## Middle School Handbook 2018

### Welcome to Middle School

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<td>Mathematics</td>
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<td>Sport</td>
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WELCOME TO THE MIDDLE SCHOOL

In Fintona’s Middle School, we value and truly offer girls an all-round education.

We encourage our girls to develop responsibility for their own learning whilst at school and, ultimately, foster a life-long love of learning. We support each girl as she participates in the wide range of opportunities available to her in our Middle School - be they intellectual, social, artistic or sporting endeavours.

Our Middle School girls are dynamic individuals each with their own special talent. We recognise that they learn in diverse ways and at different rates. Our small class sizes encourage close interaction and genuine collaboration between the students and staff contributing to the School’s academic excellence.

The Middle School years are a time of many changes. At this stage of their lives - as our girls develop greater independence and reflect on who they are and where they belong - we recognise the importance of, and strive to foster, a strong sense of self-worth and belonging. The total wellbeing of our students is of prime importance to our staff and they work together to create a safe environment where each girl is valued and respected.

Fintona aims to support and nurture our Middle School girls, enhancing their ability to interact with their peers, to navigate social cues and to maintain friendships. Our inclusive environment allows girls to engage meaningfully in both school life and in the wider community. Many warm personal relationships develop during the girls’ Middle School years.

Moss House, the Middle School Centre, provides a space for all Middle School girls to interact, discover, inquire, be challenged and relax. The open spaces are designed for diversity and flexibility and the many activities undertaken in the house reflect the varied interests and talents of our students.

There is a variety of programs offered to students in Years 5 to 8. The purpose-designed Life Skills and Study Skills programs assist girls to develop the life-long skills and attitudes that they will need in the future. The Middle School Leadership Program and the Student Representative Council positions provide opportunities for students to take on roles of responsibility.

Our detailed transition programs allow each student to feel confident and comfortable as she moves from one year level to the next.

There are many camps and field trips to help relationship building and engender positive social skills.

Co-curricular activities provide opportunities for girls to experience and participate in a wide range of tasks, giving them confidence to broaden their friendships and reinforce their sense of belonging.

I welcome you into Fintona’s Middle School and trust that your daughter has a happy and prosperous time here.

Ms Trish Leigh
HEAD OF MIDDLE SCHOOL
Fintona’s school uniform is navy blue and gold and a detailed list of the Fintona uniform can be found in the School Diary. Uniforms may be purchased new from:

Bob Stewart
201-211 High Street,
Kew 3101
P 9853 8492
www.bobstewart.com.au

Second-hand uniforms can be purchased from the Fintona Second Hand Uniform Shop, located at the front of the Margaret Cunningham Hall at Fintona. Please check the fortnightly News Bulletin for opening hours.

An extensive list of rules pertaining to uniform and appearance can be found in the School Diary.

The proper wearing of the uniform is seen as very important as it is a reflection of pride in being a Fintonian and of an orderly and well behaved student cohort. Jewellery (apart from one set of plain gold or silver ear studs or sleepers), nail polish and make up, have no place at school. Students should ensure that their uniform is a suitable length i.e. knee length.

On excursions, camps or casual clothes days, which may be held from time to time as a fundraiser, students should wear suitable day clothes. They are not permitted to wear revealing clothes including micro shorts or skirts, tops with a low-cut neckline, or clothing with unsuitable writing, slogans or illustrations. Thongs should not be worn on any of these occasions, though they may be worn on some camps under instruction from staff running the camp.

All items of school uniform should be clearly named and kept in good order.

The summer uniform is worn during Terms 1 and 4; the winter uniform is worn during Terms 2 and 3. There is a two week changeover period for summer and winter uniform which occurs at the start of Term 2 and 4. Notification of any alteration to that schedule because of unusual weather will be given to parents.

Students must have their blazer with them at all times and may be required to wear it to assembly and other special occasions. Students may not wear their jumpers as their outermost garment outside the school grounds.

Lost property can be collected from Student Services or the Sports Office. Items that have not been collected after one month will be donated to the Second Hand Uniform Shop. Please ensure all items of clothing are clearly named.

### SCHOOL UNIFORM

<table>
<thead>
<tr>
<th>SUMMER UNIFORM</th>
<th>WINTER UNIFORM</th>
<th>SPORT UNIFORM</th>
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<tbody>
<tr>
<td>Blazer</td>
<td>Blazer</td>
<td>Sport polo</td>
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<tr>
<td>Dress</td>
<td>Skirt</td>
<td>Sport shorts</td>
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<tr>
<td>Knee high socks (White)</td>
<td>Blouse</td>
<td>Track pants</td>
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<tr>
<td>Pullover</td>
<td>Tie</td>
<td>Rugby top</td>
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<tr>
<td>Academic hat or senior sun hat</td>
<td>Tights (Navy)</td>
<td>Spray jacket</td>
</tr>
<tr>
<td>Black T-Bar or lace up shoes</td>
<td>Pullover</td>
<td>Sport socks (Fintona)</td>
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<tr>
<td>Black T-Bar or lace up shoes</td>
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<td>House polo</td>
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<tr>
<td>Long pants (Navy) (optional)</td>
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<td>Sport cap</td>
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<td></td>
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<td>Sport shoes</td>
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## CO-CURRICULAR ACTIVITIES

Important learning occurs beyond the traditional classroom and Fintona offers a broad range of activities to develop student interests and talents. Students' efforts are recognised regularly in the school community via assemblies and written publications.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>YEAR LEVELS</th>
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<tbody>
<tr>
<td>Art Club</td>
<td>5 - 12</td>
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<tr>
<td>Athletics (House)</td>
<td>5 - 12</td>
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<tr>
<td>Athletics (School Sport Victoria (SSV))</td>
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<tr>
<td>Athletics (Girls Sport Victoria (GSV))</td>
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<tr>
<td>Badminton (House and GSV)</td>
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<tr>
<td>Basketball (GSV)</td>
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<tr>
<td>Basketball (Interschool Sport)</td>
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<tr>
<td>Buick Strings</td>
<td>5 - 8</td>
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<tr>
<td>Cherry Rd String Quartet</td>
<td>5 - 8</td>
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<tr>
<td>Chess Club and Tournaments</td>
<td>5 - 12</td>
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<tr>
<td>Cooking Club</td>
<td>5 - 8</td>
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<tr>
<td>Compass Program (Levels 1, 2, 3 &amp; 4)</td>
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<tr>
<td>Creative Writing Club</td>
<td>5 - 12</td>
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<tr>
<td>Cricket (GSV)</td>
<td>7 - 12</td>
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<tr>
<td>Cross Country (SSV)</td>
<td>5 - 6</td>
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<tr>
<td>Cross Country (GSV)</td>
<td>7 - 12</td>
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<tr>
<td>Cunningham String Quartet</td>
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<tr>
<td>Debating (House) 5-12 and Inter-School (DAV) 7-12</td>
<td>5 - 12</td>
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<tr>
<td>Diving (House and GSV)</td>
<td>5 - 12</td>
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<tr>
<td>Fencing</td>
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<tr>
<td>Fintona Flutes</td>
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<tr>
<td>Flute Ensemble</td>
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<td>Gardening Club</td>
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<td>Guitar Ensemble</td>
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<td>Hockey (House)</td>
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<td>Hockey (Interschool Sport)</td>
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<td>Hockey (GSV)</td>
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<td>Knitting Club</td>
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<td>Netball (House)</td>
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<td>Percussion Ensemble</td>
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<td>Rowing</td>
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<td>School Play</td>
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<td>Soccer (GSV)</td>
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<td>Soccer (Interschool Sport)</td>
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<td>Softball (House) 5-12 (GSV) 7 - 12</td>
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<td>Softball (Interschool Sport)</td>
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<td>STEM Club</td>
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<td>Swimming (House) 5 - 12 GSV 7 - 12</td>
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<td>Swimming (SSV)</td>
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<td>Swimming Club</td>
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<td>Tourmont Strings</td>
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<td>Volleystars (Interschool Sport)</td>
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<td>Volleystars (House)</td>
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<td>YEAR 5</td>
<td>YEAR 6</td>
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<td><strong>Community Service</strong></td>
<td>Students are encouraged to respond to the needs of others, and actively participate in events that respond to the emerging and ongoing needs of community groups. Students in Years 5 and 6 will have the opportunity to embed Community Service into relevant Units of Study. Years 7 and 8 students are encouraged to respond to others through Leadership Programs and in response to community needs.</td>
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</table>

| **Life Skills: Health** | • Units of Study  
• Sex Education  
• Resilience Program | • Units of Study  
• Sex Education  
• Personal Development | • Healthy Lifestyles  
• Healthy Breakfast and Snacks  
• Personal Identity Program  
• Sex Education | • Drugs and Alcohol  
• Nutrition: Healthy Lunches  
• Sex Education |

| **Life Skills: Learning** | • Cyber safety program  
• Transdisciplinary Skills | • Cyber safety program  
• Transdisciplinary Skills | • Digital Issue  
• Study Skills | • Cyber safety program  
• Study Skills |

| **Life Skills: Relationships** | • Units of Study  
• Transdisciplinary Skills - social skills | • Units of Study  
• Transdisciplinary Skills - social skills | • Building Personal Relationships “Fantastic Friends”  
• Project Rocket | • Conflict Resolution  
• Digital Citizenship  
• Social Issues |

| **Leadership Opportunities** | • House Sport  
• SRC (Student Representative Council)  
• Tutor Representative  
• Through the Units of Study, students are given the opportunity to experience a range of leadership roles. | • House Sport  
• SRC (Student Representative Council)  
• Tutor Representative  
• Through the Units of Study, students are given the opportunity to experience a range of leadership roles. | • House Sport  
• SRC (Student Representative Council)  
• Tutor Representative  
• Leadership program preparation for Year 8. | • Middle School Consul  
• House Sport  
• SRC (Student Representative Council)  
• SRC (President of SRC)  
• SRC (Secretary of SRC)  
• Tutor Representative  
• Environment Captain |
Outdoor Education at Fintona is a facilitated experiential learning adventure program that promotes sequential and progressive learning opportunities. The Outdoor Education program ranges from single day activities to multi-day challenging expeditions, and offers students the unique opportunity to experience and engage in different outdoor pursuits. Through interaction with the natural world, students develop an understanding of our relationship with the environment.

Challenge is at the heart of Outdoor Education; the needs of individual students are met to ensure that all students have the opportunity to participate. These opportunities may arise through:

- Taking responsibility for one’s own actions and accepting the outcomes
- Expanding horizons by living simply
- Undertaking challenging, but achievable activities (some requiring perseverance)
- Working in small groups which promote the value and unique qualities of each individual
- Living in a positive atmosphere which encourages tolerance, compassion and trust
- Sharing a secure, relaxed atmosphere in which students can have fun, away from their normal environment and pressures
- Making personal and group decisions which contribute to a successful outcome
- Examining the impact we have on nature
- Observing the natural world and reflecting on humanity’s place in it
- Creating a link between the Outdoor Education experience and the student’s lifestyle

In Year 5, students travel to Coonawarra Farm Resort, located near Bairnsdale in South East Gippsland. During their four-day stay at Coonawarra, students participate in a wide variety of outdoor activities, including canoeing, raft making, rope courses and initiative tasks. This allows students to gain independence, leadership and team work skills whilst being open minded and taking risks in a secure environment.

Year 6 sees our students enjoy a three-day beach experience at Anglesea Recreation Camp. Students challenge themselves by participating in activities such as surfing, body boarding and orienteering. The students explore their new environment and learn about the marine life.

In Year 7, students travel to Central Australia for their six-day cultural adventure, camping under canvas and exploring the paths around Uluru, Kings Canyon and Kata Tjuta. In addition to a physical challenge, the camp supports their studies in Geography, Science, Art, English and Indigenous History. They also challenge themselves in our ‘One Day Wonder’ program. The day enables students to complete a series of physical outdoor pursuits such as mountain bike riding, bushwalking, canoeing, campcraft and navigation. Set in a natural environment this builds on their existing outdoor skills.

