Tenison Woods College I Mount Gambier

2017 YEAR 8 AND 9 CURRICULUM HANDBOOK
Dear Parents and Carers,

This booklet reflects the exciting variety of learning opportunities available for secondary school students at Tenison Woods College. Increasingly, Year 8/9 students require greater choice in developing their own learning programs and ensuring that they acquire the knowledge, skills, values and attributes essential in their future careers and study.

Our Middle School philosophy at Tenison Woods College recognises the importance of adolescents being engaged in and challenged by their learning. We respond to their diverse interests and talents and strengthen students’ competence and confidence in managing complex educational programs.

We are proud of the range of learning opportunities available at the College, both in the core curriculum and co-curricular activities. We value the strong support from parents as partners in the education of their children and we are inspired by the excellent learning facilities provided at Tenison Woods College.

These qualities underpin our Middle School programs and are reflected in our subject offerings.

Please read through the booklet carefully and discuss the options available with your child and with the relevant teachers at the school. For additional information please contact either Head of the Middle School, Ian Ross or Director of Learning, Scott Dickson.

Regards,

David Mezinec
Principal
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SUBJECT SELECTION GUIDELINES FOR STUDENTS

Guidelines

This Curriculum Guide is intended to assist you in the very important process of choosing subjects and provide information about the broad range of subject offerings at Tenison Woods College. It contains an overview of the process you will work through, information about the pattern of subjects and descriptions of the subjects on offer as you move into the final years of your secondary education.

It is strongly recommended that the diverse range of staff and resources listed below are consulted to guide families through the sometimes challenging process of subject selection. In addition to the information in this Handbook you may also access information from the Pathways Team as well as other publications:

• Marie Hoare, Careers Counsellor
  Phone: 8724 4616
  Email: hoarm@tenison.catholic.edu.au

• Vanessa Courtney, SACE Coordinator
  Phone: 8724 4658
  Email: courv@tenison.catholic.edu.au

• Joanne MacLean, VET Coordinator
  Phone: 8724 4658
  Email: macj@tenison.catholic.edu.au

• Ian Ross, Head of Middle School
  Phone: 8724 4622
  Email: rossi@tenison.catholic.edu.au

• Sean Quirke, Head of Senior School/Flexible Learning Programs
  Phone: 8724 4650
  Email: quirs@tenison.catholic.edu.au

• Scott Dickson, Director of Learning
  Phone: 8724 4651
  Email: dicksc@tenison.catholic.edu.au

• Your subject, homegroup and Flexible Learning teacher

Further Resources

• Tenison Woods College Pathways Expo;
• Job Guide;
• SATAC Tertiary Entrance Booklet;
• SATAC University Guide;
• VTAC University Guide;
• Other Interstate University Guides/websites;
• TAFE SA and other RTO websites; and
• Various tertiary institution information booklets/websites.

Pathways Counselling Procedure

The subject counselling process includes the Pathways Expo, incorporating subject selection information sessions, subject selection and pathways counselling, intensive pathways counselling for students who may need it (eg VET students, accelerated students) and some re-counselling in Term 4 and during the academic year.

Subject selection process:

Step 1: Using this Curriculum Handbook, you are required to choose the subjects you think you would like to study and complete your subject selection form under the guidance of your teachers, parents and the Pathways Team.

You should also carefully consider:

• Your ambitions and possible future career choices;
• Your capabilities and performance in subjects you are currently studying;
• Your interest in the content of the subjects you are currently studying;
• The SACE pattern;
• Information gathered at Tenison Woods College Pathways Expo, Careers Expo and TAFE and University Open Days;
• Prerequisites and other requirements of tertiary courses, including those offered at interstate institutions; and
• Advice from the Career Counsellor, SACE Coordinator, VET Coordinator, Head of School and your subject teachers.

Step 2:

Once you have chosen the subjects you think you would like to study and listed them on your subject selection form, you must ask your current subject teachers if they feel that you are a suitable candidate for that subject at that level. You need to have them complete the subject recommendations section of your subject selection form. You and your parent/s will need to sign the form.

Step 3:

Students will enter subject selections on the Edval Web Choice form.

Step 4:

At the subject counselling interview, you will have the opportunity to discuss the suitability of your subject choices in light of your career ambitions, your capabilities, your achievement in your current subjects, etc. You will also receive information about whether you have received all your requested subjects. Your parents are encouraged to attend this interview with you.

Step 5:

Some weeks later you will be advised as to whether you are able to study your first choice of subjects at the next year level. Should subject clashes or class numbers prevent this from being possible, you will be invited to another interview where your alternative choices will be discussed.
YEAR 8 CURRICULUM OVERVIEW
(WHAT CAN I CHOOSE?)

Year 8 is the first year where students are able to make substantial choices about their education. It can seem a daunting task at first, how can anyone of that age know what they will be doing in five years time?

However, with counselling from experienced teachers, students will be able to select a broad range of experiences that will ensure a multitude of options in the future.

COMPULSORY SUBJECTS FOR THE FULL YEAR

• Maths
• Fitness, Health and Physical Education
• Pastoral Care
• English
• SOSE
• Religious Education

COMPULSORY SUBJECTS

Science: 'What's the Matter' and 'The Heat Is On' (Compulsory units)

Two term-length elective units to be chosen by the class:

Biological Sciences (10 week modules):
'Growing Up and Getting the Message'
'The Circle Of Life'

Earth and Space Sciences (10 week modules)
'Mining Rocks!'
'Digging Up The Past'

(Note that no more than one elective from each strand may be chosen, for details refer to the Science section of this book).

Languages other than English:
Compulsory for the full year. Students choose between Italian Pathway A or B, or Chinese, to be studied over Year 8 and Year 9.
YEAR 8 CURRICULUM OVERVIEW

YEAR 8 CORE ROTATION SUBJECTS (completed by all students)

<table>
<thead>
<tr>
<th>Elective Subjects</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Music</td>
<td>Term</td>
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<td>Drama</td>
<td>Term</td>
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<td>Visual Art - Art</td>
<td>Term</td>
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<tr>
<td>Visual Art - Graphic Design</td>
<td>Term</td>
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**THE ARTS**

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<tbody>
<tr>
<td>Jamie’s Home Cooking</td>
<td>Term</td>
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<tr>
<td>Shaping the Material World or Illuminating Ideas</td>
<td>Term</td>
</tr>
<tr>
<td>How Does that Work</td>
<td>Term</td>
</tr>
<tr>
<td>Media Studies</td>
<td>Term</td>
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**DESIGN & TECHNOLOGY**

<table>
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<tr>
<th>Exceptions</th>
<th>Duration</th>
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<tr>
<td>Basketball Academy - in lieu of 1 other rotation course (to be requested by interested students)</td>
<td>Term</td>
</tr>
<tr>
<td>Music Advanced - in lieu of 1 other Art rotation course (to be requested by interested students)</td>
<td>Term</td>
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</tbody>
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YEAR 8 CURRICULUM PATTERN

<table>
<thead>
<tr>
<th>Core Subjects</th>
<th>Lessons Per Week</th>
<th>Minutes Per Week</th>
<th>Duration</th>
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</thead>
<tbody>
<tr>
<td>Religious Education*</td>
<td>4</td>
<td>160</td>
<td>Full Year</td>
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<tr>
<td>English *</td>
<td>5</td>
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<td>Full Year</td>
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<tr>
<td>Mathematics*</td>
<td>5</td>
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<td>Science</td>
<td>5</td>
<td>200</td>
<td>Full Year</td>
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<tr>
<td>SOSE*</td>
<td>5</td>
<td>200</td>
<td>Full Year</td>
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<tr>
<td>HPE*</td>
<td>4</td>
<td>160</td>
<td>Full Year</td>
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<tr>
<td>Pastoral Care*</td>
<td>1</td>
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<td>Full Year</td>
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<tr>
<td>Language</td>
<td>3</td>
<td>120</td>
<td>Full Year</td>
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<table>
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<tr>
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<th>Minutes Per Week</th>
<th>Duration</th>
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<td>Term Courses</td>
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<td>The Arts</td>
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<td>Term Courses</td>
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<tbody>
<tr>
<td>Term Courses</td>
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*Subjects are completed in Homegroup classes

Homegroup based subjects - all students must complete:

- A full year Religious Studies, English, Maths, SOSE (History/Geography), Science and HPE with their Homegroup class

Non Homegroup based subjects - all students must complete:

- A full year of Language - Italian Pathway A, Italian Pathway B or Chinese
- Drama and Art - students do one term of each course
- Design and Technology - students do one term of each course

Tenison Woods College Year 8 - 9 Curriculum Handbook 2017 5
Year 9 is the final year of Middle Schooling for students at Tenison Woods College. In recognition of this, the students are given greater control over their subject choices.

Counselling from experienced teachers ensures that students select a broad range of experiences in order to maximise their options for the future.

**COMPULSORY SUBJECTS FOR THE FULL YEAR**

- Maths
- Pastoral Care
- Physical Activity
- English
- SOSE
- Religious Education

**COMPULSORY SUBJECTS WITH ELECTIVE COMPONENTS**

**Science:**

Four elective term-length modules to be chosen from the following:

- Biological Sciences (10 week modules)
- ‘CSI - Forensic Science’
- ‘Growing Your Own’
- Earth and Space Sciences (10 week modules)
- ‘Disasters’
- ‘Living In a Tin Can’
- All Sub-Strands (Semester Module)
- ‘Cutting Edge Science’
- Physical Sciences (10 week modules)
- ‘Making Waves’
- ‘You've Got the Power’
- Chemical Sciences (10 week modules)
- ‘Look Good Smell Good’
- ‘Atoms, Acids and Alcohol’

(Note that no more than one elective from each sub-strand may be chosen, for details refer to the Science section of this book).

**Languages other than English:**

Chinese (full year) or Italian Pathway A or B (full year).

Continuing with same language choice from Year 8.
YEAR 9 CURRICULUM OVERVIEW

YEAR 9 ELECTIVE SUBJECTS (students select one from each group)

<table>
<thead>
<tr>
<th>Elective Subjects</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Group 1</td>
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<tr>
<td>Graphic Design</td>
<td>Semester</td>
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<tr>
<td>Visual Arts – Art (Where’s That Line? / Place In Paint)</td>
<td>Semester</td>
</tr>
<tr>
<td>Drama</td>
<td>Semester</td>
</tr>
<tr>
<td>Music (Full Year)</td>
<td>Semester</td>
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<tr>
<td>Group 2</td>
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<tr>
<td>World of Wood</td>
<td>Semester</td>
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<tr>
<td>Bend it Shape It</td>
<td>Semester</td>
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<tr>
<td>See that thing Go</td>
<td>Semester</td>
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<tr>
<td>Basketball Academy</td>
<td>Semester</td>
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<tr>
<td>Group 3</td>
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<td>Applications Made Easy</td>
<td>Semester</td>
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<tr>
<td>Media Studies</td>
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<td>Hospitality (Full Year Option)</td>
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<td>or:</td>
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<td>Netball</td>
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<td>Soccer</td>
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YEAR 9 CURRICULUM PATTERN

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*Subjects are completed in Homegroup classes

Homegroup based subjects - all students must complete:

- A full year a Religious Studies, English, Maths, SOSE and HPE with their Homegroup class

Non Homegroup based subjects - all students must complete:

- A full year of Language - Italian Pathway A, Italian Pathway B or Chinese
- Science - students select four * one term Science elective courses
- Four * Electives - 1 semester
The vision statement for Catholic Schools in South Australia states that: “Catholic schools educate young people in all dimensions of life by developing the whole person” (South Australian Commission for Catholic Schools, 1991). While each subject has a significant role to play in different aspects of education, Pastoral Care has the overarching responsibility for the whole student.

