



TINTERN  GRAMMAR

# MIDDLE SCHOOL COURSE AND SUBJECT GUIDE 2024





# TINTERN GRAMMAR

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## THE SPECIFIC AIMS OF TINTERN GRAMMAR

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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.

Our vision for our graduates is for them to develop:

- the strength of character that will support the tenacious pursuit of goals and fulfilment in later life
- the aspiration to achieve personal excellence by always making the best effort possible in every situation
- the confidence to engage with the world positively, to take risks proactively and to make a difference
- true purpose in appreciating and shouldering our obligation to work to create a better world for all

Our school values are captured in the Tintern Grammar Compass, the visible expression of what we expect from our community in our lives at school and beyond. Each compass point guides our thoughts and behaviour, and is a focus for mindfulness and reflection, day by 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.



## SCHOOL PRINCIPLES

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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

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**Students and parents may obtain advice from:**

Principal	Mr Bradley Fry
Vice Principal	Mr Jason McManus
Assistant Principal	Ms Oriana Constable
Head of Secondary School	Mr Brett Trollope
Middle School Coordinator	Mrs Anthea Watkins
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 Co-ordinator	Mrs Anthea Watkins
Boys' Year 7 Level Co-ordinator	Mrs Naomi Baulch
Girls' Year 8 Level Co-ordinator	Mrs Anthea Watkins
Boys' Year 8 Level Co-ordinator	Mrs Naomi Baulch
Girls' Year 9 Level Co-ordinator	Ms Emma Lowing
Boys' Year 9 Level Co-ordinator	Ms Emma Lowing





## HEADS OF DEPARTMENT 2024

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Head of Commerce	Mr James Henderson
Head of Learning Enhancement	Mrs Megan Scholz
Head of English	Ms Kathryn Brentwood
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	Ms Melinda Quirillo
Head of Music	Mrs Lisa Clarke
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 SCHOOL

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

The Middle School is comprised of Years 7, 8 and 9 girls and boys respectively which includes 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 School.

### The Middle School years: Establish, Grow, Reach

Our Middle School 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 School is 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 School.

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.

**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 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, Community Captain, Performing Arts, Music and Drama Captain, Sport 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 School.



**Mr Brett Trollope**  
Head of Secondary



**Mrs Anthea Watkins**  
Middle School Co-ordinator

## OVERVIEW OF THE MIDDLE SCHOOL CURRICULUM

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The Middle School's 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 genders. 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 2024, 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

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Learning activities at Years 7, 8 and 9 are 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 in subsequent tasks.

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 1 and 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 | Excellent standard achieved (80%+)    |
| B | Good standard achieved (70%+)         |
| C | Satisfactory standard achieved (60%+) |



- D Minimum standard achieved (50%+)
- E Below the minimum acceptable standard (40%+)
- UG 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 Student Progress Meetings 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. This data will appear on the portal in the same place as a student's Interim and Semester Reporting files.

## YEAR 7 CORE SUBJECTS

Art\*

Curriculum Support Programs (for eligible students)

Design Technology\*

Drama\*

English

Geography\*

Health\*

History\*

Information and Communications Technology\*

Languages: Chinese or French

Mathematics

Music\*

Physical Education

Religion Studies\*

Science

Sustainable Futures and Agriculture\*

\*Denotes rotating one-Semester core subject

## YEAR 8 CORE SUBJECTS

Art\*

Curriculum Support Programs (for eligible students)

Dance and Drama\*

English

Geography\*

Health\*

History\*

Languages: Chinese or French

Mathematics

Music\*

Physical Education

Religion Studies\*

Science

\*Denotes rotating one-Semester core subject

## YEAR 9 CORE SUBJECTS

Commerce\*

Curriculum Support Programs (for eligible students)

Design Technology Innovations\*

English

Geography\*

Challenge Program

Health\*

History\*

Information and Communications Technology\*

Languages: Chinese or French

Mathematics/ Accelerated Mathematics

Physical Education

Religion Studies\*

Science

\* 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

### English

- Reporting on your world

### Home Economics/Health

- Baking By Design
- Cook for your life

### Information and Communications Technology

- Game Design and Development
- Design and Build your own PC

### Outdoor Education (offered to Year 9 students only)

- Adventures Outdoors



**Performing Arts: Drama**

- Lights, Camera, Action (2024 Boys, 2025 Girls)
- Behind the Scenes (2024 Girls, 2025 Boys)

**Performing Arts: Music**

- Music Beyond the Classroom

**Physical Education (offered to Year 9 students only)**

- Peak Performance

**Science**

- Agricultural Science - Feeding the world

**Visual Art and Design**

- Creative Thinking for 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 and immerse students to a range of Commerce concepts. They include:

**Finance and Funding**

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.

**Power of Parliament**

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.

**World of Work**

Students will begin to investigate the changing nature of work both locally and globally. Students will also explore the growing focus on 21st century skills which are flexible and transferable across their working lives. Students will also develop a resume and participate in mock interviews to develop interpersonal communication skills.

**Engaging with Economics**

This topic introduces the students to the core 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.

