



**Craigieburn Secondary College**

# **MIDDLE YEARS — Years 9 and 10 College Handbook 2025 Course Outline**

Principal  
Ms K Morphy

Assistant Principals

Mrs V Dass  
Mr M Fowles  
Mrs H Kerr  
Mr J McGavisk  
Ms C Mountney  
Mrs V Sipsas



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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 2025 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 their highest potential.*

## OUR VALUES

*Our values of Belonging, Understanding, Respect and Growth resonate in this state. Craigieburn Secondary College we work together with the wider community to create environment that fosters BELONGING, through mutual RESPECT, UNDERSTANDING, a personal GROWTH.*



## 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@education.vic.gov.au
<i>LMS College Website</i>	lms.craigieburnsc.vic.edu.au/ www.craigieburnsc.vic.edu.au
<i>Office Hours</i>	Monday to Thursday 8:00am – 4:30pm Friday 8:00am – 4:00pm

## 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>Year 9 Assistant Principal</i>	Ms Haley Kerr
<i>Year 10 Assistant Principal</i>	Mr James McGavisk
<i>Year 9 Leading Teacher</i>	Mr Carl Trewin
<i>Year 10 Leading Teacher</i>	Ms Rebekah Pelechaty



## Guiding Principles of the College

The College adopts an informed and evidence-based approach to teaching and learning. This approach is supported by a restorative and tiered approach as outlined by the School Wide Positive Behaviour Support Framework (SWPBS). SWPBS is a school improvement framework that helps to improve student behavioural, wellbeing, and academic outcomes.

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;
- a dedicated Social Emotional Learning Curriculum at Years 7-10;
- equal access to, and the opportunity to achieve success in, a challenging and comprehensive curriculum at Years 7 to 10 in each of the Learning Areas as 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;
- follow our colleges values and expected behaviours;
- respect the rights of all others, including their person, space and property through self-discipline;
- strive for excellence and take pride in their work and their school.

## Staged Response to Student Behaviour

The Staged Response comprehensively outlines the measures and responses taken to support correction of behaviour; usually this is conducted by a member of the Year Level Team. Generally, these actions are restorative and supportive to help students make more positive and conscious decisions reflective of the College's values of respect, belonging, understanding and growth.

In addition to the Staged Response, the College also has a Bullying and Harassment Policy to address more serious and ongoing behaviours. We have documented the Staged Response to Student Behaviour and the Student Behaviour Matrix for both staff, families and students, and this information is available on the College website.





# CSC BEHAVIOUR MATRIX

In the classroom

	<b>ALWAYS</b>	<b>CLASSROOMS</b>
<b>RESPECT</b>	We are mindful of the personal space and belongings of others and keep our hands and feet to ourselves.	We leave the classroom clean.
	We actively listen when others speak and follow our teachers instructions.	We make the most of our learning opportunities, valuing everyone's right to learn.
	We use manners and kindness when communicating with others.	We put our hand up when we have something appropriate to share.
<b>BELONGING</b>	We speak out against any discriminatory comments and actions, including sexism, homophobia, racism and ableism.	We create a safe environment where everyone feels welcome.
	We wear our school uniform with pride.	We contribute and participate in class activities.
	We celebrate our diversity and our uniqueness.	We collaborate with others to improve our learning.
<b>GROWTH</b>	We set goals and accept challenges through having a growth mindset.	We attend all classes and make everyday count.
	We build our transferable skills to become lifelong learners.	We show up to class on time and ready to learn, giving all tasks a go.
	We model and work to demonstrate our college values in all settings.	We know that mistakes are a part of learning and will take on feedback to improve.
<b>UNDERSTANDING</b>	We are open to learning new things about our world and other people	We know taking risks can be scary so we support others when they have a go.
	We know being self aware is a starting point for being socially aware.	We use our own and others experiences with new knowledge to help make sense of our learning
	We know where we are at with our learning and what to do next	We check our understanding by applying new learning to a different context

## College Administration

The College has a School Council which has responsibility for the policies 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/Guardians and students are represented on School Council as elected members and by co-option. Nominations are called for in March of each year via the College newsletter.

## Facilities

The College has excellent facilities that are 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, a textiles room, a home economics rooms, and engineering 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 two-room sickbay, which is run by a staff member with First Aid qualifications, is located in the College. Students who become ill at school are able to rest here 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, VCE Vocational Major and Victorian Pathways Certificate are outlined in the Senior School Handbook.

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

## Student Leadership

At Craigieburn Secondary College, student leadership is built on the foundation of the college's core values, Respect, Growth, Belonging and Understanding. From College Captains who embody these values to Community Captains who bridge connections with the wider community, leadership is woven into every aspect of life for our students at Craigieburn Secondary College. Through the Student Representative Council (SRC), Student Improvement Team (SIT), and dedicated Year Level Leaders, students are empowered to drive positive change, shaping a vibrant and supportive educational environment. Our student leadership team work closely with students, teaching staff, support staff, leadership teams and the principal team throughout the year, ensuring that student voice is heard and embedded throughout Craigieburn Secondary College. The application process occurs in Term 4 of each school year, in preparation for the following year. For information on applying, please speak to your year level leaders or the Student Voice, Agency, and Engagement Leader.

## Term Dates for 2025

	Commences	Finishes
Term 1	29th January	4 <sup>th</sup> April
Term 2	22 <sup>nd</sup> April	4 <sup>th</sup> July
Term 3	21 <sup>st</sup> July	19 <sup>th</sup> September
Term 4	6 <sup>th</sup> October	19 <sup>th</sup> December

## Session Times

Period	Times
Staff Briefing	8.50am – 8.55am
Warning Bell	8.55am
Form Assembly	9.00am – 9.12am
Period 1	9.14am – 10.14am
Period 2	10.16am – 11.16am
Recess	11.16am – 11.36am
Period 3	11.36am – 12.36pm
Period 4	12.38pm – 1:38pm
Lunch	1:38pm – 2:18pm
Period 5	2:18pm – 3:18pm

## Student Organisation

### Attendance

The Department of Education and Training (DET) states it is a legal requirement that all students attend school until 17 years of age and aiming for a 90% attendance rate to be achieving academically, socially and emotional at school.

College policy is that students attend all classes as per Compass scheduling/timetables. Each morning, rolls are marked by the Form Teacher during Form Assembly to account for students on school grounds and for college information to be provided. In all other classes teachers mark an attendance roll and update rolls for lateness throughout the class and can be tracked via the Compass APP attendance features.

Based on teacher roll marking, a Compass automated notification of student absence is sent daily via Compass SMS messages, including a Compass chronicle email requesting absence be reasonably explained for absences be updated accordingly as per DET absence codes. Families may also be notified of absences during meetings, or via phone contact, and for student truancy.

Contact is made with the families of students who do not attend school or miss classes without approval. Unexplained absence staged response level chronicle letter emails are generated termly for absences to be reasonably explained. 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 by the primary parent/guardian contact on CASES21 system.

Parents/guardians will be notified via Compass chronicles emails acknowledgement of explained absences and how explanations may be deemed approved or unapproved based on the evidence/reason provided. Students' attendance rates are communicated via Compass chronicle emails termly encouraging parent/guardian contact if additional support is required. Assistant Principal generated attendance 'Nudge Letters' are posted encouraging parent/guardian contact to work with families to improve students' attendance and engagement at school outcomes.

## Reporting Absences

Parents/guardians are advised that a written, signed and dated note, a Compass attendance note entry, phone contact or email at [attendance@craigieburnsc.vic.edu.au](mailto:attendance@craigieburnsc.vic.edu.au) is required to explain all absences from school, including lateness. This is a legal requirement, and we seek your assistance in this matter promptly. If a student is to be absent from school for a prolonged period (three or more days), parents/guardians are requested to contact the College to discuss an extended absence learning plan so that the school can provide continued learning support where appropriate and update absences according to DET absence coding requirements.

Craigieburn Secondary College will keep a record of the reason given for each absence. The Principal or Principal delegate will determine if the explanation provided is a reasonable excuse for the purposes of the parent/guardian meeting their responsibilities under the Education Training Reform Act 2006 and the School Attendance Guidelines. Student attendance records are uploaded daily to the DET for bench marking and accountability purposes and may be referred to the region *School Attendance Officer* and Victorian Government third party human service organisations when a student's whereabouts are unknown, extended absences are unexplained or for welfare purposes.

## Attendance Tracking

Students' attendance is tracked period by period to account for students in class and students who are out of class without permission (deemed truant and communicated via Compass chronicles); and students who may have signed in late or departed early with parent/guardian permission. Students' attendance is impacted when they are absent from classes (approved/unapproved) under the DET 2-hour rule - for students to be considered present they must be 2 hours present or late in the morning and afternoon sessions or will accrue a half day absence from school, reportable to DET and services.

## Awards

At the end of each semester the College holds awards ceremonies for all Year 7 to 11 students. Year 12 students receive awards at their mid-year ceremony and end of year graduation. The following awards are given:

- Effort for each subject.
- Achievement 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.

## Bathroom Access

Based on teacher/staff discretion, students may be given permission using a teacher/staff toilet pass to access the bathroom facilities during 30 mins of class time. Access is restricted in the first and last 15 mins of class time, unless medically exempt and approved for duty of care, roll marking and attendance purposes. Bathroom and toilet facilities are recommended to be accessed before school and during break times for students to avoid missed learning and to minimize class disruptions. One student per class may access bathrooms at one time and students may be returned to class due to long wait times or closed facilities. Student attendance at bathroom facilities is recorded for OHS and duty care purposes.

## 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 Bocca Foods. 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/guardians who need to contact their child should phone the College or come to the General Office. People who are not the child's parent/guardian 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/guardians will be advised of full details as the occasions arise via Compass. Students not in full uniform or not giving full co-operation to all teachers at all times will forfeit privileges to attend.

## Sport

In addition to regular Physical Education classes, involvement by students in inter-house competitions as either participants or supporters is expected. There are four sports Houses — Aitken (Red), Ridley (Green), Bridgewater (Blue) and Hume (Gold).

Each student belongs to a House and during the year students compete in inter-house competitions, such as swimming and athletics.

A range of interschool sports are offered throughout terms 1 to 3, for all year levels. This includes weekly training and a competitive tournament against other schools in the same division.

Students with medical difficulties may be exempt from participating in sporting activities. In such circumstances, parents/guardians are requested to provide a note explaining why the student is unable to participate.

### Lateness

All students who are absent from Form Assembly are required to SIGN IN via the relative Executive Officer's (EO) with a reasonable excuse from a parent/guardian contact permission received either via Compass attendance notes, attendance email, written/signed notes or via phone contact or students are deemed truant due to failure to sign in and a demerit/absent SMS/Email is generated.

### Leaving Early

No students should leave school grounds without SIGNING OUT with a reasonable excuse from a parent/guardian contact permission via the relative EO office or via parent pickup at General office signed out via the Kiosk or students are deemed truant (confirmed truancy SMS/Email generated). The Hothlyn Drive Shops are out of school bounds during school hours, take-away food is not permitted on school grounds. Parents/guardians are recommended to give a minimum of 1 hours' notice for students picked up on the day.

### Lockers and Valuables

Lockers are provided for students to store their bags and belongings. Students must obtain a combination lock, as lockers must be locked at all time. The College is not responsible for the care and safekeeping of the personal possessions of students. Students are not to bring valuable items to school. Sports equipment not used in PE classes (such as skateboards) must not be brought 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.

