



Craigieburn Secondary College

# **MIDDLE YEARS — Years 9 and 10 College Handbook 2019 Course Outline**

Principal  
Ms K Morphy

Assistant Principals  
Ms L Emmerson  
Mr M Ritchie  
Ms A Greene

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## Principal's Message

As you enter Year 9 and 10, you are entering a new stage in your education. You now have more control over the subjects you study, being offered electives for the first time. This is an opportunity to start actively shaping your future and take a step up towards adulthood.

During these two years you will be asked to consider how you want your future to look. You will examine possible careers and will be given the chance to develop new skills and interests. As a school, we will support you in mapping out possible pathways to your future. In Year 10 you will have to undertake a week of Work Experience that will give you an insight into full time employment.

In considering your future, remember that the more you make out of your time at school, the greater the range of choices you will have open to you. Success in the classroom is one way to broaden your choices, but there are many others. You have the chance to participate in a wide range of additional activities at school. You could join a sporting team, take up debating or participate in a musical production. You can also have an active voice in how the school operates. We value the contribution students make through the Student Representative Council. Participating in additional programs at school gives you the chance to develop your skills in areas such as leadership, decision making and creativity.

In this handbook you will find information on subjects offered, information on special programs and general information about the College. The School Council and staff of the College take pride in the achievements of our students. I hope that you also take pride in your own achievements in 2019 and appreciate the achievements of your fellow students.

*Kate Morphy*

Kate Morphy  
Principal

## OUR VISION

*Craigieburn Secondary College believes that education makes a difference to the life opportunities of its students.*

*The College vision is to be an environment in which every student achieves his or her highest potential.*

## OUR VALUES

*Craigieburn Secondary College RESPECTS RESPONSIBILITY and ACHIEVEMENT in our learning COMMUNITY.*

## General Information

<i>School Address</i>	102 Hothlyn Drive Craigieburn Victoria 3064
<i>Phone</i>	+613 9308 1144
<i>Fax</i>	+613 9308 1279
<i>Email</i>	craigieburn.sc@edumail.vic.gov.au
<i>LMS</i>	lms.craigieburnsc.vic.edu.au/
<i>College Website</i>	www.craigieburnsc.vic.edu.au
<i>Office Hours</i>	8:00am–5:00pm

## Transport

The College is close to public transport with a bus stop at the front gate, and is only a short walk from the Craigieburn railway station.

## Enrolments

Students who wish to enrol are interviewed with their parents/guardians in order to establish eligibility and to assist with course selection. To enrol, phone the College on 9308 1144 and request an interview with the relevant Assistant Principal.

## People You Might Need to contact

<i>Principal</i>	Ms Kate Morphy
<i>Assistant Principals</i>	Ms Lynn Emmerson Mr Michael Ritchie Ms Allison Solly
<i>Junior Years Leader</i>	Ms Lucy Blackburne (Year 9)
<i>Senior Years Leader</i>	Ms Sarina Meusbarger (Year 10)
<i>Learning Partner</i>	Ms Maria Korkoneas

## Guiding Principles of the College

To achieve its primary purpose of providing young people with an excellent and balanced education, which develops their talents and capabilities, the College provides:

- a learning environment that is safe, supportive and encourages purposeful work;
- equal access to, and opportunity to achieve success in, a challenging comprehensive curriculum at Years 7 to 10 in each of the Learning Areas specified in the Victorian Curriculum Foundation-10;
- a timetable of comprehensive VCE studies and courses in an environment that will maximise access to further education and career pathways;
- opportunities for developing leadership and citizenship skills, self-esteem and confidence.

Craigieburn Secondary College expects its students to:

- work to the best of their ability;
- respect the rights of all others, their person, space and property through self-discipline;
- strive for excellence and take pride in their work and their school.

The College Annual Implementation Plan outlines in detail the school's educational priorities and goals in relation to curriculum, facilities and management for the next three years.

## College Administration

The Craigieburn Education Complex, that is, Craigieburn Secondary College and Craigieburn South Primary School, has one School Council which has responsibility for policy and overall development of the College. The fundamental focus of decisions made by Council is the learning needs of the students. The Council oversees development of policy in the following areas: Curriculum, Welfare and Discipline, Professional Development, Assessment and Reporting, School Camps and Excursions, Computers and Technology, Homework, Uniform, Equal Opportunity, Integration, Work Education, Vocational Education and Training, Canteen and Health and Human Relations.

Parents and students are represented on School Council as elected members and by co-option. Parents wishing to stand for School Council elections can attend workshops to gain an understanding of school councils. Nominations are called for in March of each year via the College newsletter, "Our News", and in the Parents and Friends Association which meets on the first Tuesday of each month in the social staff room at 9:15am. This body assists students in all levels of the P-12 complex, mainly through fundraising. All parents are encouraged to join this Association.

## Facilities

The College has excellent facilities shared with a variety of local community groups. In the surrounds of landscaped native flora the College's facilities include a weight training centre in the gymnasium, a specialised science building, textiles room, home economics rooms, engineering, automotive, sheet metal and woodwork rooms. Our campus also features a new Science building, with engaging learning spaces and a new Performing Arts Centre.

The College has a two storey middle years building, comprising of a modern library, science room and state of the art classrooms. This building is shared with Craigieburn South Primary School. It also has a new science building.

A twenty-two passenger mini-bus owned by the College enhances the excursions and camp program.

A three-room sickbay is located in the College where students who become ill at school rest until a parent/guardian can arrange for them to be taken home.

## College Organisation

At Craigieburn Secondary College we have arranged the teaching program in three sections.

### Junior School — Years 7 and 8

Courses of study and a number of special programs for these year levels are outlined the Junior School Handbook.

### Middle School — Years 9 and 10

Courses of study including a wide range of electives are outlined in this Handbook.

### Senior School — Years 11 and 12

Students in Years 11 and 12 who are undertaking post compulsory education. Courses of study for the VCE and VCAL are outlined in the Senior School Handbook.

These handbooks are available from the school, on the LMS or on the College website.

## Student Representative Council

The Student Representative Council (SRC) is a student run body that focuses upon student and community issues within Craigieburn Secondary College. The SRC consists of elected representatives from each year level who work in cooperation with the College leaders to ensure that the school is a vibrant and harmonious place.

During formal SRC meetings, student issues and concerns are discussed and action is taken to address them. The SRC has been involved in activities such as the commemoration of ANZAC Day, the 40 Hour Famine and Bandana Day to help support the community and raise student awareness of global, national and local issues.

## Term Dates for 2019

In previous years, Craigieburn Secondary College has run a staggered start for different year levels at the start of Term 1. Students and parents will be informed of how this will operate in 2018 prior to the end of Term 4, 2018. Pupil Free Days will be confirmed prior to the end of Term 4, 2018.

	Commences	Finishes
Term 1	Tuesday 29 January (teachers)	Friday 5 April
Term 2	Tuesday 23 April	Friday 28 June
Term 3	Monday 15 July	Friday 20 September
Term 4	Monday 7 October	Friday 20 December

## School/Parent/Community Relations

The Parents and Friends Association is a P–12 group which provides the following activities to the whole school community.

- Fundraising: Profits are distributed between both schools as needed
- Scholarships in recognition of student achievement.

Parents and Friends meet on the first Tuesday of each month at 9:15am in the main staff room (except during school holidays). The meetings are open to all families within the P–12 complex.

## Bell Times

Period	Times
Form Assembly	9:00am – 9:09am
Period 1	9:10am – 10:22am
Change Over	Change over 2 minutes
Period 2	10:24am – 11:36am
Recess	11:36am – 12:01pm
Period 3	12:01pm – 1:13pm
Lunch	1:13pm – 1:58pm
Period 4	1:58pm – 3:10pm



## **Student Organisation**

### **Absence Notes**

Parents/guardians are advised that a note is required explaining all absences from school. This is a legal requirement and we seek your assistance in this matter. If a student is to be absent from school for a prolonged period (eg three or more days) parents are requested to telephone the College. The school can provide work if this is appropriate.

### **Attendance**

It is a legal requirement that all students attend school until 17 years of age. College policy is that students attend all classes. Each morning during Form Assembly rolls are marked by the Form Teacher. In all classes teachers mark an attendance roll. Notification of student absence is sent daily via Compass and /or SMS text message, and can be replied to, in order to explain student absences. Contact is made with the family of any student who does not attend school or misses classes without approval. It is College policy to involve the family in maintaining consistent effort and attendance and therefore it is very important that family contact details are updated regularly via the General Office.

### **Awards**

At the end of each year the College holds an Awards Evening for all Year 7 to 11 students. Year 12 students receive awards at their end of year graduation.

The awards are given for:

- Effort in each form group for each subject.
- Achievement in each form group for each subject.
- An overall excellence award for each subject at each year level.

There are also many special awards for sport, community service and participation in various competitions and programs taking place during the school year.

An invitation is extended to all members of the school community to attend on this day to celebrate the achievements and efforts of our students throughout the year.

### **Bike Compound**

Students who ride bicycles or scooters to school are to park them in the secondary bike compound near Langdon Crescent. Bike helmets must be worn. Bikes and scooters are to be walked on school grounds and are to be taken into and out of the compound via the gates. Loitering in the bike compound is unacceptable. Students must have a strong lock to lock their bike or scooter in the compound.

### **Canteen**

The school Canteen for the P-12 Complex is managed by the Northern Metropolitan Canteens Pty. Ltd. It is open five days a week and provides a comprehensive service to students, including breakfast. At the Canteen, students are to stand in line in designated areas to be served and are to put all rubbish in bins.

## Contacting Students

During the school day, students are in the care of the school. Parents who need to contact their son/daughter should phone the College or come to the General Office. People who are not parents/guardians are not permitted access to students unless authorized. The office staff will not take telephone messages from friends of students.

## Excursions

At various times during the year educational excursions are arranged for students to visit places of interest and may be of half day or full day duration. Parents will be advised of full details as the occasions arise. Students not in full uniform or not giving full co-operation to all teachers at all times will forfeit privileges.

## First Aid

Sick Bay facilities at the College deal with minor problems but more serious issues involve immediate parental/guardian contact by phone. Whilst we have teachers with first aid qualifications they cannot be expected to deal with all types of injuries/illnesses. *THEREFORE IT IS ESSENTIAL FOR EMERGENCY AND PARENT WORK PHONE NUMBERS TO BE KEPT UP TO DATE.* In order for the school to maintain supervision of students in its care, those who are ill are not permitted to leave the school without parental permission. When leaving school early, students need to sign the "Early Leavers Book" at the Sub School Office.

## Home Studies

All students will have homework, which must be completed by the set date. Details of the homework are to be entered by students into their school diary. Parents are asked to check the diary, make comments where necessary, and sign. Students are also expected to complete set assignment/project work as part of their homework routine. Students, especially those in the more senior years, will also need to revise and study any schoolwork as part of a regular home study program. Parents wishing to know their child's home study responsibilities are encouraged to contact their child's Year Level Coordinator for details. Suggested weekly targets for homework:

Year Level	No. Hours per Week	Year Level	No. Hours per Week
Year 7	5–7 hours	Year 10	10–12 hours
Year 8	5–7 hours	Year 11	12–15 hours
Year 9	7–10 hours	Year 12	15–18 hours

## Infectious Diseases

When a student shows symptoms of infectious disease parents will be contacted and asked to seek immediate medical advice. The child's return to school can only occur when the Principal or Assistant Principal is provided with a Certificate of Clearance from a doctor.

## Interschool Sport

Students have the opportunity to represent the school in a variety of interschool sports. Students' participation will be conditional on their being up to date in all studies.

## **Lateness**

Lateness, like any absence, should be explained in a note via Compass, SMS, TiqBiz, phone contact, the College's Absence Line or the Student Diary. Students arriving late should go to the Sub School Office to enter details in the "Late Book". It is important that students take this step; otherwise a work session may be issued.

## **Leaving Early**

If Parents/Guardians need their child to leave school early, the student is required to take a note to the Sub School Office on the day concerned where an "Early Leave Pass" will be issued.

## **Lockers and Valuables**

Lockers are provided for students to store their bags and jacket. They are rented from the College by paying a fee upon enrolment. The College is not responsible for the care and safekeeping of the personal possessions of students. Students are not to bring valuable items (eg iPods and mobile phones) to school. Sports equipment not used in Sport classes (eg skateboards, roller blades) must not be brought to school.

## **Lunch Permit**

During school hours, students are legally within the school's care and protection. They are not permitted to leave the school grounds during lunchtime unless they have a lunch permit signed by the Principal or Assistant Principal. Parents who wish their child to have a lunch permit are to direct their request in writing to the Principal or Assistant Principal. Both long term and one-day permits are available. A lunch permit is issued for the sole purpose of a student lunching at home with a parent or guardian present. Students with a lunch permit are to go straight home, have lunch and return directly to school. Students must sign in and out at their Sub School when they leave school on a lunch permit. Students with lunch permits are not to buy their lunch at the local shops and bring it back to school.

## **Medical Certificate**

At Craigieburn Secondary College we acknowledge that students get the best out of their educational opportunities by being at school. Students that are in the classroom, receiving face-to-face tuition are able to gain a better understanding of the curriculum.

Therefore, students must attend 100% of school days or have a valid reason for non-attendance, such as illness. This allows students only five days absence per semester, without a valid note/medical certificate. If they exceed five days they may risk failing their subjects for the semester and may not be promoted to the next year level.

Other reasons for absences such as participation in sports, camps or other school based activities will not be counted as part of the five days. Extenuating circumstances eg prolonged illness or family problems will be dealt with on an individual basis in conjunction with the relevant coordinator.

## **Mobile Phones**

Students should not bring mobile phones to school and must not make or receive mobile phone calls during the school day. If students have phones for use outside of school hours they should be handed in at the General Office for safe keeping during the school day. In the classroom, if a student has a mobile phone, it is expected that this phone is switched off and out of sight. If a student is using a mobile phone it will be confiscated as per the College's Staged Response

Process. If a phone is confiscated it may be placed into Parent Pick Up at the General Office.

## School Camping Program

All students will have the opportunity of attending camps, at selected venues, during their time at Craigieburn. Attendance at a camp is viewed as a privilege, not a right, and will only be granted to students who have given full co-operation at school.

## School Injuries and Insurance

Parents and guardians are generally responsible for paying the cost of medical treatment for injured students, including any transport costs. Most medical costs will be refundable by Medicare. If you are a member of an ambulance or health insurance fund, you may also be able to claim transport or other expenses from the fund.

