Baimbridge College

2016 Year 9 & 10 Information Booklet

Your comprehensive guide to Years 9 & 10 at Baimbridge College
Course Selection Process and Time Frame

Course Information Evenings will run in Term 3. Information booklets will be available on this night. Students will fill in an initial subject choice sheet that will give an indication of student interest in subjects.

THE INFORMATION IN THIS BOOKLET SHOULD BE STUDIED CAREFULLY BEFORE COURSE SELECTION IS MADE. PLEASE BE AWARE THAT THIS IS ONLY AN INDICATION OF SUBJECT CHOICE – THERE IS NO GUARANTEE THESE SUBJECTS WILL ALL BE AVAILABLE IN THE FINAL BLOCKING. THIS INITIAL CHOICE IS ONLY A GUIDE AS TO THE INTEREST IN EACH SUBJECT.

From this information a blocking grid will be developed and students will select their subjects from this grid. A course selection interview will be allocated to each student and their parent/guardian to go over this selection. Students intending to select a Certificate Course will also be interviewed by HDSC staff. Please be aware that students may not get all the subjects that they initially select.
Table of Contents

CHOOSING BAIMBRIDGE COLLEGE ................................................................. 1
SCHOOL ORGANISATION ............................................................................. 2
  SCHOOL YEAR 2016 - TERM DATES ................................................... 2
  SCHOOL HOURS ..................................................................................... 2
SPECIAL FEATURES OF THE COLLEGE ..................................................... 3
  COMPASS STUDENT MANAGEMENT SYSTEM ....................................... 3
  EXTENSION PROGRAM ......................................................................... 3
  HOME ECONOMICS CENTRE ............................................................... 3
  LIBRARY ................................................................................................ 3
  MYDEVICE ............................................................................................ 3
  MUSIC .................................................................................................. 4
  SPORT ................................................................................................... 4
  SRC ....................................................................................................... 4
  TECHNOLOGY WING ............................................................................ 4
  DISCIPLINE ......................................................................................... 5
GENERAL INFORMATION ........................................................................... 5
  ASSEMBLELS ...................................................................................... 5
  ASSESSMENT (Including Reports) ....................................................... 5
    Assessment ....................................................................................... 5
    Reports ............................................................................................ 6
BICYCLE ENCLOSURE ................................................................................ 6
BOOKSTORE ............................................................................................. 6
BUSES ...................................................................................................... 6
CANTEEN ................................................................................................. 6
CAREERS ................................................................................................ 7
DIARY ....................................................................................................... 7
FEES ......................................................................................................... 7
LEAVING THE SCHOOL GROUNDS ....................................................... 7
LOCKERS ................................................................................................. 7
LOST PROPERTY ..................................................................................... 7
MOBILE PHONES ................................................................................... 8
NEWSLETTER ......................................................................................... 8
SCHOOL OFFICE .................................................................................... 8
FIRST AID ............................................................................................... 8
STUDENT BULLETIN .............................................................................. 8
UNIFORM ................................................................................................. 8
OUR EXPECTATIONS - GUIDELINES ...................................................... 10
DIGITAL RESPONSIBILITIES AND SAFETY ........................................... 12
  Use Agreement for, internet and digital technologies .......................... 12
  Part A - School support for the safe and responsible use of digital technologies .. 12
### General Information for Year 9/10 Course Selection

- Part B - Student Agreement ................................................................. 13
- When I use digital technology I agree to: ........................................... 13
- When I use my digital camera or other mobile device, as directed by a teacher, I agree to: ................................................................. 13

#### The Curriculum

- Describing the Tailored Curriculum .................................................. 14
- Advantages of the Tailored Curriculum .............................................. 14
- Subjects that the Students study ......................................................... 14
- Years 9/10 compulsory Learning Area period allotments .................... 14
- Selecting Subjects .................................................................................. 15
- Course Selection Process and Time Frame ........................................... 15
- Fast Tracking of Subjects for VCE In Year 10 ....................................... 15
- Year 10 Work Experience .................................................................... 16
- Year 9 Camp – Melbourne Experience .................................................. 16
- STUDENT LEADERSHIP SCHOOL ....................................................... 17

#### English

- English .................................................................................................... 19
- CORE English ......................................................................................... 19
- English with a Flair Elective .................................................................. 20
- English Support Elective ....................................................................... 20
- Cinema Studies Elective ........................................................................ 20

#### Mathematics

- Foundation Mathematics CORE ............................................................ 22
- Regular Mathematics CORE ................................................................. 22
- Advanced Mathematics CORE .............................................................. 22
- Regular Mathematics CORE ................................................................. 23
- Advanced Mathematics CORE .............................................................. 23

#### Science

- Forensic Science Elective Elective ......................................................... 25

#### Humanities

- Careers Yr 10 CORE ................................................................................ 29
- Work Experience Yr 10 CORE .............................................................. 31
- Career Education Week- Year 9 CORE .................................................. 31

#### Health and Physical Education

- Physical Education Yr 9 CORE .............................................................. 32
- Human Development Yr 9 CORE ......................................................... 32
- Outdoor Education 1 – Water Based Elective ........................................ 33
Outdoor Education 2 - Land Based Elective .............................................. 33
First Aid Elective .................................................................................. 33
Sport Education Elective ....................................................................... 34
PE Elective ............................................................................................ 34
The Arts ................................................................................................. 37
Art 1 Elective ......................................................................................... 37
Art 2 Elective ......................................................................................... 37
Music Composition Elective ................................................................. 38
Drama 1 - Production Elective ................................................................. 38
Drama 2 - Acting Method Elective ........................................................... 38
Design, Creativity and Technology .......................................................... 42
Information Technology Elective ............................................................. 42
Design Technology Wood Elective .......................................................... 42
Design Technology- Metal Fabrication Elective ........................................ 43
Design Technology- Basic Automotive Elective ....................................... 43
Foods 1 - Basic preparations & techniques Elective .................................. 45
Foods 2 – Presentation & Styling Elective ................................................ 45
Certificate II Programs ........................................................................... 47
Certificate II Automotive ....................................................................... 47
Certificate II Building & Construction .................................................... 48
Certificate II Kitchen Operations ............................................................. 50
Certificate II in Hairdressing ................................................................. 52
Certificate II in Applied Language (Italian) ............................................. 56
Certificate III in Applied Language (Italian) ............................................. 57
VCAL at Baimbridge (Year 11 and 12) .................................................... 59
Fast Tracking – VCE PSYCHOLOGY Units 1 & 2 ................................. 60
CHOOSING BAIMBRIDGE COLLEGE

For most parents the choice of schooling for a son or daughter is a decision that is only arrived at after a great deal of reflection and consideration. This is as it should be: the transition is a significant milestone in a child’s life that will affect not only the student’s immediate happiness but also his or her long term future. A decision with such important and far reaching ramifications should not be made hastily and certainly not without carefully considering all of the alternatives.