Every day Counts at Craigieburn Secondary, therefore students must attend each day or have a valid reason for non-attendance (such as illness with medical certificate, dentist appointment, bereavement, religious/cultural observations, approved extended absence plan for a family holiday, welfare matters, certificate or Principal Approval).

If the student's overall school attendance rate falls below 90%, without a valid medical certificate/certification/Principal Approval, they are considered to be at risk and require attendance intervention and support. Students may not be promoted to the next year level as per the College Promotions Policy.

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, such as prolonged illness or family issues will be dealt with on an individual basis in conjunction with the relevant coordinator.

## Mobile Phones

Mobile phones are banned for all students at Victorian state primary and secondary school, to help reduce distraction, tackle cyber bullying and improve learning outcomes for students.

- This is a Ministerial policy formally issued by the Minister for Education under section 5.2.1 (2)(b) of the Education and Training Reform Act 2006.

Students who choose to bring a mobile phone/cellular device to school must have them switched off and securely stored during school hours. Exceptions to the policy may be applied if certain conditions are met. Exceptions can only be granted by the Principal. This policy also extends to associated Bluetooth devices (i.e. air pods/earbuds, watches).

For wider information around this please refer to the policy of the College's website.

## School Camping Program

All students will have the opportunity of attending camps, at selected venues, during their time at the College.

Attendance at a camp is viewed as a privilege, not a right, and will only be granted to students who have been fully co-operative 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/guardians 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. Hair must be tied back whenever a student is working with, or near, machinery. Students wearing runners, T-bar school shoes or jewellery will not be admitted into a technology workshop, as these items 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 they may also need their safety glasses in practical science classes.

## Student Extended Absence Plan

Students and parents/guardians need to apply to the College for approval for an extended absence from the school. The application form is available by contacting the Sub School Office. Parents/guardians will need to explain the reason for the extended absence and the relevant Year Level Leading Teacher 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

Students in Years 7–10 undertake units of study based on achieving the standards outlined by the Victorian Curriculum Foundation-10. Students will be given a variety of formative and summative assessment tasks, and these are graded against a five-point scale, linked directly to the level of the Victorian Curriculum that the student is working towards demonstrating. The five-point scale is inspired by Dreyfus' Model of Skill Acquisition, focusing on the progressive development and application of key concepts and skills. At the College, we also use developmental rubrics that outline the explicit skills that students need to show competency in, in order to master the overall understanding and application that is being assessed.

The five point scale for rubrics at the College is:

Highly Proficient	<ul style="list-style-type: none"> <li>• Able to take responsibility for going beyond existing standards and creating own interpretations</li> <li>• Excellence achieved with relative ease</li> <li>• No longer relies on rules / guidelines / maxims</li> <li>• Grasp of situations and decision-making is intuitive</li> <li>• Vision of what is possible</li> <li>• Uses an analytical approach in new situations</li> </ul>
Proficient	<ul style="list-style-type: none"> <li>• Able to take full responsibility for own work and to coach others</li> <li>• Fully acceptable standard achieved routinely</li> <li>• Sees what is most important in a situation</li> <li>• Perceives deviations from the normal pattern</li> <li>• Principles vary according to situation</li> </ul>
Competent	<ul style="list-style-type: none"> <li>• Able to achieve most tasks using own judgement</li> <li>• Fit for purpose, though may lack refinement</li> <li>• Copes with multiple activities or information</li> <li>• Sees actions partially in terms of goals</li> <li>• Deliberate planning</li> <li>• Has standard and routine procedures</li> </ul>
Progressing	<ul style="list-style-type: none"> <li>• Able to achieve some steps using own judgement, but supervision needed for overall task</li> <li>• Straightforward tasks likely to be completed to an acceptable standard</li> <li>• Limited situational perception</li> <li>• Action based on attributes or aspects</li> <li>• All aspects of work treated separately with equal importance</li> </ul>
Beginning	<ul style="list-style-type: none"> <li>• Rigidly adheres to taught rules or plans</li> <li>• Needs close supervision or instruction</li> <li>• Unlikely to be satisfactory unless closely supervised</li> <li>• Little situational perception</li> </ul>

Semester reports are designed to provide students and parents/guardians with a clear picture of a student's achievement at the time of reporting, as well as the progress the student has made in their learning. This ensures that action can be taken to support students to improve, and also recognises and celebrates student achievement.

On their semester report, if a student is achieving at the expected standard, this shows that the student has met the state-wide standard expected of students of their year level at the time of reporting.

Parent Teacher Interviews take place at the end of Terms 1 and 3. Their purpose is to inform parents/guardians of student progress. Progress reports can be made available at any time, upon request by parents/guardians or staff. Parents/guardians 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/guardians from time to time to discuss particular concerns.

## Grade Point Average (GPA)

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

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

Parents/guardians are able to login to Compass via the 'Community Portal' button located on the school website using their existing login details used for Parent Teacher interviews. When a new cycle of GPA has been completed, parents/guardians will receive an email alert encouraging them to log on to Compass to review their child's most recent progress data.

## Uniform

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

If a student is unable to wear their uniform on a particular day, the student must bring a note which provides a reason and is signed by their parent/guardian. In circumstances where parents/guardians find it difficult to meet the expense of any items of school uniform, they should contact the Leading Teacher or Assistant Principal.

A school logo is required on all upper garments.

<i>Bag</i>	To be kept in locker and 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. Hats are not to be worn during class time, unless for safety reasons in practical classes.
<i>Scarves</i>	Optional. Only short, navy scarves or the College scarf are to be worn.
<i>Shorts</i>	CSC navy blue
<i>Windcheater</i>	CSC navy blue - with logo. with logo. Optional item
<i>Shirts</i>	CSC white polo - with striped collar and logo. CSC white unisex cotton
<i>Trousers</i>	d - navy blue.
<i>Tie</i>	CSC tie to be worn with the white unisex cotton shirt. Optional item.
<i>Socks</i>	Plain white when wearing shorts. shorts. Plain black or grey when wearing trousers.
<i>Shoes</i>	Black leather lace up or black leather T-bar school shoes. Black leather runners are permitted but they must be completely black. Shoes must not have any decoration or logo visible on them.

<i>Jacket (winter)</i>	CSC navy blue College jacket with logo.
<i>Summer Dress</i>	CSC school dress - no higher than 5cm above the knee. To be worn in Terms 2 and 3 and 4 – wear with turned down ankle or knee high white socks.
<i>Winter Skirt</i>	worn in Terms 2 and 3, with navy tights.
<i>Navy Tights</i>	To be worn with the winter skirt.

### Uniform Details – Sports

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

<i>Track pants</i>	CSC navy blue track pants.
<i>Shorts</i>	CSC school sports shorts.
<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.

## Major Assessment Task Submittal Support (MATSS)

MATSS sessions take place on a Monday or Thursday afternoon from 3:30pm. MATSS sessions are given when a student has not completed a major assessment task by the due date. Teachers will set due dates for major assessment tasks and inform students of these due dates. Teachers will monitor the progress of the work and inform parents/guardians when students are behind. If a student does not submit their major assessment task by the due date they will be given a MATSS session to give them an opportunity to complete and submit the work. Teachers will be present at the MATSS session and computers will be available. If a student completes and submits the major assessment task before the scheduled MATSS session, they do not need to attend. Students must submit all major assessment tasks so that teachers can make judgement about student learning and achievement.



## Student Services

### Library and Information Services

Craigieburn Education Complex Library is the school's information and resource centre. It provides learning resources for all students and teachers in the form of books, graphic novels, audiobooks, databases, internet access and more. 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 to become independent and efficient researchers. Members of the library staff are always happy to help with enquiries and provide assistance.

The library is open to students at lunchtime for a range of purposes, including studying, reading, playing board games & video games, or just as a space to hang out quietly and relax. During class time students can come to the library to study, research, and to use computers. If you want to visit the library outside these times, for instance before school or during recess, access will be available if staff are on duty.

Students may borrow four books for two weeks. It is important that all books are returned on time and in good condition so that our resources can be shared fairly. Books borrowed from the library can be returned at any time via the returns chute located next to the entrance door.

### Textbooks and Secondhand Texts

Towards the end of the year, a booklist is sent home with students. This provides parents/guardians 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 when items can be collected, is included.

Secondhand books and uniforms can be bought and sold through the Sustainable School Shop website. The text and uniform items students need are already uploaded 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.

Year 10 students focus on planning their pathway to achieve broad career goals that offer a range of options. Students use their increased self-knowledge and deeper understanding of education and training requirements to inform these decisions. All year 10 students complete a five-day Work Experience placement. The placement enables students to experience the world of work and is a requirement to successfully complete year 10. During the year they will have the opportunity to undertake activities and lessons in a specially design Careers Inquiry Unit that will give them valuable information about possible pathways that will aid their transition into the senior school. Year 10 students also have individual counselling sessions before selecting their subjects for the following year.

During Term 1, Year 9 students explore a range of activities in the Careers Unit as part of the personal learning curriculum. They will start to develop a sense of their attributes and skills and then make links to possible pathway options. All Year 9 students participate in the 'My Career Insights' program which consists of two components – an online assessment (Morrisby Online) undertaken by each student, and a follow-up interview with an external qualified careers consultant trained in Morrisby Online to explain the results. Finally, in Term 4 students are asked to review their goals in order to reflect on their future choices.

## Special Programs

### MultiLit Reading Program

Our corrective reading program at CSC uses a well-researched program named MultiLit developed by Macquarie University. MultiLit supports and extends reading development by explicitly teaching decoding, accuracy and fluency skills. Students are selected based on testing to qualify to be part of the program. MultiLit groups run with a maximum of five students in one-hour sessions at least three times a week. Research suggests some of the major benefits of the MultiLit Program are:

- Reading with more independence
- Reading with greater accuracy
- Reading with greater fluency
- Growing confidence with reading more complex texts

The MultiLit Reading Program focuses upon improving reading speed, accuracy and comprehension to increase students' confidence and teaching them key reading skills. Each reading group consists of a small group of students and they participate in four sessions a week for a semester or year. At the end of the program the students are re-tested to ascertain their reading level progress and next steps.

### 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.



## Allied Health Program

The College provides an Allied Health team that includes a Mental Health Practitioner, School Counsellors, School Nurse, EAL Community Engagement Leader, Speech Pathologist, and DET Adolescent Health Nurse. The Allied Health team provides 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 promote student wellbeing, inclusiveness and accessibility to all areas of the school curriculum. The programs support social connectedness and engagement to create a safe, inclusive, and happy environment in which to learn. Many of the programs offered are run collaboratively by the Allied Health Team and 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 Allied Health Team at the College include:

- Youth Projects
- Breakthru
- Child First
- Foundation House
- Salvation Army Re-connect Program
- Orygen Youth Health
- Headspace
- Royal Children's Hospital CAMHS
- The Zone
- Odyssey House
- Department of Health & Human Services
- Craigieburn Youth Centre
- Anglicare
- Uniting ReGen
- Connections Craigieburn
- Drummond Street Services
- Shine Bright Psychology
- ACT for kids
- CASA House
- Arabic Welfare Inc.
- Centre for Multicultural Youth (CMY)

If there are any wellbeing concerns, relating to a student and/or family at the College, please contact the Allied Health Team Leaders on 9308 1144 or please contact your relevant Year Level team.