The Department of Education and Training does not hold accident insurance for school students. Other insurance is available for parents to take out individually.

The Department is aware of two insurers, JUA Underwriting Agency Pty Ltd and Willis Australia Ltd, that provide accident insurance policies for students. These policies provide specific benefits for students who are injured in accidents for a reasonably low cost. Other insurers may also do so.

## Special Clothing

Special protective clothing such as an apron is essential for practical subjects including Art, Food Studies and Technology. A hair restraint must be worn whenever a student is working with or near machinery. Students wearing runners, T-bar school shoes or jewellery will not be admitted to a technology workshop, as they are safety hazards. It is stressed that the technology workshops must satisfy strict industrial requirements in matters concerning occupational health and safety. Students are required to bring safety glasses and ear muffs to technology classes, and may also need their safety glasses in practical science classes.

## Sports Program

As well as regular Physical Education classes, involvement by students in House competitions as either participants or supporters is expected. As part of Government policy, students in Years 7–10 are required to participate in Sport each week. This is in addition to weekly Physical Education classes. Regular interschool sport for all year levels is also planned. Students with medical difficulties may be exempt from participating in sporting activities. In such circumstances parents are requested to provide a note explaining why the student is unable to participate.

There are four sports Houses — **Aitken** (Red), **Ridley** (Green), **Bridgewater** (Blue) and **Hume** (Gold). Each student belongs to a House and during the year inter-house competitions in swimming, athletics and cross-country are organised.

## Student Extended Absence Plan

Students and parents need to apply to the College for approval for an extended absence from the school. The application form is available on the website, from the General Office or from the Sub School Offices. Parents will need to explain the reason for the extended absence and the relevant Sub School Principal needs to give approval. Students are then required to complete a work plan for the absence. Applications need to be made well in advance of the planned

extended absence.

## **Student Reports**

Reports will include information about the student's effort and class behavior and a descriptive statement about the students achievement with room provided for students and parents to further contribute to the reporting process in the form of reflective feedback on the students learning for the semester. Reports are issued at the end of each semester (end of Terms 2 and 4).

Parent/Teacher Interviews take place at the end of Terms 1 and 3. Their purpose is to inform parents of student progress. Progress reports can be made available at any time, upon request by parents or staff. Parents are invited to contact the College at any time to discuss the educational progress of their children. Subject teachers and Year Level Coordinators will also contact individual parents from time to time to discuss particular concerns.

## **Grade Point Average (GPA)**

GPA provides parents and students with regular feedback on how they are progressing in every subject in the following areas;

- Standard of work
- Organisational skills
- Completions of work
- Behaviour/Cooperation
- Effort

Parents are able to login to Compass via the 'Community Portal' button located on the school website ([www.craigieburnsc.vic.edu.au](http://www.craigieburnsc.vic.edu.au)) using their existing login details used for Parent Teacher interviews.

When a new cycle of GPA has been completed, parents will receive an email alert encouraging them to log on to Compass and review their child's most recent progress data.

## **Study Hall**

The College offers students the opportunity to attend Study Hall during the school year. It is a chance to catch up on work in a relaxed and friendly atmosphere.

## Uniform

All students enrolled at this College are required to wear school uniform. This includes school sports uniform during Physical Education and Sport.

Students must bring a note, stating a reason and signed by their parents, if they are unable to wear uniform on a particular day. In circumstances where parents find it difficult to meet the expense of any items of school uniform, they should contact the Student Wellbeing Coordinator or Assistant Principal.

### Please read the following information carefully.

<i>Logo</i>	A school logo is required on all upper garments.
<i>Jewellery</i>	The only items of jewellery permitted are wristwatches and sleepers or studs in the ears. Jewellery is not permitted during Physical Education and Sport.
<i>Hair</i>	Shoulder length hair is to be tied back during practical subjects. Extreme hair colour or hairstyles are not permitted.
<i>Bag</i>	Optional. To be kept in locker, not to be carried during school day.
<i>Hats, Caps</i>	Only navy blue hats or caps with the school logo are to be worn at school. These are available from PSW. Hats are not to be worn during class time, unless for safety reasons in practical classes.
<i>Scarves</i>	Optional. Only short, navy scarves to be worn. These are available at PSW.

## Uniform — Boys

### *Summer and Winter Uniform*

<i>Shorts</i>	CSC navy blue
<i>Windcheater</i>	CSC navy blue, with logo
<i>Jumper</i>	Optional. CSC navy blue, woollen with logo
<i>Shirts</i>	CSC white polo, with striped collar and logo CSC white unisex cotton shirt with logo to be worn with CSC tie
<i>Trousers</i>	CSC tailored, navy blue
<i>Tie</i>	Optional. CSC tie to be worn with white cotton shirt. Available only at PSW.
<i>Socks</i>	Plain white with shorts Plain white with one or two navy stripes (no logos) with shorts Plain black or grey with trousers
<i>Shoes</i>	Black leather lace up school shoes. Black leather runners are permitted but must be completely black. Shoes must not have any decoration or logo visible on them.
<i>Jacket</i>	CSC navy blue College jacket with logo (Winter)

## Uniform — Girls

### *Summer Uniform*

#### *Summer Dress*

CSC school dress (no higher than 5cm above the knee)  
To be worn in Terms 1 and 4 with white socks (turned down anklet or knee high)

#### *Shorts*

CSC navy blue (no higher than 5cm above the knee)

#### *Windcheater*

CSC navy blue, with logo

#### *Jumper*

Optional. CSC navy blue, woollen with logo

#### *Shirts*

CSC white polo, with striped collar and logo  
CSC white unisex cotton shirt with logo to be worn with CSC tie  
CSC white girls tailored cotton shirt (not to be worn with CSC tie)

#### *Tie*

Optional. College tie to be worn with white unisex cotton shirt.  
Available only at PSW. Unisex shirt and tie can be worn with the winter skirt (Terms 2 and 3) or the CSC trousers (all year).

#### *Trousers*

CSC tailored, navy blue

#### *Socks*

Plain white (turned down anklet or knee high to be worn with summer dress)

Plain white, grey or black to be worn with trousers

#### *Shoes*

Black leather lace up school shoes or black leather T-bar school shoes. Black leather runners are permitted but must be completely black. Shoes must not have any decoration or logo visible on them.

### *Winter Uniform*

#### *Winter Skirt*

CSC school skirt (no higher than 5cm above the knee)  
To be worn in Terms 2 and 3 with navy tights

#### *Tie*

Optional. College tie to be worn with white unisex cotton shirt.  
Available only at PSW. Unisex shirt and tie can be worn with the winter skirt (Terms 2 and 3) or the CSC trousers (all year).

#### *Navy Tights*

To be worn with winter skirt

#### *Windcheater*

CSC navy blue, with logo

#### *Jumper*

Optional. CSC navy blue, woollen with logo

#### *Shirts*

CSC white polo, with striped collar and logo  
CSC white unisex cotton shirt with logo to be worn with CSC tie  
CSC white girls tailored cotton shirt (not to be worn with CSC tie)

#### *Trousers*

CSC tailored, navy blue

#### *Socks*

Plain white, grey or black to be worn with trousers

#### *Shoes*

Black leather lace up school shoes or black leather T-bar school shoes. Black leather runners are permitted but must be completely black. Shoes must not have any decoration or logo visible on them.

#### *Jacket*

CSC navy blue College jacket with logo

## Uniform Details — Sport

To be worn for Physical Education and Sports classes and for Inter-school sport.

<i>Track pants</i>	Navy blue Craigieburn track pants (available at PSW)
<i>Shorts</i>	Craigieburn school sports shorts (uni-sex)
<i>Skirt</i>	Navy blue netball skirt and navy blue sports briefs
<i>Windcheater</i>	Navy blue windcheater with logo
<i>Shirt</i>	Navy blue polo, with striped collar and logo
<i>Socks</i>	White socks — plain or with one or two navy stripes
<i>Shoes</i>	Sports shoes (white sole recommended)

## Work Completion

Work completion sessions take place on a Monday and Thursday afternoon from 3:15pm to 4:00pm. Work completion sessions are given when a student has not completed a MAJOR assessment task by the due date. This should occur only once or twice per term in each subject. Teachers will set due dates for major assessment tasks and inform students and parents of these due dates. Teachers will monitor the progress of the work and inform parents when students are behind. If a student does not submit their major assessment task by the due date they will be given a work completion session, which will give them an opportunity to complete and submit the work. Teachers will be present at the work completion session and computers will be available. If a student completes and submits the major assessment task before the scheduled work completion session, they do not need to attend. Students must submit all major assessment tasks so teachers can make judgements about student learning and achievement.





## **Student Services**

### **Library and Information Services**

Craigieburn Education Complex Library is the information and resource centre of the school. It provides learning resources to all students and teachers in the form of books, magazines, newspapers videotapes, DVD's, and Internet access. A wide range of fiction ensures that every student has the chance to find a book they will enjoy reading. All students learn how to locate information in the library, and are expected to develop their information skills until they become independent and efficient researchers. Members of the library staff are always available to help.

The library is open to students from 8:15am, throughout class time, recess, lunch-time and after school during Study Hall. During class time students may use the library to study, research and use computers. At lunchtime students enjoy reading, playing board games, using computers and relaxing. Students may borrow books for two weeks. It is important that all books are returned on time so that our resources are shared fairly.

### **Textbooks and Second Hand Texts**

Towards the end of the year a booklist is sent home with students. This provides parents with a list of texts, stationery and subject requirements for each year level. The date when the booklist needs to be returned to the school and also when items can be collected is included.

Second hand books and uniforms can be bought and sold through the Sustainable School Shop website. The text and uniform items students need are already loaded to the site. The College provides this service, so there is no cost to families. Each family that registers on the Sustainable School Shop will be given an annual subscription.

### **Pathways**

Craigieburn Secondary College offers a comprehensive and individualised career pathways program for students in Years 9 and 10.

All Year 10 students complete a five day Work Experience placement at the end of Term 2. The placement enables students to experience the world of work. The Work Experience placement is a requirement of successful completion of Year 10. Year 10 students also have individual counselling sessions with a pathways or careers adviser before selecting their subjects for the following year. As part of their transition into the senior school they participate in a career investigation day and attend a career expo.

All students in Year 9 will complete an individual career action plan in term 2 where they will continue to focus on and develop the skills to plan their future career pathway. In term 4 they are asked to review their goals in order to reflect on their future choices.

## **Special Services and Programs**

### **Anger Management and Positive Skills Groups**

From time to time the school's Educational Psychologist, Learning Partner or Year Level Coordinator run small groups to assist students with strategies to change behaviour from being aggressive to being assertive.

### **Health Promotions Nurse**

The school has a nurse who assists class teachers in the delivery of health classes and runs support groups for a variety of students with health or related issues, eg a diabetic group, an asthma planning group.

### **Student Support Services**

Referrals to Student Support Services can be made by the Allied Health Team for any student requiring professional counselling or other support services.

The College also has a Chaplain and Social Worker available to support all students and families in the school community in times of need.

### **Mediation**

The school encourages the use of mediation in disputes between students. Sub schools run mediation sessions. Sub School Learning Partners are able to be involved (as the student advocate) if requested by either the student or sub school team member.

### **Corrective Reading Program**

The program focuses upon improving the reading speed, accuracy and comprehension of students, increasing their confidence and teaching them word attack skills. Each reading group consists of a maximum of 10 students and they participate in four sessions a week. Students are re-tested throughout the year to ascertain their reading level.

## Student Wellbeing Program

The College provides a Wellbeing team that includes a Learning Partner at each year level, a Health Promotion Nurse, a School Chaplain, a Social Worker and School Counsellor. The team aims to provide a proactive approach to wellbeing that promotes pro-social behaviours across the College community.

Throughout the year, programs are implemented across all Year levels to assist students and to augment their social connectedness and engagement which will assist in creating a safe, inclusive and happy environment in which to learn.

Some of the programs may include:

- Year 7–9 PL and iLearn Programs include health and wellbeing components incorporating discussion and activities focusing on:
  - Bullying Awareness and Strategies
  - Respect
  - Communication
  - Harmony and Acceptance
  - Study and Learning Regime
  - Learning Strategies
- Year 7–9 PLT Program
- Year 7–8 Girls and Boys Groups
- Year 7–8 Respect My Space Program
- Year 7–9 Anger Management Program
- Year 8–10 Girls' Social Skills Group
- Year 10 Flip the Script
- Year 9 Harm Minimisation Drug Education Program
- Year 11 "Party Safe" Program
- Career Snapshots Program
- Year 12 Celebration Day Harm Minimisation Program

Many of these programs are run collaboratively by the Allied Health Team and the sub schools or with the support of outside agencies and support staff. The College also engages the services of an Educational Psychologist.

Outside agencies that support the wellbeing team at the College include:

- |   |                                |
|---|--------------------------------|
| • Anglicare                                   | • CASA House                   |
| • The Salvation Army                          | • Department of Human Services |
| • Hume City Council                           | • North West Mental Health     |
| • Victoria Police (Police in Schools Program) | • STRIDE Foundation            |
| • Youth Connections                           | • Bridging Worx                |
| • The Reach Foundation                        |                                |

If there are any wellbeing issues pertaining to any students at the College and/or their families, feel free to contact the wellbeing team leader on 9308 1144.

Other helpful numbers include:

- |                                |              |
|--------------------------------|--------------|
| • Kids Helpline                | 1800 55 1800 |
| • Parentline                   | 13 22 89     |
| • Department of Human Services | 1300 369 536 |
| • Dianella Community Health    | 9308 1222    |
| • Anglicare Craigieburn        | 9301 5200    |
| • Craigieburn Health Service   | 8338 3001    |
| • Connections @ Craigieburn    | 9483 2401    |
| • Craigieburn Headspace        | 8338 0919    |

## Policies

### Bullying/Harassment

All students have the right to respect and safety and we are all responsible for making it happen. If bullying occurs in the school, a teacher, the Year Level Coordinator or the Sub School Program Manager speaks to both the victim and the bully. After all students involved in the incident understand why it was considered bullying, and why it was unacceptable, the sub school will determine if consequences are to be issued, in line with College processes and Department guidelines. A letter is sent home explaining the event and the school rules about bullying.