The Pastoral Care program at Tenison Woods College has both informal and formal components. The aim of the informal aspect of Pastoral Care is to help create an environment where each student feels valued for their distinctiveness, safe to express their individuality and respects the rights and dignity of others. The aim of the formal Pastoral Care program within the school is to involve students in programs and situations that allow them to develop as caring, committed individuals who respect themselves and others.

All students within the Year 8 student cohort will participate in a formal Pastoral Care program. It is conducted by their Homegroup teacher and contributes to the personal development of the student. The pastoral care lessons involve students in programs and situations that encourage them to develop as caring, committed individuals who respect themselves and others.

Year Level: 8
Length: One 40 minute lesson per week for the full year.
Prerequisites: Nil

Course Description:
Due to the numbers of new students at this year level, the Year 8 Pastoral Care program has a strong focus on getting to know students in the year level and building positive relationships. Students begin the year with an Orientation Program Week that encourages students to develop new friendships. Students are also guided through the Reach Out and Sensability program utilising the resources during which they will participate in activities and discussions with the following themes. As the year progresses, students will explore the following themes and issues:

- Getting Organised
- Time Management
- Self-Worth
- Belonging
- Control: Managing Emotions (Anger)
- Control: Managing Emotions (Managing Stress/Anxiety)
- Inclusion
- Importance of Being Positive and Happy

Thinking Strategies
- Aboriginal and Torres Strait Islander Awareness
- Are You OK? Day
- National Day against bullying

Growth Mind Set
- Goal Setting
- Respect
- Rights

Responsibility
- Bullying/Cyber Bullying
- Digital footprint
- Juvenile Justice System

Assessment:
Students will receive a written report from their Homegroup teacher commenting on their participation and interest in class activities.

Materials Required:
- Lined notepaper and display folder.

Additional Costs:
- Participation in workshops or guest speakers organised by the school.
The vision statement for Catholic Schools in South Australia states that: “Catholic schools educate young people in all dimensions of life by developing the whole person” (South Australian Commission for Catholic Schools, 1991). While each subject has a significant role to play in different aspects of education, Pastoral Care has the overarching responsibility for the whole student.

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All students within the Year 9 student cohort will participate in a formal Pastoral Care program. It is conducted by their Homegroup teacher and contributes to the personal development of the student. The pastoral care lessons involve students in programs and situations that encourage them to develop as caring, committed individuals who respect themselves and others.

Year level: 9
Length: One 40-minute lesson per week for the whole year.

Course Description:
The Year 9 Pastoral Care program covers the following four units outlined. These themes have specific relevance to students as they move from Middle School towards the Senior School. The program is structured to allow students to control the direction and outcomes of their own learning. With teacher guidance, students will explore the following issues:

- **Getting Organised**
  - Getting to know you
  - Building positive relationships
  - Time management and goal setting

- **Beyond School**
  - Community awareness
  - Social action

- **Personal Character and Self Worth**
  - Positive body image
  - Stress management
  - Respecting yourself
  - Problem solving
  - Helpful thinking and self talk

- **Cyber Awareness**
  - Privacy laws
  - Cyber bullying
  - Sexting
  - Digital reputation

- **Respect**
  - Others
  - Friendships
  - Parents
  - Communication
  - Yourself – body image

Assessment:
Students will receive a written report from their Homegroup teacher commenting on their participation and interest in class activities.

Materials Required:
Lined notepaper and display folder.

Additional Costs:
Participation in workshops or guest speakers organised by the school.
Assistant Principal Religious Identity and Mission
Ms Michelle Coote
Email: cootm@tenison.catholic.edu.au
Phone: 8725 5455 (ext 4615)
RELIGIOUS EDUCATION

YEAR 8

COMPULSORY UNITS

RELIGIOUS EDUCATION

MADE IN THE IMAGE OF GOD
BEING HUMAN, BEING MORAL, BEING SEXUAL

YEAR 9

COMPULSORY UNITS

RELIGIOUS EDUCATION

MADE IN THE IMAGE OF GOD
BEING HUMAN, BEING CONNECTED, BEING MORAL, BEING SEXUAL

YEAR 10

STAGE 1 RELIGIOUS STUDIES

MADE IN THE IMAGE OF GOD
BEING HUMAN, BEING CONNECTED, BEING MORAL, BEING SEXUAL

OPTION 1
SOCIAL JUSTICE HUMANITARIAN FOCUS

OPTION 2
SOCIAL JUSTICE ECOCLOGICAL FOCUS

YEAR 11

STAGE 2 RELIGIOUS STUDIES
10 CREDITS

INTEGRATED LEARNING

STAGE 2 (10 CREDIT)

OPTIONAL UNIT

YEAR 12

STAGE 3 RELIGIOUS STUDIES
10 CREDITS
The purpose of Religious Education is to deepen students’ understanding of the Catholic Tradition and develop an appreciation of its significance in their lives, so that they may participate effectively in the life of the Church and wider society.

The Religious Education curriculum at Tenison Woods College is a progression, each year building on the concepts already studied and respecting the growing maturity of the students. At the heart of the work of Catholic Schools is an invitation for students to engage in a conversation between the world they know and the faith to which they are called. Hence, the goal of Middle School Religious Education is to create a synthesis between life, faith and culture. The Crossways RE curriculum for South Australian Catholic Schools is used as the core document when planning all units in Religious Education. Outcomes build on previous years to ensure the program matches the development of Middle School students and wherever possible the application of this curriculum is enacted through Faith in Action projects. Programs at Year 8 and 9 also cater for the differing entry experiences and knowledge of students in the area of Religious Education.

Religious Education nurtures a rich set of outcomes in the domains of:

- Knowledge and understanding;
- Skills and capabilities; and
- Values and dispositions

In addition to the curriculum and Faith in Action opportunities in the Middle School, Religious Education outcomes are also met through opportunities to pray and worship. Prayer is held daily in the classroom and is planned and led by both students and teachers. Weekly prayer in the Chapel is run by a different class each week with a whole year level in attendance. Masses are held weekly, with each class having the opportunity to attend a mass at least once a term. Whole School masses are held once a term.

All students in Year 8 & 9 attend a Reflection Day off site that is an opportunity to take time out of daily school life and reflect on contemporary issues through the prism of gospel and Christian values. The one day, Reflection Day is a compulsory experience for all Year 8 & 9 students.

Made in the Image of God (Year 8)
Made in the Image of God (MITIOG) is the mandated human sexuality education program for all Catholic schools in South Australia. As is the case with any curriculum area in a Catholic School, it is grounded in a Catholic understanding of the human person.

Specific content covered includes: components of personality and behaviour; changes in adolescence: spiritual, social, intellectual and sexual development; at risk behaviours; lifestyle related illnesses; conscience and decision making skills.

Made in the Image of God (Year 9)
Made in the Image of God (MITIOG) is the mandated human sexuality education program for all Catholic Schools in South Australia. As is the case with any curriculum area in a Catholic School, it is grounded in a Catholic understanding of the human person.

Specific content covered includes: moral, sexual and emotional dimensions of change; responsible behaviour; sexual feelings and relationships; Church’s Moral teaching; lifestyle related illnesses and choices for healthy living.
TITANS HIGH PERFORMANCE SPORTS PROGRAM

Learning Area Coordinator
Mr Daniel Stratford

Email: strad@tenison.catholic.edu.au
Phone: 8725 5455 (ext 4621)
TITANS HIGH PERFORMANCE SPORTS PROGRAM

The Titans High Performance Sports Program is a Year 3-12 program aimed at supporting and developing highly talented athletes in their chosen sporting fields while capturing the idealism of the student-athlete. The course combines the study requirements of daily academics with the training and development of the student’s practical talents.

The program is a multi-sport program that will provide students with opportunities to improve their practical skills and knowledge of their chosen sport, but will also develop their professionalism in off field related topics such as sport psychology, nutrition, biomechanical movements, weight training and recovery methods. Together with the academic expectations listed in the following section, students will be exposed to weight programs, individual sessions, team work out sessions, and strategy development. Students will participate in a High Performance camp and elite testing at the Australian Institute of Sport (AIS) and individual sport camps to national programs in Adelaide, Melbourne or Sydney.

Students can only enter this course through application. Please contact Daniel Stratford at the College (strad@tenison.catholic.edu.au) for more details on the application process or complete the 'Prospective Student Athlete form' found on the Titans website [http://titansbasketball.com.au/](http://titansbasketball.com.au/) and return it to Daniel Stratford at the College.

**Year Level:** 8

**Pathways:** 9-12 Titans High Performance Program

**Prerequisites:** Students must be achieving highly within current sporting programs and be in talent squads and/or state programs. Students must complete an application form and interview to complete the program.

**Length:** 1 year

**Course Description:**
An Athlete Manager will be allocated to all student-athletes and will hold regular meetings with parents to negotiate requirements of the program to suit the student-athlete. Support will be provided for both the skill development and study progress of the student-athlete.

**Practical:** Students will complete practical sessions during class time and after school which will further develop their skills and tactical awareness. Additional sessions will be negotiated around cross training, plyometrics, weight training and cardio-respiratory training.

**Theory:** Students will study topics such as sport psychology, nutrition, sports injuries and injury management, biomechanical movements, Exercise Physiology units including weight training, recovery, and workload management together with career pathways in sport including sports administration, marketing and coaching.

**Assessment:**
This will consist of laboratories, practical skills performance checklists and video analysis.

**Additional Information:**
It is highly recommended that students with aspirations to achieve highly within their sporting field complete this unit. Students will undertake a specific sport focused trip to either Adelaide, Melbourne or Sydney and will be invited to attend a live in Camp at the AIS during the course of this subject, with costs to be determined at the time of planning.

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**Year Level:** 9

**Pathways:** 10-12 Titans High Performance Program

**Prerequisites:** Students must be achieving highly within current sporting programs and be in talent squads and/or state programs. Students must complete an application form and interview to complete the program.

**Length:** 1 year

**Course Description:**
An Athlete Manager will be allocated to all student-athletes and will hold regular meetings with parents to negotiate requirements of the program to suit the student-athlete. Support will be provided for both the skill development and study progress of the student-athlete.

**Practical:** Students will complete a minimum of 1 session a week of specialist coaching within their sport which will further develop their skills and tactical awareness. Additional sessions will be negotiated around weight training and cardio-respiratory training. **Theory:** Students will complete off field related topics such as Sport Psychology, Nutrition, biomechanical movements, weight training and recovery methods.

**Assessment:**
This will consist of laboratories, practical skills performance checklists and video analysis.

**Additional Information:**
It is highly recommended that students with aspirations to achieve highly within their sporting field complete this unit. Students will undertake a specific sport focused trip to either Adelaide, Melbourne or Sydney and will be invited to attend a live in Camp at the AIS during the course of this subject, with costs to be determined at the time of planning.
TITANS HIGH PERFORMANCE
SPORTS PROGRAM

SENIOR SCHOOL

Year Level: 10 Titans HPSP - Integrated Studies (Stage 1 subject)
Pathways: 11-12 Titans High Performance Program
Prerequisites: Students must be achieving highly within current sporting programs and be in talent squads and/or state programs. Students must complete an application form and interview to complete the program.
Length: 1 year

Course Description:
An Athlete Manager will be allocated to all student-athletes and will hold regular meetings with parents to negotiate requirements of the program to suit the student-athlete. Support will be provided for both the skill development and study progress of the student-athlete.