Other helpful contact 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
- CAMHS Royal Children's Hospital 1300 721 927
- Youth Law 9611 2412

## 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 Form Teacher or the Student Wellbeing Coordinator will speak to all parties. 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 will be sent home explaining the event and the school rules about bullying.

### Online Tools and Platforms

#### Information and Communication Technologies (ICT) and eLearning

The College uses a range of online tools and platforms to:

- Facilitate eLearning
- Conduct assessment
- Provide feedback
- Report on student progress
- Communicate with students/ parents/carers and guardians

#### Compass

Compass is a web-based and APP school management system that has enabled the College to streamline communication with students and families. The College uses Compass to support student management and school operations, including attendance and roll marking, semester reports and GPA progress reporting, booking Parent/Guardian Teacher Interviews, calendars and event and school payments, news and school notifications (Newsfeed), and communicating with families as per our Student Wide Positive Behaviour Support framework. The College can receive feedback from students/ parents/guardians via the 'Insights' survey and questionnaire module. Compass works on all modern internet browsers or on smart mobile phone devices, with parents/guardians encouraged to download the Compass APP to receive school communications. Parent/guardian and student login details are provided by the school, not Compass. After security checks, parent/guardian usernames and passwords can be accessed via the general office during school hours.

## Curriculum

### Curriculum

The College places emphasis on students achieving academic excellence through the delivery of a comprehensive Years 7–10 curriculum, pursuant to the Victorian Curriculum F-10, which covers the Arts, English, Health and Physical Education, Humanities, Languages, Mathematics, Science, Technologies, Four Capabilities and Cross-Curriculum Priorities.

Programs are developed as a continuum of learning from Years 7 to 10. Elective subjects are offered at Years 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 that 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, Health and Human Development, Legal Studies, Materials Technology, Mathematics, Media, Music, Physical Education and Physics demonstrate the breadth of the College's curriculum. Many of our graduates now attend tertiary institutions throughout Victoria.



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

In addition to the mainstream learning programs for the Year 9 curriculum, the College also offers a Craigieburn Enrichment and Acceleration Program (CEAP).

CEAP classes run over Years 7-9 and provide a tailored learning program for advanced learners. Acceptance into the program involves an application and assessment process. This process takes place bi-annually.

The CEAP program responds to the needs of advanced learners by providing academic acceleration in Mathematics enrichment and opportunities across all subject areas through the use of an inquiry model. Our students are explicitly taught higher order thinking skills, develop an understanding of themselves as learners, and, by the close of the program, students are able to self-select the most suitable high impact learning strategies for themselves. CEAP students are encouraged to question and investigate, becoming the 'drivers' of their learning. Through teacher facilitation, CEAP students gain the skills to research, inquire, and apply knowledge in a variety of contexts. This prepares them to implement effective learning practices advance into VCE Mathematics Units 1 and 2 in Year 10.

The CEAP program continues to evolve and respond to best practice advice from the Department of Education and Training (DET). During the 2025 year, the design of the program will focus on implementing current pedagogy and supporting future programs the DET will be releasing through Virtual Schools Victoria. These programs are specifically designed to provide additional learning platforms and experiences for students with high abilities.

## **Year 10 Enrichment**

### **Craigieburn High Achievers Club**

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 of achieving a high ATAR. The main criterion for joining CHAC is a desire to improve performance, regardless of academic achievement. The aim of the program is to help students to develop their skills and habits in order for them to achieve their goals. There are a range of activities undertaken in CHAC. Year 10 students who undertake a Unit 1 and 2 study are welcome to attend the CHAC study sessions.

## Year 10 Craigieburn High Achievers Club Courses (CHAC) - Enrichment

In the Year 10 blocks, there will be enrichment opportunities to enable students to extend upon their skills and learning in specific areas. Enrichment classes in core areas (such as Advanced English) will be built into blocks for students to select, in consultation with the Pathways team. These subjects will follow a similar program to other classes, but the CHAC course 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 when they are in Year 10, where this is appropriate. This is dependent upon a completed application and rigorous consultation process to be undertaken with students, teachers, parents/guardians, and the Pathways team.

## Student Programs - Years 9 and 10 Curriculum Structure

In accordance with the Victorian Curriculum Foundation-10, Craigieburn Secondary College has developed a teaching and learning program through a curriculum map for each subject. A continuum of learning is planned to foster the progression of student learning for the relevant key knowledge, key skills, and key concepts.

The aims of the curriculum program ensure that skills and content are understood to be relevant and important in students' lives, encourage students to become lifelong and autonomous learners, and breakdown the traditional isolationist view of specialist subject groupings.

The curriculum structure enables students to:

- experience a deep understanding of learning with an ability to apply/transfer knowledge in different contexts
- develop a broad range of skills, including literacy, numeracy, resilience, communication, thinking, reflecting, team work, critical and creative thinking, and personal learning.
- make a closer link with the community through exposure to real life experiences.

Year 9		Year 10	
Subject	Number of periods per fortnight	Subject	Number of periods per fortnight
English	9	English	8
Mathematics	8	Mathematics	8
Humanities	5	VCE or VCE VET (Optional)	8
Science	5	SEL	2
Health & PE	6	Remaining 24 periods each semester from below	
SEL	2	Core Humanities	8
Elective 1 (per semester) / EAL	5	Core PE	8
Elective 2 (per semester)	5	Core Science	8
Elective 3 (per semester)	5	Elective 1 (per semester)	8
		Elective 2 (per semester)	8

Students must choose at least one Arts and one Technology elective to be completed during Year 9.



## Year 9 Core Subject Information

### English

#### Description

Year 9 English continues to develop the analytical and literacy skills of the student. Students are invited to create their own written and spoken texts as they learn to improve their communication skills. Emphasis is placed upon how:

- Narrative texts can have multiple interpretations
- Persuasive and informative texts can be explored as part of a living language
- Texts can reveal different aspects of our lives

#### Outcomes

As a result of satisfying the requirements of Year 9 Curriculum Standards students will develop their reading, writing, speaking and listening skills and learn to:

##### Analyse and Create Persuasive Texts

Students analyse how language can be used to position and persuade a reader to a particular point of view. Students learn to construct their own persuasive text on an issue of personal and social significance.

##### Analyse and Create Creative Texts

Students undergo close readings of a range of text types to provide students with an understanding of how language is used to construct key features of literary texts. Students will apply their knowledge of the set text in order to construct their own analytical and creative responses.

#### Assessment tasks

Assessment tasks include a variety of written, spoken and multi-modal tasks.

English as an Additional Language (EAL)
<p><b>Description</b></p> <p>Students examine the structures, features and language which underpin 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>
<p><b>Outcomes</b></p> <p>Students are assessed against the EAL standards in the following areas:</p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> <li>• Speaking and listening</li> </ul>
<p><b>Assessment Tasks</b></p> <p>Assessment tasks include a variety of written, spoken and multi-modal tasks. N.B. Eligibility criteria applies for enrolment in this class. This class is completed as part of a Languages study.</p>

Humanities
<p><b>Description</b></p> <p>The Year 9 course focuses on the development of humanities skills, knowledge and understanding across four disciplines. Students will study the impact of Industrial Revolution, especially on the movement of people to Australia. Students also examine the intended and unintended causes and effects of European contact and expansion of settlement on the Aboriginal and Torres Strait Islander people. In the latter part of the year, students will look at Australia's involvement in World War One, the significance of Gallipoli to our national identity and the Conscriptio debates. Students will consider changes in the characteristics of Biomes and the implications of these changes. This further develops their understanding of geographical concepts, including place, space and interconnection.</p>
<p><b>Outcomes</b></p> <p>The course complies with the Curriculum Standards and covers three areas of the Humanities Learning Area:</p> <ul style="list-style-type: none"> <li>• History</li> <li>• Civics and Citizenship</li> <li>• Geographical Skills and Knowledge</li> </ul>
<p><b>Assessment Tasks</b></p> <p>Assessment pieces may take the form of research assignments, diary entries, reports, essays, mapping tasks and geography reports.</p>



## Mathematics

### Description

Students will continue develop and consolidate their basic numeracy and mathematical skills and thinking by engaging in a wide variety of units and topics. Through their engagement with topics such as Financial Maths, Measurement and Trigonometry students are encouraged to apply their understanding, knowledge and skills to real world problems further building on their reasoning skills. Student learning is also supported through the use of technologies, in particular CAS calculator applications, which help to extend student problem solving skills.

### Outcomes

Students should satisfy the requirements of the Curriculum Standards.

### Assessment Tasks

Students demonstrate their understanding by applying the knowledge and skills learned to a range of activities such as tests, projects and real-world problems.



## Social and Emotional Learning (SEL)

### Description

Students undertake a personal investigation into their own personal strengths and learn how to apply these strengths within different contexts. Students learn emotional self-management and the ability to recognise the characteristics of respectful relationships in a range of contexts and explore personal values and how they may differ. Through collaborative and restorative circles students explore forms of conflict and reflect on the appropriateness of strategies to avoid or resolve conflict. By investigating personal, social and cultural factors students learn the importance of empathy and the acceptance of diversity for a cohesive community.

### Outcomes

Students will be able to:

- Reflect on the influence of emotions on behaviour, learning and relationships.
- Identify their emotions, linking feelings, values and thoughts.
- Demonstrate a growth mindset.
- Reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.
- Explain the impact of valuing diversity and promoting human rights in the community.
- Explore different values and beliefs of different groups in society, by examining prejudices and biases.
- Identify indicators of respectful relationships in a range or social and school-related situations.
- Reflect on their role to promote personal, family and community well-being.
- Explore forms of conflict and reflect on the appropriateness of strategies to avoid or resolve conflict.
- Participate in school and community events and activities that contribute to improving community issues.

### Assessment Tasks

Students will be assessed through individual and group assignments, class participation and workbook completion.



## Health and Physical Education

### Description

During Physical Education students will explore Nutrition for Good Health, where students will discover the contextual factors that influence eating habits and food choices, while developing the skills needed to make healthy and informed decisions regarding food intake. Students will also explore skill acquisition where students will learn about skill classification, the stages of learning, practice strategies and types of feedback. In Health, students will investigate Mental Health, Substance Education and Respectful Relationships including Sexual Education. Students will also participate in the Love Bites Program.

### 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.
- Students will be expected to:
  - Actively participate in all health-related activities both in and out of the classroom, such as researching into mental health conditions.
  - Gain an understanding of respectful relationships

### Assessment Tasks

Food diary investigation, informative text, written tests and assessment of practical skills.

### Additional Comments

Note: Some activities may incur a small cost.

## Science

### Description

Students, through inquiry-based learning opportunities, investigate the properties of the nature of ecosystems, the response and control functions of the human body, the periodic table, chemical bonding and reactions, forces in bridge building and design, and the properties of the Earth's crust.

### Outcomes

Students should satisfy the requirements of the Curriculum Standards.

### Assessment Tasks

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

## Year 9 Elective Subject Information

Students will participate in two program units each Semester. A minimum of one unit of Creative Arts and one unit of Technology 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/guardian 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.