### Curriculum

Emphasis has been placed within the College on students achieving academic excellence through a comprehensive Years 7–10 curriculum that covers the Arts, English, Languages, Mathematics, Human Development, Science, Humanities and Technology. Programs are developed in sequential fashion from Years 7 to 10 with the opportunity for elective subjects at Year 9 and 10. From Year 10, students may also select from a range of VET courses which provide pathways to careers and further training.

The VCE at the College is structured so students can achieve excellent results in a variety of courses. They can study subjects which provide for entry into university and those which provide the student with excellent opportunities to learn skills in a variety of areas. Subjects such as Accounting, Art, Biology, Chemistry, English, Human Development, Legal Studies, Materials Technology, Mathematics, Physical Education and Physics demonstrate the breadth of the College's curriculum. Many of our graduates now attend tertiary institutions throughout Victoria.

### Information & Communication Technologies (ICT)

Craigieburn Secondary College endeavours to create a learning environment where every student can achieve their fullest potential. We aim to promote confident learners who are curious and creative who can solve problems using a variety of tools. As part of this commitment, the College is beginning the integration of student Netbook computers into the classrooms and the embedding of digital literacy and e-learning practices across all key learning areas. It is envisaged that students at the College will become effective global learners in multiple real and virtual arenas.

The College, in conjunction with the Department of Education and Training (DET) aim to provide a wealth of rich educational resources and tools, that when used effectively, will deliver very positive teaching and learning outcomes. Each student is required to have a portable Netbook that will link them to their teachers, learning communities, multimedia software and online tools and resources.

With the connected mobile device, students will have enhanced communication opportunities with their teachers and peers to seek feedback regarding learning opportunities and activities, participate in synchronous and asynchronous learning and have anywhere, anytime access to documents, projects, revision tasks and evidence of their learning. The access to information and communication technologies (ICT) will create expanded learning opportunities that are more active and student centred.

## Compass

Compass is a modular, web-based school management platform that has enabled the College to streamline communication with students and parents. We use Compass for a number of functions, including: attendance and roll marking; semester reports and progress reporting; booking Parent Teacher interviews; calendar and news item updates; and communicating with parents as per our Staged Response Processes. Students are also able to see the work that has been left by their teacher if they are away by visiting the relevant subject page in Compass. The College is able to receive feedback from parents via the 'Insights' module. Compass works on all modern browsers on any device and parents are encouraged to download the Compass app.

## Learning Management System (LMS) – Moodle

Moodle is a Learning Management System (LMS) that allows teachers to create powerful, flexible, and engaging "online learning experiences" in a blended learning environment. At the College, the LMS provides web pages that can be explored in any order, courses with live chats among students and teachers, forums where users can rate messages on their relevance or insight, online workshops and surveys and directories set aside for teachers to upload and share their files. All of these features create an active learning environment, full of different kinds of student-to-student and student-to-teacher interactions. Students are able use the LMS as a Cloud Server to access their important files anywhere and anytime, download calendars with key dates to keep themselves organised and access information at a touch of a button through mobile devices with an internet connection.

## SWPBS & Student Management

SWPBS stands for 'School Wide Positive Behaviour Support', a whole-school framework which ensures that positive social and learning behaviour is explicitly taught. In our implementation of this framework, the College has developed Staged Response Processes to enable our staff to introduce, model and reinforce positive learning and social behaviours. Explicitly teaching our expectations, and acknowledging students for demonstrating them, is key to our success in creating and maintaining a learning environment where all students feel connected, supported and engaged.

We have documented the Staged Response Processes for both staff and families and students, and this information is available on the College website.

## Year 9 Curriculum Structure

Year 9		Year 10	
Subject	Number of Periods	Subject	Number of Periods
English	4	English	4
Maths	3	Maths	4
Humanities	2	Elective	3 semester
Science	2	Elective	3 semester
PE/Health	2	Elective	3 semester
Languages	2	Elective	3 semester
Elective	2 semester		
Elective	2 semester		
PL	1		

Students must choose at least one elective from the Creative Arts group of electives during the year.

## **Craigieburn Enrichment and Acceleration Program (CEAP)**

The College has developed a Select Entry Enrichment and Accelerated Program that offers places to a limited number of very capable and committed students who are able to meet the academic rigours set by the program. Students will be accelerated through their coursework at a faster pace, providing them with a challenging learning environment. The enrichment component of the program encourages the study of more complex and abstract concepts, with a greater emphasis on higher order thinking skills.

Students undertaking CEAP at Years 7 and 8 will be working at Victorian Curriculum Foundation-10 Levels 7–9, completing them with a strong extension and enrichment component. It should be noted that under the standard mainstream Victorian Curriculum Foundation-10 structure, Level 7 is aimed for at the end of Year 7, while Level 9 is aimed for at the end of Year 9 (extension outcomes are also provided for students who have already demonstrated achievement at Level 9).

At the end of Year 9, a decision on an appropriate pathway for each student will be reached. Year 10 students will be undertaking a mixture of Victorian Curriculum Foundation-10 Level 10 extension work and Year 11 (VCE) Unit 1 and 2 studies. In Year 11, students will undertake Unit 1 and 2 studies along with Year 12 (VCE) Unit 3 and 4 studies. Students completing Year 12 will have the opportunity to undertake a combination of Unit 3 and 4 studies.

For each Year 7 intake, one form group (of no more than 25 students) will make up the CEAP group and will remain in that group up until the end of Year 9 (provided they meet the requirements of the program as set by the College). During this time, students will be in the care of a Pastoral Care teacher, Year Level Coordinator and the CEAP Coordinator.

### **Expectations of Students**

Students will be expected to make a genuine commitment to CEAP. They will be required to work hard, both in and out of class, try their best at all times, actively seek assistance if they are experiencing difficulties and demonstrate cooperation and respect towards teachers and fellow students.

It is important that there is effective two-way communication between school and home and we encourage parents/guardians to contact the College if they feel any particular difficulties or issues are emerging for their son/daughter.



## Year 9 Core Subject Information

English
<b>Description</b> <p>Students study a variety of fiction and non-fiction texts, everyday texts and media texts. Through the study of texts created by others and through the creation of their own written and spoken texts, students are encouraged to develop their analytical and communication skills. Students are taught to be effective readers, writers, speakers and listeners, with a strong emphasis on literacy.</p>
<b>Outcomes</b> <p>Students should satisfy the requirements of Year 9 Curriculum Standards and develop their reading, writing, speaking and listening skills. The standards are as follows:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Writing</li> <li>• Speaking and Listening</li> </ul>
<b>Assessment</b> <p>Assessment tasks include a variety of written, spoken and multi-modal tasks.</p>

English as an Additional Language (EAL)
<b>Description</b> <p>Students examine the structures, features and language which underpins different text types. They build their skills in basic comprehension and decoding and analyse and create a variety of texts for different purposes and audiences. Students build their skills and confidence in spoken, aural and written language and to support their application of these skills across all subject disciplines.</p>
<b>Outcomes</b> <p>Students are assessed against the EAL standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Reading and Viewing</li> <li>• Writing</li> <li>• Speaking and Listening</li> </ul>
<b>Assessment</b> <p>Assessment tasks include a variety of written, spoken and multi-modal tasks. N.B. Eligibility criteria apply for enrolment in this class. This class is completed as part of a Languages study.</p>



## Languages (Italian)

### Description

Students are involved in more sophisticated forms of listening, speaking, reading and writing through the study of workbook and other supplementary texts and activities. The course is designed to introduce students to contemporary Italian culture and language.

### Outcomes

The course provides students with the opportunity to practise the Italian language in everyday situations and equip them with the skills to communicate in modern Italian.

### Assessment

Participation in daily oral activities, completion of listening, reading, written grammar and vocabulary exercises, completion of cultural units, oral presentations, tests and satisfactory completion of a workbook.

## Mathematics

### Description

The topics studied in Year 9 Mathematics are Indices, Measurement, Statistics and Probability, Money and Financial Maths, Linear and Non-Linear Relationships, Geometric Reasoning, Pythagoras and Trigonometry. Student learning is supported through the CAS calculator applications and consolidated through problem solving lessons and Mathematics homework tasks.

### Outcomes

Students should satisfy the requirements of the Curriculum Standards.

### Assessment

Assessment includes: skills exercises, tests, homework exercises, projects and problem solving.

### Acceleration Program

Students that are performing well above the expected level in year 8 are invited to participate in the Mathematics Acceleration Program. The program will cover the Year 10 course in preparation for VCE Maths the following year.

## Personal Learning (PL)

### Description

Each group of students is assigned one PESH teacher who will be the main contact person for the students, parents and other teachers of that group.

The Personal Learning component in the unit includes:

- Ready to Learn program- students look at using effective Study Skills and organisational skills
- Goal setting and reflection
- Developing Leadership skills
- City Experience- students conduct an investigation in Melbourne CBD and work in groups. Students develop leadership skills and learn how to work cooperatively in group situations
- Exploring Careers- students identify career goals and investigate future career paths

The Health component of this unit includes:

- Mental health
- Health and Illness in Australia
- Drug education and Sexual Education
- Love Bites Program

### Assessment

Participation in all classroom activities, presentations, written tasks and group task (City Experience)



## Physical Education, Sport and Health (PESH)

### Description

During Physical Education, students will study two major theory components. The first is Nutrition for Good Health, where students explore the contextual factors that influence eating habits and food choices, while developing the skills needed to make healthy and informed decisions regarding food intake. The second theory component is Skill Acquisition and Stages of Learning, where students will study skill classification, the characteristics of the three stages of learning, practice strategies and types of feedback.

Sport Education will provide the opportunity to participate in a number of different sports or activities each term. These are broken down to Minor Games, Fitness and Fitness games, Recreation and Team Sports.

### Outcomes

Students will be expected to:

- Actively participate in Nutrition theory activities both in and out of the classroom, such as monitoring food and fluid intake.
- Gain an understanding of how people learn, and use this information to break down a skill, and to teach the class a specific skill.
- Evaluate individual and group tactics, skills and movement patterns employed in games, physical activities and sports to improve performance.

### Assessment

Assessment includes topic tests, workbook, assignments, an end of semester exam, skill level and 75% participation in full PE uniform.

### Additional Comments

Note: Some activities may incur a small cost.

## Science

### Description

Students through inquiry based learning opportunities investigate the properties of the periodic table, chemical bonding and reactions, the response and control functions of the human body, ecology and the nature of ecosystems and the properties of the earth's crust. They develop skills in communicating ideas and information, working with others in teams and adopting safe and efficient work practices within a laboratory setting.

### Outcomes

Students should satisfy the requirements of the Curriculum Standards.

### Assessment

Assessment tasks will include a variety of tasks such as research assignments, practical reports, presentations, workbook and tests.

## Humanities

### Description

Students will begin their study in Humanities by developing their understanding of the origins of Australia as a nation, considering the impact of European settlement on Indigenous Australians and culture. Students will develop their historical knowledge and understanding through consideration of Australia's involvement in World War I and discussion of the role of propaganda and patriotism in this period of Australian History. Students will build their geographical knowledge and understanding through an investigation into the ethics of globalisation and a case study of the world's cacao trade.

### Outcomes

The course covers four areas of the Humanities Learning Area:

- History
- Geography
- Economics and Business
- Civics and Citizenship

### Assessment

Assessment pieces may take the form of research assignments, diary entries, reports, essays, mapping tasks, geography reports. There is an exam at the end of each semester.



## Year 9 Electives

Students will participate in two program units each semester. A minimum of one unit of Creative Arts must be studied while in Year 9. Students are allocated program units based on preferences listed on their selection sheet. Student preferences should be discussed with parents prior to the submission of the selection sheet.

The following are program block unit descriptors, which are offered to students. Units taught will be dependent on student selection preferences.

### Advance

#### Description

Advance is a youth development program that provides opportunities for students to work in partnership with community organisations on a project or series of activities that contribute to building their community. Students will complete the prestigious Duke of Edinburgh award during Advance. Students will be required to complete a number of projects both at school and in their own time. They will also be required to attend camps.

#### Outcomes

The Duke of Edinburgh award consists of four components:

Service: Challenge yourself to be a responsible, caring member of the community.

Physical Recreation: Challenge yourself to improve your, health, fitness and performance.

Skills: Challenge yourself to improve your skills and widen your interests.

Adventurous Journey: Challenge yourself to journey and explore with your eyes open.

#### Assessment

Assessment includes a completion of all components and log book of activities.

### Coding: Apps and Games

#### Description

An introduction to programming for students, with little or no coding or programming experience. Students learn how to code by working in a real software development environment to design, program and publish mobile apps and games. Learning to code by creating real products, students discover how to make amazing things and have an impact on their world.

#### Outcomes

Students will:

- Identify code that relates to games rules, goals and structures
- Analyse the structure, elements and logic of computer games
- Create their own code to solve a given problem

#### Assessment

Assessment includes problem-solving tasks and programming.

## Mind your own business (MYOB)

### Description

Students will be introduced to the world business and be given the opportunity to learn how to establish a small business of their own. Students will research the different aspects of a business and its operation before developing their own business concept. Students will also track the progress of the operations of a small business and evaluating its level of success. By undertaking this subject, students can get some insight on what the year 10 electives are like.

### Topics include:

- 1) Small Business Research and Development - Students will have the opportunity to plan for the development of their own small business. Students will get an opportunity to research small businesses and discover how the markets they are in can effect the demand for products and services they offer.
- 2) Small Business Operation and Evaluation - Students will develop an understanding of the day-to-day operations of a business and the decisions that must be made. Students will also be able to understand the factors that illustrate the success and failure of a business, both financial and non-financial.

### Outcomes

At the completion of this unit students will be able to:

- Use economic and business reasoning and interpretations to make informed decisions
- Identify the ways enterprising behaviours and capabilities can be developed to improve the work and business environments
- Explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market, including the global market
- Explain why and describe how people manage financial risks and rewards
- Identify and explain the indicators of economic performance and examine how Australia's economy is performing

### Assessment

A variety of tasks including assignments, portfolios, research projects, class presentations, tests and exam.

## 3D Art

### Description

Students will be introduced to the medium of clay and given the opportunity to explore basic hand building techniques to make both functional and sculptural work using clay and/or other sculptural materials. Students will focus on individual design and decorative processes and they will record their ideas and trials in a visual diary. Students will create wearable art in the form of jewellery, beginning from creating their own jewellery materials to the assembly. In addition to practical pieces, students will also complete theoretical tasks, including the study of jewellery design and industry.

### Outcomes

At the completion of the unit students will be able to:

- Create a variety of sculptural and wearable Art pieces, using applicable design processes.
- Analyse the technique, form, function and aesthetics of sculpture and jewellery artists.

