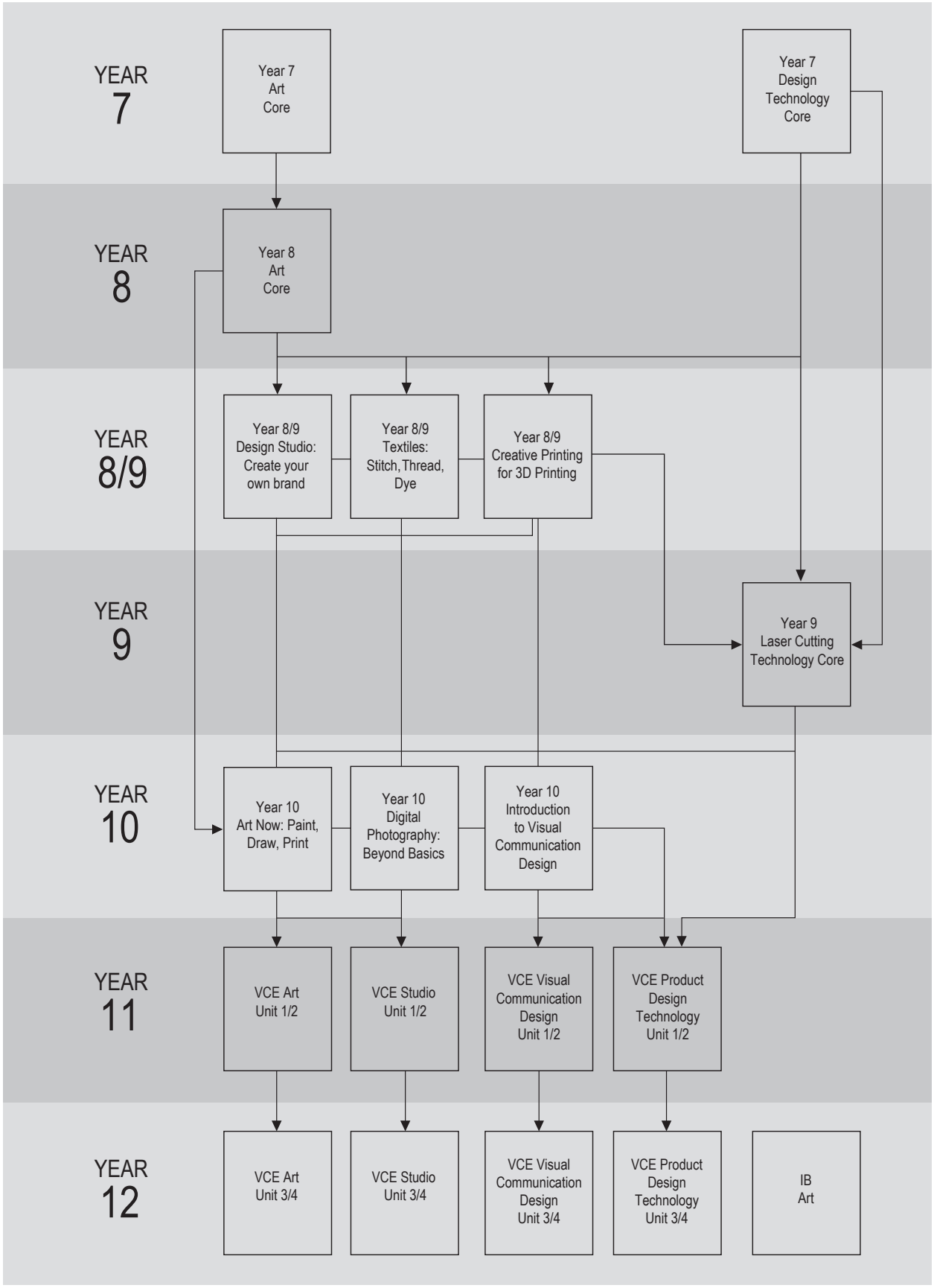
- Creating and Making
- Exploring and Responding

DESIGN STUDIO: CREATE YOUR OWN BRAND

This subject explores the concept of graphic design and logos/ branding, while introducing technical drawing and innovative design thinking and creativity, such as: badges/t-shirts/ pop up stores/ marketing.

VISUAL ARTS AND DESIGN

Proposed course pathways to Tintern Visual Arts and Design Program



* Unit 1/2 offered at Year 10

The emphasis is on the development of skills and techniques used in the making of graphic design works: and drawing/design as a means of observation, visualisation and presentation. The subject includes:

- Freehand drawing
- Technical drawing
- Rendering
- Computer drawing
- Product design &/or packaging
- Visual diary to document research, idea development, media trials, discussion of works and evaluation processes.

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

TEXTILES - STITCH, THREAD, DYE

This subject focuses on exploring various fabrics and textile embellishment including:

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

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

CREATIVE THINKING FOR 3D PRINTING

Students will develop an understanding of the 3D design process and how they can create innovative and considered designs whilst exploring the capabilities of a 3D printer. 3D printing is an exciting, emerging technology.

- Using 3D software, students will design and manufacture artwork in 3D forms, using specialist equipment and fillaments.
- 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.
- The Creation of both Individual and collaborative pieces are undertaken.
- A Visual diary is incorporated in order to document research, idea development, media trials, discussion of works and evaluation processes.

NB: A levy of $60 will be charged to the student's account.

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GRAMMAR

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