Creative Writing
<b>Description</b>
Students will be given the opportunity to explore their own creativity in this course. Students focus on creating meaningful prose and poetry with an emphasis on developing an awareness of the writing process, including self-editing and drafting. Students will be invited to explore the genres of myth, poetry, and blended fiction.
<b>Outcomes</b>
Students will be able to: <ul style="list-style-type: none"> <li>• Use and extend upon a range of strategies to plan, compose, revise and edit different writing styles.</li> <li>• Read a range of poems to evaluate, explore and analyse how form and content can be used to establish meaning. Students will also explore spoken poetry through group readings and chosen songs.</li> <li>• Study and create in multiple genres including mythology, adventure and contemporary prose.</li> </ul>
<b>Assessment</b>
Assessments include the creation of prose and poetry for purpose and effect upon a chosen audience.
Public Speaking and Debating
<b>Description</b>
Students will study the process of writing and presenting speeches for a variety of purposes and audiences. They will examine a wide range of speeches and explore the devices used to influence an audience and apply these to their own texts. Students will present to the members of their class throughout the Semester.
<b>Outcomes</b>
Students will be able to: <ul style="list-style-type: none"> <li>• Listen and create spoken texts based on values and challenging issues</li> <li>• Critically reflect on the spoken style of themselves and others</li> <li>• Identify and use a range of strategies to influence an audience</li> <li>• Develop their own speaking style by practising pronunciation, intonation and clarity</li> </ul>
<b>Assessment</b>
Assessments include generating a motivational speech and participating in formal debates on current issues.

## Minding your own business (MYOB)

### Description

Students study the nature of Small Business and its importance to the Australian Economy. In order to understand the skills and knowledge needed to start a business, students will investigate the idea of entrepreneurship. They will evaluate the practices and behaviours of successful entrepreneurs and the factors that made their businesses successful. Establishing a Small Business involves a number of steps including the conception of an original idea, market research, creation and development of prototypes and marketing to consumers. Students will apply this knowledge to the development of their own business ideas. Students will develop an understanding of the day-to-day operations of a business and the decisions that Small Business owners must make to ensure success.

### Outcomes

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

- Identify the ways enterprising behaviours and capabilities can be developed to achieve success in small business.
- Explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market.
- Investigate ways to sell employee skills in a competitive job market.
- Generate a range of ideas for a small business, select a final product and develop a marketing and business plan.
- Explain how and why people manage financial risks and rewards.

### Assessment

Assessment may include a portfolio of work undertaken in class, research projects and class presentations. An exam may be undertaken at the end of the unit.

## Numeracy for Life

### Description

In this elective, students will develop skills in using Mathematics confidently in everyday life situations. 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 those needed for budgeting, designing layouts, 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 everyday 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 assignment based on real life situations.

### Additional Comments

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

## Pure Mathematics

### Description

Pure Mathematics is a subject that will challenge students to explore the applications of Mathematics that surround 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 design. This will also involve applying previously learned measurement concepts such as surface area, volume and geometric concepts of similarity and congruence to real world problems and scenarios. Applications of tessellations and tangrams in architecture will also be considered during the Melbourne City Walk-about excursion. The 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 solve problems. 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 to carry out procedures and methods when 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 complex problems and situations.

### Assessment

The assessment in this subject will involve a selection of problem-solving tasks and open-ended mathematical investigations. Students will also complete an end of subject exam.

## Drama

### Description

Students in Year 9 Drama will build and extend their foundation performance skills through practical workshops and theatre sports. First, students will explore the concept of mime and use this theatre style to develop their expressive skills and build their performance confidence. The focus will then shift to improvisation, where students will watch and analyse performances from shows such as *Thank God You're Here* and *Whose Line Is It Anyway?*, before practising and applying these performance skills themselves. Students will then move onto exploring melodrama as a theatre style, and looking at exaggerated performance as a way of communication. Using existing stories, students will perform in small groups to build their melodrama skills, before participating in a whole class ensemble performance. Students in this subject will also have the opportunity to watch live performances at a theatre, or with touring groups visiting the College.

### Outcomes

Students will be able to:

- Develop and extend their expressive skills including facial expression, voice, gesture and movement
- Build their improvisational skills through participating in practical workshops and games
- Participate in three performance tasks throughout the semester
- Explore melodrama as a theatre style and practise the techniques in their own performance
- Analyse and evaluate existing improvisation and melodrama performances
- Work together in groups to achieve an intended outcome

### Assessment

- Improvisation Performance & Reflection Task
- Expressive Skills Performance & Reflection Task
- Melodrama Performance & Analysis Task
- Ensemble Performance & Reflection Task

## Dance

### Description

Students in Year 9 Dance learn and perform various group routines in a number of dance styles. Throughout the semester, students will learn about how to warm up and cool down, and follow safe dance procedures. This elective presents opportunities for students to learn choreography from their teacher and peers, with a focus to develop their own choreographic skills and techniques in a variety of styles. Students will also develop their analysis skills through watching and discussing a selection of dance pieces. Regular performance opportunities are provided for students as part of this elective to showcase their work throughout the year.

### Outcomes

Students will be able to:

- Develop and extend their understanding of dance as an expressive art form
- Follow safe dance practices
- Build and extend their dance technique in a range of styles
- Develop and refine their performance skills in a group context

### Assessment

- Group Performance – Teacher Choreographed
- Safe Dance Report
- Group Performance – Student Choreographed
- Dance Genre Research Poster

## Music Performance

### Description

In Year 9 Music Performance, students will participate in a range of performance, listening and written activities to develop their knowledge and understanding of popular music styles. Students will experiment with digital music composition through sampling and remixing of the sounds around Craigieburn Secondary College to create their own digital composition portfolio. They will develop and extend their performance skills on various instruments as part of a band and as a solo performer, by participating in performance opportunities and developing their understanding of music theory. Students will also have the opportunity to investigate an area of music that is important to them, through an inquiry project. Throughout the year, the College offers numerous performance opportunities for students in this elective to showcase their practical skills and practise their stagecraft.

### Outcomes

Students will be able to:

- Perform popular music on a chosen instrument
- Develop and extend technical instrumental skills
- Digitally create and produce original compositions
- Develop their musical language to communicate in a rehearsal and performance setting
- Identify key aspects of popular music genres through reading, writing and listening

### Assessment

- Digital Music Composition Portfolio
- Music Language Test
- Group & Solo Performance
- Inquiry Project

## Sound Production

### Description

In Year 9 Music Sound Production, students will participate in a range of practical activities to develop their knowledge and skills in managing stage lighting, live music performances and music production using recording software. Students will develop the skills to operate the sound and lighting desk as well as organise stage plans in the Performing Arts Centre in collaboration with the Year 9 Dance, Drama and Music Performance classes. Students will also experiment with digital music composition to develop a broader understanding of how hardware and digital music equipment are combined to produce a professional recording.

### Outcomes

Students will be able to:

- Identify input and output signal processing pathways for different production settings
- Setup and operate sound for a live event in a safely manner
- Set up and operate stage directions and lighting for a live event in a safely manner
- Digitally create and produce original compositions
- Develop knowledge of specific terminologies required for Certificate II MusicIndustry (Year 10).

### Assessment

- Sound & Lighting Set Up Task (Practical)
- Digital Music Composition Portfolio

## Advance (Year Long Subject)

### 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 and therefore a financial commitment will be required.

### Outcomes

The Duke of Edinburgh award consists of four components:

1. Service - Challenge yourself to be a responsible, caring member of the community.
2. Physical Recreation - Challenge yourself to improve your, health, fitness and performance.
3. Skills - Challenge yourself to improve your skills and widen your interests.
4. 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.

## Outdoor Education

### Description

Students will study a range of skills relating to safe and sustainable interactions with a range of outdoor environments. Other topics such as environmental issues, alternative energies, and minimal impact strategies will be addressed. The various theory components and activity specific skills learnt in the classroom will be applied to the outdoor specific settings. These include bushwalking, surfing, remote cooking, and camp preparation. Students will be required to attend the mandatory 3 day coastal camp.

### Outcomes

Upon completion of Outdoor Education, students will develop a range of skills that can be applied to undertaking safe and sustainable interactions with outdoor environments. Students will evaluate strategies to minimise human impacts on outdoor environments and develop a greater understanding of ecological implications that arise from human interactions with the outdoors. With an emphasis on increasing individual leadership and group management strategies, this can lead to a development of crucial life skills to benefit in the future.

### Assessment

Students will complete a number of set tasks through various practical activities, such as remote cooking, navigation, camp preparation and individual abilities while on camp. A practical report will be completed as the final assessment piece upon completion of the 3 day coastal camp. Students will also have an opportunity to demonstrate their abilities through an end of semester exam.

### Additional Comments

It is compulsory for students to participate in a range of practical activities and camps. The total cost for the Semester will be approximately \$200. This will cover the cost for the camp and class materials. For further information regarding Outdoor Education for Craigieburn Secondary College please contact the Health & Physical Education/Outdoor Education Learning Area Leader.



## Sports Coaching

### Description

Students will develop sport coaching skills. Students will commence the semester by completing an Australian Sports Commission Coaching Course. Students will receive a nationally recognized certificate through the completion of this course. Throughout the semester, students will peer coach and have the opportunity to coach interschool sporting teams. Sessions will be delivered by teachers, as well as outside professionals.

### Outcomes

Students will complete their Beginning Coaching General Principles course. Throughout the semester, 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 tasks

Session plans and practical coaching performance.

### Additional Comments

Some activities may incur a small charge.

## Environmental Science

### Description

Students will learn the 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.

## 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.

## Coding: Application of Programming

### Description

The course explores and develops students' coding and programming knowledge. Students learn how to code by working with creative and problem based projects. Students develop programs, apply selected algorithms and data structures including using an object-oriented programming language.

### Outcomes

- Identify code that relates to component control and structure
- Create their own code to address a given problem.
- Evaluate their Solution in terms of potential innovation

### Assessment

- Individual Project
- Coding Portfolio

## Technology - Materials

### Description

This program introduces the student to the technological process. It consists of design, research, material testing, fabrication, safety procedures and skill acquisition using different materials.

### Outcomes

Students will demonstrate their ability to investigate, design, construct and evaluate a product.

### Assessment

Students design, develop and construct a product and undertake a research task.

Food Studies
<p><b>Description</b></p> <p>Students will revise safety and hygiene procedures required in a food preparation setting. During practical classes students are introduced to various processes which will allow them to further develop their practical skills. Students are introduced to food labelling and the requirements a food label will need to have in line with set regulations. Students will continue to implement the design process, with a focus on the development of a design brief with all required specifications. They are introduced to the importance of food security and factors that impact a secure food supply. Due to resource requirements, strict class size numbers are adhered to.</p>
<p><b>Outcomes</b></p> <p>Students will have a greater understanding of the skills involved in food planning and preparation. They will be able to apply the safety and hygiene practices in the implementation of various practical skills. Students are able to identify the requirements of a food label and justify their importance. They are able to implement the design process in the development of their own product. Students can identify behaviours that can be carried out to minimise food wastage and ensure a secure food supply</p>
<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Food Labelling Assessment Task</li> <li>• Design Process Assessment Task</li> </ul>

Systems Engineering
<p><b>Description</b></p> <p>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.</p>
<p><b>Outcomes</b></p> <p>Applying each stage of the design process, students will:</p> <ul style="list-style-type: none"> <li>• Design a device that responds to an identified need and evaluate its functionality</li> <li>• Apply their understanding of engineering principles and 3D modelling to the creation of 3D-printed device.</li> </ul>
<p><b>Assessment</b></p> <p>Assessment tasks will have the students design two 3D models. The first task being the creation of a 3D sculpture of their choice, using inspiration and creativity from outside sources to inspire their own creations. The second being a model car. The car will be fitted with a power source and raced with fellow students to test various design elements.</p>
<p><b>Additional Comments</b></p> <p>Students will be required to contribute \$30 to the purchase of 3D printing filament.</p>

## 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 two dimensional art pieces focussing on art-forms such as painting, 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 folio of work 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 for two dimensional art pieces
- Look at and explore art from various cultural contexts and use this as a basis for their own art.