The Year 8 program offers a greater level of challenge in preparation for the Year 9 Camp. During the five-day camp to Gembrook, students participate in Indigenous activities, bushwalking, orienteering, rafting, abseiling, rock climbing, adventure sports, and experience cooking meals outdoors. Students build on their experiences from Year 7.
COMPETITIONS

<table>
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<tr>
<th>YEAR 5</th>
<th>YEAR 6</th>
<th>YEAR 7</th>
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<tr>
<td>• Alliance Française Berthe Mouchette Poetry and Drawing Competition</td>
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<td>• Alliance Française Berthe Mouchette Poetry Competition</td>
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<tr>
<td>• Elaine Boucher Writing Award</td>
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<td>• Elaine Boucher Writing Award</td>
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<td>• Australian Mathematics Competition</td>
<td>• Australian Mathematics Competition</td>
<td>• Australian Mathematics Competition</td>
<td>• The University of Melbourne - BHP Billiton School Mathematics</td>
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<td>• Mathematics Challenge for Young Australians</td>
<td>• Mathematics Challenge for Young Australians</td>
<td>• The University of Melbourne - BHP Billiton School Mathematics</td>
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<td>• Maths Games (APSMO)</td>
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<td>• Science Talent Search (STS)</td>
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<tr>
<td>• Tournament of Minds (TOM) (every second year)</td>
<td>• Tournament of Minds (every second year)</td>
<td>• Tournament of Minds (every second year)</td>
<td>• Tournament of Minds (TOM) (every second year)</td>
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<tr>
<td>• Dorothea McKellar Poetry Award</td>
<td>• Dorothea McKellar Poetry Award</td>
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<tr>
<td>• Write 4 Fun - Writing Competition</td>
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<td>• Write 4 Fun - Writing Competition</td>
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<tr>
<td>• Booroondara Literary Award</td>
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<td>• University of Melbourne BHP Billiton School Mathematics Competition</td>
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<td>• University of Melbourne BHP Billiton School Mathematics Competition</td>
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<tr>
<td>• International Competitions and Assessment for Schools - Science</td>
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<td>• University of Melbourne BHP Billiton School Mathematics Competition</td>
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<td>• Japanese Consulate Calligraphy Competition</td>
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<td>• Japanese Consulate Essay Writing Competition</td>
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<td>• Year 7 Maths Day</td>
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<td>• Science Talent Search (STS)</td>
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<td>• DAV Debating</td>
<td>• DAV Debating</td>
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<td>• Latin Reading Competition</td>
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<td>• Latin Reading Competition</td>
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<td>• National History Competition</td>
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<td>• Latin Reading Competition</td>
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Assessment is an integral part of the learning process. Regular assessment provides students with the opportunity for constructive feedback and encourages self-improvement. Assessment at Fintona focuses on the depth of learning that occurs throughout the unit of study, as well as the quality of the outcomes of that learning.

**ASSESSMENT**

- Provides students with criteria that are known, discussed and understood before outcomes are due
- Encourages students to analyse their own learning and understand what can be improved upon
- Values learning that focuses on depth of understanding and high-quality responses
- Promotes reflection and self-evaluation

Reporting involves communicating to parents and students the understanding, knowledge and skills that a student has gained. Parent-teacher interviews and Academic Reports are provided for all students in Years 5 – 8. Full written academic reports are provided at the end of each semester. Students receive written Progress Reports at the end of Terms 1 and 3.

**REPORTS**

- Provide information about student progress and achievement, including areas for further development
- Foster partnerships between parents and teachers to support student learning and progress
- Encourage students to take responsibility for their own learning
The Years 5 and 6 Program focuses on the development of the whole student.

The Program emphasises the dynamic combination of skills, knowledge and critical thinking. It develops an understanding of concepts and strives to develop responsible attitudes. Throughout the learning process, Fintona aims to teach girls to:

- Think
- Communicate
- Develop social skills
- Research
- Be self-managers
- Enjoy learning

Literacy and Numeracy skills are paramount during this developmental stage and, through focused teaching, the girls are well placed for future learning. Our curriculum in Years 5 and 6 is further expanded through the Specialist Program taught by single subject teachers in the areas of Art, Drama, French, Music, Outdoor Education, Physical Education and the Resource Centre.

The Program acknowledges the importance of acquiring skills in context and exploring content that is relevant to students. The students explore concepts and ideas that are of global significance through Units of Study and an extensive Science program. This approach provides our girls with a rigorous and challenging method of learning as well as opportunities to better understand themselves and their environment.

Additionally, all girls in Years 5 and 6 engage in Philosophy in the classroom to help develop their questioning and discussion skills. The girls are able to use their own ideas and are encouraged to extend their thinking and incorporate ideas drawn from other members of the group. The course will focus on ethical and philosophical issues in line with the Units of Study.
YEARS 5 AND 6 PROGRAM

YEARS 5 AND 6 UNITS OF STUDY

Each year, students undertake Units of Study pertaining to the key disciplines: Science, History, Geography, Commerce and Civics and Citizenship.

The units focus on:

YEAR 5

AUSTRALIA IN THE 1800S
Students learn about the reasons for the founding of British colonies in Australia. They visit Sovereign Hill to experience and examine what life was like for different groups of people in the colonial period. Students are introduced to the underpinning values of democracy using the Eureka Stockade as a key example of how citizens can work together to achieve a shared goal.

THE UNIVERSE
Students describe key features of our Solar System. They develop an understanding of Earth as a component within our solar system and explore the importance of the Sun to life on our unique planet. Students investigate concepts relating to astronomical scale and the achievements and cooperation of scientists in describing and exploring space.

WORLD GEOGRAPHY
Students explore how climate and landforms influence the human characteristics of places, and how human actions influence the environmental characteristics of places. Students’ mental map of the world expands to Europe and North America and their main countries and characteristics.

COMMERCE
Students develop an understanding of why decisions need to be made when allocating resources for an individual’s or society’s needs and wants. They explore various factors that may influence decision making with a focus on advertising techniques and strategies.

YEAR 6

GOVERNMENT IN AUSTRALIA
Students undertake a historical inquiry into key figures and events that led to Australia’s democracy, including Federation. Students visit Canberra for a three-day educational tour.

ENVIRONMENT AND SUSTAINABILITY
Students investigate natural disasters and construct a science game to showcase their understanding. Environmental sustainability and practices are explored.

MIGRATION
The stories of groups of people who have migrated to Australia are considered. Differences in the economic, demographic and social characteristics of countries across the world are investigated. Students examine the geographical diversity of the Asia region.

COMMERCE
Students consider why it is important to be informed when making consumer and financial decisions. They identify the purpose of business and investigate the ways businesses choose to provide goods and services.
ENGLISH (LANGUAGE)

YEAR 5

English Language is closely linked to the Units of Study. Skills and knowledge, in the areas of written, oral and visual communication, are further developed.

Students inquire into the conventions of language and apply their understanding in a variety of contexts. They are encouraged to develop an appreciation of reading and writing through the sharing of literature and a range of text styles. Students develop metalanguage to respond to the oral, visual and kinaesthetic components of still and moving images, electronic texts and other multimedia.

WRITING

- **Writing Strategies**
  - Using vocabulary to express greater precision of meaning
  - Expanding on phrases using adjective and noun groups to provide a fuller description of a person, place, thing or idea
  - Considering purpose, structure and audience when creating texts
  - Re-read and edit their own and others’ work using agreed criteria

- **Writing Content**
  - Planning, drafting and publishing imaginative, informative and persuasive texts, choosing language appropriate to purpose and audience
  - Exploring figurative language to enhance imaginative texts
  - Using digital technologies to enhance written texts
  - Using a variety of strategies including sound and visual patterns to attempt unknown words

- **Spelling Strategies**
  - Using word origins, prefixes and suffixes to learn and spell new words
  - Exploring how suffixes impact the grammatical form of a word

- **Grammar and Punctuation**
  - Exploring punctuation markers including apostrophes, semi-colons and quotation marks
  - Understanding the difference between main and subordinate clauses
  - Identifying and constructing simple, compound and complex sentences

READING AND VIEWING

- **Reading Comprehension**
  - Using a range of comprehension strategies to interpret information and ideas within fiction and non-fiction texts
  - Investigating the structure of online texts to assist navigation

- **Reading Strategies**
  - Exploring structures and features of written and visual texts

- **Literature**
  - Present a point of view using evidence from the text
  - Describing and explaining how events, characters and settings in texts are depicted
  - Identifying differing perspectives in texts

SPEAKING AND LISTENING

- **Speaking**
  - Planning, rehearsing and delivering presentations for different audiences and purposes

- **Listening**
  - Clarifying understanding of content as it unfolds in formal and informal situations
YEARS 5 AND 6 PROGRAM

ENGLISH (LANGUAGE)

YEAR 6

English Language is closely linked to the Units of Study. Skills and knowledge, in the areas of written, oral and visual communication, are further developed. Students inquire into the conventions of language and apply their understanding in a variety of contexts. They are encouraged to develop an appreciation of reading and writing through the sharing of literature and a range of text styles. Students develop metalanguage to respond to the oral, visual and kinaesthetic components of still and moving images, electronic texts and other multimedia.

WRITING

• Writing Strategies
  - Rereading and editing work, using agreed criteria and explaining editorial choices

• Writing Content
  - Planning, drafting and publishing a range of texts, including persuasive, informative and imaginative compositions
  - Creating detailed texts, using paragraphs and topic sentences
  - Experimenting with text structures and language features (e.g. figurative language)

• Spelling Strategies
  - Using spelling knowledge and a range of strategies to spell unfamiliar words
  - Using resources to spell unfamiliar words and expand vocabulary

• Grammar and Punctuation
  - Identifying parts of speech
  - Exploring different sentence structures
  - Using a range of punctuation marks

READING AND VIEWING

• Reading Comprehension
  - Using a range of comprehension strategies
  - Making inferences based on implicit information and justifying responses
  - Using evidence from the text to answer questions

• Reading Strategies
  - Locating relevant information when researching
  - Using a range of note-taking skills to record and organise information when researching
  - Using primary and secondary resources and maintaining a Bibliography

• Literature (Book Chats)
  - Making connections to characters and events represented in texts
  - Analysing strategies authors use to influence readers
  - Describing similarities and differences between texts
  - Providing opinions, supported by evidence from the text

SPEAKING AND LISTENING

• Speaking
  - Participating in and contributing to discussions
  - Planning, rehearsing and delivering a speech and formal presentation, including public speaking
  - Debating an issue

• Listening
  - Listening appreciatively, responsibly and critically
MATHEMATICS

YEAR 5

The mathematics curriculum focuses on the further development of knowledge and skills in the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability. The emphasis is on providing activities that promote understanding of mathematical concepts through exploration, investigation and games as well as visual and kinaesthetic experiences. Digital Technology plays an important role in developing and reinforcing skills. Real life mathematics investigations encourage the students to solve problems and apply their skills in everyday situations, thus enhancing their appreciation of the importance of mathematics in their lives.

At home, mathematics can be encouraged and supported through various experiences: number fact recall; real life experiences such as cooking, measuring, shopping; Mathletics; reading time and calendars and strategy dice games.