### Assessment

Students will be assigned a variety of practical and written tasks that enable them to understand and explore ceramic skills, techniques and processes.

## 2D Art

### Description

Students will be given the opportunity to explore and develop their creativity and build on the skills started in Art in years 7 and 8. Students will experiment and learn how to create a range of 2-Dimensional art pieces focussing on art forms such as painting, printmaking, drawing and mixed media. In addition to practical pieces, students will also complete a theory task for each unit, looking at the work of various artists and art practices from different cultural and historical contexts. Students will keep a sketchbook throughout the course, documenting their experiments and media trials as well as design ideas and assignments.

### Outcomes

Students will be able to:

- Follow the design process to explore areas of inspiration, come up with design options and refine ideas.
- Create a variety of 2 Dimensional art pieces.
- Look at and explore art from various cultural contexts and use this as a basis for their own art making.

### Assessment

Students will be assessed on a range of practical and theory tasks while completing units of work based on drawing, printmaking, painting and mixed media art making. Students are also assessed on their use of their sketchbook to document ideas, media trials and assignments.

## Creative Writing

### Description

Students will be given the opportunity to explore their own creativity in this course. Students focus on creating meaningful pieces with an emphasis on developing an awareness of the writing process including self-editing and drafting. Students will be encouraged to explore such writing styles as: fictional narratives; poetry and stream of consciousness.

### Outcomes

Students will be able to:

- Use a range of writing styles to explore some challenging themes and issues in their own writing
- Develop an ability to alter or transpose writing to accommodate a range of contexts, purposes and audiences
- Use and extend upon a range of strategies to plan, compose, revise and edit different writing styles

### Assessment

Assessment includes a portfolio of polished writing.



## Dance

### Description

Year 9 Dance focuses on the elements of dance. Students begin to look into the aspects of choreography through improvisation. Students learn and interpret a range of learnt dances and analyse other dance works. Students learn how to use a range of Choreographic devices that will enhance their own group dance performances. Dance students have the opportunity to experience a range of dance styles by viewing dance productions, visiting Jason Coleman's School of Dance and taking part in a full days dance workshop or having choreographers come to do school workshops.

### Outcomes

- To understand and use elements of dance
- To use a range of choreographic devices
- To explore and respond to a variety of dance works.

### Assessment

Creating and Making assessment:

- Group dance work; students work in small groups to create their own dance work by using the elements of dance and choreographic devices
- Interpreting learnt dances by a range of choreographers.

Exploring and Responding assessment task:

- Students write about how they are using dance elements and choreographic devices when creating their own dances.
- Students analyse other dance works based on the elements of dance taught in class.

## Design and Technology — Timber Techniques and Finishes

### Description

This subject is offered to extend and enhance students' skills in the area of furniture and cabinet making. It introduces the student to new designs in furniture and cabinet making, examining areas such as no nail construction, joining techniques and surface finishing techniques. Students will learn several joining techniques and then be allowed to use them in the making of a project of their own choice, eg tea tray, jewellery box or tool carrier.

### Outcomes

Students will:

- Analyse the appropriateness of using particular materials for specific purposes.
- Prepare design ideas, make products using complex equipment and evaluate the product.

### Assessment

Assessment includes, a design and manufacture a model of their own choice and the completion of three joining techniques.



## Design and Technology — Wood

### Description

This course will challenge students to design and make a model, eg tool box, jewellery box or CD holder, out of wood. They will try different ways of joining wood and use the method that best suits their model. They will use a range of electrically powered hand tools to assist with the making of their model.

### Outcomes

Students will learn to:

- Analyse the appropriateness of using particular materials for specific purposes.
- Prepare design ideas, make products using complex equipment and evaluate the product.

### Assessment

Assessment includes a design and idea generation, material test and construction and evaluation of a product.

## Drama

### Description

This elective offers many opportunities to students for artistic and creative expression by teaching them to create, understand and appreciate different styles of drama. They are allowed free expression of their own imagination by writing and performing their own scripts according to established guidelines. They are also taught the different elements of good drama pieces as well as the varying issues they try to present to an audience. They are given the opportunity to experience different styles of drama with the possibility of excursions to live theatre venues or theatre companies visiting the school.

### Outcomes

Students will:

- Make and present drama which explores a range of themes, issues and ideas
- Structure and present dramatic works appropriate to chosen styles and forms
- Analyse and interpret the structure, content and aesthetic qualities of drama
- Analyse the characteristics and role of drama in different cultural contexts

### Assessment

- **Physical Drama:** Students are expected to undertake various short dramatic pieces in class such as monologue, dialogue, mime, improvisation and/or different types of comedy
- **Script work:** Students undertake research and character development tasks in preparation for and writing of their own script.
- **Performance:** Students plan, rehearse, design, costume and perform a chosen script for a suitable audience.
- **Review:** Students explore the process of reviewing live or filmed drama and prepare a written response to the themes, style and entertainment value of an example of drama.

## Environmental Science

### Description

Students will learn scientific principles, concepts and methodologies required to identify and analyse environmental problems both natural and human-made. Through investigating enhanced global warming and climate change students will critically evaluate risks associated with these problems and examine alternative solutions for resolving and/or preventing them on further impacting the environment and population..

### Outcomes

Students should satisfy the requirements of the Curriculum Standards.

### Assessment

Assessment tasks will include a variety of tasks such as research assignments, media analysis, presentation, workbook and tests.

## Food Studies

### Description

Students will revise safety and hygiene procedures required in a food preparation setting. During practical classes students are introduced to some basic food science to enable them to choose appropriate foods, equipment, and processes. Students are introduced to the importance of food security and implications of food wastage upon the environment. The course generally includes:

- Food Terms
- Food Handling and Hygiene
- Time Management
- Safety
- Balanced diet in product
- Evaluation of practical sessions
- Sensory properties
- Food marketing and labelling

### Outcomes

Students will have a greater understanding of the skills involved in food planning and preparation. They will develop their practical skills through production of meals. Students will develop an awareness of why foods change when various processes are applied. Students will become aware of the behaviour that can be carried out to minimise food wastage and ensure a secure food supply for the future.

### Assessment

Assessment includes a food safety test, design brief task, 80% participation in practical classes, weekly homework sheets — evaluation questions, topic tests, weekly activities, a food label assignment and multicultural foods assignment. Food and our future assessment task is completed.

## Forensic Science

### Description

Students will learn how to apply scientific knowledge to establish an accurate description of a situation or sequence of events as they might apply to a scene of a crime. Students will understand the importance of interpreting evidence without bias and explaining findings clearly as they investigate methods of forensic analysis including fingerprinting, hair and fibre examination, blood spatter patterns, chromatography and DNA profiling. Students will undertake intensive study into the minds of serious criminals, encompassing their motives, behaviours and outcomes.

### Outcomes

In addition to satisfying the requirements of the Curriculum Standards for Science students will be able to:

- Explore and interpret observations they make using a range of forensic methods
- Use basic sampling procedures when collecting evidence
- Critically evaluate the validity of using forensic evidence in the solving of a crime
- Communicate scientific findings in an appropriate format.

### Assessment

Assessment will include a portfolio of practical activities, visual presentation of a crime scene, video analysis and tests.

## Media Studies

### Description

This unit will introduce students to the study of mass media. Students will view feature films, television shows and visual advertising to learn how various elements are combined to present a story. Students will gain experience in making their own photographic media products. They will plan, produce and evaluate media images (eg photographs, video, multimedia) for an audience. Students will develop the practical skills required to research, design, create and present a photographic display.

### Outcomes

Students will examine:

- How characters are portrayed
- How a story is told visually
- How filmmakers convey values and issues

Students will learn:

- The basic operation skills of a photographic and video cameras
- How to develop a script and storyboard
- Editing techniques
- The contribution of a particular production role

### Assessment

Students will submit two written assignments and two production exercises.

Students will complete production exercises that demonstrate understanding of the skills and techniques of basic media production (filmmaking). Students will also present an assignment on at least one media production role (eg Director, Cinematographer).

## Music

### Description

Students make and present music on a chosen instrument as a soloist and as a member of a group. Students compliment their work by studying aspects of music theory and aural awareness. Other areas of study include analysis of music from various genres.

### Outcomes

Students will be able to:

- Make and present music which explores themes, ideas and issues
- Structure and present music works appropriate to chosen styles and forms
- Analyse and interpret the structure, content and aesthetic qualities of music works
- Analyse the characteristics and role of music in different cultural and historical contexts

### Assessment

Assessment includes a solo performance, theory tests, aural tests, a music styles assignment and song analysis.

## Numeracy for Life

### Description

In this elective, you will develop skills in using Mathematics confidently in everyday life. It will include hands on activities, provide opportunities to further develop understanding of basic mathematical concepts through fun, practical activities and problem solving. It will focus on mental strategies and functional numeracy skills such as needed for budgeting, designing, reading graphs and tables.

**If you enjoy learning about:**

Real life problems in Mathematics that are fun and practical

**If you like:**

Hands on Mathematics activities that are used in every day life

### Outcomes

Students will:

- Develop knowledge and skills in number, measurement and statistics
- Develop functional numeracy skills
- Develop their problem solving processes including estimating and reflecting

### Assessment

Students will complete a number of practical activities and assignments based on real life situations.

### Additional Comments

The goals of this elective are to support your learning, increase growth and engagement in Core Mathematics in Year 9.

## Outdoor Education

### Description

Students will study a range of skills relating to safety and survival in different outdoor settings. Environmental issues will also be addressed and the skills and theory learnt in the classroom will be applied to an outdoor setting, in a range of activities. These may include bushwalking, cooking, and camp preparation. Students will be required to participate in a 2-3 day camp.

### Outcomes

Students will develop a range of safety and survival in the outdoors. Students will also develop a greater understanding of the ecological implications of human interaction with the environment. Students will identify strategies to minimise impact on the environment.

### Assessment

Students will complete a number of tasks such as, completion of practical activities, successfully demonstrating a range of safety and survival skills in the outdoors, tests, and practical reports. There is also an end of semester exam.

### Additional Comments

It will be compulsory for students to participate in a range of activities and camps. The total cost for the semester will be approximately \$150.00, which will cover the cost for day trips, a camp and class materials.

## Public Speaking and Debating

### Description

Students will study the process of writing and presenting speeches for a variety of different purposes and audiences. They will examine a wide range of speeches and explore the devices used in influential and successful speeches and apply these in their own writing. Students will be encouraged to develop their self-confidence within the forum of the formal argument – debating.

### Outcomes

Students will be able to:

- Listen to and create a range of spoken texts dealing with some challenging themes and issues
- Critically discuss the speeches created and presented by others
- Identify and use a range of strategies and devices to influence their audience including demonstrating an ability to control pronunciation, intonation and clarity

### Assessment

Assessment includes preparation and presentation of speeches and participation in class debates and discussions.

## Pure Mathematics

### Description

Pure Mathematics propositions students with the exploration of the applications of Mathematics that surrounds them in their everyday lives. With a fun and engaging approach, Pure Mathematics investigates the Mathematical characteristics present in contexts such as architecture and building; i.e. 'Melbourne Mathematical Walkabout'. This will also involve previously learnt Mathematical measurement concepts such as surface area, volume and geometric concepts of similarity and congruence in the context of their applications in real world situations. Applications of tessellations and tangrams in architecture will also be considered during the Melbourne City Walkabout excursion. This elective will give students who have an interest in Mathematics, and who are keen to be challenged, an opportunity to develop their skills and to enjoy solving problems. Pure Mathematics will run for 2 periods per week for one semester. This elective is recommended for students who are achieving at the expected level in Mathematics and would like to challenge themselves further.

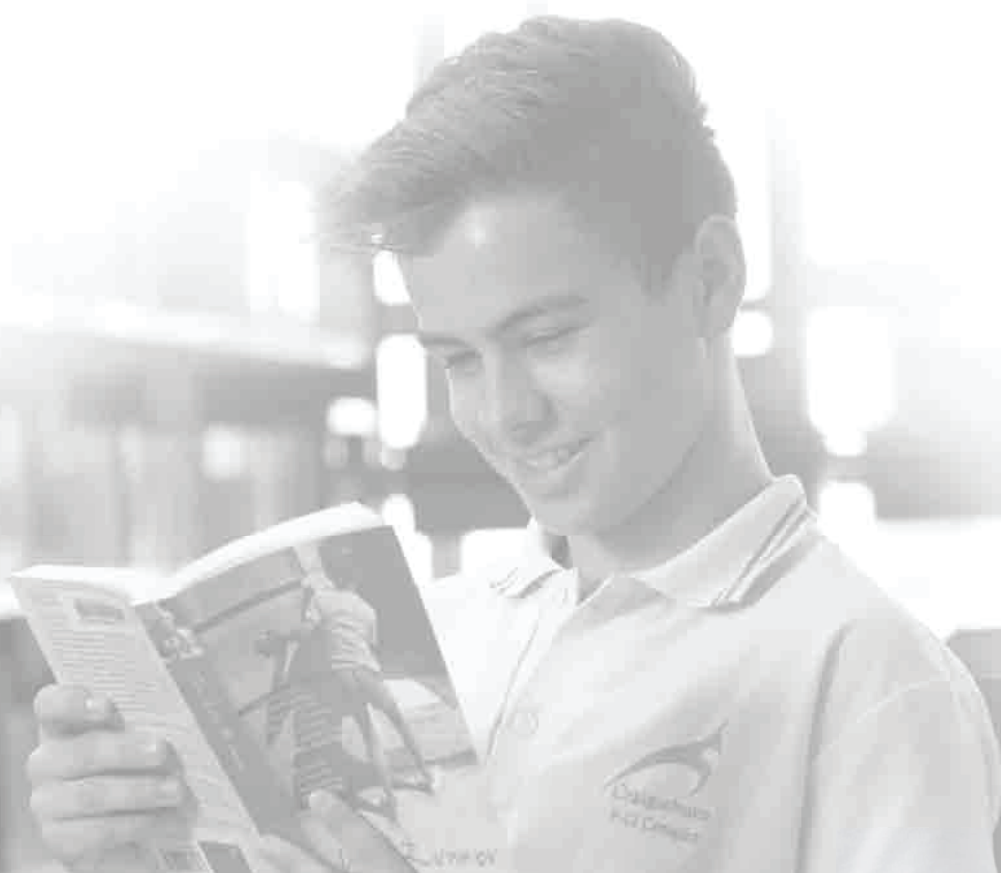
### Outcomes

Students will develop knowledge, skills and strategies consistent with the proficiency strands:

1. Understanding: knowledge obtained previously will help establish whether students are able to establish a link connecting the 'why' and 'how' of mathematical concepts
2. Fluency: the development of skills, knowledge and concepts helping carry out procedures and methods where answering problems
3. Problem Solving: modelling is used here to link the skills obtained with real-life scenarios
4. Reasoning: the development of solutions to sophisticated situations.