Obviously the curriculum at the school is important. Baimbridge College offers an extensive variety of subjects and, with the facilities and resources at hand, we can give your child enhanced educational opportunities. The staff of the College is fully qualified and committed to assisting our students to fulfil their potential.

The welfare of our students is of paramount importance. Students will be supported by the maintenance of a harmonious and safe learning environment. School rules will be firmly and consistently enforced to ensure that all students feel secure and safe. The Year Level Coordinators and our Student Wellbeing Coordinator are always available to discuss any issues of concern that students may have.

At this school no student will be permitted to adversely affect the learning opportunities of others. Parents can feel confident that their child will have every educational opportunity.

We can be most effective in our task of educating your child if we have your support. Two ways in which parents can demonstrate their support is by ensuring their son or daughter adheres to the College’s uniform policy and by signing the student’s diary each week. These things are important as the uniform not only gives the student a sense of belonging within the school community; it also puts all students on a ‘level playing field’. The communication between yourself and the school is usually performed via our online student management system, Compass and the student diary.

Parents who have any concerns about something at school are to contact myself, Miss Morgan, Mr Hill, the Year Level Coordinator or the Student Wellbeing Coordinator to discuss the issue.

Parents are actively encouraged to be a part of the school community. This can be achieved by joining the School Council, attending sports carnivals and productions or volunteering in the canteen.

Any further information that you may require should be found on our website: www.baimbridge-co.vic.edu.au.

In conclusion, let me stress that Baimbridge College welcomes any input from parents whether it be in person, by phone, via the student diary or through Compass.

Robert Vecchiet
Principal
SCHOOL ORGANISATION

Junior School, 5, 6, 7, 8 and 10 are based on the West Campus, with Years 9, 11 and 12 on the East Campus.

SCHOOL YEAR 2016 - TERM DATES

Staff Resume: Wednesday 27 January 2016

Term 1: Thursday 29 January – Thursday 24 March

Term 2: Monday 11 April – Friday 24 June

Term 3: Monday 11 July – Friday 16 September

Term 4: Monday 3 October – Thursday 19 December (students)

SCHOOL HOURS

Our school day is divided into six periods, as follows:

Form Assembly: 9.00 am – 9.10 am

Period 1 9.15 am – 10.03 am

Period 2 10.03 am – 10.51 am

Recess 10.51 am – 11.16 am

Period 3 11.21 am – 12.09 pm

Period 4 12.09 pm – 12.57 pm

Lunch 12.57 pm – 1.47 pm

Period 5 1.52 pm – 2.40 pm

Period 6 2.40 pm – 3.28 pm
SPECIAL FEATURES OF THE COLLEGE

COMPASS STUDENT MANAGEMENT SYSTEM

Our student management system “Compass” gives you access to the school like never before. By logging on with their own username and password parents can monitor children and communicate with teachers via email. Some features of Compass are:

- See whether your child is in class with real time roll marking.
- Approve past and enter prior absences.
- Receive an SMS reminder if your child has not attended Form Assembly or Period 1.
- Email your child’s teachers and school staff.
- Book Parent Teacher Interviews.
- View your child’s Individual Education Plan (IEP).
- Follow Careers mapping and goals.
- Gain an insight into how your child is going in various classes via the Chronicle function, where staff can report about each individual child.
- Print event (excursion / camp / sporting event) permission forms.

EXTENSION PROGRAM

Students have the opportunity to participate in a wide range of extension activities, including Australian Schools English, Mathematics, Science, Computer and Language Competitions, literacy and spelling competitions.

Public speaking is actively fostered through our College’s involvement in the Lions Club Youth of the Year, the VCAA Plain English Speaking Award, the Legacy Junior Public Speaking Award, and the Regional Secondary Schools Drama Festival.

Year 9 students who show a particular aptitude for Science and who demonstrate an enthusiastic and responsible attitude are eligible for nomination to attend a university based Siemens Science School and National Youth Science Forum by Rotary.

HOME ECONOMICS CENTRE

A purpose-built complex houses Home Economics and offers opportunities for studies in Food Technology, Catering and Personal Development. There are three kitchens, a dining room and a variety of rooms which enable full participation of students. These studies lead to important vocational opportunities in hospitality and tourism and nursing.

LIBRARY

The library is a spacious, well-equipped area that students and staff are able to access throughout the day, using the classroom, silent reading area or the audio-visual room. The library has excellent computer resources for class or individual use and students are able to access appropriate websites through the Library. There is a very extensive fiction and non-fiction collection catering for a wide range of reading abilities and interests. As well as periodicals (including daily newspapers), the library also provides a range of DVDs, and audiotapecs. Students receive library lessons instructing them in library use and research techniques, promoting an enjoyment of reading through encouragement of their own reading, as well as enabling involvement in activities such as the Premier’s Reading Challenge and the Children’s Book Council Book Awards.

MYDEVICE

Baimbridge College MYDevice program will see all students in Years 7 – 10 using portable devices – to enable ‘anywhere, anytime’ learning. This program provides 24/7 access* to E Learning, including the JACPlus bundle
which saves both money on books and reduces weight carried by students on a daily basis. Families purchase a device outright (all students must have the same model & case as per their year level but can purchase independently or through an arrangement with a local supplier).

For students to use a Netbook, student and parental / carers attendance at an information session is compulsory.

*Subject to adherence to Acceptable User Agreement.

**MUSIC**

Music is a vital part of the school’s curriculum and there is a thriving instrumental program. All instrumental students and voice students play and sing in one or more of the various ensembles. Students learning instruments outside the school are also welcome to join these groups. The Senior Band, Concert Band, Jazz Band, Stage Band, Choir and Senior String Ensemble rehearse weekly and perform at school functions, community events and external competitions. Each year there is a Music Night where all the ensembles perform for parents and friends.