### Assessment

Students will be assessed on a range of practical and theory tasks while completing units of work based on drawing, painting and mixed media applications. Additionally, they are assessed on their work folio's documentation of ideas, media trials and assignments.

## 3D Art

### Description

The Year 9 3D art program offers students the opportunity to explore and develop their skills, working with a range of mediums including clay, 3D digital art software and open media for sculptural work. Students employ the design and development process to research artists work and through appropriation and planning, they develop their own sculptural responses to themes that connect with characters and narratives in art. Students complete their designs with a written reflection on the process of developing a sculptural work, including referenceto their sources of inspiration and explanation of their technique development.

### Outcomes

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

- Reflect on the design and development process
- Provide a small folio of idea development and research
- Create a sculptural artwork that reflects character and/or narrative in art
- Write a reflection, articulating their understanding of other artists work, and explaining their own improvements in technique and skill.

### Assessment

Students will be assessed on three aspects of their work:

- Research of and reflection on the works of other 3D artists
- The design and development and reflection of the art making process
- The making of a sculptural art piece.

## Media Studies

### Description

This unit introduces students to the study of mass media. Students will view and analyse feature films, television shows and visual advertising to learn how various elements are combined to present a story/message. They will develop their skills in photographic media, planning and producing their own pieces to convey a message to an audience. Through developing their research skills and their ability to design and develop responses to contemporary ideas/issues, students will create photographic, video and multimedia bodies of work for presentation and display.

### Outcomes

Students will examine:

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

Students will learn:

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

### Assessment

Students will be assessed on two written assignments and two production exercises. They will complete production exercises to demonstrate their understanding of the skills and techniques of basic media production (filmmaking). Students will also present an assignment on at least one media production role (e.g. Director, Cinematographer).

### Outcomes

At the completion of this unit students will:

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

### Assessment

Students will be assessed on three areas of study:

- A progressive folio of developmental pieces and their personal reflections on their skill development.
- Analysis task – Reflecting on the work of a contemporary designer
- Finished textiles piece.



## Visual Communication and Design

### Description

Students will continue to develop their skills in graphic design for the purpose of producing a Visual Communications piece of work. They will develop their technical drawing skills and deepen their understanding of the way graphics equipment supports the visual design process. Students will develop and apply their skills in freehand, isometric and one and two point perspective drawings. They will work on designing and developing packaging for a product, making choices about visual elements based on an identified target audience. Students will explore the work of current Visual Communications designers, analysing their use of visual elements and developing an understanding of why advertisements and commercial products are packaged and advertised in certain ways.

### Outcomes

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

- Create a variety of artworks using a range of graphics skills, techniques and processes
- Explore and respond to a variety of graphic works, analysing the media, technique, meaning and function of the work.

### Assessment Tasks

Students will be assessed on three areas of study:

- A progressive folio of developmental pieces and their personal reflections on their skill development.
- Analysis task – Reflecting on the work of a contemporary Visual Communications designer
- Collection of at least two complete designs.

## Language – Italian (year long)

### Description

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

Topics include:

- North vs. South
- Italian Music
- Mafia
- Future Aspirations.

### Outcomes

The course provides students with the opportunity to practice the Italian language in everyday situations and equip them with the skills to communicate in modern Italian. Students will practice their listening, speaking, reading, and writing skills.

### Assessment Tasks

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

## Language – Arabic (year long)

In these Arabic units "All About Me, hobbies, sports, and personal interest: Exploring Personal Identity in Arabic," students engage in a variety of language skills, including listening, speaking, reading, viewing, and writing, as they study and consolidate various phonological, morphological, and grammatical rules. The curriculum is tailored to introduce students to the contemporary Arabic culture and language, with a focus on topics such as me and my family, hobbies, sports, and self-expression. Through this exploration, students delve into nuanced language structures while gaining a deeper understanding of Arabic culture, all contributing to their ability to communicate effectively in more involved contexts. Students not only refine their language structures but also broaden their vocabulary. Carefully curated engaging activities and interactive exercises are thoughtfully crafted to cultivate a rich and purposeful vocabulary bank. This glossary includes both everyday language and specialised terminology relevant to the thematic content. The voluntary focus on vocabulary development contributes significantly to enhancing students' linguistic competence, enabling them to communicate proficiently in nuanced contexts.

### Outcomes

Students will be able to:

- Conduct conversations and answer questions about personal interests.
- Write personal information about themselves and their families.
- Demonstrate comprehension through reading texts about celebrations in Arabic culture and responding to related questions.
- Create emails and invitation cards for various celebrations.
- Exhibit reading comprehension by answering questions on topics related to the environment and sustainability.
- Design informational posters and write persuasive texts about environmental and sustainability issues.
- Compose personal, informative, or imaginative pieces in Arabic, reflecting on selected subtopics and utilizing appropriate tenses, vocabulary, and stylistic features.

### Assessment

Writing, reading comprehension, create invitation cards, create informational poster.

## Year 10 Subject Information

Students choose six units each semester. All units are 8 periods per fortnight.

- Students must study English for the entire year.
- All students must study core Mathematics or Mathematical Pre-Methods in Semester 1 and one Mathematics elective in Semester 2 (Foundation, Core, or Pre-Methods).
- Students may study a VET subject. This is a year-long subject.
- All students must complete core Science, core Physical Education and one Humanities elective unit (either in Semester 1 or Semester 2).
- Students must choose a unit from either Art or Technology. This is compulsory.
- Languages are electives. They are year-long subjects.
- Students also have the option of choosing a Science, Humanities or PE elective.

Semester 1	Semester 2
English (all year with same teacher)	
Core Mathematics or Maths Pre-Methods	Maths Foundation, Core, or Pre-Methods
Humanities	Science
PE	Elective (Art/Technology)
Elective	Elective
Unit 1/2 VCE or VCE VET (all year with same teacher) or an Elective in Semester 1 and 2	

\*Language (Italian) is an elective.



# Year 10 Suggested Pathways

## English/EAL

Year 10	Year 11	Year 12
Exploring Justice and Equality	▶ English Units 1 and 2	▶ English Units 3 and 4
Exploring Freedom and Control	▶ English Units 1 and 2	▶ English Units 3 and 4
Advanced English (Semester 1 and 2)	▶ English Units 1 and 2 and Literature Units 1 and 2 <small>(Students studying VCE Literature 1 and 2 are recommended to complete VCE English 1 and 2 as well)</small>	▶ English Units 1 and 2 and Literature Units 1 and 2 <small>(Students studying VCE Literature are recommended to complete English 3 and 4 as well)</small>
Literature and Perspectives <small>This is a semester long elective that can be completed in addition to one of the above core English subjects</small>	▶ English Units 1 and 2 and Literature Units 1 and 2 <small>(Students studying VCE Literature 1 and 2 are recommended to complete VCE English 1 and 2 as well)</small>	▶ English Units 1 and 2 and Literature Units 1 and 2 <small>(Students studying VCE Literature are recommended to complete English 3 and 4 as well)</small>
English as an Additional Language (Semesters 1 and 2) <small>*EAL is subject to student meeting eligibility requirements.</small>	▶ English as an Additional Language Units 1 and 2	▶ English as an Additional Language Units 3 and 4
Bridging EAL (Units 1 and 2) <small>For eligible students as the core English subject</small>	▶ English as an Additional Language Units 1 and 2 and VM literacy	▶ English as an Additional Language Units 3 and 4 and VM Literacy



## Suggested Pathways – Commerce

Year 10		Year 11		Year 12
<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 Units 1 and 2</b>	▶	Business Management Units 1 and 2	▶	Business Management Units 3 and 4
			▶	VET Business Units 3 and 4
	▶	VET Business Units 3 and 4		

## Suggested Pathways – Humanities

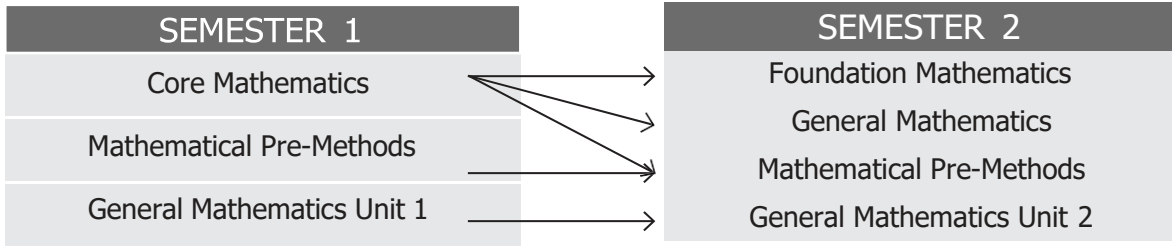


Year 10		Year 11		Year 12
Australian History	▶	History Units 1 and 2	▶	History of Revolutions Units 3 and 4
			▶	Australian History Units 3 and 4
History through Film	▶	History Units 1 and 2	▶	History of Revolutions Units 3 and 4
			▶	Australian History Units 3 and 4
Geography	▶	Geography Units 1 and 2 (subject to confirmation)	▶	Geography Units 3 and 4 (subject to confirmation)
Minding other people's businesses	▶	Business Management Units 1 and 2	▶	Business Management Units 3 and 4
Rights and Responsibilities	▶	Legal Studies Units 1 and 2	▶	Legal Studies Units 3 and 4

## Italian (Languages)

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

## Suggested Pathways — Mathematics



**Note:** Year 9 CEAP and other high performing student will complete Mathematical Pre-Methods as their Year 10 Mathematics course. These students may also choose to undertake VCE General Mathematics Units 1 and 2. This is a Year 11 subject and satisfactory completion will see these units included on their VASS records. Students transitioning from Semester 1 Core Mathematics to Semester 2 Pre-Methods will undertake some bridging units to help further develop their skills.