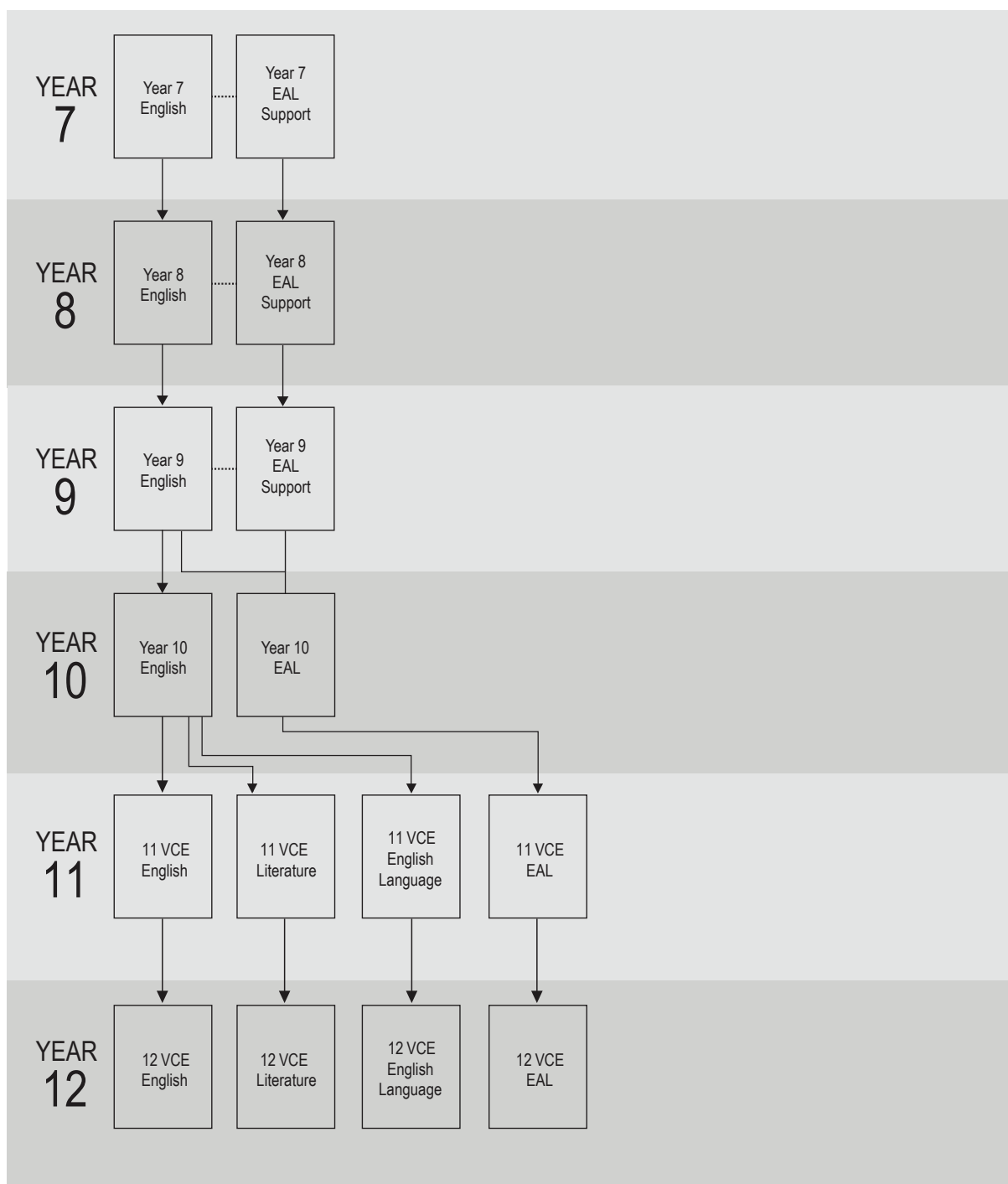
English at Tintern Grammar therefore serves both cultural and practical ends:

- 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.

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).

# ENGLISH

## Subject Pathways in English (Years 7 – 12)



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

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

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

## YEAR 7 GEOGRAPHY

The Year 7 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: Students explore water as an example of a renewable resource. They 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 case 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 experienced, 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 devise creative strategies using geospatial technologies to suggest new ways 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 thinking
- Topic tests
- Research
- Fieldwork and Fieldwork Report
- Creative oral discussions and debate

## YEAR 8 GEOGRAPHY

The Year 8 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 thinking
- Topic tests
- Research
- Fieldwork
- Creative oral discussions and debate

## 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 compile, construct and interpret a range of data to inform 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. Students explore 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 contextualizing 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 investigate 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 explored 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**

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### **YEAR 7 HEALTH**

The focus is on Home Economics where food is 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**

- 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 component 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 the concepts of health and wellbeing, SunSmart behaviour and respectful relationships. In the health and wellbeing unit, students explore the five dimensions of health and wellbeing. They learn about the significant transitions in their life and changes associated with such transitions, particularly puberty and how they influence physical, social and emotional development. The human reproductive system is explored. 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. Mental illness, its stigma and the challenges for those with a mental illness and those caring for them is explored. Students explore why individuals become homeless and how many of the other topics covered are closely linked to homelessness.