**SPORT**

Students have the opportunity to participate in a variety of sporting events and activities.

Inter house sporting carnivals are conducted for swimming, athletics and cross country. The school is an active member of the Glenelg District Sports Association (GDSA) in which sporting competition against other Hamilton and district schools is held in swimming, athletics, cross country, golf, tennis, and triathlon and clay target shooting.

The school also is affiliated with the Schools Sports Victoria and students can compete in Zone sports (swimming, athletics, cross country and individual and team sports) eventually leading on to state finals if successful.

As well the school participates in district, regional and state sporting competitions in a variety of sports. The school is well facilitated with tennis, basketball, netball courts, gymnasium and synthetic turf area. Parents and friends are invited to attend all sporting events, with opportunities to be involved in many of the sporting days.

**SRC**

The Student Representative Council (SRC) is made up of two students from each year level from years 5 to 12. Under the guidance of Ms Morgan & Mr Hill, the group meets once a month to discuss student concerns, to organise fundraising activities and to make recommendations about initiatives they like to see introduced to the school. For example, the SRC has successfully prepared a submission to School Council for the introduction of blazers as an optional uniform item for years 9 - 12.

Two SRC representatives attend each School Council meeting and discuss issues that have been brought up and to offer a student’s perspective on the matters being discussed.

SRC also takes a leading role in representing the school at some of our larger assemblies and community functions such as Anzac Day ceremonies.

**TECHNOLOGY WING**

Baimbridge College is fortunate to have a well-established technology wing housing specialist facilities for the teaching of Sheet materials, Welding, Automotive Studies and Woodwork. Qualified staff with industrial experience work in this area. In addition, students are able to access the Hamilton District Skills Centre and make use of the excellent facilities available. Students have a wide choice among the following broad areas: engine reconditioning, preventive maintenance (Automotive Studies), design, fabrication and evaluation (Sheet materials, Textiles and Wood), techniques of welding including Oxy-Acetylene, MIG and arc welding (Welding).
DISCIPLINE

At Baimbridge College we aim to produce and maintain a positive, harmonious and cooperative learning environment where the full potential of each student is achieved. We have in place, a simple but comprehensive set of rules and consequences:

1. Every student has the right to learn.
2. Respect should be shown for the rights and property of others.
3. Consideration and respect should be shown to every member of the College community.
4. Each member of the College has a right to feel safe.
5. All students have a responsibility to make the most of their educational opportunities.

A clearly defined set of consequences is set out for infringements, including warnings in the classroom, extra work after school, daily reporting, damage redress and parent interviews. Counselling through the Level Coordinators forms the basis for discussions with students.

Staff also provide many opportunities for positive feedback, including; diary entries, Compass Chronicle entries, verbal praise, certificates and public acknowledgment of student achievements.

It is a system that provides clearly defined boundaries for students and promotes a harmonious atmosphere.

The College has a prescribed uniform. The College policy is that the prescribed uniform is compulsory for all students.

GENERAL INFORMATION

ASSEMBLIES

Assemblies are held regularly throughout the school year in various formats. We hold special assemblies for School Captains, House Captains and Form Captains Investiture and Anzac Day. Level, Whole School, Junior/Senior and House assemblies are held throughout the year. Often these assemblies have a theme and are venues for acknowledging student achievement. Musical pieces from the various bands and choirs operating from the music centre are usually included.

Middle School holds regular assemblies to celebrate student achievement.

ASSESSMENT (Including Reports)

Assessment

Following changes to Reporting and Assessment introduced by the State Government Department of Education and Training in 2013, student’s reports for Years F – 10 include information about each student’s progress against the AusVELS, which is based around the Australian Curriculum.

The Standards outline what is important for students to learn and develop during their time at school. The standards become progressively more challenging as they develop through to the end of Year 10.

AusVELS is based on three interconnected areas of learning called strands. The three strands are as follows:

1. **Discipline-based Learning**: Students learn the knowledge, skills and behaviours in the Arts, English, Humanities, Mathematics, Science and other languages.
2. **Physical, Personal and Social Learning**: Students learn about themselves and their place in society. They learn how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning, and learn about their rights and responsibilities as global citizens.
3. **Interdisciplinary Learning**: Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate and present their work. Students learn about creativity, design principles and processes.

When a student has consistently achieved at a level well below the standard expected in a given study, a student may be:

- Required to repeat that study
- Required to sit a supplementary exam
- Counselled by the Year Level Coordinator about whether to pursue that particular study.
Further information on Learning Area assessments is available from the appropriate faculty or subject department. Assessment is based on a variety of forms including classwork, homework, assignments, tests, on Demand Testing and exams. All set class work will have due dates for completion. These dates should be written in the diary. If work is not submitted by the required date (without satisfactory explanation and notice) penalties will be incurred. All subject teachers are continually assessing individual work requirements and should communicate through the student’s diary.

Reports

Baimbridge College provides progress reports for students at the end of each term. The report is reviewed by form teachers, level coordinator, principal or assistant principal.

At the end of term I and term III a brief interim report is created that informs parents and students of the progress they are making at that stage of the year. The term one interim report is accompanied by parent teacher day/evenings where parents can discuss their children’s progress with teachers.

At the end of term II and term IV a more comprehensive end of semester report is created that informs parents of student progress relative to their age and expected achievement levels. The end of semester reports, while providing information about students achievement levels, are also seen as an indication of whether a student has ‘passed’ a particular subject. Student progress is measured against National Standards called AusVELS that designate skill levels in each learning area for students of a particular age. At the end of term IV in particular, these reports will be used to make recommendations to parents about whether a student should be progressing to the next year level.

These reports are distributed to students at the end of each term so that they can be taken home to parents. They provide information to the student and the parent. Reports that are not collected at the end of term are kept in our office on the East Campus for later collection. I urge parents to ensure reports are collected at the end of each term so that they are aware of their child’s progress. It is disappointing if reports are left uncollected.

On some occasions reports will be withheld while outstanding issues are resolved, examples in the past have included library books that have not been returned by students. Ample warning is always given and the withholding of a report is always a last resort.