NUMBER AND ALGEBRA

- Number and Place Value
  - Using mental and written strategies
  - Estimating and rounding to check reasonableness of answers
  - Applying an understanding of whole numbers, factors and multiples
  - Developing proficiency with the four operations and mental facts to support application in mathematical investigations
  - Solving problems using a flexible range of strategies
  - Exploring digital technologies designed to assist mathematical investigations

- Fractions and Decimals
  - Comparing, ordering and representing decimals
  - Using strategies to solve problems involving addition and subtraction of fractions
  - Extending place value knowledge to hundredths and beyond

- Money and Financial Mathematics
  - Creating financial plans including simple budgets and interpreting receipts and invoices

- Patterns and Algebra
  - Interpreting and creating patterns with fractions, decimals and whole numbers
  - Applying knowledge of the properties of number to identify unknown quantities in number sentences

MEASUREMENT AND GEOMETRY

- Using Units of Measurement
  - Using units of measurement for length, area, volume, capacity and mass accurately
  - Using place value knowledge to convert between different units of measurement
  - Exploring efficient ways of calculating perimeter and area of common polygons
  - Applying understanding of 12 and 24 hour time to solve problems

- Shape
  - Connecting three-dimensional objects with two dimensional representations

- Location and Transformation
  - Describing routes using landmarks and directional language
  - Describing transformations of two-dimensional shapes including line and rotational symmetry
  - Using digital technologies to enlarge shapes

- Geometric Reasoning
  - Estimating, measuring and comparing angles using degrees
  - Constructing angles using a protractor

STATISTICS AND PROBABILITY

- Chance
  - Exploring the likelihood of simple chance experiments
  - Representing probabilities using fractions

- Data Representation and Interpretation
  - Posing questions and collecting data
  - Constructing displays appropriate for data type
  - Interpreting data sets
YEARS 5 AND 6 PROGRAM

MATHEMATICS

YEAR 6

The mathematics curriculum focuses on the further development of knowledge and skills in the areas of Number and Algebra, Measurement and Geometry and Statistics and Probability. The emphasis is on providing activities that promote understanding of mathematical concepts through exploration, investigation, and games as well as visual and kinaesthetic experiences. Digital Technology plays an important role in developing and reinforcing skills. Real life mathematics investigations encourage the students to solve problems and apply their skills in everyday situations, thus enhancing their appreciation of the importance of mathematics in their lives. Recording skills are consolidated as students are encouraged to organise information clearly and sequentially.

At home, mathematics can be encouraged and supported through various experiences: number fact recall; real life experiences such as cooking, measuring, shopping; Mathletics; reading time and calendars and strategy dice games.

NUMBER AND ALGEBRA

- Number and Place Value
  - Recognising the properties of prime, composite, square and triangular numbers
  - Solving problems involving all four operations, whole and decimal numbers
  - Using mental and written computation strategies involving whole and decimal numbers
  - Estimating and rounding to check reasonableness of answers
  - Using a range of problem solving strategies
  - Investigating integers
- Fractions and Decimals
  - Identifying equivalent fractions, simplifying fractions and adding and subtracting fractions
  - Connecting fractions, decimals and percentages
- Money and Financial Mathematics
  - Calculating percentage discounts on sale items
- Patterns and Algebra
  - Describing rules used in sequences involving whole numbers, fractions, and decimals
  - Exploring the use of brackets and order of operations in number sentences

MEASUREMENT AND GEOMETRY

- Using Units of Measurement
  - Converting between common units of measurement (e.g. grams to kilograms)
  - Solving problems involving length, area and time
  - Making connections between volume and capacity
- Shape
  - Using geometric language
  - Constructing prisms and pyramids
  - Representing shapes and objects
- Location and Transformation
  - Locating points in any of the four quadrants on a Cartesian plane
- Geometric Reasoning
  - Solving problems using the properties of angles

STATISTICS AND PROBABILITY

- Chance
  - Comparing observed and expected frequencies
  - Describing probabilities using fractions, decimals and percentages
- Data Representation and Interpretation
  - Interpreting and comparing data displays
In Years 5 and 6, students are encouraged to enjoy and develop an interest in science as a means of expanding their curiosity and willingness to ask questions, predict and explore the world in which they live.

The focus of the program is twofold. First, to develop an understanding of the nature of scientific methodology and the ability to conduct experiments and investigations. Through regular science lessons, students learn a range of scientific skills, including how to: formulate predictions, collect, organise and interpret data, manipulate variables and communicate ideas in different ways. Also, students conduct research into scientific phenomena of their own interest in order to apply their skills.

Secondly, to develop key understandings about important science concepts in order to help them better comprehend our world and how it works. Students develop an appreciation that science provides us with knowledge of the nature of living things, of Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all matter.

Guest speakers, incursions and excursions stimulate an interest in science. Involvement in the Science Talent Search competition further encourages each student's natural curiosity and provides an opportunity to see the vital role of science to the broader community. A purpose built Science Discovery Room, provides students with an opportunity to investigate, create and experiment in a laboratory style environment, well suited to the hands on nature of scientific endeavour.

Students are encouraged to develop a solid foundation of knowledge of the biological, chemical, physical, earth and space sciences, with the focus for each section outlined below.

YEAR 5

BIOLOGICAL SCIENCES
Living things have structural features and adaptations that help them to survive in their environment.

CHEMICAL SCIENCES
Solids, liquids and gases have different observable properties and behave in different ways.

EARTH AND SPACE SCIENCES
The Earth is part of a system of planets orbiting around a star (the sun).

YEAR 6

BIOLOGICAL SCIENCES
The growth and survival of living things are affected by physical conditions of their environment.

CHEMICAL SCIENCES
Changes to materials can be reversible or irreversible.

EARTH AND SPACE SCIENCES
Sudden geological changes and extreme weather events can affect Earth's surface.

PHYSICAL SCIENCES
Light from a source forms shadows and can be absorbed, reflected and refracted.

PHYSICAL SCIENCES
Electrical energy can be transferred and transformed in electrical circuits and can be generated from a range of sources.

NATURE AND DEVELOPMENT OF SCIENCE
Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions.

USE AND INFLUENCE OF SCIENCE
Scientific knowledge is used to solve problems and inform personal and community decisions.
YEARS 5 AND 6 PROGRAM

LANGUAGE

In Years 5 and 6, all students study French as their Language Other Than English (LOTE). The study of language is a fundamental aspect of students' learning. It assists their cognitive development, linguistic flexibility and intercultural understanding. It also leads to the development of international awareness. Students develop their skills in spoken and written French through a diverse range of activities. These include the AIM (Histoires en Action) program for year 5 and the introduction to a textbook for year 6. In addition students attend the French Film Festival, where possible and participate in the annual Alliance Française Poetry Competition.

YEAR 5 FRENCH

Semesters 1 and 2

OUTLINE

In Year 5, students learn French through the Accelerative Integrated Method (AIM) using the Histoires en Action program and story. (Also used in Years 3 and 4; however, knowledge is not essential for study at this level). Students study the play and the script throughout the year culminating in a performance at the end of the year. Each term students complete a range of language drills, written activities and role plays which support language acquisition. There is an emphasis on the development of communicative skills, both oral and aural, and enhancement of their reading and writing language skills.

KEY SKILLS

Speaking, listening, reading and formulaic writing.

ASSESSMENT

Participation in the play's performance and a range of oral activities, reading and writing activities from the workbook and other resources.

RESOURCES

Histoires en Action! #1 Add-on Kit, Student DVD and student workbook.

YEAR 6 FRENCH

Semesters 1 and 2

OUTLINE

Year 6 students enrich their French studies with the addition of a textbook. The emphasis continues to be on the development of communicative skills; however, students are also introduced to basic grammar to increase their understanding of the language. They learn to talk about themselves, animals, numbers (dates, ages and birthdays). There is a focus on learning to speak and write about the family describing people, both in personality and appearance, likes and dislikes. Grammatical concepts include, gender of nouns and adjectival agreements and conjugation of verbs. Songs, rhymes and language games are used to enhance the students' experience of French.

KEY SKILLS

Speaking, listening, reading and writing.

ASSESSMENT

Participation in class oral activities, reading and writing tasks and/or projects.

RESOURCES

Student text to be advised.
DIGITAL TECHNOLOGY

Digital technology is central to the Middle School Curriculum. Students are provided with skills and strategies to become discerning users of Information and Communications Technology and specific capabilities and software programs are explored to support the use of Digital Technologies in all subject areas.

YEARS 5 AND 6
Semesters 1 and 2

OUTLINE
The focus for Years 5 and 6 students is to develop a range of skills that will help them create digital solutions. Digital Technology tasks are embedded within the curriculum and are designed to teach students skills and knowledge that can be used in the Inquiry Units. Students will have the opportunity to learn and develop their presentation skills, coding language, cyber safety understanding and research skills. Students learn to present information in a variety of formats including posters, diagrams, images, animation, website, games and video. Over the two years, cyber safety is addressed both formally and informally, with students completing tasks from the Australian Government cyber safety program.

KEY SKILLS
Students learn a variety of skills including: thinking and problem-solving, design process and solutions, creating for an audience, cyber safety awareness, file management, image manipulation and presentation.

ASSESSMENT
Skills are assessed within each Unit of Study.

RESOURCES
A range of mobile and desktop digital systems, a variety of software, Internet resources, and classroom provided teaching materials.

YEARS 5 AND 6 PERFORMING ARTS

Semesters 1 and 2 (Years 5 and 6)

OUTLINE
All students participate in the Year 5/6 Performing Arts program which meets once a week throughout the year. Students are introduced to music theatre where they learn a variety of movements, sing songs and perform in one of our major events Cabaret Night. Students are taught the art of singing in a choir and a varied repertoire is introduced to students. All students have the opportunity to perform in a number of internal and external events.

KEY SKILLS
Singing, Dance and Drama.

ASSESSMENT
Performance tasks, participation in class and performances.
YEARS 5 AND 6 PROGRAM

DRAMA
In Drama, students explore and express ideas through improvisation and role play. They develop the skills necessary to refine and shape improvised drama through the use of dramatic elements. Expressive and collaborative skills are also developed. The National Curriculum will be applied to the drama curriculum with attention to the stages of learning with a focus on developing the fundamental knowledge, skills and behaviors to lay foundations, which will underpin future learning.

YEAR 5
Semesters 1 and 2

OUTLINE
Year 5 Drama encourages students to explore and express ideas through improvisation, role play and dramatic games. Students experiment with ideas in making and presenting drama. They develop their physical and vocal expressive skills and explore narrative structure. The focus is on building personal confidence and learning co-operative ensemble skills.

KEY SKILLS
Refining and shaping improvised drama through the use of dramatic elements; expressing characters and emotions; developing simple narrative structures; performance techniques.

ASSESSMENT
Skill development in improvisation and performance; ability to develop ideas dramatically; collaboration in group devised projects.

RESOURCES
Provided by the School.

YEAR 6
Semesters 1 and 2

OUTLINE
In Year 6, students continue to explore and experiment with a variety of theatrical conventions and styles. They apply dramatic skills to communicate their own experiences, observations and ideas. Students continue to develop their expressive skills and to explore narrative structures while building personal confidence and ensemble skills. Role play and dramatic games allow students to experiment with making and presenting drama. Students learn to view, discuss and reflect on their own and others’ work in a creative and constructive way.

KEY SKILLS
Ability to experiment with ideas in making and presenting drama; application of performance techniques; understanding stagecraft elements; ability to describe personal observations about the content and structure of drama; refining and shaping drama through the use of dramatic elements; ability to contribute to an ensemble performance; expressing characters and emotions; developing narrative structures.

ASSESSMENT
Skill development in improvisation and performance; ability to develop ideas dramatically; collaboration in group devised projects.

RESOURCES
Provided by the School.
MUSIC
Music involves unique teaching and learning practices, and these enable students to participate in a rich and diverse musical experience. At Years 5 and 6, students develop an appreciation of music through a program of activities involving performing, creating, listening and musicology. Students are provided with a range of opportunities to explore performance and instrumental techniques. They develop fundamental music skills, an understanding of the elements of music, and are encouraged to respond creatively to music.

YEAR 5 CLASSROOM MUSIC
Semesters 1 and 2

OUTLINE
Year 5 is linked in a two-year program designed to broaden awareness and understanding of various musical elements. Students are introduced to a range of music skills where students explore these over the year. These comprise of: understanding music notation, aural perception, theoretical knowledge, musicology, the appreciation of style and the cultural context of music and performance techniques. In Year 5, these skills and concepts are introduced at an elementary level, establishing a foundation for an increasingly more sophisticated understanding of musical aesthetics in successive years of the Middle School.

Students have the opportunity to learn and explore a variety of musical instruments. Performance is a major component of the Year 5 music classroom program.