### Assessment

The subject will involve continuous assessment through weekly mathematical problem sets, an exam and an open-ended mathematical investigation involving a student directed choice of topic.



## Sports Coaching

### Description

Students will develop sport coaching skills. Students will commence the year by completing an Australian Sports Commission coaching course. Students will receive a nationally recognised certificate through the completion of this course. Throughout the year students will work towards completing session and season coaching plans, culminating in a student run tournament with local primary schools. Throughout the year, sessions will be delivered by teachers as well as outside professionals.

### Outcomes

Students will complete their Beginning Coaching General Principles course. Throughout the year, students will learn the principals of coaching, and through the participation and application of the coaching principles, will also:

- Improve sport specific skills
- Develop game play and tactics
- Develop leadership skills

### Assessment

Worksheets, assignments, tests, unit tests, an end of semester exam, practical coaching assessment, development and participation in student run tournament, 75% participation in full PE uniform.

### Additional Comments

Some activities may incur a small charge.

## Systems Engineering

### Description

In Systems Engineering, students will learn about the design process and apply it when solving real-world problems that require engineering solutions. Students will also learn about engineering principles, systems and materials, and explore the ways in which designs have evolved over time. They will learn to use 3D modelling software to design a range of products and bring them to life using a 3D printer.

### Outcomes

Applying each stage of the design process, students will:

- Design a device that responds to an identified need and evaluate its functionality
- Apply their understanding of engineering principles and 3D modelling to the creation of 3D-printed device.

### Assessment

Assessment will include design and idea generation, production, testing and evaluation.

### Additional Comments

Students will be required to contribute \$30 to the purchase of 3D printing filament.

## Textiles

### Description

This course is designed as a basic introduction to textiles and sewing, including fabric decoration as well as machine construction techniques. A range of fibre and fabric techniques will be covered with an opportunity for students to develop an area of interest. Students will be required to trial a number of techniques. They will then go on to construct a textile item from a pattern and decorate to create their own individual design. Students will also complete an analysis task, responding to the work of a selected designer.

### Outcomes

At the completion of the unit students will be able to:

- Create a variety textiles work using appropriate skills, techniques and processes.
- Explore and respond to a variety of textiles work focusing on the media, technique and function of the work

### Assessment

Students will keep a workbook as well as make several practical pieces.

## Visual Communication and Design

### Description

Students will continue to develop Graphics skills introduced in year 8 Art and Design. They will develop their instrumental drawing techniques and have a greater understanding of the equipment. Freehand drawing, Isometric drawing, One and Two Point Perspective drawing will be covered as well as Design projects in Packaging or Movie Poster Design. Design Elements and Principles will be looked at in more detail to enable student's to analyse different advertisements and commercial products.

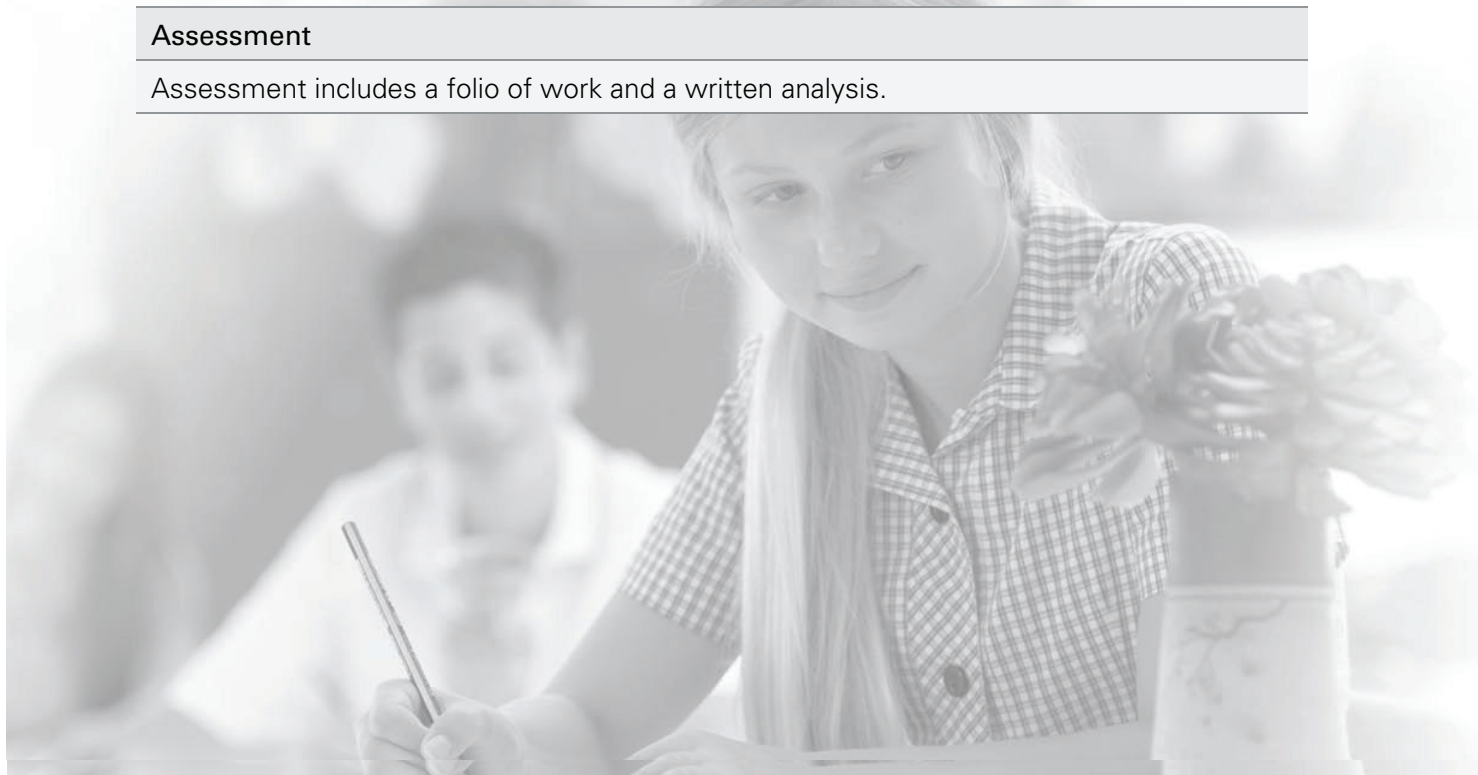
### Outcomes

At the completion of the unit students will be able to:

- Create a variety of artwork using a range of graphic skills, techniques and processes.
- Explore and Respond to a variety of Graphic work analysing the style, media, technique, meaning and function of the work

### Assessment

Assessment includes a folio of work and a written analysis.





## Year 10 Curriculum Structure

Students choose six units each semester, twelve for the year. Each unit is for 5 periods per week. English and Mathematics are 4 periods per week. Humanities/Science are 3 periods per week. VET and electives are 3 periods per week.

- Students must study English for the entire year
- All students will study Core Mathematics or Maths Pre-Methods in semester 1, and one Mathematics elective in semester 2 (Maths Foundation, Core or Pre-Methods).
- Students must select a VET
- All students must complete the core Humanities, Science and Physical Education Units, either in semester 1 or semester 2
- Students must choose a unit from one of the following areas: Arts or Technology
- Students have the option of continuing their study of Languages (Italian) in Semester 2.
- Students also have the option of choosing a Science/Humanities/PE elective. (in line 5)

Semester 1	Semester 2
English — year long — one teacher	
Core Mathematics or Maths Pre- Methods	Maths Foundation, Core or Pre-Methods
Humanities	Science
PE	Elective (Art/Technology)
Elective	Elective
VCE/VET — year long — one teacher	

+Languages (Optional)

### Points to consider:

- Art or Technology is compulsory
- Core subjects of Science, Humanities and PE must run

## Year 10 CHAC Courses

### Enrichment: Craigieburn High Achievers Club Courses (CHAC)

Throughout the Year 10 blocks, there will be various enrichment opportunities for all students to extend their skills and enrich their learning in specific areas. This means that enrichment (CHAC) classes in core areas, English will accompany Accelerated Mathematics and will be built into blocks for students to select in consultation with our Pathways team. These subjects will follow a similar program to the base course but will include various enrichment activities designed to challenge students and further develop their skills.

### Early VCE Opportunities

All Year 10 students will have the opportunity to access VCE whilst in Year 10 where appropriate. This is dependent upon a rigorous consultation process to be undertaken with students, teachers, parents/guardians and the Pathways team.

# Craigieburn High Achievers Club 2019



## Background

The Craigieburn High Achievers' Club (CHAC) was established in 2007 with a group of Year 12 students. The aim was to improve the students' chances at achieving a high ATAR. In 2016, the program was extended to include interested students from Year 10. The main criterion for joining CHAC is a desire to improve performance regardless of academic achievement. CHAC Middle School students will meet three times per term during scheduled before school and lunchtime sessions. There will also be an opportunity for members to attend Senior School CHAC special presentations. The aim of the program is to help students develop skills and habits to help them achieve their goals.

## Activities include:

- Guest speakers
- Workshops
- Mentoring and assistance
- Peer support
- Joint activities with Senior School CHAC

## Why Join CHAC?

- All Year 10 students are welcome to join.
- Open to students who are intent on getting the best out of themselves
- Establish goals
- Nibbles will be provided for these sessions.
- Have a mid year evaluation of your goals with a nominated teacher.
- Learn proven techniques to improve studying habits.
- Great for you resume, especially when looking at special entry schemes for university.
- Work collaboratively with fellow classmates.
- Conduct some sessions in the VCE centre.
- Learn stress management procedures.

## Suggested Pathways – The Arts

Year 10		Year 11		Year 12
3D Art	▶	Studio Art Unit 1 and 2	▶	Studio Art Unit 3 and 4
2D Art	▶	Studio Art Unit 1 and 2	▶	Studio Art Unit 3 and 4
Visual Communication and Design	▶	Visual Communication and Design Unit 1 and 2	▶	Visual Communication and Design Unit 3 and 4
Media Studies 1	▶	Media Studies Unit 1 and 2	▶	Media Studies Unit 3 and 4
Media Studies 2	▶	Media Studies Unit 1 and 2	▶	Media Studies Unit 3 and 4
Drama				
Music	▶	Music: Solo Performance / Group Performance Units 1 and 2	▶	Music: Solo Performance / Group Performance Units 3 and 4
	▶	VET Music (Tech. Production) Units 1 and 2	▶	VET Music (Tech. Production) Units 3 and 4
VET Music Units 1 and 2	▶	VET Music (Tech. Production) Units 1 and 2	▶	VET Music (Tech. Production) Units 3 and 4

## 3D Art

### Description

Students will extend their skills in ceramic design and hand-building techniques. Students will make both functional and sculptural objects using a variety of clays as well as other sculptural media and experiment with decorative applications, including underglazes and glazes. A range of themes will be explored in both practical and theoretical work as students study art and ceramics of different cultures and eras, as well as a focus on environmental sculpture

### Outcomes

At the completion of the unit students will be able to:

- Create ceramic and sculptural pieces using a range of skills, techniques and processes
- Explore and respond to a variety of ceramics work from selected artists, analysing the form, technique, function and aesthetics of the work
- Use appropriate art language in the discussion of their own and others work

### Assessment

A variety of tasks such as the production of four–five ceramic and/or sculptural pieces, research assignments, workbook — including written work and design ideas, and an exam.

## 2D Art

### Description

The course aims to strengthen and extend student's skills in both the practical and theoretical areas. Students will explore a range of techniques and styles in the areas of drawing, painting and printmaking. Emphasis will be on broadening students' skills while experimenting with different media and ideas. Students will expand upon their knowledge of Art History developing art analysis skills and appropriate terminology. They will develop an understanding of different artists and art styles as they study selected work from various contexts. In order to strengthen their understanding of the working methods and aims of artists from the past and from contemporary times, focus will be placed on linking students' practical work to Art appreciation activities.

### Outcomes

At the completion of the unit students will be able to:

- Create a variety of artwork using a range of art skills, techniques and processes.
- Analyse and respond to a variety of artwork focusing on the style, media, technique and meaning of the work
- Use appropriate art language in the discussion of their own and others' work

### Assessment

Assessment includes sketchbook, practical folio, art analysis, and an exam.

### Additional Comments

It is recommended that students who want to study VCE Art or Studio Art Units 1–4 complete this subject.

## Drama

### Description

This elective gives students the opportunity to use their artistic and creative ability through performance by using drama to understand and convey changes in society, people, environment and issues. This elective will give students the opportunity to study, understand and present different styles and features of drama. Students will explore the dramatic works of different cultures to generate and develop ideas for drama, use dramatic elements, skills, techniques and processes to structure drama appropriate to chosen styles and forms, rehearse and present drama in ways appropriate for specific audiences and analyse and interpret drama discussing their responses to it. Students are given the opportunity to experience different styles of drama with the possibility of excursions to live theatre venues or theatre companies visiting the school.

### Outcomes

Students will;

- Create and make drama
- Explore and respond to a variety of drama works

### Assessment

Assessment includes, research into dramatic styles and contexts of performance, development of scripts for presentation, presentation of drama using a range of acquired features and styles of the craft, and a review and evaluation of live theatre (including self evaluation)

## Media Studies

### Description

This unit aims to develop the essential skills to understand and create various media products as well as their ability to plan and present media texts. Students will learn how to make and present a media text, analyse the structure and content of a media piece, describe how media organisations have developed and produce media texts using different media forms. They will examine issues in the media industry and develop a critical understanding.

In addition, students will: use plans, scripts and storyboards to create a media product; use a variety of media equipment during different stages of the production process; explain the role of the media in different societies and describe a range of occupations and skills in the media industry.

### Outcomes

At the completion of this unit students will be able to:

- Create a variety of media work using a range of skills, techniques and processes.
- Explore and respond to a variety of media work from selected artists, analysing the techniques, function and aesthetics of the work.
- Use appropriate art language in the discussion of their own and others' work

### Assessment

The students will be marked on four assessment tasks throughout the semester. These will be a combination of written and practical tasks.