BICYCLE ENCLOSURE

The bike enclosure is located on the east campus at the southern end of the staff car park. All students are required to leave their bikes in the fenced compound as it is locked during the day.

Students are reminded that helmets must be worn while riding their bicycle. It is also advised that students do not bring expensive accessories to school since the school will do its best to provide secure surroundings but cannot accept responsibility for loss or damage.

BOOKSTORE

Stationery requirements can be ordered through our elected supplier – Slade’s Newsagency, Gray Street, Hamilton. The bookstore here at school holds small reserves of everyday items (exercise books, pens, pencils) for students to purchase if they run out during the year. We also hold a small supply of diaries although these too may be ordered with text/stationery.

BUSES

Enquiries about buses should be directed to the Bus Coordinator. Students other than regular bus travellers can obtain a temporary bus pass if a written note from home is produced outlining date of travel, name of student and bus on which travel is required.

CANTEEN

There is a canteen on the West Campus staffed by a manageress and volunteer helpers. The canteen is open at morning recess and lunchtimes. Students can buy lunches, drinks and fruit, at very reasonable prices. We
appreciate the efforts that volunteers make when they assist in the canteen. If interested in helping please contact the school.

**CAREERS**

The school has a Careers teacher and Careers Centre set aside in the Administration Block on the East Campus with a wide range of career information. The room is open at lunchtimes and class times so students can browse through information or talk to the Careers teacher. Student and parent appointments can also be made for individual interviews with the Careers teacher.

**DIARY**

All students are required to have a Baimbridge College diary. The diary contains a great deal of school information and allows students to record important dates, homework and assignment details. The diary is to be signed weekly by parents/guardians.

**FEES**

As Baimbridge College is a government school, we are able to offer a wide comprehensive range of subjects. All students have the same opportunities and can achieve a comprehensive, solid education for a minimal cost.

Voluntary Subject Contributions* for 2015 are: (correct at the time of printing). 2016 amounts are fees are set in October.

- **Prep – Grade 6**: $140 per annum
- **Year 7 & 8**: $150 per annum
- **Year 9 & 10**: $170 per annum
- **Year 11 & 12**: $180 per annum

*Subject Contributions are voluntary. In order to help the school maintain its facilities and provide equipment for your child, Baimbridge College encourages full payment of the Contributions.

If a student selects a course from the HDSC or other VET courses, there are compulsory costs associated with that course.

**LEAVING THE SCHOOL GROUNDS**

If it is necessary to leave the school on a regular basis (example: going home for lunch every day) then a note must be presented at the beginning of the year requesting this. A permanent lunch pass will then be issued by the Assistant Principals. If a student does not normally leave the school for lunch, but must leave on some particular day, then a note must also be brought from home. Any student leaving the school grounds without permission (including going to the Coleraine Road Shop) will incur detention. Applications are available on the website.

**LOCKERS**

Each student has access to a personal locker for his or her books and belongings. A combination lock will be provided for each locker. A hire fee of $60 is payable at the beginning of Year 7. If the locker and lock that the student is using is left in good condition there will be no further payment required. If a student leaves in Year 7 leaving the locker and lock in good order they will receive a $50 refund, Year 8 a $40 refund, Year 9 a $30 refund, Year 10 a $20 refund, Year 11 $10 refund. If in any year the locker and lock is damaged the student will not receive the use of a locker until they pay the usual $60 bond. Baimbridge College supplies combination locks to students at a cost of $15. This fee is included on your booklist or can be paid at the East General Office if locks are lost. No other locks are to be used.

**LOST PROPERTY**

All clothes and property belonging to students should be clearly labelled. Students are requested to enquire about any lost property at East or West Office either during lunch or recess, or before or after school.
MOBILE PHONES

Mobile phones are not to be brought to school. Students have access to telephones on both campuses, and messages from outside of school can be left with the General Office for delivery to students. If mobile phones are required before or after school they must be kept by their level coordinator and locked away. If a student is found with a mobile phone it will be confiscated until the end of term. Not Negotiable.

NEWSLETTER

The weekly newsletter is available for each family. It provides information on coming events at Baimbridge College. These are emailed to families. Please let the office know if you want to use this facility by registering your email. Newsletters are also available on the College website. Students are encouraged to access the newsletter at Form Group meetings each Friday.

SCHOOL OFFICE

East General office hours are from 8:30 am until 5:00 pm, West Office hours are 8.30am until 4.00pm. Payments are asked to be made prior to 4pm please. All payments are to be made at the East General Office.

FIRST AID

A well-appointed first aid facility is available to all students. If a student is ill he/she will be sent home. It is essential that the school is provided with at least one, or preferably two, emergency contact numbers of people who will be able to collect the student when you are not able to do so.

Please advise your child’s Level Coordinator of any specific medical problems your child may experience and notify the school if the student’s medical situation changes.

If students are seriously ill or injured, parents are contacted and, if necessary, an ambulance is called. Parents are strongly advised to belong to an ambulance fund.

STUDENT BULLETIN

Information about the school day is included on a Student Bulletin which is read out to students at form assembly and is pinned up on noticeboards around the school for students to read. Students also have access to a copy of daily bulletin on Compass.

UNIFORM

If a student is out of uniform he/she must obtain a uniform pass from the Level Coordinator prior to going to period one. A note of explanation from a parent/guardian must be given to the coordinator at that time or no later than the start of the next day.

Images and price list of the uniforms are on our Website, uniform is supplied by The Accurate Clothing Company in Gray Street, Hamilton.

GIRLS WINTER

Jumper: Plain Eton navy woollen Crewe neck
Shirt: White button through, long sleeved cotton shirt.
Tights: Dark Navy blue
Socks: Navy blue above ankle length OR navy knee high (Red Robin)
Trousers: Tailored Navy Buxwear. NO track suit pants
Shoes: Black leather, polish-able, lace up or T-bar (no boots)

GIRLS SUMMER

Dress: Baimbridge College Fabric sample 623 Blue and White check (Buxwear); OR Butterick Style B pattern 993
Socks: White: knee high OR above ankle
Shoes: Black leather T-bar; OR black, leather lace-up
Shirt: White button through cotton, short-sleeved; OR plain white polo shirt, short-sleeved, No logos
Shorts: Navy tailored Buxwear
Hat: Navy bucket style or Straw hat, available from Baimbridge College Bookstore. **Compulsory Purchase**
Hair Ribbon: Navy, white or green (Baimbridge College Green)

**BOYS WINTER**

Jumper: Plain Eton navy woollen crewe neck
Trousers: Dark grey permanent press melange
Shirt: White button through, long sleeved cotton shirt
Socks: Grey, above ankle
Shoes: Black leather polish able, lace up (no boots)

**BOYS SUMMER**

Shorts: Navy tailored, Midford brand preferred
Shirt: White button-through cotton, short-sleeved
Shoes: Black leather, polish-able, lace up (no boots)
Hat: Navy bucket style, available from Baimbridge College Bookstore. **Compulsory Purchase**

**ADDITIONAL ITEMS**

Baimbridge College Blazer: Optional purchase for Year 9 and above only.