### Areas of Study

- Risk taking and harm minimisation
- Alcohol
- Drug Education
- Party Safe
- Mental Health
- Issues in Society: Homelessness
- 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

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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 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)
- Deep time history of Australia
- Ancient Rome

### 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

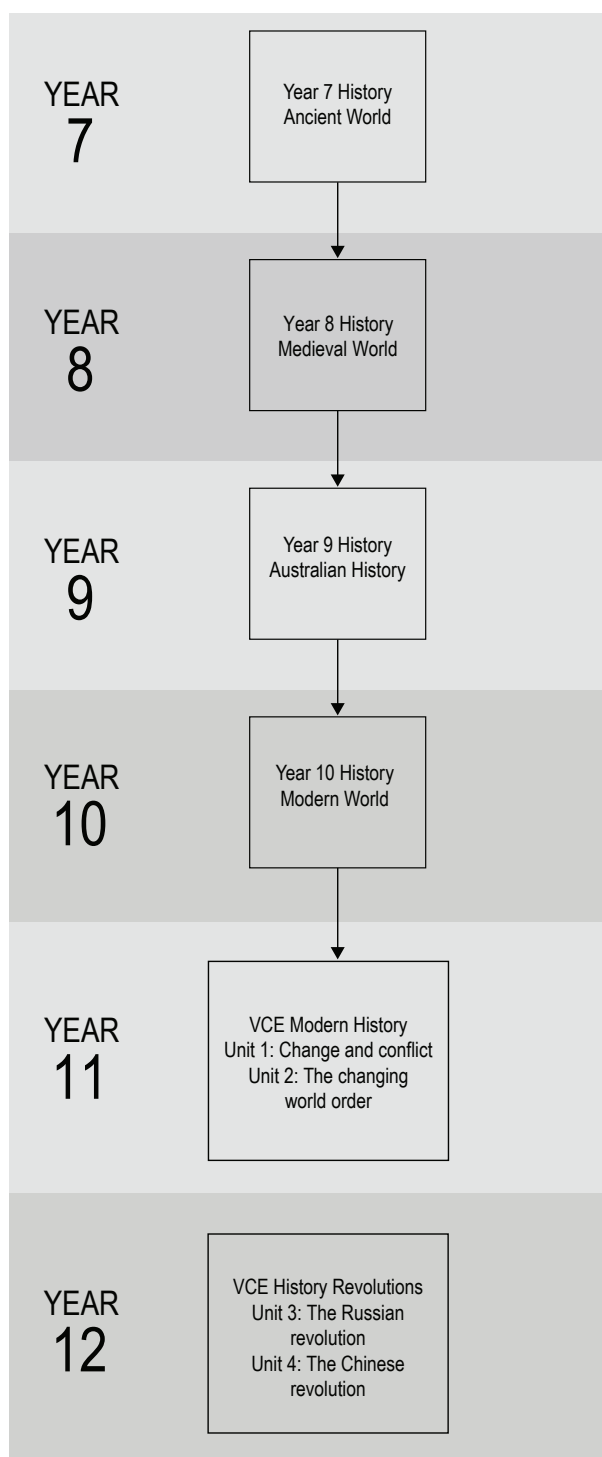
This semester-based course focuses on The Ancient to the Modern World from c650 AD (CE) to 1750 and also looks at its influence on our own society. It examines significant ideas, people and events in the past and explores how they have shaped history.

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
- Medieval Europe and the early modern world
- Empires and expansions

#### 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.

#### Areas of Study

- Making and transforming the Australian nation (1750-1914)
- First World War (1914-1918)

#### 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 Spike Prime robots, 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 project work.

### **YEAR 9 ICT**

In Year 9 ICT, students begin by completing a Phishing and Scams cyber security online course. Student explore the techniques used by scammers to get their personal information or access their online accounts, and what to do if they receive a scam message. The unit aims to increase student cyber security skills and might even be the first step to a career in cybersecurity.

Unit 2 introduces students to Blender. Blender is a free open-source 3D computer graphics software used for creating visual effects, 3D-printed models, interactive 3D applications and virtual reality. Students will explore the Blender interface and work through the process of developing a 3D model. Blender is a valuable learning tool for creative artists wishing to create projects using 3D technology. It is applicable within a wide range of industries over and above game development.

Unit 3 is all about circuits. This unit introduces students to the Arduino Uno, an open-source electronics platform which enables students to create interactive electronic circuits. Students work through a series of self-paced activities, exploring how electronic circuits are physically wired while also introducing students to a simplified version of the C++ programming language.

#### **Assessment**

Skills and knowledge are assessed by project work.

## **LANGUAGES**

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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 are encouraged to 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 tasks completed at home or in class 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 tasks completed at home or in class 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 tasks completed at home or in class 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 tasks completed at home or in class 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.

## 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.

### Additional Information

All students of French in Year 9 will be entered in the Alliance Française poetry recitation competition.