## Music

### Description

Students build upon their existing skills in making and presenting music on a chosen instrument as a soloist and as a member of a group. Students will build and practise skills in unprepared performance, which may include sight-reading and improvisation. Students complement their work by studying aspects of music theory and aural awareness, and integrate this closely with performance, composition and improvisation. Students develop skills in music analysis, and gain appreciation and understanding of the major Western composers, their works and influences of the time.

### Outcomes

Students will be able to:

- Make and present music which explores themes, ideas and issues
- Structure and present music works appropriate to chosen styles and forms
- Analyse and interpret the structure, content and aesthetic qualities of music works
- Analyse the characteristics and role of music in different cultural and historical contexts

### Assessment

Students will be required to present technical work appropriate to their chosen instrument, and a recital program/performance. Students will develop a folio of various compositional styles. They will be required to analyse music works for structure, key, motifs and characteristics of the style. Students will undertake regular practise in aural awareness and music theory, and will complete informal testing and a formal examination.

### Additional Comments

It is compulsory for students studying this subject to be undertaking weekly music tuition for their instrument/voice. The cost is \$30 per term.

## Visual Communication and Design

### Description

In this unit students will develop their graphics skills and begin to prepare themselves for VCE. Students will be taught a range of instrumental and freehand drawing techniques such as Isometric, One and Two Point Perspective and Observational. Instrumental drawing will be used to demonstrate how an object or design looks from different angles and how it could be constructed. The Design Process will be properly introduced and followed through from the Design Brief — Research — Generation of Ideas — Refinement of Ideas and then onto the Final Presentation using either Photoshop or Model making as expected in Industry. The course will also include a written analysis using the design elements and principles.

### Outcomes

By the end of this course students will have gained a thorough understanding of the Design Process. They will have developed the ability to generate and refine ideas as appropriate for their designs. Students will be able to construct accurate instrumental drawings as well as observational drawings and understand the appropriate use of the different systems of drawing. Students will be able to write a design brief as well as discuss issues such as the elements and principles of design.

### Assessment

A variety of tasks such as, sketchbook/folio — showing ideas / designs, production of pieces, written analysis and exam.

### Additional Comments

It is recommended that students who want to study VCE Visual Communication and Design Units 1–4 complete this subject.

## Suggested Pathways — English

Year 10		Year 11		Year 12
Core English Semesters 1 and 2 Compulsory for all students	▶	English Units 1 and 2	▶	English Units 3 and 4 It is recommended that students who undertake Literature at VCE also do English.
From Mockingbird to Mockingjay (Literature Elective)	▶	English Units 1 and 2	▶	English Units 3 and 4 It is recommended that students who undertake Literature at VCE also do English.
	▶	Literature Units 1 and 2	▶	Literature Units 3 and 4
English as an Additional Language (EAL) Semesters 1 & 2 Eligibility criteria apply	▶	English as an Additional Language (EAL) Units 1 & 2 Eligibility criteria apply	▶	English as an Additional Language (EAL) Units 3 & 4 Eligibility criteria apply

### English

#### Description

Students study a variety of fiction and non-fiction texts, everyday texts and media texts. Through the study of texts created by others and through creation of their own written and spoken texts, students are encouraged to develop their analytical and communication skills, and taught to be effective readers, writers, speakers and listeners.

#### Outcomes

Students should be able to: read and show an understanding of texts and make different interpretations; recognise and use strategies specific to texts and their key themes; use a range of strategies when producing spoken texts; listen and respond to spoken texts; write using a variety of styles for different audiences and purposes.

#### Assessment

Assessment tasks include a variety of written, spoken and multimodal tasks.

## From Mockingbird to Mockingjay (Literature Elective)

### Description

Students will explore a wide range of texts and be challenged to develop their ability to critically analyse texts. Through the engagement with the texts, students will examine the ideas, issues and contexts in which the studied texts were created and develop their understanding of the subtleties language. Students will develop their understanding of themselves as readers and make connections between the texts and their own lives. This course is designed to further develop and enhance student reading practices and also to provide a pathway into the study of Literature at VCE.

### Outcomes

Students will be assessed against the relevant curriculum standards in the English Domain, including:

- Reading and Viewing
- Writing
- Speaking and Listening

### Assessment

Assessment tasks will include a variety of tasks, such as class discussions and presentations, close analysis and annotation of texts, reflections, analytical or comparative essays and exams.

## English as an Additional Language (EAL)

### Description

Students view, use and analyse a variety of texts (written, visual and multi-modal) to construct responses. They read and respond analytically, persuasively and comparatively to these texts and examine the ways in which the author has constructed meaning throughout their texts. Students also explain their own authorial choices in the texts they create.

### Outcomes

Students are assessed against the Year 10 curriculum standards in the following areas:

- Reading and Viewing
- Writing
- Speaking and Listening

### Assessment

Assessment tasks include a variety of written, spoken and multi-modal tasks. N.B. Eligibility criteria apply for enrolment in this class



## Suggested Pathways — Languages

Year 10		Year 11		Year 12
Italian	▶	Italian Units 1 and 2	▶	Italian Units 3 and 4

### Italian

#### Description

Students continue to use and develop more sophisticated forms of listening, speaking, reading and writing. The course is designed to build on students' understanding of contemporary Italian culture and language introduced at Year 9.

#### Outcomes

Topics Include:

- "La Cucina"-The Italian Kitchen
- Italian Cinema studies
- Contemporary issues facing Italy

#### Assessment

Participation in daily oral activities, completion of listening, reading, written grammar and vocabulary exercises, an end-of-semester exam, completion of cultural units, oral presentations, tests and maintaining a satisfactory workbook.



## Suggested Pathways – Mathematics

SEMESTER 1		SEMESTER 2
Core Mathematics	→	Foundation Mathematics
Mathematical Pre-Methods	→	General Mathematics
	→	Mathematical Pre-Methods
General Maths Unit 1	→	General Maths Unit 2

Note: Year 9 Acceleration and CEAP students will complete Mathematical Pre-Methods as their Year 10 Mathematics course. They may also undertake General Mathematics Units 1 and 2 as an elective in block B, C, D or E (wherever it is on offer). This is a year 11 subject and satisfactory completion will see these units included on their VASS records.

Year 10		Year 11		Year 12
<b>Foundation Mathematics</b>	▶	Foundation Mathematics (Unit 1 and 2)	▶	No Math Sequence at Year 12
	▶	Foundation Mathematics (Unit 1 and 2) with Supplementary Statistical Units	▶	Further Mathematics (Unit 3 and 4)
<b>Core/General Mathematics</b>	▶	General Maths (Unit 1 and 2)	▶	Further Mathematics (Unit 3 and 4)
<b>Mathematical Pre- Methods</b>	▶	General Maths (Unit 1 and 2)	▶	Further Mathematics (Unit 3 and 4)
	▶	General Maths (Unit 1 and 2) and Mathematical Methods (Unit 1 and 2)	▶	Further Mathematics (Unit 3 and 4) and/or Mathematical Methods (Unit 3 and 4)
	▶	Mathematical Methods (Unit 1 and 2) and Specialist Mathematics (Unit 1 and 2) <i>N.B. End of Semester 1 review of student progress will be undertaken to determine appropriate pathway for unit ¾ (option of changing to Further Maths)</i>	▶	Mathematical Methods (Unit 3 and 4)
			▶	Mathematical Methods (Unit 3 and 4) and Specialist Mathematics (Unit 3 and 4)
			▶	Mathematical Methods (Unit 3 and 4) and Further Mathematics (Unit 3 and 4) <i>(recommend bridging course on Statistics end of year 11)</i>
	▶	Mathematical Methods (Unit 1 and 2) and Further Mathematics (Unit 3 and 4) <i>(particularly for students who completed General Mathematics Unit 1 and 2 as an elective in year 10)</i>	▶	Mathematical Methods (Unit 3 and 4)

Important points to note about course selection continued next page >>

Important points to note about course selection:

- Maths selection will be based on Maths LA leader and Year 9 Maths teacher recommendations.
- Year 11 choices are limited by successful completion of subjects at Year 10
- If intending to select Year 11 Methods, students must also undertake either 11 General Mathematics or Specialist Mathematics (Year 10 Pre-Methods students can select either Specialist Maths Unit 1 and 2 or Further Mathematics Unit 3 and 4 for their required second Math subject).
- Year 11 Specialist can only be undertaken with 11 Methods, not as a standalone subject. There will be an end of Semester 1 review of student progress undertaken to determine appropriate pathway for unit 3/4 (students may opt to change from Specialist Maths to Further Maths for year 12 which will require a switch to General Mathematics for Semester 2)

## Core Mathematics — Semester 1

### Description

Most students will do a common course — Core Mathematics, which will run in Semester 1. The units of study in Core Mathematics are Exponents, Financial Maths, Measurement, Algebra and Data Representation and Interpretation. Student learning is supported through the CAS calculator applications and consolidated through problem solving lessons and Mathematics homework tasks.

### Outcomes

Students will develop knowledge, skills and strategies consistent with the proficiency strands:

1. Understanding: knowledge obtained previously will help establish whether students are able to establish a link connecting the 'why' and 'how' of mathematical concepts
2. Fluency: the development of skills, knowledge and concepts helping carry out procedures and methods where answering problems
3. Problem Solving: modelling is used here to link the skills obtained with real-life scenarios
4. Reasoning: the development of solutions to sophisticated situations.

### Assessment

Skills practice and applications which include, skill exercises, tests, homework sheets, investigative tasks and problem solving.

### Additional Comments

Students will be placed into Core Mathematics Semester 1 and then select Foundation, General or Pre- Methods for Semester 2. Any requested changes will be subject to an interview with the parent/guardian(s) of the student, Pathways Leader and the Mathematics LA Leader. A request for subject change can also be made after Semester 1 results.

## General Mathematics — Semester 2

### Description

General Mathematics will continue their studies from Core Mathematics. Students will study Data, Linear Relationships and Trigonometry.  
This course is designed to prepare students for Units 1 and 2 General Mathematics in Year 11.

### Outcomes

Students will develop knowledge, skills and strategies consistent with the proficiency strands:

1. Understanding: knowledge obtained previously will help establish whether students are able to establish a link connecting the 'why' and 'how' of mathematical concepts
2. Fluency: the development of skills, knowledge and concepts helping carry out procedures and methods where answering problems
3. Problem Solving: modelling is used here to link the skills obtained with real-life scenarios
4. Reasoning: the development of solutions to sophisticated situations.

### Assessment

Skills practice and applications which include skill exercises, tests, homework sheets, investigative tasks and problem solving.

## Mathematical Pre- Methods- Semester 1 and 2

### Note

Note: Students are required to purchase a Ti-nSpire CAS calculator for this subject.

### Description

Year 10 Mathematical Pre-Methods is the most challenging of the mathematics streams. Students who display a high aptitude for mathematics, have been part of the CEAP program or accelerated program in Year 9, will be considered for the Mathematical Pre-Methods class. They will study Surds, Linear and Non-Linear Relationships, Co-ordinate Geometry, Algebraic Expressions and Equations, Advanced measurement and geometry, Advanced statistics and probability. This course is designed to prepare students for Units 1 and 2 Mathematical Methods and Specialist Mathematics.

### Outcomes

Students will develop knowledge, skills and strategies consistent with the proficiency strands:

1. Understanding: knowledge obtained previously will help establish whether students are able to establish a link connecting the 'why' and 'how' of mathematical concepts
2. Fluency: the development of skills, knowledge and concepts helping carry out procedures and methods where answering problems
3. Problem Solving: modelling is used here to link the skills obtained with real-life scenarios
4. Reasoning: the development of solutions to sophisticated situations.

### Assessment

Skills practice and applications which include skill exercises, tests, homework sheets, investigative tasks and problem solving.

### Additional Comments

Students will be placed into Pre- Methods for Semester 1 and 2 based on their overall Year 9 results. Any requested changes will be subject to an interview with the parent/guardian(s) of the student, Pathways Leader and the Mathematics LA Leader. A request for subject change can also be made after Semester 1 results.

## Foundation Mathematics — Semester 2

### Description

Students will learn key skills with real-life applications. They will cover Percentages, Consumer Mathematics, Measurement, Statistics, Probability and Geometry. Students enrolling in this subject should be aware that it only prepares them for VCE Foundation Mathematics.

### Outcomes

Students will develop knowledge, skills and strategies consistent with the proficiency strands:

1. Understanding: knowledge obtained previously will help establish whether students are able to establish a link connecting the 'why' and 'how' of mathematical concepts
2. Fluency: the development of skills, knowledge and concepts helping carry out procedures and methods where answering problems
3. Problem Solving: modelling is used here to link the skills obtained with real-life scenarios
4. Reasoning: the development of solutions to sophisticated situations.

### Assessment

Skills practice and applications which include skill exercises, tests, homework sheets, investigative tasks and problem solving.

## General Mathematics Units 1 and 2 -Semester 1 and 2

General Mathematics Units 1 and 2 is offered to year 9 Accelerated and Year 9 CEAP students as an addition to undertaking Pre-Methods year long elective in year 10.

### Note

Students are required to purchase a Ti-nSpire CAS calculator for this subject.

### Description

In this Year 11 study you will develop skills in: Algebra, arithmetic, graphs of linear relations, data analysis and decision making using maths. Students are required to apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real life situations. General Mathematics Units 1 and 2 leads into Year 12 Further Mathematics. This is suitable for students considering business and education, commerce, science, nursing, architecture, accounting..

### Areas of Study

- Linear Relations and Equations
- Graphs and Networks, Matrices
- Investigating and Comparing Data Distributions
- Investigating Relationships Between Two Numerical Variables
- Number Patterns and Recursion
- Linear Graphs and Models
- Financial Arithmetic

### Assessment

School Assessed coursework (SACs) for Unit 1 and 2 VCE General Maths.