KEY SKILLS
Understanding of musical elements, ensemble performance, musicology, musicianship, music technology and research skills.

ASSESSMENT
Performance, aural and theory tasks, classroom participation, music technology and research assignments.

RESOURCES
Worksheets, classroom instruments, music technology and internet.

YEAR 6 CLASSROOM MUSIC
Semesters 1 and 2

OUTLINE
Students undertake tasks designed to develop a range of musical skills: These comprise of: understanding music notation, aural perception, theoretical knowledge, musicology, the appreciation of style and the cultural context of music and performance techniques. These skills are expanded upon from Year 5 and explored in greater depth Emphasis is placed on performance activities where students perform in various groups.

KEY SKILLS
Understanding of musical elements, ensemble performance, musicology, musicianship, music technology and research skills.

ASSESSMENT
Performance, aural and theory tasks, classroom participation, music technology and research assignments.

RESOURCES
Worksheets, classroom instruments music technology and internet.
PHYSICAL EDUCATION

In Years 5 and 6, students participate in a wide range of activities and sports which provide them with the opportunity to develop fundamental motor skills and to incorporate these skills in a game setting.

YEARS 5 AND 6
Semesters 1 and 2

The Physical Education course is designed to enable students to:

• Develop a commitment to achieve their personal best
• Develop a positive attitude towards physical activity
• Participate in a wide variety of sports with a spirit of cooperation and good sporting attitude
• Participate in various sports to develop an appreciation of lifelong participation
• Increase their understanding of the rules, tactics and strategies of a range of sports

Participate in traditional and non-traditional sports to consolidate existing and develop new skills. Students also participate in a swimming tuition program where emphasis is placed on stroke development.

OUTLINE
Students develop their skills and begin to learn rules and tactics associated with sports such as teeball, volleystars, basketball, netball, soccer, orienteering and athletics.

KEY SKILLS
Catching, throwing, dribbling, striking, fielding, kicking, executing correct technique.

ASSESSMENT
Major skills checklist for each sport.

RESOURCES
All equipment is provided by the School.

SPORT

YEARS 5 AND 6
Semesters 1 and 2

A range of inter-school sports is offered for students in Years 5 and 6. Students compete against local independant schools in basketball, soccer, volleystars, hockey, teeball and netball.

Matches are played after school and comprise both home and away games. Inter-school sport is a compulsory component of the sporting program and is held on Tuesdays from 3pm - 4.30pm.

Please refer to the co-curricular table on page 6 for the Inter-school sports available at Years 5 and 6.
VISUAL ARTS

This subject focuses on encouraging students to experiment with ideas when making and presenting artworks that focus on the application of the design elements. Artworks from a variety of cultures, times and places are viewed and discussed.

YEAR 5
Semesters 1 and 2

OUTLINE
Students apply skills and knowledge of techniques to present artworks which communicate personal experiences and observations. Selecting and combining art elements in a manner which demonstrates an understanding of the structure of a work of art is central to each unit of work. Students are made aware of the processes employed by artists by viewing and discussing artworks from a variety of cultures, times and places. The students reflect on ideas and motivations for making art. They draw on experiences to solve problems creatively, and acquire new skills in the process of making both two-dimensional and three-dimensional artworks.

KEY SKILLS
Apply knowledge and taught skills to artworks; select and combine art elements to demonstrate aesthetic awareness; solve problems creatively; use appropriate language to describe their own work and that of others; identify stylistic features of contemporary and traditional arts.

ASSESSMENT
Practical folio comprising two-dimensional and three-dimensional artworks, visual diary, demonstrating appreciation/analysis.

RESOURCES
Provided by the School.

YEAR 6
Semesters 1 and 2

OUTLINE
This subject focuses on encouraging students to continue to explore and experiment with a variety of materials and methods and to communicate ideas and feelings in an individual manner.

Drawing on previously acquired skills and knowledge, students explore design elements and solve creative and aesthetic problems in diverse ways. Students apply skills and knowledge of techniques to present artworks that communicate their personal experiences and observations in both two-dimensional and three-dimensional forms. They are encouraged to view, discuss, reflect on artworks and ideas and to explore themes that are relevant to their current learning.

KEY SKILLS
Apply knowledge and taught skills to artworks; select and combine art elements to demonstrate aesthetic awareness; solve problems creatively; use appropriate language to describe their own work and that of others; identify stylistic features of contemporary and traditional arts.

ASSESSMENT
Practical folio comprising two-dimensional and three-dimensional artworks, visual diary, demonstrating appreciation/analysis.

RESOURCES
Provided by the School.
YEARS 7 AND 8 PROGRAM

YEAR 7 TRANSITION PROGRAM

Transition to Year 7 is an exciting time for our girls. They move from having one home room for the majority of their classes to moving around between classrooms for different subjects. Similarly, they adjust to having a different teacher for each subject instead of the one classroom teacher for all their core subjects. To assist them in making this transition from the primary school structure to the secondary school model, the girls’ introduction to the year differs from that of the other year levels.

At the beginning of the school year, the Year 7 students spend one morning at school prior to the start of Term 1. During this morning, they are introduced to their tutor who will be their primary pastoral care giver, receive their diary and they are allocated their lockers, which they spend time organising. They also have an opportunity of re-familiarising themselves with the campus and the new rooms that they will be using, such as the science laboratories.

The normal timetable for Year 7 students is suspended for the first four days of the year to allow for special activities to assist the girls in settling into secondary school. During this time, the girls have the opportunity of participating in Life Skills sessions, which assist in developing friendships, spend some time settling into their tutor rooms, meet with each of the subject teachers in informal sessions where they can be introduced to some of the specific requirements, concepts or vocabulary of that discipline, receive advice on time management and organisation for Year 7 and participate in team building activities including sport.

The homework requirements of Year 7 students are also modified during this period and for the first few weeks of Term 1, the girls are required only to spend a short amount of time at home reviewing work they have been introduced to in the core subjects.

The Year 7 classroom program during Term 1 is one of a more integrated nature culminating in the Central Australia Camp early in Term 2. Faculties such as Science, Geography, English, History and Art tailor their programs to incorporate Indigenous studies and give further meaning to the discoveries the students will make during their camp. This approach also allows the students to make valuable connections between the different disciplines and provide a more holistic avenue for research and developing understandings.
YEAR 7
Semesters 1 and 2

OUTLINE
The focus is on the development of personal, communication and collaborative skills. Expressive skills are developed through voice and movement workshops. Improvisation techniques are taught and performance skills are explored through the use of dramatic elements. Play building skills are introduced and students explore stagecraft and theatrical conventions. Narrative skills are developed through role play and script analysis. Units of work include Mime, Improvisation, Characterisation and Movement.

KEY SKILLS
Development of foundation improvisation techniques; ability to portray characters using a range of expressive skills; an understanding of story structure and dramatic elements; ability to work creatively in ensemble play building; development of an understanding of theatrical styles and performance techniques.

ASSESSMENT
- Mime Ensemble Performance
- Mime Research and Evaluation
- Spontaneous and Planned Ensemble Performance
- Characterisation Reflection
- Characterisation Duologue Performance
- Ritual Movement Ensemble Performance

RESOURCES
Provided by the School.

YEAR 8
Semesters 1 and 2

OUTLINE
The focus is on the development of play building and performance skills through the examination and exploration of dramatic elements, theatrical conventions and genres. Students continue to improve their improvisation and character building skills. Expressive skills continue to be developed through physical and vocal workshops. Students explore stagecraft techniques and application with a focus on script interpretation and writing. Students develop analytical skills through watching and critiquing live performances. Units of work include Theatre Sports, Script Interpretation, Commedia dell’Arte, Indigenous stories and Asian mythology in performance.

KEY SKILLS
Ability to develop character and narrative through improvisation and rehearsal techniques; development of a range of expressive skills in the portrayal of character in performance; an understanding of dramatic structure and the use of dramatic elements; ability to use a range of stimuli and research to generate and develop ideas expressively when making and presenting drama; ability to demonstrate a range of styles in the portrayal of characters from different genres, cultures and times.

ASSESSMENT
- Theatre Sports Ensemble Performance
- Theatre Sports Evaluation
- Scripted Performance Ensemble Performance
- Annotated Script (Application)
- Commedia dell’ Arte Ensemble Performance
- Commedia dell’ Arte Mask Creation
- Storytelling Ensemble - exploring Indigenous stories and Asian mythology in Performance

RESOURCES
Provided by the School.
YEAR 7 ENGLISH

With a view to incorporating the key features of the Australian Curriculum within our own courses, the study of English at Fintona enables students to develop their skills in the areas of language, literature and literacy. Students will read and view texts that contain accessible but challenging ideas and topics of social interest. They will write responses that are imaginative, informative or persuasive, focusing on concerns that relate to their own lives, their community and the world. Students will engage in discussions or presentations that compare ideas, build on the ideas of others, provide other points of view and reach conclusions that recognise the diverse aspects of a given debate. During their English studies, students develop their understanding of the three cross-discipline priorities of the Australian Curriculum: sustainability, Asia and engagement with Asia, and the culture and history of Aborigines and Torres Strait Islanders.

Please note: the texts listed below are correct at the time of printing but may change.

LITERACY: GENRE WRITING
Semesters 1 and 2

OUTLINE
Within the curriculum and alongside their text studies, students create a writing folio which introduces them to different forms of writing and writing styles. Students plan, draft and produce imaginative, informative and narrative pieces selecting aspects of subject matter and particular language and visual features to convey their ideas. They analyse and explain the ways text structure and language features shape meaning and vary according to audience and purpose.

KEY SKILLS
Writing for specific forms, styles and purposes; understanding the differences between certain genres of writing; applying correct grammar and punctuation; utilising appropriate software as a writing tool.

ASSESSMENT
Folio.

RESOURCES
Information technology.

TEXT STUDIES
Semesters 1 and 2

OUTLINE
In Semester 1, students study the novel *Private Peaceful* by Michael Morpurgo. The novel was selected for not only its narrative beauty and engaging story but also for its central theme of war and the effect of The Great War on society and families. In Semester 2, students read *Nanberry: Black Brother White* by Jackie French, as part of their exploration of historic Aboriginal experiences at the time of European occupation in Australia. For both texts, students discuss and learn to identify the purposes that inform the author’s work, characterisation, narrative point of view and setting in a particular historical era.

KEY SKILLS
Developing knowledge of how literary features are used by an author to create meaning; understanding of why authors may use particular language to serve their purposes; appreciation of different narratives that imaginatively recreate human experience in a particular historical era; writing and oral tasks that demonstrate a personal interpretation of a given text.

ASSESSMENT
A range of formal writing activities designed to assess student understanding of the novels.

RESOURCES
*Private Peaceful* by Michael Morpurgo and *Nanberry: Black Brother White* by Jackie French.
LITERATURE: POETRY, FILM AND FICTION
Semesters 1 and 2

OUTLINE
As a means of developing and sustaining student engagement with literature, the Year 7 girls read a wide selection of novels and biography both of their own choice and also in consultation with the Resource Centre. They study how meaning is created in genres such as poetry, film and media texts, with an emphasis on creative writing. The importance of myths and legends in developing an understanding of other societies and cultures is also examined. Through the study of poetry, students interpret and discuss how language is compressed to produce dramatic effect in film or drama and is used to create layers of meaning in poetry such as haiku, couplets and free verse.

KEY SKILLS
Reading for understanding and developing skills in forming connections with personal experience and the outside world; identifying authorial purpose and analysing meaning; writing and speaking to a given audience.

ASSESSMENT
Group presentations; written exercises relating to analysis of character, setting and plot structure; creative responses and review.

RESOURCES
Poetry and other selected literature.