## 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 in the Middle School 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 in the Middle School: '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 be 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

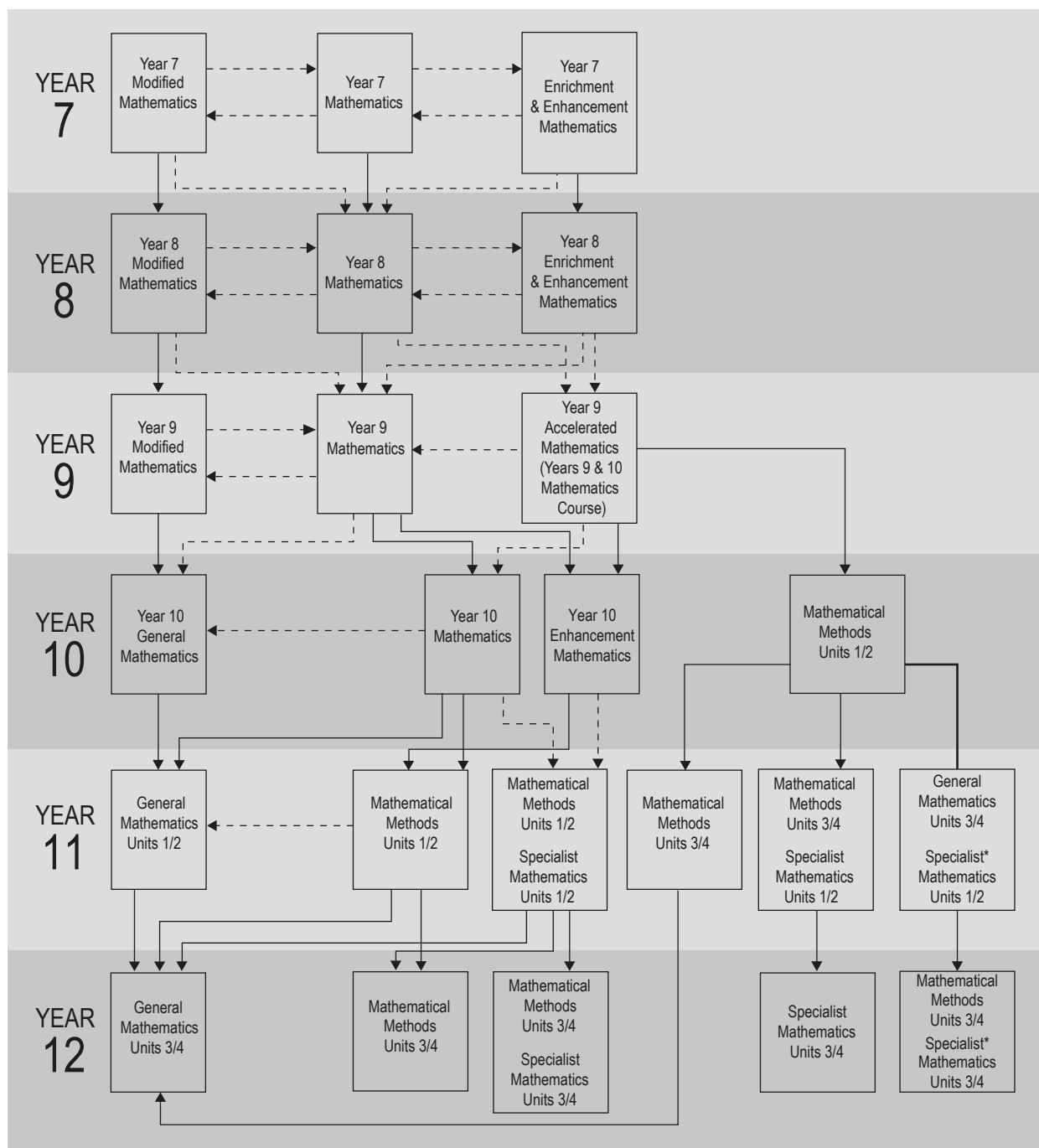
- Pythagoras' Theorem
- Algebra
- Indices
- Algebraic Expansion and Factorisation
- Trigonometry
- Linear Equations
- Linear Graphs
- Geometry
- Statistics and Probability
- Measurement
- Consumer mathematics
- Simultaneous Equations
- Quadratic equations and graphs

### Assessment

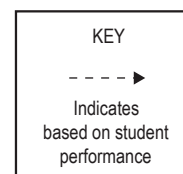
Students will be assessed on a regular basis with topic tests, in which students will demonstrate their competency (Australian Curriculum proficiency strand of 'Fluency') and knowledge (Australian Curriculum proficiency strand

# MATHEMATICS

## Common Pathways in Mathematics (Years 7 – 12)



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





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 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: DRAMA

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In the Performing Arts, students explore ideas, develop creative and critical thinking skills, and make sense of their worlds through the practice of performance-making. Students are equipped with skills in communication,

collaboration and problem-solving, and develop their ability to empathise, through understanding and accepting diversity.

### YEAR 7 DRAMA

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. The body is used as an instrument for self-expression and for the enhancement of personal development and self esteem.

Year 7 Drama is a core subject, taken over one Semester.

The focus of this course is to:

- Develop students' individual and group communication skills
- Develop students' capacity to work collaboratively with others
- Challenge and support students to express and communicate their ideas

#### Areas of study

Expressive and performance skills - Students develop their creative expression through workshop experimentation and divergent thinking.

#### Assessment

Assessment is formative and summative and focuses on each student's approach to individual and group activities and performances.

*NB: All Drama students are expected to wear PE uniform or theatre blacks (1 x back top and 1 x black pants/shorts) to classes.*

### YEAR 8 DRAMA

The main focus of this course is to empower students to understand their world through exploring roles, situations and modes of symbolic expression. This subject includes a wide range of experiences, such as improvisation, role-play, text interpretation, devised and scripted performances and multi-modal/hybrid texts.