Year 9	Year 10 Semester 1	Year 10 Semester 2	Year 11	Year 12
	<b>VCE Unit 1 and 2 General</b> Minimum Requirements: <ul style="list-style-type: none"> <li>60% average from CEAP</li> <li>70% average from Year 9</li> </ul>		<b>VCE Unit 3 and 4 General</b> Minimum Requirements: <ul style="list-style-type: none"> <li>60% average from 1&amp;2 General</li> </ul>	
	<b>Pre-Methods</b> Minimum Requirements: <ul style="list-style-type: none"> <li>60% average from CEAP</li> <li>70% average from Year 9</li> </ul>	<b>Pre-Methods</b> Continues from Semester 1 Minimum Requirements: <ul style="list-style-type: none"> <li>80% average from CORE</li> </ul>	<b>VCE Unit 1 and 2 Specialist</b> Minimum Requirements: <ul style="list-style-type: none"> <li>60% average from Pre-Methods</li> </ul>	<b>VCE Unit 3 and 4 Specialist</b> Minimum Requirements: <ul style="list-style-type: none"> <li>60% average from 1&amp;2 Specialist</li> </ul>
Year 9			<b>VCE Unit 1 and 2 Methods</b> Minimum Requirements: <ul style="list-style-type: none"> <li>60% average from Pre-Methods</li> <li>70% average from Pre-General</li> </ul>	<b>VCE Unit 3 and 4 Methods</b> Minimum Requirements: <ul style="list-style-type: none"> <li>60% average from 1&amp;2 Methods</li> <li>70% average from 1&amp;2 General</li> </ul>
	Year 10 CORE	<b>Year 10 Pre-General Maths</b> Minimum Requirements: <ul style="list-style-type: none"> <li>70% average from 10 CORE</li> </ul>	<b>VCE Unit 1 and 2 General</b> Minimum Requirements: <ul style="list-style-type: none"> <li>60% average from Pre-General</li> <li>70% average from Pre-Foundation Maths</li> </ul>	<b>VCE Unit 3 and 4 General</b> Minimum Requirements: <ul style="list-style-type: none"> <li>60% average from 1&amp;2 General</li> <li>70% average from 1&amp;2 Foundation</li> </ul>
		<b>Year 10 Pre-Foundation Maths</b> Minimum Requirements: <ul style="list-style-type: none"> <li>50% average from 10 CORE</li> </ul>	<b>VCE Unit 1 and 2 Foundation</b> Minimum Requirements: <ul style="list-style-type: none"> <li>50% average from Pre-General</li> <li>60% average from Pre-Foundation</li> </ul>	<b>VCE Unit 3 and 4 Foundation</b> Minimum Requirements: <ul style="list-style-type: none"> <li>50% average from 1&amp;2 Foundation</li> </ul>
			<b>Year 11 Vocational</b>	<b>Year 12 Vocational</b>

Important points to note about course selection:

- Important points to note about course selection:
- Mathematics selection will be assisted with recommendations from the Mathematics Leader and your Mathematics teacher.
- Arrows show the suggested pathway from each selection
- Subject choices are limited by meeting the minimum requirements
- Specialist Mathematics can only be undertaken with Mathematics Methods, it is not a standalone subject.
- Percentages listed below are used to ensure students are prepared to succeed in the specific level of mathematics selected
- For any Mathematics Pre-requisites you may need for university courses, go to [VTAC.edu.au](http://VTAC.edu.au). Then select the course search button.

### Suggested Pathways — Performing Arts

Year 10	Year 11	Year 12
<b>Drama</b>	Theatre Studies Unit 1 and 2	Theatre Studies Units 3 and 4
<b>Music</b>	Music Performance Units 1 and 2	Music Performance Units 3 and 4
	VET Music (Tech. Production) Units 1 and 2	VET Music (Tech. Production) Units 3 and 4
<b>VET Music Industry 1 &amp; 2</b>	VET Music (Tech. Production) Units 3 and 4	
<b>VET Dance 1 &amp; 2</b>	VET Dance Units 3 and 4	

## Suggested Pathways – Health and Physical Education

Year 10		Year 11		Year 12
Physical Education 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
Personal Training	▶	Physical Education Units 1 and 2	▶	Physical Education Units 3 and 4
Health and Human Development	▶	Health and Human Development Units 1 and 2	▶	Health and Human Development Units 3 and 4
Outdoor and Environmental Studies	▶	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
VET Sport and Recreation Units 1 and 2	▶	VET Sport and Recreation Units 3 and 4		

## Suggested Pathways – Science

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

## Suggested Pathways – Technology (ICT & Hospitality)

Year 10		Year 11	Year 12
<b>Coding: Application of Programming</b>     <b>Food Studies</b>   <b>Systems Engineering</b>   <b>Textiles</b>	▶	Computing ICT Units 1 and 2	Computing ICT Units 3 and 4
	▶	VET Information Technology (Information, Digital Media and Technology) Units 1 and 2	VET Information Technology (Information, Digital Media and Technology) Units 3 and 4
	▶	Food Studies Units 1 and 2	Food Studies Units 3 and 4
	▶	Systems Engineering Units 1 and 2	Systems Engineering Units 3 and 4
	▶	Product Design and Technology Units 1 and 2	Product Design and Technology Units 3 and 4
VET Hospitality (Kitchen Operations) Units 1 and 2	▶	VET Hospitality (Kitchen Operations) Units 3 and 4	
VET Information Technology (Information, Digital Media and Technology) Units 1 and 2	▶	VET Information Technology (Information, Digital Media and Technology) Units 3 and 4	

## Suggested Pathways – Visual Arts

		Year 12
Art - 2D Art - 3D		Studio Art Units 3 and 4
Visual Communication and Design		Visual Communication and Design Units 3 and 4
Media Studies	▶	Media Studies Units 3 and 4

## Year 10 Core Subject Information

English – Students select one English elective or Advanced English (all year). Students may change between electives mid-year.

### 10 English – Elective 1: Exploring Justice and Equality

#### Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

English in Year 10 is divided into electives giving students' choice in the topics and ideas studied for the year.

In Exploring Justice and Equality, students engage with a variety of texts related to the issues of race, inclusivity, belonging, and morality versus ethics. They analyse, create and evaluate a wide range of persuasive texts, non-fiction texts, and fictional texts. Students develop critical understanding of ways texts are created to appeal to their target audiences and achieve a variety of purposes. Students develop analytical skills in exploring how texts comment on wider issues within society and creating their own texts to comment on wider issues within society.

#### Outcomes

This course prepares students to develop the skills and language to navigate forms of written and spoken texts explored in Senior English. Students create persuasive and analytical types of texts including performances, discussions, written language analysis, written text response and creative responses to stimulus material. By the end of this semester, students should be able to:

- Evaluate the reliability of resources
- Form interpretations based on an issue
- Justify their decision-making process
- Analyse persuasive language within different text types
- Develop presentation, listening and oration skills
- Explore authorial meaning including views and values of authors
- Identify, analyse and replicate the features of fictional texts
- Express ideas in a response to set texts
- Compare and Contrast ideas, forms, characters, language and imagery between texts
- Present ideas to others

#### Assessment

Assessment is based on responding to texts and creating texts, including written, oral and multi-modal tasks. Students will be reported on their achievement of the following tasks:

- A written language analysis
- Written persuasive texts
- An oral point of view with a written statement of intention
- A written textual response
- A written creative response with a statement of intention
- An exam per semester



## 10 English - Elective 2: Exploring Freedom and Control

### Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

English in Year 10 is divided into electives giving students' choice in the topics and ideas studied for the year.

In Exploring Freedom and Control, students engage with a variety of texts related to the issues of seeking asylum, social media and gaming usage, oppression, and escape. They analyse, create and evaluate a wide range of persuasive texts, non-fiction texts, and fictional texts. Students develop critical understanding of ways texts are created to appeal to their target audiences and achieve a variety of purposes. Students develop analytical skills in exploring how texts comment on wider issues within society and creating their own texts to comment on wider issues within society.

### Outcomes

- This course prepares students to develop the skills and language to navigate forms of written and spoken texts explored in Senior English. Students create persuasive and analytical types of texts including performances, discussions, written language analysis, written text response and creative responses to stimulus material. By the end of this semester, students should be able to:
  - Evaluate the reliability of resources
  - Form interpretations based on an issue
  - Justify their decision making process
  - Analyse persuasive language within different text types
  - Develop presentation, listening and oration skills
  - Explore authorial meaning including views and values of authors
  - Identify, analyse and replicate the features of fictional texts
  - Express ideas in a response to set texts
  - Compare and Contrast ideas, forms, characters, language and imagery between texts
  - Present ideas to others

### Assessment

Assessment is based on responding to texts and creating texts, including written, oral and multi-modal tasks. Students will be reported on their achievement of the following tasks:

- A written language analysis
- Written persuasive texts
- An oral point of view with a written statement of intention
- A written textual response
- A written creative response with a statement of intention
- An exam per semester

## 10 Advanced English - Semesters 1 and 2

### Description

The English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.

In Year 10 Advanced English, students are introduced to an advanced model of English including the study of Shakespeare. Undertaking this course prepares students for VCE English and/or VCE Literature. This course runs for an entire year.

### Outcomes

Students are invited to analyse, interpret, create and compare texts. Through their textual study, students should:

- Explore authorial meaning including views and values of authors
- Identify, analyse and replicate the features of fictional texts
- Express ideas in a response to set texts
- Compare and Contrast ideas, forms, characters, language and imagery between texts
- Present ideas to others
- Evaluate the reliability of resources
- Form interpretations based on an issue
- Justify their decision-making process
- Analyse persuasive language within different text types
- Develop presentation, listening and oration skills.

### Assessment

Assessment tasks include a variety of spoken and multi-modal task. Assessed activities include class discussions, presentations, close analysis, annotation of texts, reflections, and analytical essays and exams.

## English as an Additional Language (EAL)

### Description

Students view, read and analyse a variety of written, visual and multimodal texts. They respond to these texts analytically, creatively and comparatively to examine the ways in which authors construct meaning. Students also develop their speaking and listening skills by responding to spoken texts and composing a speech. This course is modelled on the VCE EAL Study Design and is designed to build the English language skills required for success in Years 11 and 12.

### Outcomes

Students are assessed against the EAL curriculum in the following areas:

- Reading
- Writing
- Speaking and listening

### Assessment

Assessment includes a variety of tasks including creative writing, analytical essays, oral presentations and listening activities. N.B. Eligibility criteria applies for enrolment in this class.

## Bridging English as an Additional Language

### Description

If you enjoy learning about: *Analytical and creative skills that will better equip you not only for VCE and VCE VM subjects but also for the workforce and beyond*

If you like: *learning English skills with a different perspective in order to participate effectively in Australian life.*

In this study you will develop skills in: *analysing and creating literature, everyday texts and media content; communicating effectively in social, academic and professional environments; and becoming an independent and active global citizen.*

Bridging English as an Additional Language is only on offer to Year 10 and Year 11 students. Career Pathways include: everything you can do with Units 1 and 2 English or EAL. After Bridging English, you may choose to:

- move on to either Units 1 and 2 in EAL or English (as part of a 3 year VCE)
- move on to Units 3 and 4 in EAL or English
- use this as credit for Literacy in the VCE Vocational Major or Pathways Certificate.
- Each successfully completed unit is worth one credit point.

## Units 1 and 2

### Areas of Study

Unit 1	English for everyday and academic purposes
Unit 2	English for self-expression

### Description

In Bridging English, you will learn how to read, understand and analyse information from a new perspective. You will learn essential skills for communicating in the workforce and real life, as well as developing your academic English skills for school and further education.

### Assessment

Assessment tasks may include; written essays, analytical essays, short answer tests, creative responses, role plays and form filling.

## Humanities

### Description

The theme of this course is the Modern World and Australia. There are two depth studies covered in detail. 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. The second is an investigation of the wartime experiences of Australians and the broader world 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.

### Outcomes

The course covers two areas of the Humanities Victorian F-10 Curriculum:

- History
- Civics and Citizenship

### Assessment

Assessment pieces may take the form of research assignments, diary entries, reports, and essays.