LANGUAGE (GRAMMAR, PUNCTUATION, VOCABULARY AND COMPREHENSION)
Semesters 1 and 2

OUTLINE
Students receive formal teaching of grammar, punctuation and vocabulary, with written exercises designed to enhance their knowledge of the mechanics of the English language. They work towards precise application of the English language in their writing. The learning of grammar and correct punctuation is also acquired incidentally, through constant teacher feedback and modelling, and through encouraging students to develop the habit of proof-reading their own work. Furthermore, teachers emphasise the importance of note-taking as a skill for life. Students are required to read a range of fiction and non-fiction texts for the purpose of identifying both explicit and inferred meaning.

KEY SKILLS
Comprehending meaning from a range of texts; consolidating knowledge of sentence parts such as verbs, adverbs, adjectives and nouns; consolidating knowledge of punctuation; acquiring proficiency in using paragraphs in extended pieces of prose; using dictionaries and thesauruses to acquire new vocabulary.

ASSESSMENT
Regular assessment of in-class activities; informal assessment through teacher feedback; classroom comprehension and grammar tests.

RESOURCES
Knowledge Quest 1 plus a variety of other materials provided by the School.
ORAL COMMUNICATION AND PUBLIC SPEAKING
Semesters 1 and 2

OUTLINE
Students are encouraged to express themselves verbally in class, articulating their ideas in a purposeful and meaningful manner. They learn to respect the contributions made by others. They are given opportunities to present their ideas to class in a variety of solo and group presentations. Through the Elizabeth M. Butt Public Speaking program, girls are required to create and present an informative speech, based on the topic ‘What I Would Love’. In a three-minute speech, the student articulates a personal passion, imagines a possibility, and connects their ideas to an issue of wider social concern.

KEY SKILLS
Working within a group to prepare and deliver a team presentation; researching, creating and presenting a solo speech to an audience; constructing a speech to a given time constraint; the enhancement of memory skills, confidence and poise; understanding how to use the voice appropriately when addressing an audience.

ASSESSMENT
Formal assessment based on criteria relating to group and solo presentations.

RESOURCES
Resource Centre for research purposes, Literature Circle novels for preparing group presentations, information technology for researching personal speeches.

LITERATURE: THE CLASSICS
Semester 2

OUTLINE
Students are introduced to the concept of, and the reading of classic works of literature. They explore questions such as ‘What makes a book a classic?’ and ‘What does a canon mean?’ as a means of developing awareness of a literary heritage in western culture. Students hear short presentations from different teachers in the school on which works of literature they have loved, and why. They read a work of literature for pleasure and are invited to share this reading experience with their peers. They develop awareness of how works of fiction may recreate, mirror or resist historical aspects of time and place.

KEY SKILLS
Understanding of what defines a work of classic literature; appreciation of the importance of certain classics in a given culture.

ASSESSMENT
Oral assessment (both formal and informal), written analysis tasks.

RESOURCES
Works of classic literature and a film version of a classic such as Pride and Prejudice.
YEAR 8 ENGLISH

With a view to incorporating the key features of the Australian Curriculum within our own courses, the study of English at Fintona enables students to develop their skills in the areas of language, literature and literacy. Students will read and view texts that contain accessible but challenging ideas and topics of social interest. They will write responses that are imaginative, informative or persuasive, focusing on concerns that relate to their own lives, their community and the world. Students will engage in discussions or presentations that compare ideas, build on the ideas of others, provide other points of view and reach conclusions that recognise the diverse aspects of a given debate. During their English studies, students develop their understanding of the three cross-discipline priorities of the Australian Curriculum: sustainability, Asia and engagement with Asia, and the culture and history of Aborigines and Torres Strait Islanders.

Please note: the texts listed are correct at the time of printing but may change.

AUSTRALIAN LITERATURE AND LITERATURE FOR WIDE READING

Semesters 1 and 2

OUTLINE
Continuing from Year 7, students read a wide selection of novels and biography through the Wider Reading program and in the classroom. The focus in Year 8 is on the interconnectedness of country and place, people, culture and identity, in a variety of texts including short stories and poetry written by Aboriginal or Torres Strait Islander authors. Students develop understanding of how language is used to represent particular groups in society. Students are taught to recognise and explain differing viewpoints about the world, cultures, individual people and ideas, as evident in a text. Students also read a selection of short stories and poetry, and learn how different authors craft language to create meaning. They are encouraged to experiment with new structures and the genres of fiction, poetry, story-writing, and the writing of poetry.

KEY SKILLS
Reading for understanding, and developing skills in forming connections with personal experience and the outside world; identifying authorial purpose, and analysing meaning created by language; using comprehension strategies to interpret and evaluate texts; creating short works of fiction and poetry.

ASSESSMENT
Written exercises relating to analysis of character, setting and plot structure, creative response and review.

RESOURCES
Wider Reading novels, short stories and poetry.
YEARS 7 AND 8 PROGRAM

LANGUAGE (GRAMMAR, PUNCTUATION, VOCABULARY AND COMPREHENSION)
Semesters 1 and 2

OUTLINE
On a regular basis, students complete tasks in grammar, punctuation and vocabulary to enhance their knowledge of the mechanics of the English language, and to develop precise application of these mechanics in their writing. Students are tested frequently on their skills in comprehension. The English course aims for a balance between the preservation of learned skills, and acquisition of new knowledge. Such consolidation initiates skills in essay writing, with attendant skills of paragraphing and creating topic sentences. The learning of grammar and correct punctuation is also acquired incidentally, through constant teacher feedback and modelling, and through encouraging students to develop the habit of proof-reading their own work. Furthermore, teachers continue to emphasise the importance of note-taking as a skill for life. Students are also required to read a range of fiction and non-fiction texts for the purpose of identifying both explicit and inferred meaning.

KEY SKILLS
Developing skills in comprehending meaning from a range of texts; consolidating knowledge of sentence construction such as verbs, adverbs, adjectives and nouns; consolidating knowledge of precise use of punctuation; understanding how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims; using dictionaries and thesauruses to acquire new vocabulary.

ASSESSMENT
Worksheets and informal feedback.

RESOURCES
English Rules 2 Textbook and teacher hand-outs.

ORAL COMMUNICATION AND PUBLIC SPEAKING
Semesters 1 and 2

OUTLINE
In an environment that encourages the sharing of information, experiences and ideas, students are expected to contribute purposefully to classroom discussion. They are taught with the assumption that their views are valid and worthy of an audience, and that, in turn, the contributions of others must be respected. As part of the Elizabeth M. Butt Public Speaking program, girls create a persuasive speech. This requires participants to research the life of a famous or historical person. Then, given the hypothetical situation such as being nominated for an award, the student must convince her audience why she is the most deserving among others.

KEY SKILLS
The ability to research a topic effectively, using resources such as books and the internet; creating a written, persuasive speech that demonstrates judicious selection and omission of material, with a given word-count in mind; understanding the importance of listening respectfully to others’ views; the ability to imagine and recreate as plausibly as possible, the authentic voice of a real person; enhancement of memory skills, confidence and poise; an understanding of how to manipulate the voice and gestures in order to persuade an audience.

ASSESSMENT
Formal assessment based on criteria relating to group and solo presentations, peer assessment of a solo presentation.

RESOURCES
The Resource Centre for research purposes, particularly biographies and literature dedicated to the art of public speaking.
LITERATURE STUDIES – KING OF SHADOWS AND LOOKING FOR ALIBRANDI
Semesters 1 and 2

OUTLINE
Students study two works of fiction including Susan Cooper’s King of Shadows in Semester 1 and Melina Marchetta’s Looking for Alibrandi in Semester 2. For King of Shadows, they explore the blurred boundary of literary genre and how the text could be equally interpreted as fantasy, time travel, science fiction or historical fiction. The novel introduces students to the world of Elizabethan theatre, with particular emphasis on Shakespeare’s A Midsummer Night’s Dream. This prepares students for the study of Shakespeare’s works in future years. In the second semester, the Australian novel Looking for Alibrandi follows a teenaged girl and how she negotiates the many complications in her life including having separated parents, accepting her Italian heritage, attending a strict Catholic school and maintaining friendships with girls and boys. Pia’s story is complicated and amusing yet also traverses darker themes of depression and loss.

KEY SKILLS
The appreciation of a work of fiction that occupies an ambiguous literary genre; understanding the influence of Shakespeare on the western canon, appreciating the varied stories that belong to Australian culture, identifying authorial purpose and how different writers explore ideas concerning society and human behaviour.

ASSESSMENT
Short responses, extended analytical responses, oral presentations, grammatical exercises.

RESOURCES
King of Shadows and Looking for Alibrandi.

LITERACY: FILM - BILLY ELLIOT (STEPHEN DALDRY, DIRECTOR)
Semester 2

OUTLINE
The study of Billy Elliot is designed to develop students’ ability to appreciate a story set in a complex and unfamiliar setting: Northern England in the 1980s, specifically 1984 during the closure of the British coal mines. The narrative is seen through the perspective of an eleven year-old boy who is coping with the loss of a mother, a father and brother involved in often violent Union protest, and his unexpected discovery of passion for ballet. Students explore this fictional story that is set against a realistic backdrop and the effect of social uproar on ordinary families. They appreciate how the boy comes to assert his own identity through dance and the intervention of sympathetic adults, namely his dance teacher and eventually his once-reluctant father. Students study how gender expectations and an array of stereotypes are formed and challenged. They also examine the values informing the story such as the importance of self-belief and persistence.

KEY SKILLS
The skills of listening, viewing, speaking, writing and creating cohere in the study of this film. Students acquire the metalanguage needed to write with confidence about film and learn how directors use the medium to communicate particular ideas. They develop their ability to interpret stated and implied meaning, using visual, aural and dialogic evidence to support their arguments.

ASSESSMENT
Analytical and interpretive responses.

RESOURCES
Teacher hand-outs and Stephen Daldry’s Billy Elliot.
YEARS 7 AND 8 PROGRAM

YEAR 7 GEOGRAPHY

Geography is a structured way of exploring and understanding the characteristics of places that make up our world. Students are introduced to the fundamental concepts and skills of geography. Students are encouraged to become aware of, and understand, how natural processes and human activities shape our world.

MAPPING THE WORLD

Term 1

OUTLINE
In this unit students are introduced to the concepts and skills central to Geography. The specific focus is on maps as tools for understanding the world around us. Students examine different types of maps and their purpose. They complete an interdisciplinary research task in preparation for their trip to Central Australia.

KEY SKILLS
Using geographical conventions in presenting and interpreting maps; using alpha-numeric grid references to locate places on maps; using print and electronic atlases to find geographical information about places.

ASSESSMENT
Class work, presentation and interpretation of data, research task, test.

PLACES ARE FOR LIVING IN

Term 2

OUTLINE
This unit focuses on the concept of place through an investigation of liveability, including: factors that influence liveability; how it is perceived; and the idea that spaces are managed and planned by people. Students evaluate the liveability of their own local area and investigate whether it can be improved through planning.

KEY SKILLS
Using print and online resources to locate and record information about the liveability of places; presenting and interpreting information from primary sources such as photographs and interviews.

ASSESSMENT
Class work, research task, test.

OUR BLUE PLANET

Term 3

OUTLINE
This unit focuses on water as a renewable environmental resource. It examines the many uses of water: the way it is valued in its different forms as a resource. Students investigate the characteristics of rivers and catchment areas.

KEY SKILLS
Presenting and interpreting geographical data; using print and electronic sources to locate information; synthesising and presenting information using appropriate geographic conventions.

ASSESSMENT
Class work, data presentation and interpretation, research task.

WATER: TOO MUCH, TOO LITTLE

Term 4

OUTLINE
This unit focuses on the distribution and use of water resources on a global, regional and local scale. Students analyse the impact of weather and climate on humans and natural environments. They investigate how humans can manage issues such as water scarcity and atmospheric hazards. Key concepts include environmental sustainability and management of water resources.

KEY SKILLS
Using print and online resources to locate and record information; presenting and interpreting geographical data; collecting and analysing information gathered from a fieldwork site.

ASSESSMENT
Class work, data presentation and interpretation, fieldwork report.

RESOURCES*

Text: Jacaranda Atlas, Jacaranda Geography Alive 7 for the AC, the Resource Centre, online resources.