Practical: Students will complete practical sessions during class time and after school which will further develop their skills and tactical awareness. Additional sessions will be negotiated around cross training, plyometrics, weight training and cardio-respiratory training. Theory: Students will study topics such as Sport Psychology, Nutrition, sports injuries and injury management, biomechanical movements, Exercise Physiology units including weight training, recovery, and workload management together with career pathways in sport including sports administration, marketing and coaching.

Assessment:
This will consist of laboratories, practical skills performance checklists and video analysis.

Additional Information:
It is highly recommended that students with aspirations to achieve highly within their sporting field complete this unit. Students will undertake a specific sport focused trip to either Adelaide, Melbourne or Sydney and will be invited to attend a live in Camp at the AIS during the course of this subject, with costs to be determined at the time of planning.

Year Level: 12 Titans HPSP - Integrated Studies (Stage 2 subject)
Pathways: University - professional sporting opportunities
Prerequisites: Students must be achieving highly within current sporting programs and be in talent squads and/or state programs. Students must complete an application form and interview to complete the program.
Length: 1 year

Course Description:
An Athlete Manager will be allocated to all student-athletes and will hold regular meetings with parents to negotiate requirements of the program to suit the student-athlete. Support will be provided for both the skill development and study progress of the student-athlete.

Practical: Students will complete a minimum of 1 session a week of specialist coaching within their sport which will further develop their skills and tactical awareness. Additional sessions will be negotiated around cross training and cardio-respiratory training. Theory: Students will complete off field related topics such as sport psychology, nutrition, biomechanical movements, weight training and recovery methods.

Assessment:
This will consist of laboratories, practical skills performance checklists and video analysis.

Additional Information:
It is highly recommended that students with aspirations to achieve highly within their sporting field complete this unit. Students will undertake a specific sport focused trip to either Adelaide, Melbourne or Sydney and will be invited to attend a live in Camp at the AIS during the course of this subject, with costs to be determined at the time of planning.
TITANS HIGH PERFORMANCE SPORTS PROGRAM

Additional subjects that could be offered to complement student learning. These subjects should be discussed with your Course Counsellor following acceptance into the Titans High Performance Sports Program.

STAGE 1 additional subject options:

PHYSICAL EDUCATION A - EXERCISE PHYSIOLOGY

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 2 Physical Education
Prerequisites: Recommend Year 10 PE
Length: 1 semester (Semester 1)

Course Description:
There are two main components of this subject:

Theory: The nature of Physical Activity: Students will study the main topic of exercise physiology. Within this, students will study musculoskeletal, cardiovascular, training principles and responses, energy systems and skeletal movement.

Practical: Students will complete three practical units which will include a combination of team orientated and individual practical activities. Students will be involved in the selection of the practical units.

Assessment:
Assessment will consist of laboratories and assignments together. The practical based assessment will include practical skills performance checklists. There will also be an exam at the completion of this unit.

Additional Information:
This is a practical subject, with the possibility of students undertaking some activities off campus at the local fitness centre (to be negotiated at start of semester). Cost: Approximately $30.00.

PHYSICAL EDUCATION B - SKILL ACQUISITION AND BIOMECHANICS

Year Level: 11 (Stage 1)
SACE Credits: 10
Pathways: Stage 2 Physical Education
Prerequisites: None (recommend Year 10 PE)
Length: 1 semester (Semester 2)

Course Description:
There are two main components of this subject:

Theory - The nature of Physical Activity: Students will study the main topic of Skill Acquisition and Biomechanics. Within this component students will study how the body acquires skills and the biomechanics of how the body moves. Students will also study physical activity trends within the community.

Practical: Students will complete three practical units which will include a combination of team orientated and individual practical activities. Students will be involved in the selection of the practical units.

Assessment:
Assessment will consist of laboratories and assignments together with an issues analysis project. The practical based assessment will include practical skills performance checklists. There will also be an exam at the completion of this unit.

Additional Information:
Special Considerations: This is a practical subject, with the possibility of students undertaking some activities off campus at the local fitness centre (to be negotiated at start of semester).

Cost: Approximately $30.00.

COMMUNITY STUDIES - BE NCAA READY

Year Level: Stage 1 (semester 2)
SACE Credits: 10
Pathways: TAFE
Prerequisites: None
Length: 1 semester

Course Description:
Students will research and study the eligibility clauses for NCAA and other collegiate organisations. Students will prepare and sit the SAT and ACT tests and research all requirements that student athletes must meet prior to taking up their US scholarship. Students will have individual learning plans specific to their scholarship and future basketball plans.

Assessment:
Students will complete the SAT and ACT testing, and will complete a folio outlining all arrangements for their future basketball arrangements.
FITNESS (CERTIFICATE 3)

Year Level: 11 or 12
SACE Credits: Minimum 10 Stage 2 credits (option for up to 20)
Pathway: TAFE
Prerequisites: Interview with HPE
Length: 1 semester

Course Description:
This qualification reflects the role of instructors who perform a range of activities and functions within the fitness industry. Depending on the specialisation chosen, this qualification provides a pathway to work as an instructor providing exercise instruction for group, aqua or gym programs. They work independently with some level of autonomy in a controlled environment such as fitness, leisure, aquatic and community centres where risks are managed through pre-existing risk assessment and hazard control processes. Individuals who specialise in Gym Instruction provide individually tailored client assessments, provide technique correction as needed, and develop and demonstrate programs. They also provide supervision of a facility or service, keep equipment clean, tidy and well maintained, and handle various customer inquiries.

Assessments:
Students will participate in a range of bookwork and assignments as well as demonstrations. Students will be expected to undergo testing situations.

STAGE 2 additional subject options

YEAR 12 PHYSICAL EDUCATION

Year Level: 12 (Stage 2)
SACE Credits: 10 or 20
Prerequisites: Recommended Pre-Study: Stage 1 Physical Education (Semesters 1 and 2)
Length: 1 Semester or Full Year (2 sequential units)

Course Description:
In Stage 2 Physical Education, students gain an understanding of human functioning and physical activity and an awareness of the community structures and practices that influence participation in physical activity. Students explore their own physical capacities and analyse performance, health, and lifestyle issues. They develop skills in communication, investigation and the ability to apply knowledge to practical situations.

Stage 2 Physical Education consists of two key areas of study and related key concepts:
- Practical Skills and Applications
- Principles and Issues

Practical Skills and Applications
Students complete at least three practicals that are balanced across a range of individual, fitness, team, racquet, aquatic and outdoor activities and that cater for the different skills and interests of the students.

Theory: Students will study the units of:
- Exercise physiology and physical activity; and, the acquisition of skills and the biomechanics of movement.

These topics study the body, its structure and how it moves.

Assessment:
Students demonstrate evidence of their learning through the following assessment types:
- School-Based Assessment
  - Folio (20%)
  - Group Practical (30%)
  - Individual Practical (20%)
- External Assessment
  - Exam (30%)

Additional Information:
It is recommended that students purchase an Essentials Physical Education Revision Guide at a cost of $40.00.

SPORTS SCIENCE (SCIENTIFIC STUDIES)

Year Level: Stage 2
SACE Credits: 20
Pathways: University
Prerequisites: Students selecting this option would benefit from having studied Stage 1 Physical Education and some Biology.
Length: 1 Year

Course Description:
Students selecting Sports Science (Scientific Studies) will explore individual learning interests combining Science and Sport. There will be flexibility in the selection of themes and topics studied based on the interests of the students. Through Sports Science (Scientific Studies) students develop knowledge of scientific principles and concepts through their own investigations in areas such as practical sports, health and fitness, diet and nutrition etc. They develop the skills and abilities to explain scientific phenomena, and to draw evidence-based conclusions from investigations of sports science-related issues.

Assessment:
Students demonstrate evidence of their learning through Skills and Applications Tasks (30%), Investigation Folio Tasks (Issues and Practical Investigations) (40%). The eternal assessment component will be a Practical Investigation (30%).

Additional Information:
Cost: To be advised.
Learning Area Coordinator
Visual Arts, Graphic Art, Drama, Media Arts
Ms Kirsty Wodson

Email: wodsk@tenison.catholic.edu.au
Phone: 8725 5455 (ext 2916)

Head of Music
Mrs Beth Creedy

Email: cree@tenison.catholic.edu.au
Phone: 8724 4623

CONTENT STRANDS:
Visual Arts, Graphic Art, Drama, Media Arts, Music
THE ARTS

YEAR 8 VISUAL ARTS
- Compulsory
  - Where’s That Line?
    - 1 Semester
  - Place in Paint
    - 1 Semester

YEAR 9 VISUAL ARTS
- Compulsory
  - Graphic Design
    - 1 Semester

YEAR 8 VISUAL ARTS - ART
- Stage 1 (10 Credit)
  - Semester 1

YEAR 8 VISUAL ARTS - ART B
- Stage 1 (10 Credit)
  - Semester 2

VISUAL ARTS
- Art-Advanced

VISUAL ARTS - ART
- Stage 2 (20 Credit)

VISUAL ARTS - DESIGN
- Semester 1 And/Or 2

VISUAL ARTS - DESIGN
- Stage 2 (20 Credit)

CREATIVE ARTS - MUSICAL
- Semester 2 - 10 SACE Credits

DRAMA
- Compulsory
  - Semester

DRAMA A
- Semester 1

DRAMA
- Semester 1 Or 2

DRAMA
- 1 Year
  - Or

CREATIVE ARTS - MUSICAL
- Semester 2 - 10 SACE Credits

MEDIA STUDIES
- Compulsory

MEDIA STUDIES
- Semester

MEDIA STUDIES & PUBLIC RELATIONS

Tenison Woods College Year 8 - 9 Curriculum Handbook 2017
THE ARTS - VISUAL ARTS

Making “marks” or art is an intrinsic part of the human character. Humans have made “marks” since the beginning of time. Art, in its various forms, has many functions. It can be decorative, expressive, and political in its intent or have spiritual significance. We teach the fundamental skills of drawing, painting and design in order to allow our students the means to express themselves through Visual Art forms.

YEAR 8 VISUAL ARTS - Compulsory

Year Level: Year 8
Subject: Art
Length: One Term
Prerequisites: Nil

Course Description:
This unit exposes students to the fundamentals of drawing and painting. The drawing component enables students to develop a visual language and engages them with the process of line and structure. The painting component will enable students to learn how to manipulate colour and paint. They will learn the paint processes and complete a painted surface that reflects those processes.

Assessment:
Portfolio of drawings, painted design/still life.

Materials Required:
2B, 4B pencils, eraser, imitation sable brush and sketchbook.

Additional Costs:
To be advised.

WHERE’S THAT LINE?

Year Level: Year 9
Length: Semester module
Prerequisites: Year 8 Art

Course Description:
This unit explores the use of line in drawing and painting. It seeks to develop drawing skills, established in the Year 8 units, via the discipline of figure drawing, rendering and use of line in paint.

Assessment:
• Portfolio of figure drawing;
• Rendered still life; and
• Portfolio of painted experiments with line, with particular focus on gouache/glaze.

Materials Required:
• 2B/4B/6B Pencils (cost 70c each) or a tin of Staedtler lead pencils $10;
• No 2 imitation sable brush;
• Visual Diary $7.50.

Additional Costs:
Nil

PLACE IN PAINT

Year Level: Year 9
Length: Semester module
Prerequisites: Nil

Course Description:
This unit explores the range and possibilities of paint, via the ‘landscape’.

Assessment:
• Portfolio of techniques;
• Painted landscape; and
• Essay on landscape painting.