## Suggested Pathways – Personal Development

Year 10		Year 11		Year 12
<b>Physical and Health Education</b> Compulsory for all students	▶	Physical Education Units 1 and 2	▶	Physical Education Units 3 and 4
	▶	Health and Human Development Units 1 and 2	▶	Health and Human Development Units 3 and 4
<b>Personal Training</b>	▶	Physical Education Units 1 and 2	▶	Physical Education Units 3 and 4
<b>Health and Human Development</b>	▶	Health and Human Development Units 1 and 2	▶	Health and Human Development Units 3 and 4
<b>Outdoor and Environmental Studies</b>	▶	Outdoor and Environmental Studies Units 1 and 2	▶	Outdoor and Environmental Studies Units 3 and 4
		VET Sport and Recreation Units 1 and 2	▶	VET Sport and Recreation Units 3 and 4
<b>VET Sport and Recreation Units 1 and 2</b>	▶	VET Sport and Recreation Units 3 and 4		

## Health and Human Development

### Description

Health and Human Development introduces the physical, social, emotional and intellectual dimensions of health and development. Students will examine the health status of Australians statistically with measurements such as life expectancy and the impact of certain illnesses/diseases including obesity, cancer, cardiovascular, diabetes and depression. Students will analyse the influence of lifestyle and behaviour choices on their health particularly in relation to nutrition. The Australian Health Care System will be reviewed which involves research on preventative approaches to Healthcare such as Quit and SunSmart. The issue of global health will be researched which compares industrialised and underdeveloped countries.

### Outcomes

Students will develop knowledge and skills to identify the dimensions of health and development and the factors influencing the health status of Australians. Students will also develop skills to interpret data in relation to the impacts on health status. Students will also analyse the factors influencing global health and development.

### Assessment

Assessment includes completion of topic booklets, mini tests (based on specific topics), group presentation of an illness/disease, nutrition-related assignment (Food and You), research of a mental illness, investigation of an international AID organization. There is also an end of semester exam.

## Outdoor Education

### Description

Students will study a range of skills relating to safety and survival in different outdoor settings. Environmental issues will also be addressed and the skills and theory learnt in the classroom will be applied to an outdoor setting, in a range of activities. These may include bushwalking, surfing, archery and mountain bike riding. Students will be required to participate in one three-day camp and a one day excursion

### Outcomes

Students will develop knowledge and skills relating to safety and survival in the outdoors. Students will gain a greater understanding of the ecological implications of human interaction with the environment. Students will identify and apply strategies to minimise impact on the environment. Students will also develop skills relating to bike maintenance and road safety.

### Assessment

Completion of practical activities; Successfully demonstrating a range of safety and survival skills in the outdoors, tests/exam, and practical reports.

### Additional Comments

It will be compulsory for students to participate in a range of activities and camps. The total cost for the semester will be approximately \$200.00, which will cover the cost for day trips, a camp and class materials.

## Physical and Health Education

### Description

Physical and Health Education gives students an understanding of what is required to improve their physical wellbeing. It is designed to assist students in making informed choices on decisions that affect their physical health. Physical and Health Education is a semester based subject that includes two main topics. The first topic is Body Systems, where students are introduced to the respiratory cardiovascular, skeletal and muscular systems. The second topic is Healthy Lifestyles in Society, where the main focus is on understanding how an individual's lifestyle can impact their long-term health.

### Outcomes

Satisfactory completion of this subject will provide students with knowledge and skills that can be used throughout life and will also provide students with a foundation for Health and Physical Education-related studies in VCE.

### Assessment

Assessment includes 75% participation in full PE uniform, theory assignments — worksheets, lab reports, case study analysis and exam.

### Additional Comments

Note: Some activities may incur a small cost.

## Personal Training

### Description

Personal Training is an excellent subject for students wanting to continue with VCE Physical Education or who want a career in exercise science and/or the sport and recreation industry. Students will develop a deep understanding of personal health and fitness, the personal training profession, exercise prescription, different types of training methods and elite level sports training. Personal Training includes assessment theoretically and practically.

### Outcomes

Students will develop their understanding of fitness components used in sports and activities, assessment of fitness, fitness training methods and principles, recovery practices and sports nutrition. Students will participate in a variety of practical fitness activities and will be introduced to a range of exercises and training methods that can be used both within and outside the gym environment. Students will focus on resistance training and develop an understanding of correct technique, common faults and spotting procedures in a number of exercises whilst also developing skills to write different training programs.

### Assessment

Assessment includes 75% participation in full PE uniform, theory assignments — worksheets, lab reports, case study analysis, tests and an end of semester exam.

### Additional Comments

This elective will incur a small cost. Excursions include Craigieburn Leisure Centre, Victorian Institute of Sport, Elite-Level Sports Training, Australian Institute of Fitness and Fitness First.



## Suggested Pathways — Science

Year 10		Year 11		Year 12
<b>General Science</b>	▶	Any Science Units 1 and 2	▶	The same Science Units 3 and 4
<b>Physical Science</b>	▶	Physics Units 1 and 2	▶	Physics Units 3 and 4
	▶	Chemistry Units 1 and 2	▶	Chemistry Units 3 and 4
<b>Biology</b>	▶	Biology Units 1 and 2	▶	Biology Units 3 and 4
<b>Psychology</b>	▶	Psychology Units 1 and 2	▶	Psychology Units 3 and 4

## General Science

### Description

In this unit students will extend their knowledge of scientific concepts, practices and processes. The topics covered are drawn from major science disciplines and reflect the need for students to understand the common processes in daily life and inquire further into new scientific developments that will become significant in their future. The topics covered are Chemical Reactions, Genetic Inheritance and Light and Sound. Development of skills in observation, measurement, research and communication will be integral to the unit with an emphasis on safe laboratory practices.

### Outcomes

Students should satisfy the requirements of the Curriculum Standards.

### Assessment

Assessment tasks will include a variety of tasks such as research assignments, practical reports, presentations, workbook and tests and examinations.

### Additional Comment

Students who are considering studies of Chemistry or Physics in Year 11 are strongly recommended to consider selecting the Physical Sciences elective and students who are considering studying Biology or Psychology are strongly recommended to consider selecting the relevant elective in addition to General Science.

## Physical Science

### Chemistry

Students will study atoms as a small particle of matter and how it behaves in various materials together with chemical changes. They will get an understanding of how the Periodic Table acts as an organiser based on electronic structure of elements, and investigate the uses and risks of chemical energy such as Nuclear power.

### Physics

Students will study forces, motion and conservation of energy together with their interactions and how they can be described qualitatively and quantitatively. They will get an understanding of how motion and forces affect a Formula 1 driver. This unit will be followed by the intriguing world of electronic systems.

### Outcomes

Students should satisfy the requirements of the Curriculum Standards.

### Assessment

Assessment will include tasks such as written tests, investigative reports and an examination.

## Biology

### Description

Students will study the role of Deoxyribonucleic Acids (DNA) in cell function and inheritance. The link between natural selection and evolution will also be investigated. They will also study how sunlight helps plants make food, how animals convert the chemical energy in food, how energy flows through ecosystems and how matter is recycled.

### Outcomes

Students should satisfy the requirements of the Curriculum Standards.

### Assessment

Assessment will include tasks such as written tests, investigative reports, practical reports and examination.

## Psychology

### Description

Students will study how Psychology is the systematic study of thoughts, feelings and behaviour. They will learn how our ability to function effectively in our environment is influenced by the way the brain processes information from our surroundings and makes sense of our world. Students will engage with topics ranging from psychopaths to the adolescent brain whilst adopting a scientific approach to collecting evidence to support relevant theories.

### Outcomes

Students should satisfy the requirements of the Curriculum Standards.

### Assessment

Assessment will include tasks such as class activities, empirical research activities (ERA's), posters, presentations, essays and an examination.

## Suggested Pathways — Commerce

Year 10		Year 11		Year 12
<b>General Humanities</b>	▶	Politics Units 1 and 2	▶	Politics Units 3 and 4
<b>Rights and Responsibilities</b>	▶	Legal Studies Units 1 and 2	▶	Legal Studies Units 3 and 4
<b>Mind Other People's Businesses (MYOB2)</b>	▶	Accounting Units 1 and 2	▶	Accounting Units 3 and 4
	▶	Business Management Units 1 and 2	▶	Business Management Units 3 and 4
			▶	VET Business Administration Units 3 and 4
	▶	VET Business Administration Units 1 and 2	▶	VET Business Administration Units 3 and 4
<b>VET Business Administration Units 1 and 2</b>	▶	Business Management Units 1 and 2	▶	Business Management Units 3 and 4
			▶	VET Business Administration Units 3 and 4
	▶	VET Business Administration Units 3 and 4		

## Suggested Pathways — Humanities

Year 10		Year 11		Year 12
<b>General Humanities</b>	▶	History of the Twentieth Century Units 1 and 2	▶	History of Revolutions Units 3 and 4
			▶	Australian History Units 3 and 4
	▶	Geography Units 1 and 2 (subject to confirmation)	▶	Geography Units 3 and 4 (subject to confirmation)
<b>History through Film</b>	▶	History of the Twentieth Century Units 1 and 2	▶	History of Revolutions Units 3 and 4
			▶	Australian History Units 3 and 4
<b>Geography</b>	▶	Geography Units 1 and 2 (subject to confirmation)	▶	Geography Units 3 and 4 (subject to confirmation)
<b>Minding other people's businesses</b>	▶	Business Management Units 1 and 2	▶	Business Management Units 3 and 4
<b>Rights and Responsibilities</b>	▶	Legal Studies Units 1 and 2	▶	Legal Studies Units 3 and 4

## Geography

### Description

Geography enables students to explore, analyse and understand the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change.

In unit one 'Environmental Change and Management' students focus on investigating environmental geography through an in-depth study of an 'urban' environment. Moreover, in unit two 'Geographies of Human Wellbeing' students focus on investigating global, national and local differences in human wellbeing between places.

Geographic Inquiry and skills are embedded throughout semester and include:

- Observing, questioning and planning
- Collecting, recording, evaluating and representing
- Interpreting, analysing and concluding
- Communicating
- Reflecting and responding

### Assessment

Tasks may include oral presentations, assignments, fieldwork reports, inquiry-based research projects and tests. There will be an examination at the end of the semester.

## History through Film

### Description

In History through Film, students will investigate migration experiences of people coming to Australia and evaluate how these shaped Australian society post World War II. Students will initially explore the topic using a variety of primary and secondary sources, documentaries and learning activities such as document analysis. Students will watch Australian films depicting immigration; comparing perspectives of each film in relation to each other and the student's own knowledge.

### Outcomes

At the completion of the unit students will be able to:

- Develop critical analysis skills in interpreting both visual and written resources and be able to evaluate the accuracy or reliability of texts.
- Write and research into an area of interest using the skills and techniques gained through an in-depth study of particular films within a context.
- Question the role film plays in developing our understanding and knowledge of people and events.
- Understand the reasons behind the choices which film and film makers make, in delivering a perspective on an event or person.

### Assessment

- Historical Skills Assessment
- Essay

## Mind Other People's Businesses

### Description

In Managing Other Peoples Businesses, students will begin exploring the changing workforce environment and investigate jobs of the future. Students will have the opportunity to write a job ready resume and cover letter. They will learn about budgeting and apply this information to a wide range of scenarios. Students are introduced to the concepts of Accounting and use these to formulate reports and evaluate the success of a business.

### Topics include:

- Students at Work
- Consumers and their Money

### Assessment

A variety of tasks including assignments, business case study, research projects, class presentations, tests and exam.

## Rights and Responsibilities

### Description

In this subject, students examine issues related to government and the law, living in a democracy, the Australian courts systems, and human rights for global citizens.

Students explore why we need laws and how they are made, and learn about the Australian Constitution and Australia's parliamentary system. They look at different styles of government around the world and compare and contrast these with Australia's. Students explore how they can make a difference in the way our country is run. They investigate the election process and how to influence changes in the law. In learning about the Australian courts systems, students examine the difference between civil and criminal law, as well as the rights that citizens are afforded under the legal system. Students investigate the concept of human rights and how they are protected in Australia and around the world.

### Assessment

A variety of tasks including assignments, research projects, class presentations and tests.

## Humanities (Core)

### Description

The theme of this course is the Modern World and Australia. There are two depth studies covered in detail. The first is an investigation of the wartime experiences of Australians during the Second World War. Students will consider the causes, events, outcomes and broader impact of the conflict, as well as the nature of Australia's involvement. In the Rights and Freedoms study, students will explore how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. They will consider case studies including the 1967 Referendum and those currently debated in the Australian media.

### Outcomes

The course complies with the Curriculum Standards and covers covers two areas of the Humanities Learning Area:

- History
- Civics and Citizenship

### Assessment

Assessment pieces may take the form of research assignments, diary entries, reports, essays, mapping tasks. There is an exam at the end of the semester.





## Suggested Pathways – Technology (ICT & Hospitality)

Year 10		Year 11		Year 12
VET Information Technology Units 1 and 2	▶	VET Information Technology Units 3 and 4	▶	Computing: Informatics Units 3 and 4
		Computing Units 1 and 2	▶	Computing: Informatics Units 3 and 4
			▶	Computing: Software Development Units 3 and 4
		VET Information Technology Units 3 and 4	▶	VET Information Technology Units 3 and 4
		Food Studies Units 1 and 2	▶	Food Studies Units 3 and 4
VET Hospitality Units 1 and 2	▶	VET Hospitality Units 3 and 4		
		VET Hospitality Units 1 and 2	▶	VET Hospitality Units 3 and 4

## Suggested Pathways – Technology (Product Design and Technology, VET Furnishing)

Year 10		Year 11		Year 12
Design and Technology – Wood	▶	Product Design and Technology – Wood Units 1 and 2	▶	Product Design and Technology – Wood Units 3 and 4
Design and Technology – Timber Techniques and Finishes	▶	Product Design and Technology – Wood Units 1 and 2	▶	Product Design and Technology – Wood Units 3 and 4
Textiles – Fashion	▶	Product Design and Technology Units 1 and 2	▶	Product Design and Technology Units 3 and 4
VET Furnishing Units 1 and 2	▶	VET Furnishing Units 3 and 4		
		VET Furnishing Units 1 and 2	▶	VET Furnishing Units 3 and 4
Systems Engineering	▶	Systems Engineering Units 1 and 2	▶	Systems Engineering Units 3 and 4

## Coding: Apps and Games

### Description

This course builds on students' coding and programming experience. Students learn how to code by working in a real software development environment to design, program and publish apps and games. Applying game design theory, students develop engaging games that are fun to play. Students also design real-world apps using powerful programming languages such as Python.

### Outcomes

Students will:

- Identify code that relates to games rules, goals and structures
- Analyse the structure, elements and logic of computer games
- Create their own code to solve a given problem

### Assessment

Assessment includes problem-solving tasks and programming.