* Please note that the same resources will be used for each term.
YEAR 8 GEOGRAPHY

CHANGING NATIONS
Term 1

OUTLINE
In this unit, students investigate global migration trends. Australia’s migration patterns over time are examined, including the reasons for migration and its impacts on Melbourne. Students investigate the effects of internal migration in China. Skills in collecting information using fieldwork techniques are further developed.

KEY SKILLS
Presenting and interpreting geographical data; collecting and analysing information gathered from a fieldwork site.

ASSESSMENT
Class work, presentation and interpretation of visual data, fieldwork report, test.

CITIES
Term 2

OUTLINE
This unit focuses on the causes and consequences of urbanisation, drawing on a case study from Asia. Students examine the differences in urban concentration and urban settlement patterns between Australia and the United States of America and their causes and consequences. Students investigate the issues associated with the growth of megacities around the world.

KEY SKILLS
Presenting and interpreting geographical data; using print and online resources to locate and record information; synthesising and presenting findings using geographic conventions.

ASSESSMENT
Class work, presentation and interpretation of visual data, research task, test.

POLAR LANDFORMS AND LANDSCAPES
Term 3

OUTLINE
In this unit students examine the Antarctic landscape and its distinctive landform features. They investigate the experiences of the early Antarctic explorers and examine current issues concerning human impact on Antarctica.

KEY SKILLS
Presenting and interpreting geographical data; using print and online resources to locate and record information; synthesising and presenting findings using geographic conventions.

ASSESSMENT
Class work, presentation and interpretation of visual data, research task, test.

COASTAL LANDFORMS AND LANDSCAPES
Term 4

OUTLINE
In this unit, students examine coastal landscapes and their distinctive landform features. They explore how natural processes and human activities affect coastal environments. This unit includes a fieldtrip to the Mornington Peninsula in which students consolidate their fieldwork techniques.

KEY SKILLS
Presenting and interpreting geographical data; collecting and analysing information gathered from a fieldwork site.

ASSESSMENT
Class work, fieldwork report, test.

RESOURCES*
Jacaranda Atlas 8th ed, Pearson Geography 8 custom, fieldwork sites, the Resource Centre, audio visual and online material.

* Please note that the same resources will be used for each term.
YEAR 7 HISTORY

History is a disciplined process of inquiry into the past that develops students’ curiosity and imagination. Historical knowledge helps students to appreciate how the world and its people have changed, as well as the continuities that exist to the present day. The ability to critically evaluate and interpret sources, to develop and substantiate responses and to conduct independent research is central to this discipline. In Year 7, the focus is on the Ancient World.

INTRODUCTION TO HISTORY AND INDIGENOUS AUSTRALIAN CULTURE

Term 1

OUTLINE
In this unit students are introduced to the historical concepts of change and continuity through a study of the features of life of ancient Indigenous Australians. They learn about the importance of primary and secondary sources in investigating past events and begin to develop skills in using historical sources to gain understanding of ancient societies. Students complete an interdisciplinary research task in preparation for their trip to Central Australia.

KEY SKILLS
Analysing primary and secondary sources; developing written and oral responses using historical evidence, terms and concepts; locating, selecting, recording and synthesising historical information when conducting research.

ASSESSMENT
Analysis of primary and secondary sources, written and oral responses, research tasks, tests.

ANCIENT EGYPT

Term 2

OUTLINE
In this unit, students gain an understanding of the key features of life in Ancient Egypt. They examine the political and social structure, religious beliefs and values, technological developments, art and literature, as well as key events and significant individuals. Links with other ancient societies and present day life are also examined.

KEY SKILLS
Analysing primary and secondary sources; developing written and oral responses using historical evidence, terms and concepts; formulating inquiry questions; locating, selecting, recording and synthesising historical information when conducting research.

ASSESSMENT
Analysis of primary and secondary sources, written and oral responses, research tasks, tests.
ANCIENT GREECE
Term 3

OUTLINE
In this unit, students gain an understanding of the development of Ancient Greece from its earliest beginnings to an Empire. They examine the political and social structure, religious beliefs and values, technological developments, art and literature, as well as key events and significant individuals. Links with other ancient societies and present day life are also examined.

KEY SKILLS
Analysing primary and secondary sources; developing written and oral responses using historical evidence, terms and concepts; formulating inquiry questions; locating, selecting, recording and synthesising historical information when conducting research.

ASSESSMENT
Analysis of primary and secondary sources, written and oral responses, research tasks, tests.

RESOURCES
Text: Jacaranda History Alive 7, class sets, print, online and audiovisual resources, the Resource Centre

ANCIENT CHINA
Term 4

OUTLINE
In this unit, students gain an understanding of the development of Ancient Chinese society. They examine the political and social structure, religious beliefs and values, technological developments, art and literature, as well as key events and significant individuals. Links with other ancient societies and present day life are also examined.

KEY SKILLS
Analysing primary and secondary sources; developing written and oral responses using historical evidence, terms and concepts; formulating inquiry questions; locating, selecting, recording and synthesising historical information when conducting research.

ASSESSMENT
Analysis of primary and secondary sources, written and oral responses, biographical research task, tests.

RESOURCES
Text: Jacaranda History Alive 7, class sets, print, online and audiovisual resources, the Resource Centre
YEAR 8 HISTORY

Year 8 History covers the modern period 500AD to 1750AD; from the Dark Ages, through the Medieval period in Europe and Japan to the Renaissance.

THE MEDIEVAL WORLD

Term 1

OUTLINE
This unit covers the Medieval period up to 1500AD. Students examine the changing nature of European society during this period. The unit begins with the Norman Conquest and explores the social and political organisation of feudalism and its impact on England, with a focus on the manorial system and village life.

KEY SKILLS
Analysing primary and secondary sources; developing short answers and extended responses using historical evidence, terms and concepts; formulating inquiry questions; locating, selecting, recording and synthesising historical information when conducting research.

ASSESSMENT
Written analysis of primary and secondary sources, research tasks, tests, extended responses.

MEDIEVAL LIFE IN EUROPE

Term 2

OUTLINE
Students gain an understanding of the main characteristics of everyday life in Medieval European society, including the influence of art, architecture and the power of the Church; the roles of leaders such as Henry II and Thomas Becket, women and the family; farming, trade and entertainment. The impact of the Black Death and its catastrophic effect on Europe is also examined.

KEY SKILLS
Analysing primary and secondary sources; developing short answers and extended responses using historical evidence, terms and concepts; formulating inquiry questions; locating, selecting, recording and synthesising historical information when conducting research.

ASSESSMENT
Written analysis of primary and secondary sources, research tasks, tests, extended responses.

MEDIEVAL JAPAN

Term 3

OUTLINE
Students explore the characteristics of medieval Japan. The structure of the feudal society and its culture is examined, including religion and the role of the Samurai. Students draw comparisons with Medieval Europe.

KEY SKILLS
Analysing primary and secondary sources; developing short answers and extended responses using historical evidence, terms and concepts; formulating inquiry questions; locating, selecting, recording and synthesising historical information when conducting research.

ASSESSMENT
Written analysis of primary and secondary sources, research tasks, tests, extended responses.

EXPANDING HORIZONS

Term 4

OUTLINE
Students gain an understanding of the origins of the Renaissance and its influence on European ideas, beliefs and values, including the revival of Greek and Roman learning and its impact on education and humanism. The reasons for the nature of the voyages of discovery and consider the impact of western civilisation on the New World are also examined.

KEY SKILLS
Analysing primary and secondary sources; developing short answers and extended responses using historical evidence, terms and concepts; formulating inquiry questions; locating, selecting, recording and synthesising historical information when conducting research.

ASSESSMENT
Written analysis of primary and secondary sources, research tasks, tests, extended responses.

RESOURCES
Class sets, print, online and audiovisual resources, the Resource Centre, Pearson Geography 8 custom.
YEAR 7 DIGITAL TECHNOLOGY

OUTLINE
Digital technologies involves four key strands: digital systems, data and information, coding and design & technologies. Students examine how computers and computer systems work such as the internet and home networks. Data is collected, manipulated and displayed using data visualisation tools such as Excel. Students learn basic coding principles and apply them to code an animation of their own design. Lastly, students build and program a robot in a team to learn problem solving skills and the “design loop”.

KEY SKILLS
For digital systems students learn about types and capabilities of internet connections, steps to set-up a home network and identifying the risks of using networks. In data and information students learn to analyse problems that utilise data, collect data, manipulate data using formulas and visualise data to answer questions. Students use universal programming concepts to solve problems and create software: loops, IF/THEN logic, events and data types. In robotics students need to follow complex instructions, diagnose faults and solve them, develop designs to solve problems programmatically, and iterate their work within a team.

ASSESSMENT
Assessment tasks in the form of a test (digital systems, data and information). Individual learning and project work (coding). Group project (design and technology).

RESOURCES
Microsoft Excel, code.org, Alice 3, Lego EV3 robots. General computer and network software, books, websites and class provided materials.

YEAR 8 DIGITAL TECHNOLOGY

OUTLINE
Digital technologies involves four key strands: digital systems, data and information, coding and design & technologies. Students examine how computers and computer systems work such as home and small business networks. Data is collected, manipulated and displayed using data visualisation tools such as Excel and Piktochart. Students learn basic coding principles and apply them to code a game of their own design. Lastly, students program a microprocessor development board to learn more about the “Internet of Things” and provide a springboard for building connected physical devices such as games, vehicles, home automation or wearables.

KEY SKILLS
For digital systems student design a home network in response to a given brief including producing a network diagram. In data and information, students extend their Excel charting and graphing skills and produce an infographic on a research topic. Students develop their understanding of universal programming concepts including: loops, IF/THEN logic, events, functions, parameters and data types and utilise specialist game development software. In design and technology, students need to follow complex instructions, diagnose faults and solve them, develop designs to solve problems programmatically, and iterate their work.

ASSESSMENT
Assessment tasks in the form of a test (digital systems, data and information). Individual learning and project work (coding, design and technology).

RESOURCES
Microsoft Forms, Microsoft Excel, infographics software, code.org, GameMaker, Arduino-compatible microprocessor development boards. General computer and network software, books, websites and class provided materials.
Learning a Language other than English contributes to the development of inter-culturally aware citizens through an understanding of languages, culture and humanity. Research indicates that learning languages promotes and develops reflective, deep and creative thinking. In Years 7 and 8, all students study French and select either Latin or Japanese for the two-year program. French students are grouped into continuing and beginners’ classes based on their previous experience in the language.

In Term 2, students in Years 7 and 8 participate in the Alliance Française Poetry Competition.

YEAR 7 FRENCH

The Year 7 course follows the adventures of young people living in France and Australia. Topics include: greetings, asking and giving names and nationalities, numbers, including dates, ages, addresses and phone numbers, describing animals and discussing pets, descriptions of family and people in general, including personality and appearance, discussing school subjects and timetables, saying which hobbies and sports one likes and does not like, food and drink, including how to order in a French restaurant or café, and describing the rooms of the house. Cultural components are introduced concurrently and include the French school system, the family, comparisons of eating customs, celebrations and festivals in France and the annual Tour de France bike race. Oral communication is encouraged and listening skills are developed through the use of videos and recordings of French native speakers. Writing at this stage is carefully structured and songs, rhymes and games are also used to enrich the students’ experience of the language. CD-ROM activities support and extend the work covered in class.

KEY SKILLS
Speaking, listening, reading and writing.

ASSESSMENT
Quizzes, tests, oral presentations and role plays.

RESOURCES
To be advised.

YEAR 8 FRENCH

OUTLINE
The Year 8 course continues to follow the daily events and special occasions in the lives of teenage characters in France and Australia. Topics include: describing clothing for different occasions, identifying body parts and expressing ailments, talking about free time and leisure activities, explaining what one does at different times of the day, and discussing holidays, travel, countries and capitals, and visits to France. The cultural component extends the students’ knowledge of relevant and varied aspects of life in France and other French speaking countries. Students are also provided with many realistic situations in which to practise their French through role plays and other oral activities.