**VCE (Year 12) Jumper:** Optional purchase

Please note: Baseball caps are not to be worn at school. Baimbridge College enforces the wearing of broad brimmed hats to protect students from the harmful effects of the sun. Students may purchase straw hats or bucket hats from the East Campus Bookstore.

Hats must be worn in Terms 1 and 4.

**PHYSICAL EDUCATION AND SPORTS UNIFORM**

Red polo shirt
Navy school tracksuit pants/jacket
Dark navy shorts (sports mesh fabric) Optional
Rugby Top: red and navy (optional)
Dear Baimbridge College Parent/Guardian,

I would like to ensure that we share a good understanding of some of the guidelines we use to create an effective educational environment for your children at Baimbridge College. A shared understanding of these points will help us in the education of Baimbridge College students. These guidelines and basic philosophies are supported by the parent, teacher and community members of the Baimbridge College School Council and form the framework within which we operate.

I believe that the better informed you are about your child’s college the more effectively we can work together to help your son or daughter to make the best use of the opportunities that will be presented to them.

I would like to begin with some basic rules that are in the student diary which many parents are often unaware of:

- **Mobile Telephones** – are not considered necessary at school given the number of telephones and extensions within our College. Therefore they should not be brought to school. Students found with them will have them confiscated until the end of term and the student given two after school detentions. Those students who believe that they require their telephones before or after school should give them to Mr Hill, Miss Morgan or me when they arrive and collect them before going home.

- **Body Piercing** – no visible body piercing is acceptable apart from a maximum of two studs or sleepers in the ears (no stretchers, spacers or bars). Students with eyebrow rings, tongue studs or other visible piercings will be sent home until they are removed. Parents should also familiarise themselves with the section in the student diary on jewellery.

- **Uniform** – a clearly defined uniform for all students, outlined in the student diary, should be worn every day unless otherwise notified. Any student who is unable to wear their uniform on a set day must bring a note of explanation from a parent and present it to their year level coordinator before form assembly so that they can be given a uniform pass. The most common errors made by students in wearing the uniform is the use of a t-shirt under their shirt that is not white or is white with writing that is legible through their shirt. Those boys wishing to wear long trousers have the style of grey trouser made very clear in the uniform policy in the diary. **No other trousers are acceptable.** School shoes – parents should be careful to ensure that they do not purchase black sporting (gym) shoes instead of a school shoe with a heel. The sporting shoe may be marketed by some stores as appropriate but is not acceptable footwear at Baimbridge College.

- **Sun smart Policy:** All students are required to wear a hat while outside during term I and term IV. Baimbridge College hats are available from our front office on the East Campus. Baseball caps are not considered suitable protection from the sun and are not an acceptable alternative to broad brimmed hats and are not be worn to school.

- **iPods and mp3 players** are not to be used at school unless they are specifically required for a class, in which case they will be given to the teacher in question before classes in the morning.

- **Smoke Free Schools**: Victorian Government schools are smoke free. Baimbridge College has worked on tobacco (drug) prevention education as part of a whole school approach to discipline, health and well being. It is included in a number of subjects including Health, HD and Science (classroom programs are most effective when they are part of a comprehensive strategy). Policies include a balance of discipline and counselling, ensuring the schools approach is consistent and balanced. Baimbridge College has followed the smoke free schools directive and recognises that regardless of a student’s smoking status, they can manage not to smoke at school.

Some other items of interest that will be useful to parents and guardians are:

- **Compass:** Baimbridge College has an online student management system that gives parents access to student information including timetables, teacher feedback and attendance. The parent logon details should not be shared with students as they will have their own individual logon details. Compass can be accessed from the link on the Baimbridge College website home page on any computer or mobile device.
✓ **Newsletter:** We currently produce an online Newsletter for our College community every week and it is emailed on Thursdays. Parents should contact our office with their email address to ensure Newsletters are sent to them personally each week. A small number of paper newsletters are available from our office.

✓ **Absences:** In the interest of ensuring that all our students are safe and their parents/guardians are aware of where they are at all times, we ask parents to provide us with a note explaining student absence as soon as possible. These notes are to be presented to the student’s form teacher in the morning, ideally, on the day they return to school. The school also accepts telephone calls and emails. Our online student management system will contact parents by SMS if their child is absent. Approval of a student absence by SMS can be done in response to the notification via the Compass portal.

✓ **Emergency Contacts:** As part of the enrolment process you are required to provide names and telephone numbers in case we have an emergency that requires us to contact you or another adult of your choice. If you change any detail, whether it is address, telephone number or emergency contact person details, please let us know immediately. This is particularly important for those who rely on mobile telephones and change phones or numbers regularly.

✓ **First Aid:** Baimbridge College has a first aid room with a number of staff with first aid qualifications. This enables us to provide care for children who injure themselves at school. If we judge a case to be serious or in the event of an emergency we will call an ambulance. We therefore recommend that you are an ambulance subscriber. We will always err on the side of caution. Our facility is not a sick bay designed to look after sick children for extended periods of time so we ask that sick children are not sent to school. We will ring up to have a child who is ill taken home. Children who require prescription medications should give them to an assistant principal or first aid supervisor to be stored safely and dispensed appropriately. Our school is not authorised to dispense pain killers such as disprin, neurofen or aspirin.

✓ **Permanent Lunch Passes:** Some families require their children to come home for lunch on a regular basis. After completing the appropriate form that is available from our assistant principals, a plastic disc is supplied to students who need this pass. It should be noted that these passes will not be given to students to go on errands or purchase lunch down the street. They are only for going home for lunch. Those children who need to leave the school grounds on the odd occasion should bring a note requesting this and give it to their year level coordinator in the morning. They will be given a temporary pass.