## Design and Technology — Wood

### Description

This course will challenge the students to use their skills and abilities to design and produce models, (eg table, jewellery box, CD holder or video cabinet), out of wood. They will try different ways of joining wood and use the one that best suits their model. They will use a range of electrically powered hand tools to assist with the making of their model.

### Assessment

Students will design and generate an idea, material test and a construction and evaluation of a product.

## Design and Technology — Timber Techniques and Finishes

### Description

This subject is offered to extend and enhance students' skills in the area of furniture and cabinet making. It introduces the student to new designs in furniture and cabinet making, examining areas such as no nail construction, joining techniques and surface finishing techniques. Students will learn several joining techniques and then be allowed to use them in the making of a project of their own choice, eg tea tray, jewellery box or tool carrier.

### Assessment

Assessment includes, a design and manufacture of a model of their own choice and the completion of three joining techniques.

## Food Studies

### Description

Students will examine and apply safe and hygienic work practices when handling food. By exploring the key food groups characteristics and properties of each group are examined, allowing students to understand the chemical and physical changes during food preparation. Students develop a broader knowledge and application of the design process including time management, evaluation and presentation skills. Students explore a variety of different cultures and cuisines.

### Assessment

Completion of a range of production exercises throughout the semester covering all the key foods: cereals, vegetables, fruit, nuts and legumes, meats and seafood, dairy foods and eggs. Students will also complete a design brief assignment which will include;

- Modification of recipes
- Records of production such as food orders and work plans
- Evaluations of the production exercises

Also during the semester students will undertake a number of tests, presentation and class based activities.

## Systems Engineering

### Description

Students apply the design process to fix real-world problems. Systems Engineering at Year 10 builds on students' knowledge of CAD while exposing them to a wider range of systems. Students work in teams to efficiently integrate mechanical, electrical, and software systems.

### Outcomes

Students will gain skills in the areas of;

- Apply each stage of the design process
- Apply engineering principles and 3D modelling
- Integrate different systems and evaluate their efficiency
- Create simple electrical systems using microcontrollers
- Design and evaluate a device

### Assessment

#### Term 1

Students will work in teams to create the most efficient design for a Raspberry Pi/Arduino casing and will design a device that responds to an identified need. The task will require students to apply each stage of the design process before they evaluate the device's functionality.

#### Term 2

Students will plan and manage the integration of two or more systems and evaluate their design and then students will work in teams to design a motorised car.

### Additional Comments

Students will be required to make a one-off purchase of an Arduino kit for around \$85. This resource will be required for the further study of Systems Engineering.

## Textiles — Fashion

### Description

Students will develop the skills they have been taught in previous years. They will be required to complete the design and construction of textile items with developmental folio and theme board. Students are taught the techniques and drawing skills involved in fashion design. Students will explore a range of textile topics including the history of fashion and the study of fibres and fabrics.

### Outcomes

Students will gain skills in the areas of;

- Investigating and Designing
- Producing
- Analysing and Evaluating

### Assessment

Assessment includes workbook / folio, production of textile pieces, research assignments, and exam.

### Additional Comments

It is recommended that students who want to study VCE Product Design and Technology Units 1–4 complete this subject.

## VCE VET In Schools Program (Vocational Education and Training)

Students should note that VCE VET courses are a whole year commitment.

These are programs which make it possible for students to gain some VCE units and a basic TAFE certificate. There are currently many different VCE VET in Schools programs available and others are being developed. They are usually conducted over two years.

VCE VET in Schools programs were originally introduced at Year 11 and 12 levels but it is also possible to begin them in Year 10 which is what our school does with its programs. Students selecting a VCE VET in Schools program in Year 10 study it during one of their elective blocks each week.

Some benefits for students:

- Some career training is started in Year 10 which can help students to gain motivation and some focus for the future.
- Programs such as automotive and furniture enable students to complete part of the first year of an apprenticeship.
- Some VCE units are gained in Year 10, giving students a head start and some useful experience.
- Students who continue with the program for a second year have the opportunity to gain an increased VCE score.

Next year our school will be offering eight VCE VET in Schools programs at Year 10 level within the elective program. These are:

- VCE VET in Schools — Business Administration
- VCE VET in Schools — Furnishing (Cabinet Making Stream)
- VCE VET in Schools — Community Services
- VCE VET in Schools — Hospitality (Kitchen Operations)
- VCE VET in Schools — Information Technology (Information, Digital Media and Technology)
- VCE VET in Schools — Music (Technical Production)
- VCE VET in Schools — Sport and Recreation (Fitness/Community Recreation)
- VCE VET in Schools — Certificate II in Dance (CUA20113)

### VCE VET in Schools — Business Units 1 & 2

This is a two-year program which is usually studied throughout VCE but can also be started in Year 10. It enables a student to gain VCE units as well as the Certificate II in Business Administration that is normally studied at a TAFE Institute.

It is a two year course, where students will complete 19 competencies. A 'Statement of Attainment' is awarded identifying the different modules which the student has completed. Some examples of modules include:

- Organise and complete daily work activities
- Deliver a service to customers
- Communicate electronically
- Work effectively with others
- Communicate in the workplace
- Produce simple word processed documents

Satisfactory completion of this program enables a student to gain a total of four VCE VET units and a study score which contributes to their ATAR.

## VCE VET in Schools — Furnishing (Cabinet Making Stream)

This is a two-year program which is usually studied throughout VCE but can also be started in Year 10. It enables a student to gain VCE units as well as many of the modules in the Certificate II in Furnishing that is normally studied at a TAFE Institute. These modules contribute to the first year training requirements of an apprenticeship in this trade area. A 'Statement of Attainment' is awarded identifying the different modules which the student has completed.

Some examples of modules include:

- Power tools and equipment
- Solid timber construction
- Plan reading and documentation
- Frame construction
- Leg and rail construction
- Door construction
- Occupational health and safety
- Calculations

Students enrolled in the second year of the program will have to complete some modules at Kangan Institute in Broadmeadows.

Satisfactory completion of this program enables a student to gain up to five VCE VET units and contribute to their ATAR.

## VCE VET in Schools- Community Services

This is a two-year program which is usually studied throughout VCE but can also be started in Year 10. It enables a students to gain VCE units as well as a Certificate II in Community Services.

The first year consists of 5 core units and several electives that include:

- Provide first point of contact
- Communicate and work in health or community services
- Work with diverse people
- Participate in workplace health and safety
- Organise and complete daily work activities

The second year consists of the following units:

- Promote Aboriginal and/or Torres Strait Islander cultural safety
- Identify and respond to children and young people at risk
- Provide basic emergency life support
- Manage personal stress in the workplace

Satisfactory completion of this program enables students to gain VCE units and a study score which contributes to their ATAR.

## VET in Schools — Hospitality (Kitchen Operations)

This is a two-year program which is usually studied throughout VCE but can also be started in Year 10. It enables a student to gain VCE units as well as a Certificate II in Kitchen Operations.

The first year consists of 9 core units and several electives that include;

- Use hygienic practices for food safety
- Participate in safe work practices
- Work effectively with others
- Prepare and present simple dishes
- Source and use information on the hospitality industry
- Maintain the quality of perishable items
- Use food preparation equipment
- Produce dishes using basic methods of cookery
- Clean premises and equipment

The second year consists of 5 compulsory units that include;

- Produce appetisers and salads
- Produce stocks, soups and sauces
- Produce vegetable, fruit, egg and farinaceous dishes
- Use cookery skills effectively
- Prepare poultry dishes

Satisfactory completion of this program enables students to gain four VCE units and a study score which contributes to their ATAR.

## VCE VET in Schools — Information Technology (Information, Digital Media and Technology)

The aims of the VCE VET Information Technology program are to:

- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the Information and Communications Technology related industries
- Enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

This is a three-year program which is studied from Year 10 but can also be started in VCE. It enables a student to gain VCE units as well as Certificate II and III in Information, Digital Media and Technology that is normally studied at a TAFE Institute.

If completed in the two-year sequence the student will gain four VCE Units with Certificate II and partial completion of Certificate III in Information, Digital Media and Technology.

In Units 1 & 2, modules completed are:

- Participate effectively in WHS communication and consultation processes.
- Work and communicate effectively in an ICT environment.
- Run standard diagnostic tests.
- Operate application software packages.
- Produce digital images for the web.

In Units 3 & 4, module options include:

- Create user documentation
- Install and optimise operating system software
- Install, configure and secure a small office or home office network
- Provide ICT advice to clients
- Maintain equipment and software

Satisfactory completion of this program enables a student to gain a total of four VCE VET units and a study score which contributes to their ATAR.

## VCE VET in Schools — Music Industry (Music Performance)



This is a two-year program which is usually studied throughout VCE but can also be started in Year 10. It enables a student to gain VCE units and a Certificate II in Music (Music Performance) which is normally studied at a TAFE Institute.

The aims of VCE VET Music (Music Performance) is to focus more on musicianship and performance skills in solo and group ensembles with less emphasis on technical production skills although there will be a minor component of Tech Production in the units being delivered. The class will cater to students in the instrumental music program and assessments will be performance based.

Students undertake modules to complete competencies which relate to the music industry and performance.

The modules for the units could include:

- Work effectively in a business continuity context
- Develop and extend critical and creative thinking skills
- Operate professional audio equipment
- Compose simple songs or musical pieces
- Develop and apply aural-perception skills
- Notate music
- Make a music demo
- Write song lyrics
- Perform music as a soloist
- Perform music as part of a group
- Develop and maintain stagecraft skills

Satisfactory completion of this course will enable students to gain four VCE units and a contribution to their ATAR.



## VCE VET in Schools — Sport and Recreation

This is a two-year program which is usually studied throughout VCE but can also be started in Year 10. It enables a student to gain VCE units as well as Certificate II in Sport and Recreation which is normally studied at a TAFE Institute. At the end of the first year of the program, students will attain their Certificate II.

The units of competency studied in the first year of the program include:

- Organise and complete daily work activities
- Participate in work health and safety
- Maintain sport, fitness and recreation industry knowledge
- Respond to emergency situations
- Provide first aid
- Assist with activity sessions
- Work effectively in sport, fitness and recreation environments
- Provide quality service
- Conduct sport, fitness and recreation events
- Develop and update officiating knowledge
- Prepare a pre or post event meal
- Provide equipment for activities
- Maintain equipment for activities

During the second year of the course, students complete the Unit 3/4 sequence of the Certificate III program enabling them to gain four VCE units and a contribution to their ATAR.

Units of competence for the second year of the program include:

- Develop and update knowledge of coaching practices
- Participate in WHS hazard identification, risk assessment and risk control
- Facilitate groups
- Plan and conduct programs
- Conduct basic warm-up and cool-down programs
- Educate user groups

This course provides skills in both sports administration and fitness instruction/community recreation. Students will gain skills in a number of sport and recreation areas such as coaching, conducting and officiating games and sessions. Students will be involved in assisting with the school athletics and swimming carnivals. During the second year of the program, students will gain skills in fitness areas such as screening clients and providing fitness programs. Satisfactory completion of this program enables students to gain four VCE units and a contribution to their ATAR.

## **VCE VET in Schools — Certificate II in Dance (CUA20113)**



VCE VET Dance aim to provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the live performance and entertainment industry. This programs enables participants to gain a recognised credential and to make an informed choice of vocation or career path.

The VCE VET Dance program offers CUA20113 Certificate II in Dance with selected units of competency from CUA30113 Certificate III in Dance.

The VCE VET Dance program consists of 12 units of competency:

- Units 1 and 2: four compulsory units and a minimum of two elective units
- Units 3 and 4: four compulsory units and a minimum of two elective units.

Elective units being studied at Craigieburn Secondary College are Jazz, Street Dance and Contemporary.

On successful completion of the VCE VET Dance program, students may be eligible for:

- The award of CUA20113 Certificate II in Dance
- Recognition of up to four units at Units 1 and 2, and a Unit 3 and 4 sequence.

## Suggested Pathways — Applied Learning

Year 10		Year 11		Year 12
Work Related Skills Foundation Level	▶	Work Related Skills Intermediate Level Units 1 and 2	▶	Work Related Skills Senior Level Units 1 and 2
Personal Development Skills Foundation Level	▶	Personal Development Skills Intermediate Level Units 1 and 2	▶	Personal Development Skills Senior Level Units 1 and 2

Completion of VCAL



Employment/Apprenticeship/Traineeship



TAFE: Certificate II/III/IV, Diploma. Advanced Diploma

## Personal Development Skills (Foundation Level)

### Description

The purpose of the Personal Development skills strand is to develop knowledge, skills and attributes that lead towards the development of self, social responsibility, building community, civic and civil responsibility, improved self-confidence and self-esteem and valuing civic participation in a democratic society.

The aims of the Personal Development Skills Units are designed to develop:

- Self awareness
- Improved health and wellbeing
- Commitment to, and achievement of, personal goals
- Social and community awareness
- Civic and civil responsibility

### Outcomes

The subject focuses on the development of appropriate knowledge, skills and attributes in relation to self, personal organisation and planning skills, problem solving and interpersonal skills. It also focuses on the development of appropriate knowledge, skills and attributes in relation to community engagement, social awareness, interpersonal skills and planning and organisational skills.

### Assessment

Tasks may include group projects that are community based, thematic activities, reflective journals, oral presentations, written pieces, class discussions, debates, role plays, photographic/video productions, Microsoft PowerPoint presentations.

## Work Related Skills (Foundation Level)

### Description

The purpose of the work Related Skills strand is to enable students to develop skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. The student will undertake a Structured Workplace Learning placement in an industry of choice.

The aims of Work Related Skills units are designed to:

- Integrate learning about the work skills with prior knowledge and hands on experiences
- Enhance the development of employability skills through work related contexts
- Develop critical thinking skills that apply to problem solving in work contexts
- Develop planning and work related organisational skills
- Develop OH&S awareness
- Develop and apply transferable skills for work related contexts

### Outcomes

The subject is designed to achieve learning outcomes important for OH&S in the workplace, employability skills and the development of career goals. It is also designed to achieve learning outcomes important for work related skills, employability skills and career goals.

### Assessment

Tasks may include group projects, thematic activities, reflective work journals, work logbooks oral presentations, written pieces, class discussions, debates, role plays, photographic/video productions, Microsoft PowerPoint presentations.

## Notes













Responsibility  
Respect  
Community  
Respect  
Responsibility  
Achievement  
Community  
Respect  
Community  
Achievement  
Achievement  
Responsibility