KEY SKILLS
Speaking, listening, reading and writing.

ASSESSMENT
Quizzes, tests, oral presentations and role plays.

RESOURCES
To be advised.
YEAR 7 LATIN

OUTLINE
Learning Latin opens the door not only to the language, but also the culture of Western antiquity. Students follow the Cambridge Latin Course, a graduated reading program which centres around life in the 1st century Roman empire. In year 7, students meet the fundamental aspects of Latin grammar through the narrative of Caecilius Iucundus, a Pompeian merchant. Each stage introduces a new set of words which are linked to their English derivatives as a means to amplify English vocabulary. By the end of the year, students have acquired the fundamental components of Latin syntax together with its metalanguage. Given the status of the language today, reading comprehension takes predominance over spoken language; however, students recite verb paradigms and read sentences aloud as a means of promoting language acquisition.

KEY SKILLS
Reading, listening and speaking.

ASSESSMENT
Quizzes, tests, short research tasks.

RESOURCES
Cambridge Latin Course, Book 1.

YEAR 8 LATIN

OUTLINE
The Year 8 course extends the grammatical foundations laid in Year 7, continuing the dual focus on language and historical background. The setting shifts from Pompeii to the empire outside of Italy: Roman Britain and Alexandria. Students encounter new vocabulary and grammatical concepts in the context of the Roman Empire outside of Italy in the first century CE. Students amplify their knowledge of the word endings for nouns and are able to recognise the various endings for the verb in the present and three past tenses. The concept of the infinitive verb is made explicit, and students consider its use with auxiliary verbs possum (I can), volo (I want) and nolo (I don’t want). By the end of the year, students can read and translate short passages of modified Latin with the help of a dictionary.

KEY SKILLS
Reading, listening and speaking.

ASSESSMENT
Tests, quizzes, short research tasks.

RESOURCES
Cambridge Latin Course, Book 2.
YEARS 7 AND 8 PROGRAM

YEAR 7 JAPANESE

OUTLINE
The Year 7 course introduces students to simple spoken and written language, as well as Japanese culture and geography. The study of new scripts is also an integral part of the course, and hiragana symbols and basic kanji characters are taught through picture flashcards, card games and other fun activities. Topics include: myself and family, daily greetings and expressions, numbers to 100, my town, teenage culture in Australia and Japan, Japanese dishes, ordering food and drink at a restaurant, likes and dislikes, weekly routines and popular after-school activities. Speaking and listening skills are developed from an early stage through simple role plays, classroom interactions and the use of audio-visual material, while writing skills are acquired in carefully structured contexts relevant to the topics studied. This is supplemented by a broad range of interactive language activities in the digital textbook which is accessible in class and at home for further consolidation. Various arts and crafts activities based on seasonal festivities, as well as films, music and cooking, are organised regularly to enhance students’ understanding of the Japanese culture.

KEY SKILLS
Speaking, listening, reading and writing.

ASSESSMENT
Quizzes, tests, oral presentations and role plays.

RESOURCES
iiTomo 1 Student Book, Activity Book and Pearson Reader digital textbook.

YEAR 8 JAPANESE

OUTLINE
The Year 8 course continues to develop skills in spoken and written language, while allowing students to consolidate their mastery of hiragana symbols and extending their knowledge of kanji characters. Topics include: telling time, daily routines, school life, extra-curricular activities, school events and excursions, seasons, calendar months and dates, transport, leisure and holidays, mobile phones, parts of the body, physical features, anime and manga, birthdays, special celebrations and Japanese festivals. Speaking and listening skills are developed through role plays, classroom interactions and the use of audio-visual material, while writing skills are acquired in carefully structured contexts relevant to the topics studied. This is supplemented by a broad range of interactive language activities in the digital textbook which is accessible in class and at home for further consolidation. The cultural components extend the students’ understanding of the Japanese culture, people and lifestyle through various in-house activities such as films, music and cooking as well as interacting with students from our sister school in Japan, Yokohama Eiwa, by exchanging letters and participating in an activity with Eiwa exchange students.

KEY SKILLS
Speaking, listening, reading and writing.

ASSESSMENT
Quizzes, tests, oral presentations and role plays.

RESOURCES
iiTomo 2 Student Book, Activity Book and Pearson Reader digital textbook.
YEAR 7 MATHEMATICS

The following areas of study are the focus for the curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands and are assessed by in-class activities, topic tests and application and analysis tasks. Digital technology, including scientific calculators are utilised where appropriate. Students follow the course described by the Australian Curriculum.

NUMBER AND ALGEBRA

Students use efficient mental and written strategies to make estimates and carry out the four operations with integers. They investigate number properties including primes, composites, factors and multiples. Students apply tests of divisibility and make simple estimates to judge the reasonableness of results. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. Students solve problems involving all four operations with fractions and express answers in the simplest form. Students use variables to represent arbitrary numbers, connect the laws and properties of numbers to algebra and substitute numbers into algebraic expressions. They assign ordered pairs to given points on the Cartesian plane and interpret and analyse graphs of relations from real data. Students develop simple linear models for situations, make predictions based on these models, solve related equations and check their solutions.

MEASUREMENT AND GEOMETRY

Students use formulas for the area and perimeter of rectangles. They classify triangles and quadrilaterals and represent transformations of these shapes on the Cartesian plane, with and without the use of digital technology. Students name the types of angles formed by a transversal crossing parallel line and solve simple numerical problems involving these lines and angles. They describe different views of three-dimensional objects, and use models, sketches and digital technology to represent these views. Students calculate volumes of rectangular prisms.

STATISTICS AND PROBABILITY

Students identify and discuss issues involving the collection of discrete and continuous data from primary and secondary sources. They construct and analyse a variety of graphs and interpret data from frequency tables. Students identify and calculate mean, mode, median and range for data sets. They describe the relationship between the median and mean in data displays. Students determine the sample space for simple experiments with equally likely outcomes, and assign probabilities outcomes.

KEY SKILLS
Knowledge and understanding of basic facts; use and application of basic facts and skills in routine and non-routine contexts; communicating mathematical understanding; appropriate and effective use of technology.

ASSESSMENT
Application and analysis tasks, topic tests.

RESOURCES
YEAR 8 MATHEMATICS

The following areas of study are the focus for the curriculum: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands and are assessed by in-class activities, topic tests and application and analysis tasks. Digital technology, including scientific calculators, is utilized where appropriate. Students follow the course described by the Australian Curriculum.

NUMBER AND ALGEBRA

Students use efficient mental and written strategies to make estimates and carry out the four operations with integers. They can apply the index laws using integer indices to variables and numbers. They understand and use the number pi in context. Students estimate answers and solve everyday problems involving profit and loss rates, ratios and percentages. They simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions. Students evaluate algebraic expressions using knowledge of directed numbers and arithmetic and they create algebraic models. They formulate and solve problems involving linear equations and inequalities and graph linear relationships on the Cartesian plane.

MEASUREMENT AND GEOMETRY

Students convert between units of measurement for length and area. They find the perimeter and area of parallelograms, trapezia, rhombi and kites. They transfer and adapt their knowledge to find perimeter and area of composite shapes. Students name the features of circles, calculate circumference and area, and deduce the properties of quadrilaterals. They make sense of time duration in real applications, including the use of 24-hour time. Students identify conditions for the congruence and similarity of triangles and deduce the properties of quadrilaterals. They use tools, including digital technology.

STATISTICS AND PROBABILITY

Students explain issues related to the collection of sample data and discuss the effect of outliers on means and medians of the data. They use various approaches, including the use of digital technology, to generate simple random samples from a population. Students model situations with Venn diagrams and two-way tables and explain the use of 'not', 'and' and 'or'. Students choose appropriate language to describe events and experiments. They determine complementary events and calculate the sum of probabilities.

KEY SKILLS

Knowledge and understanding of basic facts; use and application of basic facts and skills in routine and non-routine contexts; communicating mathematical understanding; appropriate and effective use of technology.

ASSESSMENT

Application and analysis tasks, topic tests.

RESOURCES

Text: Essential Maths for the Australian Curriculum Year 8, Greenwood et al, Cambridge, TI-30XB calculator.
YEAR 7 MUSIC

Year 7 classroom music is designed to broaden awareness and understanding of music. Students continue to work on developing their musical skills: understanding music notation; aural perception; theoretical knowledge; musicianship, musicology and performance. Students develop their music technology skills by expanding and developing their techniques with the music programs: Auralia, Musician, Sibelius and Garage Band. Solo and small group performance activities focus on developing performance techniques, arranging skills and critical listening. Students take part in the Battle of The Bands competition where they choose a song, play on a variety of instruments and then compete with each year 7 class. Some scope is given to students to determine the mode and content of their learning to suit individual stages of musical development and personal interests.

KEY SKILLS
Analytical listening, rhythmic perception, pitch perception, ensemble performance, composition.

ASSESSMENT
Performance tasks, composition tasks, analysis tasks, aural and theory exercises, participation in class.

RESOURCES
Worksheets, classroom instruments and music computer lab.

YEAR 8 MUSIC

Year 8 students continue to develop on music skills previously learnt: understanding music notation; aural perception; theoretical knowledge; musicianship, musicology and performance. Students develop their music technology skills by expanding and developing their techniques with various music programs: Auralia, Musician, Sibelius and Garage Band. Solo and small group performance activities focus on developing performance techniques, arranging skills and critical listening. Students continue to develop their keyboard, vocal and percussion skills through both formal and informal learning practices. Basic guitar skills are also introduced through class work and small ensembles. More scope is given for students to determine the mode and content of their learning to suit individual stages of musical development and personal interests.

KEY SKILLS
Analytical listening, research skills, rhythmic perception, pitch perception, ensemble performance, composition.

ASSESSMENT
Performance tasks, composition tasks, analysis tasks, research tasks, aural and theory exercises, participation in class.

RESOURCES
Worksheets, classroom instruments and music computer lab.
PHYSICAL EDUCATION

YEARS 7 AND 8

In Years 7 and 8, students are provided with the opportunity to participate in a range of practical units that allows them to develop new and existing skills. Students participate in a wide range of sports that promotes positive attitudes towards physical activity, movement, fitness and skill development.

The Physical Education course is designed to enable students to:

• Develop a commitment to achieve their personal best
• Develop a positive attitude towards physical activity
• Participate in a wide variety of sports with a spirit of co-operation and good sportsmanship
• Participate in various sports to develop an appreciation of lifelong participation
• Increase their understanding of the rules, tactics and strategies of a range of sports
• Participate in traditional and non-traditional sports to consolidate existing and develop new skills.

In Year 8, students also participate in three introductory rowing sessions, with two sessions held at the Yarra Yarra boat sheds where they learn basic rowing techniques and familiarise themselves with rowing equipment.

OUTLINE

Students extend their game knowledge and tactical play in sports such as softball, basketball, cricket, soccer, netball, hockey and athletics. They develop their awareness of others by learning to work in teams. Students are provided with the opportunity to participate in a variety of movement activities including gymnastics and cheerleading.

KEY SKILLS

Catching, throwing, dribbling, striking, fielding, kicking, skipping, movement, executing correct technique, co-operation and team work.

ASSESSMENT

Major skills checklist for each sport.

RESOURCES

All equipment is provided by the School (except mouthguards).

SPORT

At Fintona, we love to see our girls active in the sporting arena whether it is competitive, social, for fitness or fun. We encourage all students to be active in some capacity and we have a wide range of sporting activities on offer to promote this.

Fintona is a member of the Girls Sport Victoria (GSV) Interschool Sport Competition which gives girls the opportunity to represent the School in inter-school sport as well as various weekly sport competitions.

Please refer to the co-curricular table on page 6 for the Inter-school sports available at Years 7 and 8.
YEAR 7 SCIENCE

Students are introduced to Science and its various branches, and to laboratory equipment and safety skills, to allow them to gain and apply knowledge and skills through experimental and assignment work. Throughout the course, reference is made to current technologies and practice and how these may impact on other areas of society and involve ethical considerations. Students examine science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. Students also develop a project for the Victorian Science Talent Search.