## Core Mathematics - Semester 1

### Description

Unless enrolled in the Year 10 Pre-Methods subject, students will engage in the Core Mathematics course which runs in Semester 1. Students undertaking the subject engage in a range of topics designed to develop, consolidate and extend their mathematical reasoning, thinking and application skills and their conceptual understandings. Real world problems and scenarios are used to consolidate learning and enhance problem solving skills. Some of units studied are Financial Maths, Algebra and Data Representation and Interpretation. Technology is integrated into the course and student learning is supported through the CAS calculator applications.

### 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 to carry out procedures and methods when 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 complex problems and situations.

### Assessment

The assessment in this subject will involve a selection of problem solving and open investigation tasks, tests and an end of semester exam.

### Additional Comments

After engaging in the Core Mathematics course in Semester 1, students will 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 and the Pathways Leader. A request for subject change can also be made after Semester 1 results.

## General Mathematics - Semester 2

### Description

Students will continue to consolidate their skills and knowledge from the Core Mathematics course. Through a study of topics such as Data, Trigonometry and Linear Relationships, students are challenged to apply their learnings to real world scenarios and problems. This course is designed to prepare students for Units 1 and 2 in 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 to carry out procedures and methods when 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 complex problems and situations.

### Assessment

The assessment in this subject will involve a selection of problem solving and open investigation tasks, tests and an end of semester exam.

## Mathematical Pre-Methods - Semesters 1 and 2

### Description

The Mathematical Pre-Methods course is the most challenging of the mathematics options at Year 10. This course is designed to appeal to those students who display high aptitude for mathematics or have been part of the CEAP program. It is also designed to prepare students for Units 1 and 2 of the Mathematical Methods and Specialist Mathematics courses. In this subject, students will be challenged to extend their mathematical skills and thinking through an exploration of topics such as Co-ordinate Geometry and advanced Statistics and Probability. Student learning is also supported through the use of technology in particular the CAS calculator.

### 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 to carry out procedures and methods when 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 complex problems and situations.

### Assessment

The assessment in this subject will involve a selection of problem solving and open investigation tasks, tests and an end of semester exam.

### 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 and the Pathways Leader. A request for a subject change can also be made after Semester 1 results. Students are also required to purchase a Ti-nSpire CAS calculator for this subject.

## Foundation Mathematics - Semester 2

### Description

Through an exploration of topics such as Percentage and Consumer Mathematics, students will learn key skills with real life applications. 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 to carry out procedures and methods when 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 complex problems and situations.

### Assessment

The assessment in this subject will involve a selection of problem solving and open investigation tasks, tests and an end of semester exam.

## Trade Mathematics - Semester 2

### Description

In today's increasingly competitive job market, it is essential for individuals to possess both literacy and numeracy skills in order to be successful in trade jobs. The aim of this subject is to give students an understanding of what literacy and numeracy skills are required for entry into trade courses and then sustain a successful career.

### 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 to carry out procedures and methods when 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 complex problems and situations.

### Assessment

The assessment in this subject will involve a selection of problem solving and open investigation tasks, tests and an end of semester exam.

## Physical Education

### Description

Physical 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 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 Acute Response to Exercise, where the main focus is on understanding the body's short-term physiological responses to exercise.

### 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 tasks

Written test, laboratory report, exam and practical skills assessment.

### Assessment

Note: Some activities may incur a small cost.



## Social and Emotional Learning (SEL)

### Description

Students undertake a personal investigation into their own personal strengths and learn how to apply these strengths within different contexts. Students learn emotional self-management and the ability to recognise the characteristics of respectful relationships in a range of contexts and explore personal values and how they may differ. Through collaborative and restorative circles students explore forms of conflict and reflect on the appropriateness of strategies to avoid or resolve conflict. By investigating personal, social and cultural factors students learn the importance of empathy and the acceptance of diversity for a cohesive community.

### Outcomes

Students will be able to:

- Reflect on the influence of emotions on behaviour, learning and relationships.
- Identify their emotions, linking feelings, values and thoughts.
- Demonstrate a growth mindset.
- Reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.
- Explain the impact of valuing diversity and promoting human rights in the community.
- Explore different values and beliefs of different groups in society, by examining prejudices and biases.
- Identify indicators of respectful relationships in a range of social and school-related situations.
- Reflect on their role to promote personal, family and community well-being.
- Explore forms of conflict and reflect on the appropriateness of strategies to avoid or resolve conflict.
- Participate in school and community events and activities that contribute to improving community issues.

### Assessment Tasks

Students will be assessed through individual and group assignments, class participation and workbook completion.

## General Science

### Description

In this unit, students will extend their knowledge of scientific concepts, practices and processes. The topics covered are drawn from the 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 procedures.

### 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.



## Year 10 Elective Subject Information

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### Arabic

#### Description

In the Arabic language units "Travel, Tech, Youth Issues, Health and Wellbeing: Navigating Language and Culture in Arabic," Year 10 students enhance their proficiency in listening, speaking, reading, viewing, and writing. The curriculum focuses on contemporary Arabic culture and language, with themes of travel, technology, youth issues, and health and wellbeing.

Students explore diverse travel experiences and the impact of technology on society, building relevant vocabulary and understanding. They also examine youth issues like education and social challenges, and health topics such as healthcare practices and mental health in Arabic cultures. Engaging activities and exercises help students communicate effectively in various contexts, deepening their understanding of the Arabic language and its cultural nuances.

#### Outcomes

Students will be able to:

- improved their listening, speaking, reading, viewing, and writing skills in Arabic.
- build a robust vocabulary related to travel, technology, youth issues, and health and wellbeing.
- describe contemporary Arabic culture and societal impacts of technology.
- explain healthcare practices and mental health issues in Arabic-speaking cultures.
- communicate effectively in various real-world contexts.

#### Assessment Tasks

- Reading comprehension and translating
- Speaking and listening
- Writing and presenting

## 10 Literature and Perspectives - Semester Elective

### Description

This subject is an elective taken in addition to a core English subject or Advanced English. In this course, students develop the ability to critically analyse texts. Students will develop their own perspective of texts and begin to analyse texts through different literary theories. Students will develop an understanding of themselves as readers and make connections between the texts and their own lives. The course is designed for students interested in the study literature as well as preparation for undertaking VCE Literature.

### Outcomes

Students are invited to analyse, interpret, create and compare texts. Through their textual study, students should:

- Explore authorial meaning including views and values of authors
- Identify, analyse and replicate the features of fictional texts
- Express ideas in a response to set texts
- Compare and Contrast ideas, forms, characters, language and imagery between texts
- Present ideas to others.

### Assessment

Assessment tasks include a variety of spoken and multi-modal task. Assessed activities include class discussions, presentations, close analysis, annotation of texts, reflections, and analytical essays and exams.

## History through Film

### Description

In History through Film, students will investigate two important historical events of the 1960s. Students will initially explore the topics of the Civil Rights Movement in the USA and Australia's involvement in the Vietnam War. Students will examine a variety of primary and secondary sources and documentaries. The learning activities students will undertake include document analysis in order to gain sufficient knowledge to study the film texts. Students will develop critical analysis skills in interpreting both visual and written resources and be able to evaluate the accuracy or reliability of texts. They will also understand the reasons behind the choices made by film makers in delivering a perspective on an event or person.

## Outcomes

The course complies with the Curriculum Standards and 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, and essays.

## Rights and Responsibilities

### Description

In this subject, the students will explore what the basis of Australia's political and legal systems and how we as citizens are governed and influence government. The course will also look at what rights and obligations we have as citizens. A comparison of the Australian system of law and government with that of one of Australia's Asian neighbours will form the major assessment. Students will then look at the issue of Human Rights at home and internationally. Students will gain a broad picture of how laws on an International Level can impact on citizens across the world resulting in improved Human Rights for global citizens.

## Outcomes

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

- History
- Civics and Citizenship.

## Assessment

Assessment pieces may take the form of research assignments, reports, and essays.

## Minding Other People's Businesses

### Description

In Minding Other People's Businesses, students will explore the nature of Human Resource Managements, firstly by exploring the changing workforce environment and how the changing nature of work is impacted by types of new businesses, products, and services. Students will investigate OH&S legislation, Salary Awards and Conditions, Policies and Procedures in regards to employment and dismissal and apply these principles to a hypothetical business of their choice which they "own" or manage. They will learn about marketing, financial management, taxation, Government regulations, and how businesses rely on a variety of specialised services.

Outcomes
<p>The course complies with the Curriculum Standards and covers one area of the Humanities Learning Area:</p> <ul style="list-style-type: none"> <li>Economics and Business</li> </ul>

Assessment
<p>Assessment pieces may take the form of research assignments, reports, and essays.</p>

Italian
Description
<p>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.</p> <p>Topics include:</p> <ul style="list-style-type: none"> <li>Italian Cinema and film study</li> <li>New and Traditional Families and the Environment</li> <li>Health and Fitness</li> <li>Home Sweet Home</li> </ul>

Outcomes
<p>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. Students will practise their listening, speaking, reading, and writing skills.</p>

Assessment
<p>Participation in daily oral activities, completion of listening, reading, written grammar and vocabulary exercises, end-of-semester exams, completion of cultural units, oral presentations, tests and maintaining a satisfactory workbook.</p>

General Mathematics Units 1 & 2 – Semester 1 and 2
Description
<p>In this Year 11 subject students 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 scenarios. General Mathematics Units 1 and 2 leads into Year 12 Further Mathematics. This subject is suitable for students considering a pathway in business, accounting and commerce, education, science, nursing, or architecture.</p>

## Areas of Study

- Linear Relations and Equations
- Graphs and Networks, Matrices
- Investigating and Comparing Data Distributions
- Investing 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 of the VCE General Mathematics course

## Additional Comments

General Mathematics Units 1 & 2 is offered to Year 9 CEAP students as an addition to undertaking Pre-Methods a yearlong elective at Year 10. Students are also required to purchase a Ti-nSpire CAS calculator for this subject.

## Drama

### Description

Students in Year 10 Drama will build on the performance and design skills introduced in Year 9. They will study production roles, focussing on the director, and how they design for theatre. Students will participate in an ensemble performance, where each student will both perform in a play and take on a designing role as part of a stagecraft team, producing a design folio at the end of the unit. The focus then moves onto Comedy, and the many variations of comedy seen in theatre styles. Students will explore slapstick and physical comedy, parody and Commedia Dell'Arte before putting these skills into practice in a comedic performance. Building on their stagecraft and design skills, students will have an opportunity to create a second design portfolio in another area for the comedy performance. Students in this subject will also have the opportunity to watch live performances at a theatre, or with touring groups visiting the College.

### Outcomes

Students will be able to:

- Develop and extend their expressive skills including facial expression, voice, gesture and movement
- Interpret an existing script and develop a directorial concept for a performance
- Identify stagecraft areas and develop their skills in designing and implementing their own vision
- Perform as part of an ensemble in two short plays
- Work together as a group to achieve the intended outcome
- Explore, analyse and evaluate various comedy performance and TV shows
- Develop their slapstick skills including comedic stage fighting

### Additional Comments

- Ensemble Performance & Evaluation
- Stagecraft & Design Portfolio x 2
- Comedy Performance & Evaluation

## Music Performance

### Description

As part of Year 10 Music Performance, students will continue to build on their performance, listening and writing skills developed in Year 9. Through guided practical classes, students will develop their technical skills on their chosen instrument, and present a solo performance piece. Students will explore the concept of performance anxiety, and look at the impacts of mental health on music performance, by watching and analysing live and pre-recorded performances from a variety of artists. This knowledge will then be applied to their own performances, both in the classroom and at concert opportunities. Students will then develop their skills as song writers, and build their own song writing portfolio incorporating a range of genres and styles. Group performance skills are then refined as students perform their original songs as an ensemble.