Additional Costs:
$30 - to cover paints, folio, brush, canvas board.
This introductory unit of Graphic Design is intended to expose students to the powerful use of computer graphics to produce both 2D and 3D works. Using the latest industry standard software, students will gain the ability to bring to life their imaginative ideas. Programs used in this course are Photoshop and Maya, a 3D animation program used in such films as The Matrix and Lord of the Rings.

GRAPHIC DESIGN - Compulsory

Year Level: Year 8  
Subject: Design (elective module)  
Length: One Term  
Prerequisites: Nil

Course Description:
In this unit, students will learn the basics of Photoshop, (layers, image adjustments and lettering) to produce a poster. In Maya (3D programme) students will undertake simple modelling and animations in polygons. Students will be required to complete a research related to their work and a record of their development.

Assessment:
Photoshop: 50%  
(25% Research, 25% Development, 50% project)  
Maya: 40%

Materials Required: Nil

Additional Costs:
Printing of work, Glossy paper A4 $2.00, A3 $4.00

GRAPHIC DESIGN

Year Level: Year 9  
Length: 1 semester  
Prerequisites: Nil

Course Description: This unit is designed to enable students to choose either Photoshop or Maya, or a combination of both, to enhance their skills in areas best suited to their needs.

Students will be given compulsory briefs in both areas, but they will also need to construct and complete a brief designed by the student.

Students will also be required to research and note the task that has been set, and keep a record of the development of their work.

A typical brief for Photoshop may be a poster, packaging design, postage stamp or logo.

For Maya it may be construction of a building, rigid bodies and constraints, particle emitters.

ASSESSMENT:
Generally student’s work will be assessed as follows:

Research 25%  
Development 25%  
Project 50%

Materials Required: Nil

Costs:
Printing on Glossy A4 $2, A3 $4.
The study of Drama involves the integration of the student’s intellectual, physical, and creative development. Drama is used to express shared beliefs, record experiences, present concepts, and explore personal opinions and feelings. Drama allows students to gain insights into the world in which they live, while reflecting on their own lives and those of other people. Drama develops students’ ability to work in collaboration with other people, to communicate ideas while problem solving, to establish a sense of self, to consider relationships with other people, to explore local and global issues and to present ideas and solutions for a better future. Drama gives students the opportunity to develop a range of skills that will be valuable assets for their careers and future pathways.

**DRAMA - Compulsory**

**Year Level:** Year 8  
**Length:** One Term  
**Prerequisites:** Nil

**Course Description:**  
This unit is designed to expose students to different areas of Drama; both on stage and off stage. Students will use the resources to learn the essential building blocks which create a dramatic ensemble, including makeup, costume, lighting, scriptwork and basic stagework.

**Assessment:**  
Ongoing class work.

**Materials Required:** Workbook and display folder.

**Additional Costs:**  
Potential excursion to local theatre and/or in-school visiting theatre company.

**DRAMA**

**Year Level:** Year 9  
**Length:** Semester Module  
**Prerequisites:** Nil

**Course Description:**  
Students will study a mixture of skills set to prepare them for further Drama study and general confidence in public speaking/presentations. Students will all participate in class, individual and group Drama activities, and in the second term, students will choose either an onstage or offstage role to culminate in a class performance based upon their individual interests.

**Assessment:**  
Ensemble and individual performance (or equivalent backstage roles); Research Project; and, Journal.

**Materials Required:** Workbook and display folder.

**Additional Costs:**  
Potential excursions to local theatre and/or in-school visiting theatre company.
“Music is a higher revelation than all wisdom and philosophy. Music is the electric soil in which the spirit lives, thinks and invents” (Ludwig Van Beethoven).

It would be impossible to imagine a world without music. Our daily lives are immersed in its rich artistic substance. Year 8 Music gives students an opportunity to explore music through performance, creating and listening. Music provides a means of self expression and an opportunity to share musical experiences with others. Above all, it will enable students to enjoy, value and have confidence in their ability to engage with music.

Music in Year 8 consists of two subjects, one designed for existing Tenison Woods College students with a strong musical interest and the other for the remaining students and students new to the College.

The music facility at Tenison Woods College includes our newly established ‘Musical Futures’ room and also our Music Computer Lab. Year 8 Music gives students the opportunity to use this advanced technology and provides a strong basis for students to improve their knowledgement and interact with music.

**MUSIC - Compulsory**

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<thead>
<tr>
<th>Year Level :</th>
<th>Year 8</th>
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<tbody>
<tr>
<td>Length:</td>
<td>One Term</td>
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**Course Description:**
Using our new music facilities, students will be able to experience and explore many aspects of music. Based on contemporary music, this unit gives all students an exciting and relevant course. Students will use the Musical Futures room and the Music computer lab to create, listen and understand more about music.

**Assessment:**
Ongoing assessment of class tasks will occur.

**Materials Required:**
1 display folder, 1 lined writing pad.

**Additional Requirements:**
Students that wish to continue with music after Year 8 will need to participate in vocal or instrumental lessons. It is encouraged that students enrol in these lessons as soon as an interest is noted.

**MUSIC - ADVANCED**

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<th>Year Level:</th>
<th>Year 8</th>
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<tr>
<td>Length:</td>
<td>One Term</td>
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<tr>
<td>Prerequisites:</td>
<td>Students must be learning an instrument and have and interest in music.</td>
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</tbody>
</table>

**Course Description:**
Students will work on many aspects of music in both the Musical Futures room and the Music Computer Lab. They will use riffs as a basis for song writing and will develop many aspects of musical knowledge.

**Assessment:**
Ongoing assessment of class tasks, solo performance and song writing.

**Materials Required:**
1 display folder, 1 lined writing pad, 1 manuscript writing pad.

**Additional Requirements:**
Instrumental lessons.

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**MUSIC**

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<th>Year Level:</th>
<th>Year 9</th>
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<tr>
<td>Length:</td>
<td>One Semester</td>
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<tr>
<td>Prerequisites:</td>
<td>Students undertaking this course should be learning an instrument or voice.</td>
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**Unit Brief:**
Students choosing this subject will be involved in the following topics:

- Performance - both as a soloist and as a member of the class ensemble;
- Theory and Aural;
- Composing and arranging using ACID Music Studio and Sibelius software programs;
- Song Writing
- Music History

This provides an engaging curriculum that covers a wide variety of musical concepts and styles.

**Assessment:**
A wide range of assessment tasks will be undertaken to assess students’ understanding of the above areas.

**Materials Required:**
One display folder, one folder, one set of folder dividers, one lined writing pad, one manuscript writing pad.

**Additional Requirements:**
All students are required to have an individual music lesson every week and will be encouraged to join a school ensemble when performing at a suitable level.

**Additional Costs:**
Instrumental tuition
Media Arts involves creating representations of the world and telling stories through communications technologies such as television, film, video, newspapers, radio, video games, the internet and mobile media. Media Arts connects audiences, purposes and ideas, exploring concepts and viewpoints through the creative use of materials and technologies. Like all art forms, Media Arts has the capacity to engage, inspire and enrich all students, exciting the imagination and encouraging students to reach their creative and expressive potential.

Media Arts enables students to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, both individually and collaboratively. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.

Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their Media Arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.

Students explore and interpret diverse and dynamic cultural, social, historical and institutional factors that shape contemporary communication through media technologies and globally networked communications.

**MEDIA STUDIES**

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<thead>
<tr>
<th>Year Level:</th>
<th>Year 9</th>
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<tr>
<td>Length:</td>
<td>Semester Module</td>
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<tr>
<td>Prerequisites:</td>
<td>Nil</td>
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Course Description:
Imagine if 60,000 people turned up to your birthday party! What do you know about WikiLeaks? Do you trust the media? Can you create your own promotional package for your local sports club, favourite shop or neighbourhood location?

In Year 9 Media Studies, students look in detail at social media, privacy, trust and production. You will meet local journalists and get up close and personal with the events and news that is occurring live! No stone is left unturned as the world is studied and critiqued, culminating in students designing and producing their own short film and hitting the radio waves.

Assessment:
Students produce representations of social values and points of view in media artworks for particular audiences and contexts. Assessment is varied and comprises the creation of a digital portfolio.

Materials Required:
Nil

Additional Costs:
Potential excursion to local media outlets.

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**MEDIA STUDIES - Compulsory**

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<th>Year Level:</th>
<th>Year 8</th>
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<tbody>
<tr>
<td>Length:</td>
<td>One Term</td>
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<tr>
<td>Prerequisites:</td>
<td>Nil</td>
</tr>
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</table>

Course Description:
Do you think you might want to become a journalist? What does it take and how do journalists get to the heart of a story? The Year 8 Media Studies course will get inspired to start reporting the news yourself. During this course you will learn about being a journalist, a DJ at a radio station and write your own newspaper article.

Assessment:
Students produce representations of social values and points of view in media artworks for particular audiences and contexts. Assessment is varied and comprises the creation of a digital portfolio.

Materials Required:
Nil

Additional Costs:
Nil
TECHNOLOGY AND ENTERPRISE LEARNING AREA

Learning Area Coordinator
Mr Greg Rogers

Email: rogeg@tenison.catholic.edu.au
Phone: 8725 5455 (ext 4626)

LEARNING AREA OUTCOMES:
Design Process, Materials, Information Systems, Enterprise, Technology Skills, Technology in Society

The Technology and Enterprise Learning Area encompasses four fields of study or contexts.

These are:
Business Education, Computing, Design and Technology, Home Economics
TECHNOLOGIES

DESIGN & TECHNOLOGIES

YEAR 8 | YEAR 9 | YEAR 10 | YEAR 11 | YEAR 12

SHAPING THE MATERIAL WORLD
- BEND IT SHAPE IT
  (SEMESTER)

ILLUMINATING IDEAS
- WORLD OF WOOD
  (SEMESTER)
  - SEE THAT THING GO!
  (SEMESTER)

TECHNOLOGIES
- METAL TECHNOLOGY MATERIALS
  (SEMESTER)
- WOOD TECHNOLOGY MATERIALS
  (SEMESTER)
- CONSTRUCTION TECHNOLOGY MATERIAL PRODUCTS
  (YEAR)
- INTEGRATED LEARNING II DESIGN AND TECH - STAGE 2
  (YEAR)

TECHNOLOGIES
- ELECTRO TECHNOLOGY A
  (SEMESTER)
- ELECTRO TECHNOLOGY B
  (SEMESTER)
- TECHNICAL GRAPHICS COMMUNICATION PRODUCTS
  (SEMESTER)
- CAD - COMPUTER AIDED DRAWING
  (SEMESTER)

DIGITAL TECHNOLOGIES

YEAR 8 | YEAR 9 | YEAR 10 | YEAR 11 | YEAR 12

APPLICATIONS MADE EASY
- INFORMATION TECHNOLOGY
  (SEMESTER)
  - INFORMATION PROCESSING & PUBLISHING
    (SEMESTER)
    - INFORMATION PROCESSING & PUBLISHING
      (YEAR)

TENISON WOODS COLLEGE YEAR 8 - 9 CURRICULUM HANDBOOK 2017
FOOD TECHNOLOGIES

- JAMIE'S HOME COOKING SKILLS
- JAMIE'S HOME COOKING SKILLS LEVEL 2
- FOOD & NUTRITION
  - COURSE A (SEMESTER 1)
  - COURSE B (SEMESTER 2)
- FOOD & HOSPITALITY
  - COURSE A (SEMESTER 1)
  - COURSE B (SEMESTER 2)
- CHILD STUDIES
  - COURSE A (SEMESTER 1)
  - COURSE B (SEMESTER 2)
- FOOD & HOSPITALITY FULL YEAR

WORKPLACE PRACTICES

WORKPLACE PRACTICES
Available at Year 11 with recommendation
DESIGN & TECHNOLOGIES

Through the study of Design and Technology students develop the ability to identify, create, initiate, and develop products, processes or systems. Students learn to use tools, materials, and systems safely and competently to complete a product. They explore technologies in both contemporary and historical settings, and analyse the impacts of technology, including social, environmental, and sustainable consequences. Students use a range of manufacturing technologies such as tools, machines, equipment, and/or systems to design and make products with resistant materials.