AN INTRODUCTION TO SCIENCE

OUTLINE
This unit introduces students to the different fields of Science. They learn the names of scientific equipment and perform simple experiments in order to learn to use equipment correctly. Students identify questions that can be investigated scientifically. They design experiments identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

KEY SKILLS
Recognition and naming of scientific equipment; performing scientific experiments; recording observations; measuring; analysing results; drawing conclusions; identification of hazards associated with particular procedures and equipment; display safe and responsible work practice; problem solving.

ASSESSMENT
Safety poster and written work, written practical reports, research project on a famous scientist, topic test.

CHEMICAL SCIENCES – THE PARTICLE MODEL AND MAKING AND SEPARATING MIXTURES

OUTLINE
The properties of the different states of matter are explained in terms of the motion and arrangement of particles. Students are introduced to the particle model and use physical property materials to classify them as solids liquids or gases. Students learn the scientific terms used in relation to the preparation of mixtures. The solubility of substances in water is explored in relation to the numerous methods of separation available to scientists. Practical applications of this in the industry and exploring and comparing separation methods used in the home, are also discussed.

KEY SKILLS
Assist, design and carry out investigations involving variables; record observations and data correctly; draw conclusions based on collected data; identify hazards associated with particular procedures and equipment; display safe and responsible work practice; problem solving.

ASSESSMENT
Written practical reports, topic test, written work, research on water purification, recycling or biodegradability.

BIOLOGICAL SCIENCES - CLASSIFICATION OF ORGANISMS

OUTLINE
Students explore the classification of organisms, how and why you might organise living things into groups and applications of classification. They identify patterns of similarities and differences in a range of living things, including plants and animals. Binomial nomenclature is introduced to students. They construct and use dichotomous keys.

KEY SKILLS
Observation; interpretation and evaluation; record keeping; making and using dichotomous keys and field guides; making inferences; analysing data; sequencing; classifying.

ASSESSMENT
Topic test, practical work, chart of animal phyla, project on organisms, written work, dichotomous key.
YEARS 7 AND 8 PROGRAM

BIOLOGICAL SCIENCES - ECOLOGY

OUTLINE
Students are introduced to the concept of solar energy and how it may be responsible for the changes observed in the interactions between organisms, food chains and food webs. Human impact on local habitats, such as deforestation, agriculture or the introduction of new species on the balance of ecosystems is explored. The permanent change to ecosystems as a response to the introduction of non-native species is examined. Specific examples of human activity, such as the use of fire by traditional Aboriginal people and the effects of palm oil harvesting in Sumatra and Borneo are researched.

KEY SKILLS
Observation; interpretation; analysing and applying knowledge; research; digital technology; working co-operatively; microscope skills.

ASSESSMENT
Topic test, practical work, written work, computer simulation, research assignment.

RENEWABLE AND NON-RENEWABLE RESOURCES

OUTLINE
Renewable and non-renewable resources are studied and in particular, emphasis is placed on the water cycle. Students consider what is meant by the term ‘renewable’ in relation to the Earth’s resources and research timescales for regeneration of resources. Factors that influence the water cycle, changes of state and how human management of water impacts on the water cycle are explored. A comparison between renewable and non-renewable energy sources, including how they are used in a range of situations, is drawn.

KEY SKILLS
Interpreting and applying knowledge; researching; processing and analysing data and information; making inferences; digital technology.

ASSESSMENT
Topic test, written work, digital presentation.

EARTH AND SPACE SCIENCES - SPACE SCIENCE

OUTLINE
Students revise their knowledge of the Solar System, and then explore predictable phenomena, including seasons and eclipses as caused by the relative positions of the sun, moon and Earth. They model the relative movements of the Earth, sun and moon comparing times for the rotation of each, and comparing the times for the orbits of Earth and the moon. New technologies and recent advances are discussed.

KEY SKILLS
Interpreting and applying knowledge; researching; processing and analysing data and information; making inferences; digital technology.

ASSESSMENT
Topic test, written work, assignment.

EARTH AND SPACE SCIENCES - GEOLOGY

OUTLINE
The structure of the earth and its constantly changing surface is investigated. Students explore the formation and identification of fossils and the three common rock types: sedimentary, igneous and metamorphic. They explore some of the different minerals found in rocks and recognise that some rocks and minerals, such as ores, provide valuable resources. In addition, students consider the role of forces and energy in the formation of different types of rocks. Practical application includes identification of a range of common rock types using a key based on observable physical and chemical properties.

KEY SKILLS
Experimentation, predicting, analysing, applying knowledge, observing and classifying, research, report writing, digital technologies.

ASSESSMENT
Topic test, practical work and reports, written work, assignments.
SCIENCE TALENT SEARCH

OUTLINE
Students investigate a scientific topic of their choice. Their presentation can be as a poster, game, DVD, photographic display, computer game, creative writing piece, model or invention.

KEY SKILLS
Observation; interpretation; research; making inferences, analysing data; problem solving; working co-operatively; record keeping; addressing key criteria carefully.

ASSESSMENT
Project. This is assessed internally and the higher quality projects are entered into the Victorian Science Talent Search.

RESOURCES
Prescribed textbook, Pearson, microscopes, microscope slides, DVDs, preserved specimens of organisms, plant samples, models, LEGO, internet, Resource Centre, excursions, incursion, Year 7 Central Australia Trip. Scientific equipment and materials are supplied by the School.
YEARS 7 AND 8 PROGRAM

YEAR 8 SCIENCE

Students’ knowledge pertaining to the previous year’s work is expanded to allow them to gain and apply knowledge and skills through more sophisticated experimental and assignment work. Throughout the course, reference is made to current technologies and practice and how these may impact on other areas of society and involve ethical considerations. Students examine science knowledge used in occupations.

They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. Students also enter an experimental research project for the Victorian Science Talent Search.

OUTLINE

Students identify and construct questions and problems that they can investigate scientifically. Each individual or pair of students designs an experiment of their choice, investigates and writes a scientific experimental report for possible entry into the annual Victorian Science Talent Search. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

KEY SKILLS

Modelling; experimental design; experimentation; research; hypothesising; observation; problem solving; record keeping; measuring; sampling; graphic representation of results; drawing valid conclusions; scientific report writing; digital technologies and safe laboratory practices following key criteria carefully.

ASSESSMENT

Topic test, experimental research report.

CHEMICAL SCIENCES - CHEMISTRY

OUTLINE

Students develop an awareness of atoms as building blocks of substances and as being grouped differently during chemical reactions. They practise locating elements on the periodic table and discover that elements and simple compounds can be represented by symbols and formulae. Differences between elements, compounds and mixtures are described at a particle level. The students explore the differences between chemical and physical changes. Emphasis is placed on the production of new substances through chemical change and writing this in a word equation.

KEY SKILLS

Experimentation, research, observation, problem solving, record keeping, scientific report writing, modelling and safe laboratory practices.

ASSESSMENT

Experimental reports, written work, topic test.

BIOLOGICAL SCIENCES - CELLS

OUTLINE

Students learn to use stereo dissecting, digital and compound light microscopes. They prepare wet mounts for viewing, and explore organisms at the cellular level. They study structures for both plant and animal cells and investigate various types of cells and how they function. Students connect growth, repair and reproduction to cell division and online footage and digital simulations are employed to illustrate this.

KEY SKILLS

Use of microscope, manipulative skills, observation, interpretation, making and viewing microscope slides, sketching, making inferences, analysing data, classifying, identifying, working co-operatively, modelling.

ASSESSMENT

Topic test, practical work and reports, written work, microscope drawings, model of a cell.
PHYSICAL SCIENCES - ENERGY

OUTLINE
Students are introduced to energy and investigate different forms of energy. These include kinetic, heat and potential energy, in terms of the effects they cause. Flow diagrams are used to illustrate changes between different forms of energy and students develop an understanding of the nature of energy. The features of an energy efficient house are investigated and environmental efficiency when harnessing and/or conserving different energies is examined. Renewable energy sources and their limitations and benefits are discussed.

KEY SKILLS
Experimentation, observation, classification, analysis, interpretation and application of knowledge, digital technologies, model building.

ASSESSMENT
Topic test, recording of practical work and reports, model of an energy efficient house.

RESOURCES
Prescribed textbook, Pearson Science 8, DVDs, online resources, computer simulations, excursions, incursions, scientific equipment and materials supplied by the School.

BIOLOGICAL SCIENCE - BODY SYSTEMS

OUTLINE
Multi-cellular organisms contain systems of organs that carry out specialised functions enabling them to survive and reproduce. Students explore the structure and function of the main organs and systems relating to digestion, circulation, respiration and excretion in humans. Digital simulations, visual media and dissection of organs are used as teaching aids. Current medical advances relating to these systems are also investigated.

KEY SKILLS
Safe and correct procedure for dissection, correct maintenance of dissection equipment, experimentation, observation, report writing, research, identification and analysis.

ASSESSMENT
Topic tests, practical work and reports, written work, assignments.

MOTION, FORCES AND GRAVITY

OUTLINE
Students are introduced to forces and the effect of unbalanced forces on an object. They use everyday examples of machines, tools and appliances to show an understanding of force and movement. Explanations of how gravity affects objects on the surface of the Earth and the properties of magnetic and electric forces are investigated. Practical applications, such as designing and constructing simple structures or machines are undertaken.

KEY SKILLS
Modelling; designing; construction; classification; research; digital technology; observation; problem solving; record keeping; analysis and synthesis.

ASSESSMENT
Research assignment, experimental reports, written work, topic test.
YEAR 7 VISUAL ARTS

In Years 7 and 8, students are introduced to a variety of different ways art can be created. Students explore a range of materials and techniques and are encouraged to develop individual ideas in their practical work. Assignments on artists develop an appreciation of art works from different cultures and an awareness of different artistic identities.

SEMESTERS 1 AND 2

OUTLINE
The Year 7 course explores creating art by experimenting with different media, techniques and approaches to making artworks. Practical work is developed using a design process which enables students to make informed artistic decisions. Through this approach different ideas, working methods and solutions are explored.

Each unit explores a range of creative and observational skills and focuses on different design elements. Students are encouraged to create valid, vivid and exciting images that express their ideas. Through discussion, personal evaluation and written tasks, an appreciation of art works from different cultures develops and encourages student awareness of the Visual Arts as an integral part of our culture.

KEY SKILLS
Generate and develop ideas expressively when making and presenting art works; demonstrate a range of skills, techniques and processes; describe how the organisation of artworks communicates ideas and feelings; and demonstrate an understanding of the ways in which artworks reflect cultural and historical perspectives.

ASSESSMENT
Art Production: a practical folio comprising drawing, painting, textiles, printmaking and pastel works. Art Appreciation: set class exercises, oral discussion and submission of a visual diary.

RESOURCES
Provided by the School.

YEAR 8 VISUAL ARTS

SEMESTERS 1 AND 2

OUTLINE
The program in Year 8 aims to build on the experiences, skills, techniques, knowledge and understanding developed in Year 7. The Year 8 course recognises that students are capable of more sophisticated work and have an increased competence in the use of materials, processes, and techniques. Students explore a range of art activities through a structured design process. A range of new concepts and ideas are explored which enable students to further develop and express their own personal ideas.

Through discussion and written responses to artworks, students develop an awareness of different expressions of artistic identity and explore and refine personal points of view about the meanings and messages of artworks.

KEY SKILLS
Generate and develop ideas expressively when making and presenting art works; demonstrate a range of skills, techniques and processes; describe how the organisation of artworks communicates ideas and feelings; demonstrate an understanding of the ways in which artworks reflect cultural and historical perspectives.

ASSESSMENT
Art Production: a practical folio comprising painting and drawing explorations, a completed painting, textiles and hand built ceramics. Art Appreciation: set class work and a written assignment.

RESOURCES
Provided by the School.