Year 8 Drama is a core subject, taken over one Semester.

#### Areas of study

- Exploring the dramatic potential of stimulus material
- Applying the dramatic elements
- Using play-making techniques to develop devised performances
- Developing character and role
- Group collaboration and co-operation
- Creative problem-solving
- Applying conventions of drama performance styles
- Using production roles to enhance performances
- Experimenting with ways to communicate meaning to an audience

#### Assessment

Assessment is descriptive and focuses on each student's approach to and role in group activities and performances.

*NB: All Drama students are expected to wear PE uniform or theatre blacks (1 x back top and 1 x black pants/shorts) to classes.*

## PERFORMING ARTS: MUSIC

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### 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** - 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

##### Creative and practical skills

- Composing and arranging
- Performance

##### Understanding Music

- World music
- Critical listening and responding

### 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 and perform individual and/or group devised pieces. They create pieces of music or soundscapes using Digital Audio Workstation (DAW) software. This develops their technical skills and their understanding of the structure and harmony of music.

**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

Creative and practical skills

- Composing and arranging
- Performance

#### Understanding Music

- World music
- Critical listening and responding

## PHYSICAL EDUCATION

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### 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
- Basketball
- Volleyball

### Areas of Study – Year 8:

Semester 1:

- Australian Rules Football
- Cricket - indoor and outdoor
- Fitness Testing
- Ultimate Frisbee

Semester 2:

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

### 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
- Fitness Testing
- Hockey
- Minor Games
- Swimming - Stroke Technique

Semester 2:

- Artistic & Rhythmic Gymnastics
- Badminton
- Basketball
- Softball

#### Areas of Study – Year 8:

Semester 1:

- Fitness Testing
- Soccer
- Touch Rugby
- Volleyball

Semester 2:

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

#### Area of Study: Year 9

Semester 1:

- Dance
- Fencing
- Fitness Testing
- Indoor Cricket
- Ultimate Frisbee

- Water Polo

Semester 2:

- AFL
- Designing Minor Games
- Indoor Soccer

### Assessment

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

## RELIGION STUDIES

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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 the Middle School, 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 as the central figure of Christianity. They are invited to consider how his life and teachings have shaped the content of Christian thought, teaching and practices within Christianity 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 miracles of Jesus
- 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 istianity. 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
- 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 and local Social Justice issues

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. The focus will include 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
- Australia's history and The Stolen Generation

### 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 through an inquiry-learning approach, using experimental investigations to challenge and extend the student's learning::

- Investigating Science
- Classification
- Solids, liquids and gases
- Forces
- Mixtures
- Muscles and Bones
- 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 2024, 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 through an inquiry-learning approach, using experimental investigations to challenge and extend the student's learning:

- 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.

*In 2024, 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 how human organs can be replaced by technology. 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 three multi-disciplinary units, each building upon the previous unit to create a well-rounded view of the importance of Science in everyday life.

The following multi-disciplinary units are studied through an inquiry-learning approach, using experimental investigations to challenge and extend the student's learning:

- Science Frontiers
- The Bionic Human
- Food Science

#### 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 2024 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 animals 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 our students a range of skills to explore 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 and evaluation of artworks. A visual diary is used to document and examine working practices, and discuss and research artists, designers and art movements, as well as demonstrate visual thinking.

Emerging young artists 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 our students explore and investigate 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, explore and evaluate idea development of media trials, discussion of artists and artworks and evaluation and investigation of processes. Visual thinking is explored as well as visual analysis of artworks and development of visual language are key components of the course, as well as encouraging our students to gain confidence in attaining and developing 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 \$110. The paint kit is to be retained for use during subsequent years.*

### YEAR 8 ART

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

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

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

Our Students in Year 8 Art explore and investigate Art History and various artists relevant to their work at a greater depth, and are encouraged reflect upon and 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

Our Design Students are introduced to the design thinking process within a workshop environment. Throughout the semester they will explore, investigate and develop 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. Our Students will explore and manipulate a range of materials which may include wood, metal and plastics. A visual diary is used to document research, idea development, discussion and exploration of design and evaluation of processes, while making their thinking visible.

### 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 DESIGN TECHNOLOGY INNOVATION

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

The ability to investigate and 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 of our design students 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.

Our Students will be given a design brief to explore, investigate and 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. 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. 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

### ENTREPRENEURSHIP

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

## ENGLISH

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### REPORTING ON YOUR WORLD

In this elective, students will get a taste of what it means to be a journalist. We will examine the purpose of journalism and news reporting. Students will learn the principles that underpin what it means to investigate and find the truth in a story. We will also examine different kinds of writing, including investigative writing, news articles and reviews. Finally, students will practise writing news stories in their community and see their work published in a print. By giving time for students to understand what goes into the production of news-based media, students will have a more practical and considered understanding of what drives the creation of the news in their world. Students are also naturally curious about what is occurring in their world, and this elective will provide an opportunity for them to go about examining issues in their community and creating texts that inform and analyse topical issues. Many students who are natural writers, or enjoy different kinds of creative writing, are interested in a profession – journalism- built upon writing and reporting skills. This elective will provide an authentic opportunity to learn more about this profession and practise the writing and editing skills required in a journalism career. Finally, there are ever increasing opportunities for students to create a personal ‘voice’ as active and participatory citizens in our society. The elective will invite students to make visible and vocal commentary on problems and issues in their world.