SHAPING THE MATERIAL WORLD

Year Level: Year 8
Length: 10 week module
Prerequisites: Nil

Course Description:
This unit enables students to design and manufacture articles using wood and acrylic. Students will gain a knowledge and understanding of how to use hand tools and basic workshop machinery, safely and competently, to complete tasks.

This module includes:
• The design process;
• Safety and workshop practice;
• Skill development;
• Measuring and marking out;
• Cutting processes;
• Assembly techniques; and
• Finishing

Assessment:
Students will be assessed on their ability to apply practical and problem solving skills.

ILLUMINATING IDEAS

Year Level: Year 8
Length: 10 week module
Prerequisites: Nil

Course Description:
This unit will cover the principles of electronics and the concepts of engineering structures. Students will be introduced to electronics and the importance of electronics in the world today. Students will also examine structures, both natural and man-made and gain a knowledge and understanding of the factors and forces working within structures.

The student will apply these principles to a practical problem solving situation.

Assessment:
Students will be assessed on their ability to apply practical and problem solving skills. Students will be assessed on their knowledge and understanding of theoretical concepts and their application.

HOW DOES THAT WORK

Year Level: Year 8
Length: 10 Week Module
Prerequisites: Nil

Course Description:
The aim of Digital Technologies syllabi is to ensure that all students can; create, manage and evaluate sustainable and innovative digital solutions. Use computational thinking and the key concepts of abstraction to create digital solutions. Use digital systems to automate and communicate the transformation of data. Apply protocols and legal practises that support safe, ethical and respectful communications. Apply systems thinking around information systems and predict the impact of these systems on individuals, societies, economies and environments.

In this elective students learn:
• History of computer systems;
• Hardware, Software.
• Digital Systems
• Data and its transmission in a networked digital system
• Data visualisation using various tools; Prezi, Emaze, Canva and Infographics etc.
• Computational thinking using Algorithms.
• Visual programming tools Scratch etc.
• Basic programming using editor (HTML, Scripting etc)
• Cyber security and related issues like hacking, scam, responsible use of social media, responsible use of technology etc.

Assessment:
Students will be assessed on their ability to apply practical and problem solving skills. Students will be assessed on their knowledge and understanding of theoretical concepts and their application.
BEND IT SHAPE IT

Year Level: Year 9
Length: Semester module

Course Description:
Students will use Oxy/Acetylene welding equipment and metal fabrication methods to solve practical problem solving situations. This will include heating of mild steel for shaping, welding and plastic coating.

This module includes:
• Safety and workshop practice;
• Setting up and using Oxy/Acetylene equipment;
• Measuring and marking out;
• Folding techniques; and
• Finishing processes.

Assessment:
Students will be assessed on their ability to apply practical and problem solving skills. Students will be assessed on their knowledge and understanding of theoretical concepts and their application.

Materials Required: Lined exercise book.

APPLICATIONS MADE EASY

Year Level: Year 9
Length: Semester Module
Prerequisites: Nil

Course Description:
The aim of Digital Technologies syllabi is to ensure that all students can; create, manage and evaluates sustainable and innovative digital solutions. Use computational thinking and the key concepts of abstraction to create digital solutions. Use digital systems to automate and communicate the transformation of data. Apply protocols and legal practises that support safe, ethical and respectful communications. Apply systems thinking around information systems and predict the impact of these systems on individuals, societies, economies and environments.

In this semester subject students learn to:
• Investigate the role of the hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems.
• Analyse simple compression of data and how content data is separated from presentation.
• Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources considering privacy and security requirements.
• Analyse and visualize data to create information and address complex problems and processes.
• Look at the development and dependence on IT in the current era.
• Computational thinking using algorithms.
• Create solutions by using programming tools
• Critically evaluate interactive solutions and information online taking into account social context and legal responsibilities.

SEE THINGS THAT GO

Year Level: Year 9
Length: Semester module
Prerequisites: Builds on concepts from 'Illuminating Ideas' in Year 8

Course Description:
Students will use all the workshop resources to investigate the energy within a number of mediums. They will use ICT and other methods to generate Design Briefs around a set task. Once the student has established their Design Brief they will produce a vehicle that will satisfy a number of design guidelines.

This module includes the following:
• Safety and workshop practice;
• Developing Design Briefs;
• Internet and ICT;
• Applying design;
• Using woodworking techniques;
• Using sheet metal working techniques;
• Energy efficiency and conservation; and
• Building CO2 powered dragsters.

Assessment:
Students will be assessed on their ability to apply practical and problem solving skills. Students will be assessed on their knowledge and understanding of theoretical concept and their application.

WORLD OF WOOD

Year Level: Year 9
Length: Semester module

Course Description:
Students will use traditional methods to manipulate timber including jointing methods and general woodworking principles. The students will undertake a number of projects that will test the integrity of their joints, the timber and strengthening methods used.

This module also includes:
• Safety and workshop practice;
• Setting up simple machinery;
• Measuring and marking out;
• Sketching;
• Jointing conventions; and
• Finishing processes.

Assessment:
Students will be assessed on their ability to apply practical and problem solving skills. Students will be assessed on their knowledge and understanding of theoretical concepts and their application.
JAMIE'S HOME COOKING SKILLS

Year Level: Year 8
Length: 10 week module
Prerequisites: Nil

Course Description:
This unit aims to give students the knowledge, skills and confidence to enjoy cooking meals at home. Students will gain an understanding of how to economise when planning meals to cook at home.

Students will learn about basic cooking techniques, safety and hygiene, food preparation, presentation and table settings.

The unit is based on the chef Jamie Oliver's proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing.

Assessment:
Practical work: 50%,
Theory work: 50% (assignments, worksheets and tests etc.)

Materials Required:
2 x A4 plastic folders and lined writing pad
Food storage container

Additional Costs:
Students will need to supply various foods for the practical activities.

JAMIE'S HOME COOKING SKILLS LEVEL 2

Year Level: Year 9
Length: Semester module
Prerequisites: Nil

Course Description:
This unit aims to expand the students’ knowledge, skills and confidence to enjoy cooking meals at home. Students will gain a further understanding of how to economise when planning meals to cook at home. The unit will encourage students to transfer skills learnt to other recipes to continue cooking for themselves and their families and to inspire others by passing on their knowledge.

Students will continue to learn about basic cooking techniques, safety and hygiene, food preparation, presentation and table settings.

The unit is based on the chef Jamie Oliver's proposition that being able to cook is an essential life skill which empowers people to make changes that have benefits to health and wellbeing and will extend on the content of the Year 8 program.

Assessment:
Practical work: 50%,
Theory work: 50% (assignments, worksheets and tests etc.)

Materials Required:
2 x A4 plastic folders and lined writing pad
Food storage container

Additional Costs:
Students will need to supply various foods for the practical activities.
Learning Area Coordinator
Mrs Micki Greenham

Email: greed@tenison.catholic.edu.au
Phone: 8725 5455 (ext 2102)

CONTENT STRANDS:
Literature
Literacy
Language
ENGLISH

- ENGLISH
- ENGLISH
- ENGLISH
- ENGLISH 1
- ENGLISH 2
- ENGLISH
- ESSENTIAL ENGLISH 1
- ESSENTIAL ENGLISH 2
- ESSENTIAL ENGLISH
- EAL
- EAL 1
- EAL 2
- EAL

Fast track with counselling and recommendations

Recommendations
The English program at Tenison Woods College is built around the Australian Curriculum’s three interrelated strands of Language, Literature and Literacy. Teaching and learning programs in Year 8 English integrate all three strands. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

ENGLISH
Year Level: Year 8
Length: Full Year
Prerequisites: Nil

Course Description:
Students will develop skills through the study of:
- Biography and autobiography;
- A range of literary texts comprising Australian literature, film and classic and contemporary world literature, including texts from and about Asia, adolescent novels and non-fiction;
- Various types of media texts including newspapers, magazines and digital texts;
- Poetry and dramatic performances;
- Voice and communication; and
- Language skills.

Learning experiences:
Students in Year 8 will study a range of text types including novels, short stories, feature films, autobiography and multi-media texts to develop their critical literacy. Students will also engage with a variety of texts for enjoyment. They will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop their understanding of how texts, are influenced by context, purpose and audience.

They will be expected to demonstrate mastery of a range of writing genres including autobiographical recounts, exposition, poetry, narratives and persuasive texts. Students will be introduced to the basics of essay writing and be expected to develop skills in writing opinionative essays. Students will deconstruct a range of texts identifying text organisation, scanning for gist, specific information and understanding the author’s purpose, audience and context. A feature of the Year 8 course will be the preparation for NAPLAN testing conducted in first semester of Year 9.

They will also undertake a Voice and Communications course to develop their confidence in public speaking.

Assessment:
Students create a range of imaginative, informative and persuasive types of texts; for example narratives, procedures, performances, reports and discussions, journaling, and begin to create literary analyses and transformations of texts. They will also be assessed on individual and group oral presentations.

ENGLISH
Year Level: Year 9
Length: Full year
Prerequisites: Nil

Course Description: Students will develop skills through the study of:
- A range of literary texts comprising Australian literature, film and classic and contemporary world literature, including texts from and about Asia, adolescent novels and non-fiction;
- Various types of media texts including newspapers, magazines and digital texts;
- Feature articles;
- Range of text types including persuasive essays, exposition, reviews, news articles;
- Debating; and
- Language skills.

Learning experiences:
Students in Year 9 will study a range of text types including novels, short stories, feature films, autobiography and multimedia texts to develop their critical literacy. Students will also engage with a variety of texts for enjoyment. They will listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop their understanding of how texts, are influenced by context, purpose and audience.

They will be expected to demonstrate mastery of a range of writing genres including recounts, persuasive texts, narratives and exposition. Students will deconstruct a range of texts identifying text organisation, scanning for gist, specific information, inference and understanding the author’s purpose, audience and context. They will take part in debating at a class level.

Assessment:
Students create a range of imaginative, informative and persuasive types of texts; for example narratives, procedures, performances, reports and discussions, film reviews, and literary analyses of texts. They will also be assessed on individual and group oral presentations.
HEALTH AND PHYSICAL EDUCATION

LEARNING AREA

Learning Area Coordinator
Mr Daniel Stratford

Email: strad@tenison.catholic.edu.au
Phone: 8725 5455 (ext 4621)

CONTENT STRANDS:
Personal, Social and Community Health Movement and Physical Activity
Health and Physical Education is concerned with learning about, and through, healthy human development and change. Although practically oriented, the integration of theory with practise is one of its features. Health and Physical Education contributes to lifelong learning in these important aspects and to a holistic understanding of life.

The Health and Physical Education learning area at Tenison Woods College consists of the following subjects in the Middle School:

- Physical Education;
- Basketball Academy; and
- Health and Fitness.