✓ **Canteens:** School Council runs a canteen on the West Campus. The philosophy behind them is to provide good quality, healthy food to our students at a reasonable cost. The canteen relies heavily on parent assistance. Without parent volunteers the canteen cannot continue to operate. If you are able, please volunteer to help in our canteen as often as you can. Your children will be the beneficiaries of your help.

Finally, the capacity of any child to concentrate and participate in their schooling relies heavily on nutrition and rest. Getting plenty of sleep is very important for students to be able to concentrate as is the food that is eaten in the morning and during the day. Our College stopped selling lollies and soft drinks years ago and has improved the quality of the food that is sold in the canteen. I ask that all parents and guardians ensure that their son or daughter has a healthy breakfast each morning – cereal, toast, juice, and fruit. Sadly, if we entrust the decisions about this most important of meals to children, their choices are often poor.

I trust that this information will help you understand some of the guidelines we have in place for Baimbridge College students and helps us work together in the future.

Yours faithfully

ROBERT VECCHIET

PRINCIPAL

BAIMBRIDGE COLLEGE, HAMILTON
DIGITAL RESPONSIBILITIES AND SAFETY

Use Agreement for, internet and digital technologies

Baimbridge College believes the teaching of cyber safe and responsible online behaviour is essential in the lives of students and is best taught in partnership between home and school.

21st century students spend increasing amounts of time online, learning and collaborating. To be safe online and to gain the greatest benefit from the opportunities provided through an online environment, students need to do the right thing by themselves and others online, particularly when no one is watching.

Safe and responsible behaviour is explicitly taught at our school and parents/carers are requested to reinforce this behaviour at home.

Some online activities are illegal and as such will be reported to police.

Part A - School support for the safe and responsible use of digital technologies

Baimbridge College uses internet and digital technologies as teaching and learning tools. We see the internet and digital technologies as valuable resources, but acknowledge they must be used responsibly.

Your child has been asked to agree to use the, Internet and mobile technologies responsibly at school. Parents/carers should be aware that the nature of the internet is such that full protection from inappropriate content can never be guaranteed.

At Baimbridge College we:

- have policies in place that outline the values of the school and expected behaviours when students use digital technology and the internet
- provide a filtered internet service
- provide access to the Department of Education and Early Childhood Development’s search engine, Connect (www.education.vic.gov.au/primary or www.education.vic.gov.au/secondary) which can be used to direct students to websites that have been teacher recommended and reviewed
- provide supervision and direction in online activities and when using digital technologies for learning
- support students in developing digital literacy skills
- have a cyber-safety program at the school which is reinforced across the school
- use mobile technologies for educational purposes (e.g. podcasts or photos from excursions)
- provide support to parents/carers to understand this agreement (e.g. language support)
- provide support to parents/carers through information evenings and through information booklets for parent to keep at home
**Part B - Student Agreement**

When I use digital technology I agree to:

- be a safe, responsible and ethical user whenever and wherever I use it
- support others by being respectful in how I communicate with them and never write or participate in online bullying (this includes forwarding messages and supporting others in harmful, inappropriate or hurtful online behaviour)
- talk to a teacher if I feel uncomfortable or unsafe online or see others participating in unsafe, inappropriate or hurtful online behaviour
- seek to understand the terms and conditions of websites and online communities and be aware that content I upload or post is my digital footprint
- protect my privacy rights and those of other students by not giving out personal details including full names, telephone numbers, addresses and images
- use the internet for educational purposes and use the equipment properly
- use social networking sites for educational purposes and only as directed by teachers
- abide by copyright procedures when using content on websites (ask permission to use images, text, audio and video and cite references where necessary)
- think critically about other users’ intellectual property and how I use content posted on the internet.
- not interfere with network security, the data of another user or attempt to log into the network with a user name or password of another student
- not reveal my password to anyone except the system administrator or the teacher
- not bring or download unauthorised programs, including games, to the school or run them on school computers

When I use my digital camera or other mobile device, as directed by a teacher, I agree to:

- protect the privacy of others and never post or forward private information about another person using Short Message Service (SMS)
- only take photos and record sound or video when it is part of an approved lesson
- seek permission from individuals involved before taking photos, recording sound or videoing them (including teachers)
- seek appropriate (written) permission from individuals involved before publishing or sending photos, recorded sound or video to anyone else or to any online space
- be respectful in the photos I take or video I capture and never use these as a tool for bullying.
- that I will follow the school’s guideline on the use of mobile phones.

This Acceptable Use Agreement also applies during school excursions, camps and extra-curricula activities. I acknowledge and agree to follow these rules.

I understand that my access to the internet and mobile technology at school will be renegotiated if I do not act responsibly.

If you have any concerns about this agreement contact Baimbridge College Hamilton. For further Support with online issues students can call Kids Helpline on 1800 551 800. Parents/carers call Parentline 132 289 or visit http://www.cybersmart.gov.au/report.aspx

Family Information – Advice to support the safe and responsible use of digital technologies at home can be found in the MYDevice 1:1 Netbook information booklets
General Information for Year 9/10 Course Selection

Students entering Year 9 in 2016 will be asked to fill in a subject choice sheet which covers both Year 9 and Year 10. This is to enable students and parents to have a clear view of the areas covered over a two year period. Choosing for one year only occasionally means that unwise decisions are made as the wider picture is not seen. This does not mean that subject choices are set in concrete. If students decide to follow a different path after Year 9 they will be free to do so.

The Curriculum

All students in Years 7 to 10 study subjects, which are grouped in the following eight learning areas (LAs):
- English
- Humanities (History and Geography)
- Maths
- Science
- Arts
- Health and Physical Education
- Technology
- LOTE (Languages other than English)

Describing the Tailored Curriculum

Students are required to study a balanced curriculum. Each Learning Area’s compulsory time allotment has a number of subjects, which run for one semester. Students make a choice, based on their ability and interests. In addition to the compulsory core, there are five electives each year. Students will make choices from a wide variety of subjects spanning most learning areas. We believe that this structure will better address the individual learning needs of students because it will provide some students with a better preparation for pursuit of higher learning, and/or preparation for employment.