#### Assessment:

- Research into different kinds of news publications.
- Investigation and discussion of public issues, and how these issues are reported on by journalists and experts.
- Practise writing journalistic and investigative pieces.

## HOME ECONOMICS/HEALTH

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Students are able to consolidate and extend both the practical skills and the theoretical knowledge developed in Year 7 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 with a very good background for VCE/VET (Hospitality). Cook for your life 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 \$165 will be charged to the student's account for food costs.*

#### 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 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

### 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 \$165 will be charged to the student's account for food costs.*

## INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

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### GAME DESIGN AND DEVELOPMENT

In this course, students will have the opportunity to develop, design and code their first computer game using industry-standard software. Beginning with a blank screen, they will source and develop digital imagery for a classic "platformer" style game, while devising an overall concept and player graphic. Using GameMaker Studio and other graphic design software, they will then assemble and code the game to incorporate objectives and scenarios based on logic and player input.

This elective allows students the real experience of time and project management, where they will develop and assess their own ideas, taking ownership of, and responsibility for their work, rather than responding to a defined set of tasks determined by a teacher. They will be mentored and coached through the process so that they gain insight into the role of a developer, while attaining a key set of industry-derived competencies.

#### Areas of Study

- File management, including file naming protocols, project folder structures, creating backups, importing and exporting assets in different file formats
- Understanding digital image formats and calculating image scale
- Critical and creative thinking techniques used in the development of gaming concepts
- Creating and designing an animated player character
- Creating coding scripts for movement, animation and collisions using logic and variables
- Background imagery, tile sets, scrolling and camera views
- Creation and development of obstacles, enemies and overall game objectives
- Coding for interactions between players and objects, including scoring or completion tasks
- Setting and evaluation of goals and objectives

#### Assessment

Students will work towards completing a number of set competencies based on the areas of study listed above, including self-evaluation of their project goals

### 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
- RAM
- Storage drives
- Graphics cards
- 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
- install and set up the Windows operating system

#### Assessment

Assessment is based on completion of lab activities undertaken in class and completion of their personal PC.

*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 \$1,600 and \$2,000 depending on the components selected.*

## OUTDOOR EDUCATION

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### ADVENTURES 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 \$350 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: DRAMA

The Performing Arts electives offer students a range of specialist skills aimed at developing knowledge and understanding Drama and Theatre Studies. 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 2024 Lights, Camera, Action! will be offered to the girls and Behind the Scenes will be offered to the boys. In 2025 this will be reversed, to allow students the opportunity to take both subjects over Year 8 and 9.

These electives prepare students for Drama and Theatre Studies at VCE level.

### DRAMA: LIGHTS, CAMERA, ACTION! (2024 Boys only, 2025 Girls only)

This elective has a strong focus on the art of acting. This is complemented by a focus on the creative process of devising original drama performances. Students will explore a range of stimuli such as poetry, music, literature, visual artwork and current social issues through movement and improvisation to create dramatic and dynamic performance pieces. They will explore how to use their expressive and performance skills to create and sustain role and character. This subject will teach students how to use play-making techniques, dramatic elements, conventions, and production areas to convey meaning to an audience.

### Areas of Study

- Expressive and performance skills
- Characterisation and role development
- Creative and collaborative processes for devising original performances
- Study of drama practitioners/styles (eg. Brecht's Epic theatre, Boal's Forum & Invisible theatre, Grotowski's Poor theatre, Melodrama, etc.)
- Group-devised performances incorporating conventions of eclectic theatre

### Assessment

- Effort, participation, collaboration, skill development
- Self-evaluation and reflection
- Presentation of final performances

*NB: All Drama students are expected to wear PE uniform or theatre blacks (1 x back top and 1 x black pants/shorts) to classes.*