Health and Physical Education subjects emphasise these desirable learnings:

- Social skills;
- Communication skills;
- Problem solving and decision making;
- The ability to exercise initiative;
- Awareness of environmental issues affecting self;
- Physical, practical, manipulative skills;
- Promotion of a healthy lifestyle;
- Evaluation skills;
- Self confidence and interpersonal skills; and
- Leadership skills.

Health learning activities will include: Being Sun Smart, Active Lifestyles, Personal Hygiene, How my body works, Basic First Aid, Drug Education.

Assessment:
Practical work: 90%
Theory work: 10%
(assignments, worksheets, tests etc.)

Materials Required:
4 x A4 plastic pocket folders and lined writing pad
Physical Education / Sports uniform for practicals
Swimming gear for aquatics activities
Towel / drink bottle for fitness centre visits

Additional Costs:
$50.00 to cover entry to fitness centres, Aquatics Centre, mountain bikes, croquet, lawn bowls and bus travel throughout the year.

FITNESS, HEALTH AND PHYSICAL EDUCATION (COMPULSORY)

Year Level: Year 8
Module: Core Physical Education
Length: 1 Semester
Prerequisites: Nil

Course Description:
Practical activities will include start of year and mid year fitness testing.

Term 1
- Athletics
- Orienteering
- Croquet

Term 2
- Multicultural Games
- Fitness in the Community

Term 3
- Fitness Testing
- Football Codes
  - Gaelic Football
  - Rugby
  - Grid Iron

Term 4
- Cross Country
- Tennis
- Swimming
- Lawn Bowls

TITANS BASKETBALL

Year Level: Year 8
Length: 10 week module
Prerequisites: Basketball Experience

Course Description:
The major focus will be developing practical skills within basketball. Students will examine: coaching, umpiring, fitness components and training principles related to basketball.

Assessment:
Practical work: 80%
Theory work: 20%
(assignments, worksheets, etc.)

Materials Required:
A4 plastic pocket folder and lined writing pad
PE uniform
Training Singlet: approximate cost $25.00

Additional Costs:
$30.00 to cover entry to the Basketball Stadium, fitness gyms, bus travel.
Health & Physical Education

Physical Education

Module: Core Physical Education
Year Level: Year 9
Length: Full Year
Prerequisites: Nil

Course Description:
This is a compulsory subject in which students will develop their fitness levels and participate in moderate to physical activity three times per week. These activities may include the following:

Term 1
Fitness Testing
Athletics
Softball

Term 2
Badminton
Soccer
Fitness in the Community

Term 3
Fitness Testing
Volleyball
Table Tennis
Korfball

Term 4
Cross Country
Golf
Ultimate Frisbee
Swimming

Health units will include: Fitness tests, Key areas to Fitness, Nutrition and Health, Advanced body systems and energy, Mens Health, Womens Health, Drugs in Sport, Fitness programs

Assessment:
Includes practical work and theory work.

Materials Required:
4 x A4 plastic pocket folders and lined writing pad.
Physical Education / Sports uniform for practicals.

Additional Costs:
Approx $50.00 to cover entry to fitness centres, Aquatics Centre, mountain bikes and bus travel throughout the year.

The following electives require the completion of an application form with the subject selection form.

Soccer

Year Level: Year 9
Length: Semester Module
Prerequisites: Nil

Course Description:
The major focus will be on developing more advanced practical skills through soccer including team strategies and tactics for both offensive and defensive play. The students will also develop their skills and understanding of coaching, refereeing match play and team organisation, together with the knowledge of fitness components and training principles relating to soccer.

Assessment:
Practical work: 80%
Theory work: 20%
(assignments, worksheets, tests etc.)

Materials Required:
A4 plastic pocket folder and lined writing pad
PE uniform, soccer boots, shin guards

Additional Costs:
Approximately $50.00 to cover entry to fitness centres, Aquatics Centre, mountain bikes and bus travel throughout the year.

Afl Football

Year Level: Year 9
Length: Semester Module
Prerequisites: Nil

Course Description:
The major focus will be on developing practical skills and tactical awareness through match simulation. The students will also develop an understanding of coaching umpiring and team management together with knowledge of fitness components and training principles relating to Australian Rules Football.

Assessment:
Practical work: 80%
Theory work: 20%
(assignments, worksheets, tests etc.)

Materials Required:
A4 plastic pocket folder and lined writing pad
PE uniform

Additional Costs:
Approximately $150.00 for AFL Experience Camp which will be conducted in Semester 2 and include all classes (Semester 1 and 2).
NETBALL

Level: Year 9
Length: Semester Module
Prerequisites: Nil

Course Description:
The major focus will be on developing practical skills through netball. The students will also develop an understanding of coaching, umpiring and scoring, together with knowledge of fitness components and training principles relating to netball. A SEPEP program will be incorporated.

Assessment:
Practical work: 80%
Theory work: 20%
(assigned, worksheets, tests, etc.)

Materials Required:
A4 plastic pocket folder and lined writing pad
PE uniform.

TITANS BASKETBALL ACADEMY

Year Level: Year 9
Length: Semester Module
Prerequisites: Nil

Course Description:
The major focus will be developing practical skills and tactical awareness within basketball. Students will examine: Coaching, umpiring, strategy, fitness components and training principles related to basketball. SEPEP program.

Assessment:
Practical work: 80%
Theory work: 20%
(assigned, worksheets, etc.)

Materials Required:
A4 plastic pocket folder and lined writing pad
PE uniform
Training singlet $25.00.

Additional Costs:
Approximately $100 for Basketball Experience Camp to Adelaide or Melbourne.
Learning Area Coordinator
Mr Jason de Nys

Email: denyj@tenison.catholic.edu.au
Phone: 8725 5455 (ext 2605)

CONTENT STRANDS:
Science Understanding
Science as a Human Endeavour
Science Inquiry Skills
### SCIENCE

**Physics Strand**
- **The Heat Is On**
  - Compulsory Unit for 1 Semester
- **You’ve Got the Power**
  - Elective Unit for Physics Content Strand
- **Making Waves**
  - Elective Unit for Physics Content Strand

**Chemistry Strand**
- **What’s the Matter**
  - Compulsory Unit for Chemistry Content Strand
- **Atoms, Acids & Alcohols**
  - Elective Unit for Chemistry Content Strand
- **Look Good, Smell Good**
  - Elective Unit for Chemistry Content Strand

**Biology Strand**
- **Growing Up & Getting the Message**
  - Elective Unit for Biology Content Strand
- **CSI Forensics**
  - Elective Unit for Biology Content Strand
- **Grow Your Own**
  - Elective Unit for Biology Content Strand

**Earth & Space Strand**
- **Mining Rocks**
  - Elective Unit for Earth & Space Content Strand
- **Digging Up the Past**
  - Elective Unit for Earth & Space Content Strand

**Psychology Strand**
- **Stage 1 Psychology A**
  - Semester 1
- **Stage 1 Psychology A**
  - Semester 2

**Science Skills**
- Term 4

**Stage 1 Units**
- **Physics**
  - Stage 1 Physics A
  - Semester 1
- **Chemistry**
  - Stage 1 Chemistry A
  - Semester 1
  - Stage 1 Chemistry B
  - Semester 2
- **Biology**
  - Stage 1 Biology A
  - Semester 1
  - Stage 1 Biology A
  - Semester 2
- **Psychology**
  - Stage 1 Psychology A
  - Semester 1
  - Stage 1 Psychology A
  - Semester 2, Repeated Semester
- **Scientific Studies**
  - Stage 1 Scientific Studies
  - Semester 1
  - Stage 1 Scientific Studies
  - Semester 2, Repeated Semester 1 Unit

**Stage 2 Units**
- **Physics**
  - Stage 2 Physics
- **Chemistry**
  - Stage 2 Chemistry
- **Biology**
  - Stage 2 Biology
  - Available at Year 11 with recommendation
- **Psychology**
  - Stage 2 Psychology
  - Available at Year 11 with recommendation
- **Scientific Studies**
  - Stage 2 Scientific Studies
  - Available at Year 11 with recommendation
The study of Science is all about investigating. As you progress through your studies in this learning area you will not only gain valuable knowledge about your own body and the world around you, but you will also learn how to solve problems and answer questions using the scientific method. As well, you will develop skills in communicating scientifically to different audiences for a range of purposes and discover the links between Science and other learning areas. Another outcome of these studies is that you should be equipped to make informed decisions about important social and environmental issues which will impact on your life in the years to come.

As you work through Year 8 Science you will be required to complete four modules of study, each of one term’s length. Students are required to complete the compulsory modules ‘What’s the Matter’ in Term 1 and ‘The Heat is On’ in Term 2, as well as two other units, one from the earth and space sciences sub-strand and one from the biological sciences sub-strand - classes will select the units to study.

**WHAT’S THE MATTER?**

Year Level: Year 8  
Subject: Science (compulsory module)  
Length: 10 Week Module (Term 1)  
Sub-Strand/s: Chemical Sciences  
Prerequisites: Nil

**Course Description:**
Find out more about familiar substances around the home and how like the chemicals you use in the lab they are. In this unit you will investigate chemical reactions – why they happen and how you can make them happen faster or slower. You will also investigate the behaviour of atoms in solids, liquids and gases.

**Assessment:**
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

**Additional Costs:** Nil

**THE HEAT IS ON!**

Year Level: Year 8  
Subject: Science (compulsory module)  
Length: 10 Week Module (Term 2)  
Sub-Strand/s: Physical Sciences  
Prerequisites: Nil

**Course Description:**
What is energy and how do we get it? We will look at how one type of energy can be converted into different types of energy. You will learn the difference between heat and temperature and how heat moves from place to place.

**Assessment:**
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

**Additional Costs:** Nil

**GROWING UP AND GETTING THE MESSAGE**

Year Level: Year 8  
Subject: Science (elective module)  
Length: 10 Week Module  
Sub-Strand: Biological Sciences  
Prerequisites: Nil

**Course Description:**
Puberty Blues? Mood Swings? Do you want to find out how your reproductive, nervous and endocrine systems work? Learn how our organs use hormones and nerves to communicate with one another and coordinate the functions of our bodies. What effects do drugs have? Drugs can cause problems with these systems and mental illness can result. Find out more about what makes us tick.

**Assessment:**
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

**Additional Costs:** Nil
THE CIRCLE OF LIFE

Year Level: Year 8
Subject: Science (elective module)
Length: 10 Week Module
Sub-Strand/s: Biological Sciences
Prerequisites: Nil

Course Description:
Life on Earth is a tangle of interdependent organisms. What happens when one species is wiped out? Two dozen species of vertebrates have been wiped out since Europeans came to this continent and only a small percentage of Australia’s native vegetation remains. The bleaching of the Great Barrier Reef is very much in the news. What are the long term consequences? How do species cope with change to their habitat? Do we have a future?

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

Additional Costs:
Excursion to Valley Lake and possible additional excursion to look at eco systems and conservation in the local area.

DIGGING UP THE PAST

Year Level: Year 8
Subject: Science (elective module)
Length: 10 Week Module
Sub-Strand/s: Earth and Space Sciences
Prerequisites: Nil

Course Description:
150 million years ago, the world was different from today. Birds didn’t fly, plants didn’t have flowers and grass hadn’t been invented. Mammals were the size of rats and some animals were very, very big. But how do we know all this? How do we know what dinosaurs were really like? Where did they come from? Where did they go? Are human beings just big monkeys?

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

Additional Costs:
Possible excursion to the Naracoorte Caves.

MINING ROCKS!