Advantages of the Tailored Curriculum

- It caters for students’ different abilities, and talents.
- It allows subjects to run which have a small following of interested students.
- As some Year 9, 10, and VCE 1 & 2 and 3 & 4 subjects are aligned on the timetable it is possible for students to progress at their own rate.
- It encourages students to become responsible for their curriculum choices.
- It enhances our capacity to deliver improved student learning.

Subjects that the Students study

Students’ courses will consist of core subjects and elective units. Some VCE subjects can be chosen as part of the elective choice when invited by subject teachers. The course which students choose at Years 9 and 10 has elements of compulsion because it must contain subjects from each of the eight key learning areas according to the following allotments.

Years 9/10 compulsory Learning Area period allotments

Core Subjects are allocated the following times throughout the year.
- English 4 periods per week all year
- Maths 4 periods per week all year
- Humanities 4 periods per week all year
- Science 4 periods per week all year
- PE 2 periods per week all year
- Human Development 2 periods per week all year in Year 9
- Careers 2 periods per week all year in Year 10

Electives will take up either 4 periods per week for a semester or 2 periods per week for the year.
Certificate II Courses will take up 4 periods per week for a semester and 2 periods per week for the year.

Selecting Subjects
A unit of study refers to one semester. For example, a student in Years 9 and 10 will study four units of English during those two years. When choosing electives students should note which subjects can be studied for one semester, which subjects have conditions attached to them and which may be studied for the whole year. For example, if students elect not to study LOTE (Languages Other Than English) in Semester One then they cannot pick up that study in the second semester. For many subjects within the elective block it is recommended that students undertake the subjects in unit order. For example, Food 1 should be studied before enrolling in Food 2.

Course Selection Process and Time Frame
Course Information Evenings will run in Term 3. Information booklets will be available electronically. Students will select their subjects from the pre-determined blocks. These blocks are not final and there may need to be changes to accommodate preference and school resources.

THE INFORMATION IN THIS BOOKLET SHOULD BE STUDIED CAREFULLY BEFORE COURSE SELECTION IS MADE. PLEASE BE AWARE THAT THIS IS ONLY AN INDICATION OF SUBJECT CHOICE – THERE IS NO GUARANTEE THESE SUBJECTS WILL ALL BE AVAILABLE IN THE FINAL BLOCKING. THIS INITIAL CHOICE IS ONLY A GUIDE AS TO THE INTEREST IN EACH SUBJECT.

A course selection interview is available to each student and their parent/guardian to go over this selection should they require it. Students intending to select a Certificate Course must be interviewed, along with their parents, by HDSC staff. Please note that there are compulsory fees associated with Certificate Courses. Please be aware that students may not get all the subjects that they initially select.

Fast Tracking of Subjects for VCE In Year 10
It is possible for a Year 10 students who proves their capability to begin their study of VCE in Year 10. This is called “fast-tracking”. A student elects one subject to study at VCE level. This then contributes to their unit count for VCE when in Years 11 and 12. A student is then able to continue with a Year 12 subject when in Year 11. Fast tracking has a number of advantages for a student who is capable of undertaking it:

• The student comes to a better understanding of the demands of working at the senior level. This often helps them to adjust more quickly and positively when in Year 11. The style of assessment is practised and this can advantage a student in the final two years of schooling.
• Students can add an “extra” VCE study to their program at Years 11 and 12. This potentially can help a student to increase their entry score for university at the completion of year 12.
• Being able to study an extra subject can increase exposure to a range of subjects. This can be helpful when choosing a course in Year 11 and 12 and can also be useful background knowledge when at the tertiary level.

The subjects available for fast-tracking at our school when in Year 10 are:
• Units 1 and 2 Psychology

Students who wish to pursue fast-tracking MUST first discuss this with their Level Coordinator and the VCE coordinator. Students MUST display an aptitude for working at this level before they will be accepted.
**Year 10 Work Experience**

Work Experience is an integral part of the Year 10 Careers program. This involves two weeks in the work place at the end of Term 2. Planning begins at the start of Term 1 and is expected to be finalised by midway through Term 2. Students are expected to find their own places for Work Experience with guidance from the Careers Counsellor. Planning involves the student writing a letter to the employer, interviews and filling out the required documentation. Follow up involves employer evaluations, diary and assignments.

*It is expected that all students participate in the work experience program.*

**Year 9 Camp – Melbourne Experience**

**Aim:** To extend Year 9 students’ knowledge of Melbourne

- To develop familiarisation of the public transport system in Melbourne
- To develop some independence and responsible decision making.

**Outline:**

At the end of Term 2, students partake in a careers week. The extension of this is a 3 day trip to Melbourne. Accommodation will be in hostel accommodation on the city edge of Melbourne.

During careers week, students will set up investigations that they will undertake in Melbourne. They will be expected to work in groups of a minimum of 3.

**Costs:** Not finalised as yet, but keeping costs to a minimum around the $250. $50 deposit will be required on the booklist.

NB: every student is expected to attend the City Experience. There will be no program back at school as every year 9 student will be in Melbourne. Each student is encouraged to save for the accommodation costs from now to May when final accommodation costs will need to be paid.
STUDENT LEADERSHIP SCHOOL

The School for Student Leadership is a Victorian Department of Education initiative offering a unique residential education experience for Year 9 students. The curriculum focuses on personal development and team learning projects sourced from our students’ communities. There are three campuses in iconic locations across Victoria. Alpine Campus is at Dinner Plain in the Victorian Alps. Snowy River Campus is near the mouth of the Snowy River at Marlo, East Gippsland. The third site runs alongside Mt Noorat near Camperdown and is called Gnurad Gundidj.

A team of 6 students, (3 boys and 3 girls) will be selected to attend Snowy River Campus for Term 4, 2015. These young people will live on site for a whole school term and participate in curriculum that enhances personal, community and leadership development. The vision of the School for Student Leadership is to build passionate, informed and active global citizens.

The selected team will be in attendance with 7 other schools, (country and metro), whilst in attendance. Throughout the term a large focus will be for the students to complete a Community Learning Project related to the needs of their community. These projects are often based around:

- Environmental concerns.
- Social Injustice.
- Community Safety.
- Positive Youth Engagement.