### DRAMA: BEHIND THE SCENES (2024 Girls only, 2025 Boys only)

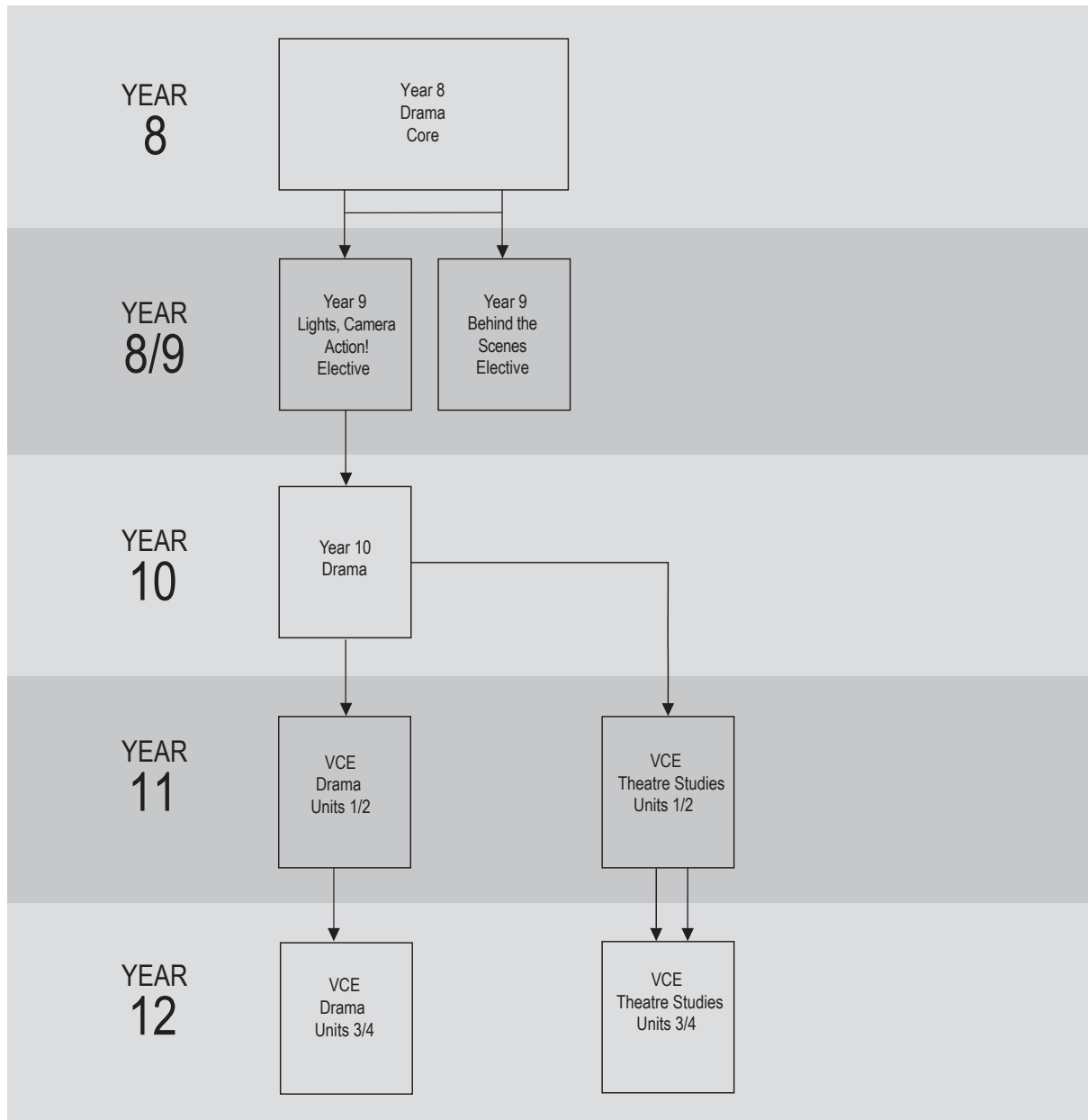
This subject will appeal to students who would like to learn about theatre design and/or acting and directing for the stage. Students will explore how to use the theatre production processes and elements of theatre composition to bring scripts to life, from page-to-stage. They will experiment with a variety of production roles including designing costumes, lighting, sound, sets, make-up and props. Students will develop knowledge, understanding and skills in how audio-visual conventions can enhance performances.

### Areas of Study

- Production roles of acting, directing and design
- Elements of theatre composition
- Multi-disciplinary media, including film and video
- Interpreting play scripts
- Incorporating conventions of traditional and contemporary theatre

## PERFORMING ARTS

### Proposed course pathways to Tintern Performing Arts



- Critical and reflective understanding as an audience member

#### Assessment

- Effort, participation, collaboration, skill development
- Self-evaluation and reflection
- Presentation of final performances

*NB: All Drama students are expected to wear PE uniform or theatre blacks (1 x back top and 1 x black pants/shorts) to classes.*

## 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 – (A YEAR 9 ELECTIVE ONLY)

Have you ever wondered what it takes to become an elite athlete/sportsperson? Do you enjoy learning about the human body and how it performs when playing sport?

Are you interested in health and fitness?

Peak Performance is designed to provide students with an introduction to the training programs used by elite athletes and the sports science that supports these programs.

Students will begin by developing an understanding of the body systems and their role in sports and exercise. They will then explore the many elements that make up a training program. This will involve several practical sessions that will help consolidate the knowledge learnt in class.

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

This elective will include a visit to the St Kilda Football Club state-of-the-art training facility, an elite athlete guest speaker and a session at the Ninja Warrior Park.

This elective is suited to students who are interested in sport, 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 & cardio-respiratory systems
- Designing a training program – Training principles & training methods, fitness testing, fitness components
- Sports nutrition
- Sports psychology

#### Assessment

Assessment will be based upon course work, topic tests and participation in the practical sessions (including organisation, level of effort, initiative & support of others).

## VISUAL ARTS AND DESIGN

Our Visual Arts and Design electives offer our students a range of specialist skills aimed at developing investigation, curiosity, knowledge and understanding of specific studio forms. The electives also support and prepare students for Visual Arts and Design subjects at VCE level.

There are investigative research and written components in each elective, the focus with the Visual Arts and Design subjects is on the understanding and creation of creating artworks.