Year Level: Year 8
Subject: Science (elective module)
Length: 10 Week Module
Sub-Strand: Earth and Space Sciences
Prerequisites: Nil

Course Description:
How are different rocks formed and how long does it take? How do we find them and then extract them from the ground? Why is Australia so rich in mineral resources and will we run out soon? What impact does mining have on ecosystems and the economy? Become a geologist and explore this growing industry that wants to employ you in the future.

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. This will be done by means of written tests, practical tasks, assignments, oral and multimedia presentations, peer and self-assessment.

Additional Costs: Nil

YOU’VE GOT THE POWER!

Year Level: Year 9
Subject: Science (elective module)
Length: 10 Week Module
Sub-Strand: Physical Sciences
Prerequisites: Nil

Course Description:
If you rub me up the wrong way, sparks will fly – or is that just static electricity? What is electricity? How does it work? How can we use it to make things go? In this unit you will not only discover the answers to these questions, you will also learn how to generate electricity, make an electric motor and survive a lightning strike. It’s sure to make your hair stand on end.

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

Additional Costs: Nil
SCIENCE

GROWING YOUR OWN
Year Level: Year 9
Length: 10 Week Module
Sub-Strand/s: Biological Sciences
Prerequisites: Nil

Course Description:
What are energy requirements of plants and animals? Explore the structures and functions of different plants and animals. Taste the fruits of your labour. During this unit students will identify, collect and cultivate native and vegetable seedlings, monitor the nutrient requirements and growth of a chicken and delve into the wonderful world of waste matter decomposers. Are you ready to get your hands dirty?

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tasks, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

Additional Costs: Nil

DISASTERS
Year Level: Year 9
Length: 10 Week Module
Sub-Strand/s: Earth and Space Sciences
Prerequisites: Nil

Course Description:
You will explore the reasons why natural disasters such as earthquakes, volcanoes, twisters and cyclones occur, the natural phenomena which underlie these, their measurement and prediction, as well as how humankind (past, present and future) deals with such occurrences.

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

Additional Costs: Nil

CUTTING EDGE SCIENCE
Year Level: Year 9
Length: Terms 3 and 4
Sub-Strand: Covers all
Prerequisites: Nil

Special Considerations:
This course is highly recommended for students who excel in Science, or who are considering a Science based career.

Course Description:
Be inspired by the latest in scientific advancements and delve into the science of tomorrow. Students explore innovations in Science through five week intensive units in the three main Science areas of Physics, Chemistry and Biology, as well as Geology and robotics units. There will be a strong emphasis on inquiry based learning opportunities, building problem solving and higher order thinking skills, and developing the students as independent learners. Students will also be encouraged to participate in science based competitions and workshops including the Science and Engineering Challenge and the Oliphant Science Awards. Students who choose the program will be undertaking the unit in Term 3 and 4.

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

Additional Costs: Nil

LIVING IN A TIN CAN
Year Level: Year 9
Length: 10 Week Module
Sub-Strand: Earth and Space Sciences
Prerequisites: Nil

Course Description:
Come on a trip through the solar system. Take a walk on Mars and sling-shot around the Sun. How will we get there? How will we get home? How do you sleep in space?

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

Additional Costs: Nil
SCIENCE

MAKING WAVES

Year Level: Year 9
Length: 10 week module
Sub-Strand: Physical Sciences
Prerequisites: Nil

Course Description:
Waves are found at the beach, they are all around us helping us to see and hear. Discover how your eyes work to see the world around you, how musical instruments can make different sounds, and how you can watch your favourite television show in the comfort of your own home.

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

Additional Costs: Nil

ATOMS, ACID AND ALCOHOL

Year Level: Year 9
Length: 10 Week Module
Sub-Strand: Chemical Sciences
Prerequisites: Nil

Course Description:
What is everything made of? Why do things go “bubble and pop”? How do they get the bubbles into beer? There’s plenty to ‘wine’ about here. In this unit you will discover the world of the atom. But what’s that got to do with making wine? Join us as we investigate the wine industry in this practical and intoxicating chemistry unit.

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

Additional Costs: Nil

LOOK GOOD SMELL GOOD

Year Level: Year 9
Length: 10 Week Module
Sub-Strand: Chemical Sciences
Prerequisites: Nil

Course Description:
Have you wondered what is in your deodorant, soap, after-shaves, perfumes, moisturiser or make-up? In this unit you will not only learn all about how these products are made and how they work, you will get to make your own.

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

Additional Costs: Nil

CSI - FORENSIC SCIENCE

Year Level: Year 9
Length: 10 Week Module
Sub-Strand: Biological Sciences
Prerequisites: Nil

Course Description:
This module reinforces the skills learnt in Year 8 and draws on many disciplines including Biology, Chemistry, Psychology and Physics. Students will look at some of the techniques used to solve crime and the problems that occur when investigators attempt to link a suspect using evidence.

Assessment:
You will be assessed on your scientific knowledge, practical and investigation skills as well as problem solving and communication skills. The nature of the assessment tasks will be negotiated and may include written tests, practical tasks, assignments, projects, oral and multimedia presentations, peer and self-assessment.

Additional Costs: Nil
Learning Area Coordinator
Mrs Francine Bannister

Email: bannf@tenison.catholic.edu.au
Phone: 8725 5455 (ext 2102)

CONTENT STRANDS:
Number and Algebra
Measurement and Geometry
Statistics and Probability
MATHEMATICS

YEAR 8

MATHEMATICS
FULL YEAR

YEAR 9

MATHEMATICS
FULL YEAR

YEAR 10

SEMESTER 1

MATHEMATICAL EXTENSION

SEMESTER 2

MATHEMATICS

YEAR 11

SEMESTER 1

MATHEMATICS C
STRONGLY ENCOURAGED TO COMPLETE WITH MATHEMATICS A & B

SEMESTER 2

MATHEMATICS D
STRONGLY ENCOURAGED TO COMPLETE WITH MATHEMATICS A & B

YEAR 12

SEMESTER 1

SPECIALIST MATHEMATICS

SEMESTER 2

MATHEMATICAL METHODS
MATHEMATICS

The Mathematics Learning Area aims to develop in all students the capabilities to:

- Understand the social and work purposes, uses and practices of mathematics and how these relate to each other and shape futures;
- Understand and use mathematical language in creative and critical ways - both terminology and symbols;
- Be confident users of mathematics who choose appropriate and accurate means for exploring the world and conducting their lives;
- Gain pleasure from mathematics and appreciate its fascination and power;
- Appreciate that mathematics is a dynamic field with roots in all cultures; and
- Apply their mathematics learning to other learning areas, to life in the wider community, and in accessing further education and training.

Students will develop skills in:

- Problem solving;
- Reasoning and proof;
- Fluency and automaticity of mathematical skills;
- Communication of mathematical ideas;
- Connections with the wider world; and
- Representation of mathematical material.

MATHEMATICS

Length: Full year
Level: Year 8
Prerequisites: Nil

Course Description:
Students will develop skills through the study of:

- Number and Place Value;
- Real Numbers;
- Money and Financial Mathematics;
- Patterns and Algebra;
- Using Units of Measurement;
- Geometric Reasoning;
- Linear and Non-linear Relationships;
- Data representation and Interpretation; and Chance.

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data.

Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume.

They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

Students will make connections with mathematics in the wider world through real-world applications, projects and investigation work.

Assessment:
Directed Investigations, Projects and Unit Tests.

Additional Costs: Students will be required to have a Scientific Calculator.

MATHEMATICS

Length: Full year
Level: Year 9
Prerequisites: Nil

Course Description:
Students will develop skills through the study of:

- Indices;
- Patterns and Algebra;
- Pythagoras' Theorem and Surds;
- Linear and Non-linear Relationships;
- Chance;
- Data Representation and Interpretation;
- Money and Financial Mathematics;
- Using Units of Measurement;
- Geometric Reasoning; and
- Trigonometry.

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data from primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data.

Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

Students will make connections with mathematics in the wider world through real-world applications, projects and investigation work.

Assessment:
Directed Investigations, Projects and Unit Tests.

Additional Costs: Students will be required to have a Scientific Calculator.
Learning Area Coordinator
Mrs Suzanne Pepe
Email: pepes@tenison.catholic.edu.au
Phone: 8725 5455 (ext 4644)

CONTENT STRANDS:
Communicating
Understanding
CHINESE

YEAR 8
- CHINESE

YEAR 9
- CHINESE

YEAR 10
- CHINESE CONTINUER

YEAR 11
- CHINESE CONTINUER

YEAR 12
- CHINESE BACKGROUND SPEAKERS


ITALIAN

YEAR 8
- ITALIAN PATHWAY A
- ITALIAN PATHWAY B

YEAR 9
- ITALIAN PATHWAY A
- ITALIAN PATHWAY B

YEAR 10
- ITALIAN CONTINUER PROGRAM

YEAR 11
- ITALIAN CONTINUER PROGRAM

YEAR 12
- ITALIAN BEGINNERS PROGRAM SEMESTER 1
- ITALIAN BEGINNERS PROGRAM SEMESTER 2
LANGUAGES

Through the study of languages students develop an understanding of language and culture as inter-related. Students will develop skills that allow them to engage successfully with the target culture.

ITALIAN - PATHWAY A

Year Level: Year 8
Length: Full year
Prerequisites: Nil

Course Description:
By the end of Year 8, students use spoken and written Italian to interact in a range of personal and social contexts. Learners can describe or present people, places, events or conditions; discuss likes, dislikes and preferences; present information; recount and narrate events; and talk about personal, social and school worlds. They can express and understand feelings when corresponding with others, making connections between language used and cultural concepts expressed. They respond to and create simple informational and imaginative texts. They apply their understanding that texts vary according to purpose and audience, and use questioning and bilingual dictionaries to identify, interpret and summarise the meaning of familiar and some unfamiliar language. Students create texts for different purposes on a range of familiar topics, using appropriate language structures and vocabulary.

Students understand and use metalanguage to explain aspects of language and culture. They identify features of text types such as letters, emails, descriptions and narratives analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship between language and culture.

Assessment:
Assessment is varied and comprises written and creative pieces, oral presentations, and research assignments.

Materials Required:
Italian-English dictionary and A4 Workbook and folder.

Additional Costs: Nil

ITALIAN - PATHWAY B

Year Level: Year 8
Length: Full year
Prerequisites: Nil

Course Description:
Students are beginning their study of Italian and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Italian. Students work with different modes of communication and with different text genres, with reference to their own social, cultural and communicative interests. They learn to use modelled and rehearsed language in familiar contexts and begin to use the language to create and communicate their own meanings. They work with others collaboratively to plan, problem-solve, monitor and reflect on aspects of their learning. They learn how to make observations about the relationship between language and culture, particularly through comparing what they learn in Italian to their own language(s) and culture(s). They identify cultural references in texts and consider how language reflects practices, perspectives and values. They reflect on the process of moving between languages and cultures and developing their capability as learners of Italian.

Assessment:
Assessment is varied and comprises written and creative pieces, oral presentations, and research assignments.

Materials Required:
Italian-English dictionary and A4 Workbook and folder.

Additional Costs: Nil
CHINESE

Year Level: Year 8
Module: Pathway
Length: Full year
Prerequisites: Nil

Course Description:
This course aims to develop in all students:
• Their communicative potential in Chinese;
• An understanding of language and how they work as systems, which contributes to their literacy development; and
• An understanding of cultures and identities, which contributes to a better understanding of themselves and others.