### Outcomes

- Students will be able to:
- Practise, rehearse and perform on their chosen instrument as a solo performer, and as part of a band
  - Apply mindful performance techniques to their own performances
  - Develop their understanding of the impact of music on mental health
  - Extend their performance skills through a variety of repertoire
  - Create their own original songs through a composition portfolio
  - Realise an original composition as part of a band

### Assessment

- |                              |                          |
|------------------------------|--------------------------|
| • Performance Anxiety Report | • Song Writing Portfolio |
| • Solo Performance           | • Group Performance      |

### Additional Comments

Students who elect to study Year 10 Music Performance are highly encouraged to undertake instrumental music lessons to support the practical components of this class.

## Health and Human Development

### Description

Health and Human Development introduces the concept of optimal Health and Well-being, including physical, social, mental, emotional and spiritual dimensions. Students will examine health on a global scale and determine the prerequisites for health such as education, income and equity. Students will measure the health status of individuals using a series of indicators to assess quality of life and life expectancy. Sustainable Development goals will be reviewed which involves exploring human development and looking at the advantages and limitations surrounding achievable health.

### Outcomes

Students will develop knowledge and skills to identify dimensions of health and development, and the factors influencing the health of the Australian and global populations. Students will also develop skills to interpret data in relation to the impacts on health status and analyse factors that influence health status as a continuum.

### Assessment

Assessment includes completion of topic booklets, mini tests, research tasks and 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 an understanding of the equipment required and used in a range of environment.

### 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.

## 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 in the Sport and Recreation industry. Students will develop an understanding of exercise technique, training principles, training methods, exercise prescription and how to improve specific fitness components. They will also develop their knowledge of relevant anatomy and physiology. Personal Training includes both theoretical and practical assessments.

### Outcomes

Students will reflect on their participation in a variety of practical fitness activities, whilst being introduced to a range of exercises and training methods that can be used both within and outside of the gym environment. Students will focus on resistance training as they develop the ability to demonstrate appropriate technique, correct common errors and perform proper spotting procedures. They will also develop the ability to analyse and critique existing training programs, as well as the ability to create their own training programs.

### Assessment

Assessment includes active participation in practical classes and the completion of all theoretical activities and assignments, including the end of Semester exam.

### Additional Comments

This elective may incur a small cost. Excursions would involve visits to local fitness facilities.



Physical Science
<b>Description</b>
<p>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.</p> <p>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.</p>
<b>Outcomes</b>
Students should satisfy the requirements of the Curriculum Standards.
<b>Assessment</b>
Assessment will include tasks such as written tests, investigative reports and an examination.
Biology
<b>Description</b>
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.
<b>Outcomes</b>
Students should satisfy the requirements of the Curriculum Standards.
<b>Assessment</b>
Assessment will include tasks such as written tests, investigative reports, practical reports and an examination.
Psychology
<b>Description</b>
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.
<b>Outcomes</b>
Students should satisfy the requirements of the Curriculum Standards.
<b>Assessment</b>
Assessment will include tasks such as class activities, empirical research activities (ERAs), posters, presentations, essays and an examination.

## Coding: Application of Programming

### Description

This course builds on students' coding and programming experience. Students learn how to code by working with Creative and problem-based projects that focus around the use of Object oriented programming language. Students develop programs by applying selected algorithms and data structures.

### Outcomes

- Identify code that relates to component control and structure
- Create their own code to address a given problem
- Evaluate their solution

### Assessment

The assessment tasks will include different projects and coding activities. Students will design, create and evaluate their solutions.

## Food Studies

### Description

Students will examine and apply safe and hygienic work practices when handling food. By exploring the characteristics and properties of key food groups, students will have an understanding of the physical and chemical changes that take place during preparation and cooking. Students develop a broader understanding of the Design Process and the implementation of the each of the steps involved in producing their own product. Students explore various cultural dishes and their impact upon our food choices in Australia today. Students will investigate and research the impact of food miles on the environment and food choices. Due to resource requirements, strict class size numbers are adhered to.

### Outcomes

- Identify safety and hygiene practices.
- Describe the physical and chemical changes that take place during food preparation and cooking.
- Implement the principles of the design process.
- Examine the impact of various cultural foods on Modern Australia.
- Examine the impact of food miles on the environment food choices.

### Assessment

- Food Science Assessment Task
- Design Brief Assessment Task

Technology - Materials
<b>Description</b>
This program introduces the student to the technological process. It consists of design, research, material testing, fabrication, safety procedures and skill acquisition using different materials.
<b>Outcomes</b>
Students will demonstrate their ability to investigate, design, construct and evaluate a product.
<b>Assessment</b>
Students design, develop and construct a product and undertake a research task.

Systems Engineering
<b>Description</b>
Students apply the enquiry 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.
<b>Outcomes</b>
Students will gain skills in the areas of: <ul style="list-style-type: none"> <li>• Application of every stage of the Enquiry Model</li> <li>• Application of Engineering principles and 3D modelling</li> <li>• Integration of different systems</li> <li>• Create electrical systems with increasing levels of complexity, involving microprocessors.</li> </ul>
<b>Assessment</b>
Term 3 - PBL problems: Ideation and Construction Term 4 - PBL problem: Evaluation and final project

## 2D Art

### Description

This course strengthens and extends students practical and theoretical skills as they relate to 2D art. Students will explore, develop and apply a range of techniques and styles in drawing, painting and printmaking. Students will broaden their experience by experimenting with a wide range of materials. They will deepen their knowledge of art history, developing their analytical skills and use of art terminology. They will analyse and compare different artist's styles and techniques across various cultural contexts. Through art appropriation, students own work will be directly informed by the works of artists studied within the theoretical lessons, leading to the production of a series of works that reflect the inspiration students gain from learning about the works of others.

### Outcomes

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

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

### Assessment

Students will be assessed on four aspects of their work:

- A folio of research, design and development
- A written reflection on the work of another artists
- A variety of finished artworks that demonstrate developed skills and techniques
- 2D Art Exam.

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## 3D Art

### Description

Students will extend their skills in ceramic design with a focus on 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 the art and ceramics of different cultures and eras. They will also explore a focus on environmental sculpture, developing pieces of work that reflect their ideas relating to sustainability.

### 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 ceramic works from selected artists, analysing the form, technique, function and aesthetics of their work
- Use appropriate art language in discussion of their own and others work.

### Assessment

Students will be assessed on four aspects of their work:

- A folio of research, design and development
- A written reflection on the work of another artists
- A variety of four or five ceramic and/or sculptural pieces
- 3D Art Exam.

## Media Studies

### Description

In this unit students develop the essential skills for understanding and creating various media products. Through studying the work of other Media artists, students develop an understanding of techniques used in planning and production. They explore and practice skills for engaging with a variety of media forms before applying them to the design and development of their own works. Students study issues in the Media industry, developing a critical understanding of how these issues influence the use of media in differing contexts. Working with scripts, storyboards and planning models, students move through the production process, explaining the role of media in societies and gaining an understanding of the range of occupations and skills within the 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 works from selected artists, analysing the techniques, functions and aesthetics of the works
- Use appropriate art language in the discussion of their own and others work

### Assessment

Students will be assessed on four aspects of their work:

- A folio of research, design and development
- A written reflection on the work of another artists
- A variety of finished media works that demonstrate developed skills and techniques
- Media Exam

## Visual Communication and Design

### Description

Students develop their graphic design skills in this unit through the lens of VCE preparation. Students explore a range of freehand and instrumental drawing techniques for application in the production of Visual Communications pieces of work. They will continue to broaden and consolidate their understanding of the way graphics equipment supports the visual design process. Students will explore the work of current Visual Communications designers, analysing their use of visual elements and developing an understanding of why advertisements and commercial products are packaged and advertised in certain ways. The design process will be explored as student practices begin to reflect the processes of Visual Communications designers and student works at a more complex level.

### 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 and observational drawings and understand and appropriate different systems f drawings. Students will be able to write a design brief and discuss the use of the elements and principles of design.

### Assessment

Students will be assessed on four aspects of their work:

- A folio of research, design and development
- A written reflection on the work of another artists
- A variety of finished artworks that demonstrate developed skills and techniques
- Visual Communications and Design Exam

## 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 an 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 two-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 that 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. 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 are:

- Some career training is started in Year 10, which can help students to gain motivation and some focus for the future.
- Some programs 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 and relevant experiences.
- Students who continue with the program for a second year have the opportunity to gain an increased VCE score.
- Students who wish to complete the VCE Vocational Major Certificate or Victorian Pathways Certificate in year 11 can use a VCE VET as part of their requirements for this pathway.

Our school will be offering six VCE VET in Schools programs at Year 10 level within the elective program. These are:

- VCE Vet in Schools – Business
- VCE Vet in Schools – Hospitality (Kitchen Operations)
- VCE Vet in Schools – Information Technology (Information, Digital Media and Technology)
- VCE Vet in Schools – Music Industry
- VCE Vet in Schools – Sport and Recreation
- VCE Vet in Schools – Dance

### VCE VET in Schools - Business

This is a two-year program which is usually studied throughout VCE, but it 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.

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 - Hospitality (Kitchen Operations)

This is a two-year program which is usually studied throughout VCE, but it 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 nine 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 five 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 two-year program which is studied from Year 10, but it 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, which 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

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 - Music Industry

VET Music is a pathway to the music industry where students will complete a Certificate II in Technical Production through Collarts Music College. Students will learn how to combine technical production skills with creative skills by performing and recording with the software Ableton Live to further develop their production abilities. By using MIDI controller instruments such as the Novation Launchpad to create beats and perform live with the computer program, students will demonstrate how Electronic and Hip Hop music is performed live.

With support of the teacher and Collarts resources, students will be able to:

- Identify different roles and responsibilities within the music industry such as Music Producer, Live Sound Engineers and Record Label representatives.
- Apply problem solving strategies to live music scenarios with support of the course work.
- Use Ableton Live software to record and produce technical music productions.
- Use Ableton Live software to perform their own compositions.

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 - Dance

VCE VET Dance provides participants with the opportunity to dive deeper into their creative side. As an Arts subject, VCE VET Dance gives students a creative outlet that allows students a more explorative method of work. Completing coursework within this subject will give a deeper understanding of how the body moves both with and without the accompaniment of music. Students interested in a career in performing arts will gain skills and competencies that will enhance and develop the necessary industry and professional knowledge and skill.

By completing the Certificate II and III in Dance (CUA20113 & CUA30113) students will complete a total of 12 units of competency over two years, majoring in two elective dance styles.

Elective units being studied at Craigieburn Secondary College are:

- Jazz
- Street Dance
- Contemporary
- Cultural

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, which can fast track further Dance education in higher education.

## 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 personal work priorities and development
- Use business technology
- Conduct non-instructional sport, fitness or recreational sessions
- Provide equipment for activities
- Maintain equipment for activities
- Participate in workplace health and safety
- Provide first aid
- Respond to emergency situations
- Provide quality service
- Use social media tools for collaboration and engagement

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 and 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.



## Notes

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