#### Assessment

Visual Arts and Design subjects are assessed using two criteria

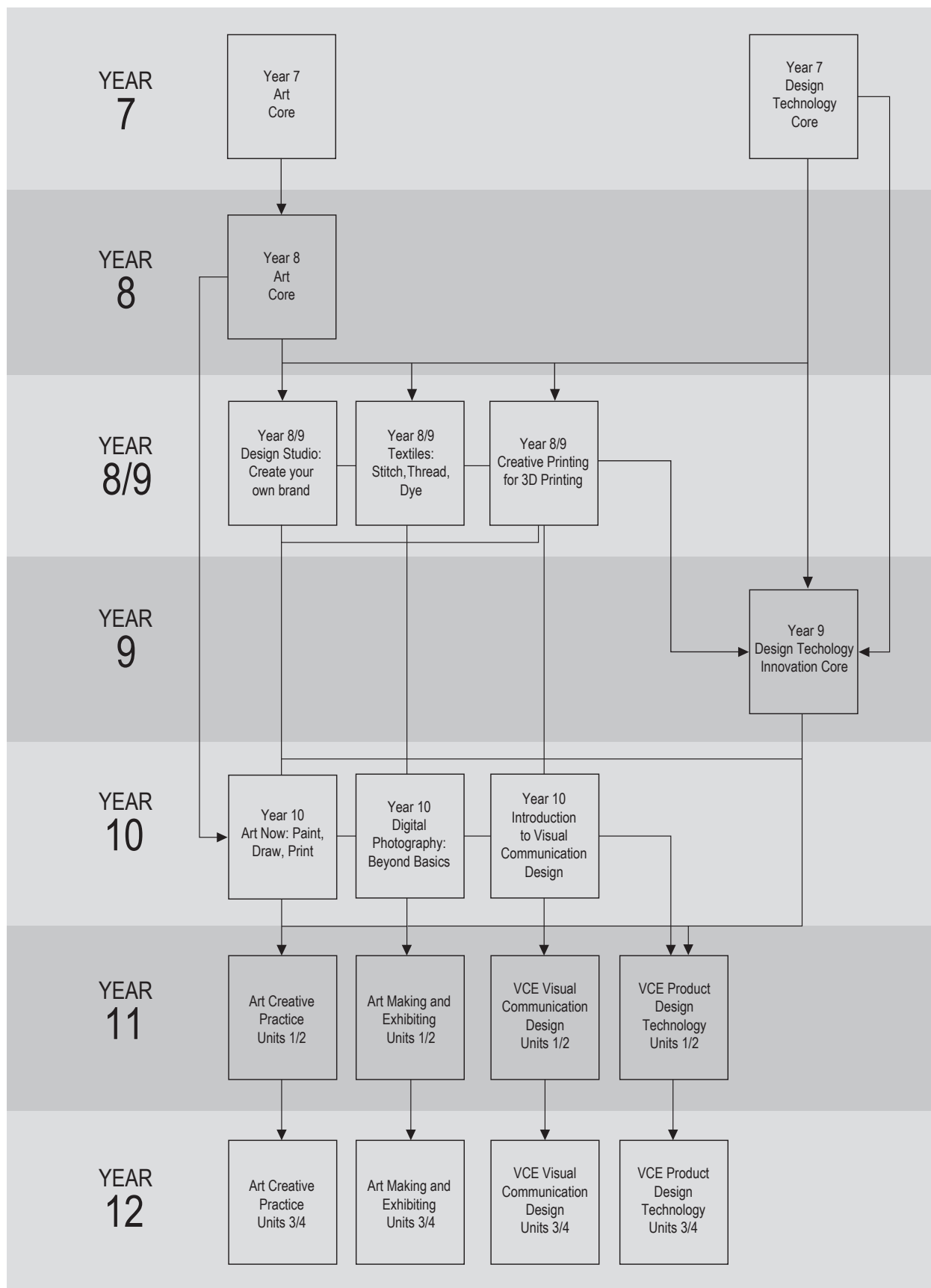
- Creating and Making
- Exploring and Responding

### DESIGN STUDIO: CREATE YOUR OWN BRAND

This subject enables our students to explore the concept of graphic design and logos/ branding, while introducing

# VISUAL ARTS AND DESIGN

## Proposed course pathways to Tintern Visual Arts and Design Program



\* Unit 1/2 offered at Year 10



the investigation of technical drawing and innovative design thinking and creativity and presenting works in a variety of formats such as: badges/t-shirts/ pop up stores/ marketing.

The emphasis is on the development and reflection 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 \$60 for materials used will be charged to the student's account.*

### **TEXTILES - STITCH, THREAD, DYE**

This subject enables our students to focus on exploring, developing and investigating various fabrics and textile embellishment including:

- Using different textile techniques such as tie dye, appliqué, machine embroidery, beading, silk dye, batik, hand embroidery, fabric painting and eco dye.
- Exploring and 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, creative and visual thinking, design development and researching themes and how artists and designers create textile art, as well as and evaluating their own work.

*A levy of \$60 for materials used will be charged to the student's account.*

### **CREATIVE THINKING FOR 3D PRINTING**

Our Students will investigate, explore and develop an understanding of the 3D design process and how they can develop and create innovative and considered designs whilst exploring the capabilities of a 3D printer. 3D printing is an exciting, emerging technology for our students to experience.

- Using 3D software, students will design and manufacture artwork in 3D forms, using specialist equipment and filaments.
- 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, visual thinking and evaluation processes.

*NB: A levy of \$75 will be charged to the student's account.*







# TINTERN GRAMMAR

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