The units covered are:
• Greetings and Personal Identity: Basic greetings and responds, self-introduction, numbers and the basic knowledge of Chinese characters;
• Festivals: Linguistic elements and cultural values and practices related to important Chinese festivals, including Chinese New Year, Dragon Boat Festival and Mid-Autumn Day;
• Family: Family members, traditional and modern family structures and the family values in China;
• Animals: Familiar animals, different pets in China and Australia and 12 animal zodiacs; and
• Health and Sports: Parts of the body, popular sports in China and Australia and famous Chinese sports stars.

Assessment:
Assessment is varied according to the topics. The assessment tasks that students may complete during the year include peer assessment, self-assessment, oral presentation, poster, listening/reading comprehension, cultural project and speaking/written test.

Materials Required:
A4 Workbook and folder (available on the school booklist)

Additional Costs: Possibility of excursions.

CHINESE

Year Level: Year 9
Subject: Pathway 1B (LOTE Chinese For Non-Native Background Beginners)
Prerequisites: Year 8 Chinese

Course Description:
By the end of Year 9, students initiate and sustain interactions in familiar situations to share personal information, seek clarification, and transact and make arrangements, using the question particle and familiar question words. Tone, intonation and rhythm are approximate but meaning remains clear in communication. Students employ language and culturally specific gestures appropriately for the role, audience and purpose of interaction.

Students generate simple original sentences and paragraphs. They use a range of verbs, including verbs of identification and existence and a range of action verbs to describe interests and events. They elaborate descriptions using intensifiers. Students write familiar characters neatly and legibly and use punctuation marks in a range of contexts. They employ strategies including using information technologies for checking character use. By the end of Year 9, students can explain of the use of voice, tone-syllables and understand the function of Pinyin. They discuss the key features of the Chinese writing system and its differences to the English writing system. Students apply appropriate conventions and knowledge of stroke sequences and component form and function and how words are formed to learning and using the character system.

Students know that aspects of interpretation and translation such as language choice are influenced by levels of respect in different situations and reflect the relationship between the speakers of the language.

They explain the word order of Chinese sentences and the layout and construction of Chinese texts in comparison to their English equivalents.

Assessment:
Assessment is varied according to what the students learn. The following is the basic work the students will do during the year:

• Oral: conversations and presentations.
• Written: short paragraph.
• Comprehension: Students read sentences or short texts and tell the meaning of texts in oral or written form in English.
• Self-Assessment: Students self assess own progress in Chinese learning.

Materials Required:
Chinese Made Easy Book 1 (available in the library)
Workbook and folder (available on the school booklist)
ITALIAN - PATHWAY A

Year Level: Year 9
Subject: Year 9 Italian
Prerequisites: Year 8 Italian Pathway A

Course Description:
In Year 9, students are working towards using written and spoken Italian to interact with others in a range of contexts and for a range of purposes. They are learning to discuss topics such as education, work as well as concepts from a range of learning areas. The students are working towards recounting experiences, expressing feelings and opinions, agreement and disagreement, using present, past and future tenses, and linking statements. Assessment includes: writing narratives, descriptions and recounts as well as translating texts and producing bilingual texts. Students reflect on their experience of learning Italian language and culture. They consider how culture affects communication and the making and interpreting of meaning, and how languages reflect cultures.

Assessment:
Assessment is varied and comprises written and creative pieces, oral presentations, tests, and research assignments.

Materials Required:
Italian-English dictionary
A4 Workbook, A5 workbook and folder.
These are all available on the school booklist.

Additional Costs: Excursion: approximately $15.00.

ITALIAN - PATHWAY B

Year Level: Year 9
Subject: Year 9 Italian
Prerequisites: Year 8 Italian Pathway B

Course Description:
Students have minimal prior experience of learning Italian. They are expanding the range and nature of their learning experiences and of the contexts in which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Italian may feature in these.

This is a period of vocabulary and grammar expansion and of experimentation with different forms of communication. Learners use Italian to communicate and interact with each other and with online resources. They explore language variation and change, noticing how intercultural experience, technology, media and globalisation influence language use and forms of communication. They learn to analyse and reflect on different viewpoints and experiences, including their own cultural stance, action and responses.

Assessment:
Assessment is varied and comprises written and creative pieces, oral presentations, tests, and research assignments.

Materials Required:
Italian-English dictionary
A4 Workbook, A5 workbook and folder.
These are all available on the school booklist.

Additional Costs: Possibility of excursion.
HUMANITIES AND SOCIAL SCIENCES
LEARNING AREA

Learning Area Coordinator
Mr Steve Primer

Email: prims@tenison.catholic.edu.au
Phone: 8725 5455 (ext 2501)

CONTENT STRANDS:
History
Geography
Business and Enterprise
Civics and Citizenship
HISTORY AND GEOGRAPHY

GEOGRAPHY

Year Level: Year 8
Subject: Landforms and Landscapes
Length: Term 1
Prerequisites: Nil

Course Description:
Students are introduced to the study of landforms and landscapes, focussing on the following:

• Different types of landscape and their distinctive landform features;
• The visual, cultural and spiritual value of landscapes across cultures;
• The processes which produce landforms, including case studies;
• The human causes and effects of landscape degradation; and
• Management of significant landscapes.

GEOGRAPHY

Year Level: Year 9
Subject: Biomes and Food Security
Length: Term 1
Prerequisites: Nil

Course Description:
• The distribution and characteristics of biomes;
• The human alteration of biomes;
• Environmental, economic and technological factors influencing crop yields;
• Challenges to food production;
• Environmental sustainability in terms of food production.

GEOGRAPHY

Year Level: Year 9
Subject: Geographies of Interconnections
Length: Term 4
Prerequisites: Nil

Course Description:
Students will study the issue of globalisation including issues such as:

• Perceptions of place;
• Connections through transport and ITCs;
• World Trade;
• The impact of production and consumption;
• Leisure and tourism and their effects.

HISTORY

Year Level: Year 8
Subject: Life in the Middle Ages
Length: Terms 2 and 3
Prerequisites: Nil

Course Description:
Year 8 History involves a study of the following:

• An overview of the period between the ancient and medieval world, 650-1750.
• An examination of topics such as: Barbarian tribes; The Vikings; Medieval Europe, including a study of the Battle of Hastings, castles, the feudal system, the Black Death, Crime and Punishment and the Crusades.
• There is also an examination of Japanese medieval history.

GEOGRAPHY

Year Level: Year 8
Subject: Changing Nations
Length: Term 4
Prerequisites: Nil

Course Description:
• The causes and consequences of urbanisation, especially in Asia
• Differences between Australia and the USA;
• The reasons for, and effects of, internal migration in Australia;
• The reasons for, and effects of, international migration to Australia;
• Managing urban centres.

HISTORY

Year Level: Year 9
Subject: The Development of the Modern World
Length: Terms 2 and 3
Prerequisites: Nil

Course Description:
In Year 9, as much as possible, the requirements of the national curriculum have been adopted. Year 9 History involves a study of the following:

• An overview of the making of the modern world, 1750-1918;
• An examination of topics such as: The Renaissance, the Industrial Revolution and European expansion; and
• A more detailed history of the first European contacts with Australia, the impact of settlement on the indigenous people and the making of Australia as a nation.
What is VET and how can I do it?
VET stands for Vocational Education and Training. VET is education and training that gives students skills for work, particularly in the trades and industry. It is the kind of education offered by TAFE Colleges and a range of other registered training organisations.

In SACE, students will be able to study more VET than ever before. They can earn up to 150 of the 200 credits required to complete the SACE, through recognised Vocational Education and Training courses. The remaining 50 credits can be completed through subjects with a VET focus. This means the 200 SACE credits required to complete the new certificate can be gained through a VET focus, provided the Personal Learning Plan, Research Project, and the Stage 1 literacy and numeracy requirements are also satisfied.

The VET procedures will encourage students to plan their VET pathways and work towards higher levels of VET.

Why should you do VET courses?
You will be trained in skills, which will improve your chances of being employed. Many of the skills will be useful for a wide range of careers beyond the VET course you might enrol in. You will leave school with qualifications recognised by both the education system and industry, giving you more choices in life. You will receive credit towards traineeships and apprenticeships, giving you a head start. You will gain hands-on experience in your chosen industry, allowing you to make better career choices.

ACADEMY OF HOSPITALITY

Year Level: Year 9
Length: Semester or year
Prerequisites: No prerequisites are required for this course but a keen interest in the hospitality industry is recommended.

Personal Requirements:
• Energetic
• Responsible
• Reliable
• Show initiative
• Able to work well with others in a team
• Organised

Content
The course is a prequel to studying the VET Certificate I in Kitchen Operations in Year 10. The course provides practical and theory skills required to working within the hospitality industry. The practical component will include working within the Sugarloaf Café commercial kitchen and 10 hours of volunteer work at school and community events – such as the Debutante Ball, Fundraising activities and Sports or Athletic days.

Semester 1
• Basic kitchen skills within a commercial kitchen
• Safe work practices
• Food safety and hygiene requirements of the hospitality/food industry
• The language and terminology of the hospitality industry
• Practical cookery skills
• Catering activities where applicable Beginners Barista making course

Semester 2
• Basic kitchen skills within a commercial kitchen
• Safe work practices
• Food safety and hygiene requirements of the hospitality/food industry
• The language and terminology of the hospitality industry
• Practical cookery skills
• Catering activities where applicable

Cost:
Uniform and catering activity outfit approximately $90.00

Optional:
Excursion(s): local and possibly a Melbourne or Adelaide excursion to visit a range of hospitality related locations.
THE LIBRARY

Library Manager
Ms Alexandra Nicholson
Email: nicha@tenison.catholic.edu.au
Phone: 8725 5455 (ext 4620)

The Place for Reading and Research
Tenison Woods College Library Vision Statement
Libraries are social, cultural and educational learning spaces that create vibrant links between e-learning, information management, critical literacy and knowledge creation.

The Tenison Woods College Library is a vital partner in the teaching, learning and community service activities of the College and we aim to create avid learners who are information literate and able to access high quality resource based learning experiences.

We aim to provide you with access to information resources, assistance in using them, and the support to enable you to develop the skills needed to fulfill your current and future information needs. Our objective is to provide the best possible library service, and to be responsive, innovative and professional in everything we do.

We are dedicated to meeting your information needs by delivering an extensive range of services in the library, from our website, email and telephone enquiry service. We will make available as many resources as possible in various formats to meet your needs, wherever you are located.

Opening Hours
Monday           8.30am - 4.30pm
Tuesday-Thursday 8.15am - 4.30pm
Friday        8.15am - 3.45pm
• All borrowing requirements should be completed during these hours
• The library is open for students during recess and lunch during the school week
• Closed during Term and Christmas Holidays

The Library Environment
All Library users are expected to respect the Tenison Woods College library as a clean, safe and healthy learning environment.

All library users assist by:
• Treating library staff courteously and respecting the rights of other library users.
• Handling all collection resources with care to ensure they will be available for future library users.
• Adhering to the library use guidelines.
• Reading and responding to library notices in a timely manner.
• Letting library staff know when equipment fails or resources are damaged so repairs are done as quickly as possible.

Loans
• Two week loan with the option to extend.
• Students are unable to borrow until overdue items are returned.

Book Hire
Text books are hired out from the library to students for a term, semester or year.

Overdue Items
Weekly notices are sent to Class and Homegroup teachers to alert students to any overdue items. If item/s remain overdue for an extended time, an individual notice is given to the student and then followed 2 weeks later by a letter posted home to parents/guardians or caregivers. If the item/s are then not returned they are removed from the student’s record and the cost added to their school fees. A letter is posted home advising of this final step.

Contact Us
Tel. 08 8725 5455
Email library@tenison.catholic.edu.au

Alexandra Nicholson
Library Manager