Some examples of completed Community Learning Projects by other schools include:

- Healthy Eating and Living Unit of Work delivered to Primary Students.
- The formation of a Gymnasium for the community.
- Promotion of Literacy with their community.
- Hosting a dinner to raise awareness and money for World Vision.

The team of students will participate in engaging curriculum focused around personal development and peer skills, team building, community living, and enterprising. Some activities include skiing, expos, bike riding, tobogganing, raft building and presentation skills.
Interested students will be required to provide a written application stating why they would like to attend the School for Student Leadership, what skills they have to offer the program and what they hope to achieve whilst they are in attendance. If this application is successful there will be an interview process with the liaison teacher and principal.

Throughout the term there is one visiting weekend for parents. This occurs at the end of the 4th week and families are re-united for a night together off campus.

The liaison teacher and a member of the principal class will attend at the end of the 8th week for the presentation of the developing Community Learning Project—a rewarding and positive experience.

The cost for the term away is $1100.

For interested people you can peruse more information at the Alpine School Website http://www.alpineschool.vic.edu.au/ssl/ or you can contact Narelle Kelly at school on 5572 2788.
English

CORE English

Purpose

The English curriculum aims to develop in students:

1. The ability to speak, listen, read, view and write with enjoyment, purpose, effect and confidence.
2. Knowledge of the ways in which language varies according to situation, purpose and audience, and the ability to apply this knowledge.
3. A broad knowledge and appreciation of a range of texts and a capacity to relate this to aspects of contemporary society and personal experience.
4. A capacity to discuss and analyse texts and language critically in both written and oral formats.

Pathway

The ability to clearly speak, write, read and listen is at the heart of effective communication. These skills affect every aspect of life: work and pleasure. Students who are good at or enjoy this subject may consider the English with a Flair elective or Literature in VCE.

English Yr 9 CORE

Year level Year 9

Content

Students develop their skills in reading, writing, listening and speaking by:

1. Studying three texts (including film) with responses that focus on the development of writing conventions and experimentation; as well as analysis of issues.
2. Writing extended texts and constructing arguments. Different styles of writing will be modelled and explored.
3. Spoken language will be explored in a range of activities, including: oral presentations, class discussion.

Assessment

- Written responses in four text types: narrative, persuasive, report and analysis.
- Oral presentations and discussion tasks.
- Projects linked with the texts studied.
- NAPLAN exam midyear
- Final exam at the end of the year
- Online testing of reading, language conventions and spelling at the end of both Term 2 and 4.

English Yr 10 CORE

Year level Year 10

Content

Students develop their skills in reading, writing, listening and speaking by:

1. Studying three texts (including film) with responses that focus on the development of character and structure as well as analysis of issues.
2. Understanding persuasive texts in the media and presenting points of view on these with the emphasis on constructing written and verbal arguments and analysis of language.
3. Further enhancement of the student’s ability to write in narrative, persuasive, analytical and expository styles.
4. Maintaining an organised collection of notes, drafts and resources as well as developing research skills.
5. A focus on building the necessary knowledge and skills for English in Year 11 and 12.

Assessment

- Written responses in four text types: narrative, persuasive, report and analysis.
- Oral presentations and discussion tasks.
- Projects linked with the texts studied.
- Media Analysis essays.
- Midyear exam.
- Final exam at the end of the year.
- Online testing of reading, language conventions and spelling at the end of both Term 2 and 4.
### English with a Flair Elective

<table>
<thead>
<tr>
<th>Year level</th>
<th>Year 9 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target audience</td>
<td>This course is designed for students who wish to extend their English skills in a wide range of text styles and forms outside of the ‘normal’ English classroom structure.</td>
</tr>
<tr>
<td>Content</td>
<td>This course aims at extending students’ skills in both written and spoken language. As well as writing for a variety of purposes and audiences, they will practice editing and preparing work for publication online, around the school and within the classroom.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Written tasks from an array of different writing styles including song writing and poetry, short fiction, oral presentations and multimedia productions.</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Students must have the consent of their English teacher from the previous year to be able to join an English with a Flair class.</td>
</tr>
<tr>
<td>Costs</td>
<td>Nil</td>
</tr>
</tbody>
</table>
| Pathway | Choosing this subject would be valuable for the following future studies or careers:  
- VCE students  
- University studies  
- Writers  
- Designers  
- Performing artists  
- Advertising |

### English Support Elective

<table>
<thead>
<tr>
<th>Year level</th>
<th>Year 9 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target audience</td>
<td>This course offers students an opportunity to consolidate their English skills so that they can best fulfil their potential. It will provide them with strategies that will help develop their literacy skills.</td>
</tr>
<tr>
<td>Content</td>
<td>The course offers targeted support for the development of literacy and communication skills for students who are achieving below expected levels. Assessment information is used to determine teaching strategies that meet the identified needs of the students. Texts and language are essential concepts. Students read and view a variety of texts, create a range of written material and engage in oral language activities.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment is not the focus of this subject. Rather testing is completed to measure improvement and the effectiveness of chosen strategies.</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>If a student’s Year 8 or 9 English teacher deems English Support necessary then the student MUST take English Support</td>
</tr>
<tr>
<td>Costs</td>
<td>Nil</td>
</tr>
<tr>
<td>Pathway</td>
<td>Students who need help with their general English skills to support them in their future career.</td>
</tr>
</tbody>
</table>

### Cinema Studies Elective

<table>
<thead>
<tr>
<th>Year level</th>
<th>Year 9 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target audience</td>
<td>Students with a strong interest in narrative feature films should consider this elective as it offers students the opportunity to develop an awareness and appreciation of film genre, film making styles, techniques and conventions.</td>
</tr>
<tr>
<td>Content</td>
<td>Students will develop an awareness and appreciation of film genre, film-making styles, technique and conventions. Class discussion will aid the understanding of events, characters and themes.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Students will complete pre-viewing and post-viewing activities as well as activities while the screening of the film is in progress. Assessment will be in the form of short answer questions and film assignments.</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>None</td>
</tr>
<tr>
<td>Costs</td>
<td>None</td>
</tr>
<tr>
<td>Pathway</td>
<td>Successful completion of this unit may assist students in pursuing media-related employment such as journalism or a film production role.</td>
</tr>
</tbody>
</table>
Do you enjoy or are you good at ENGLISH?
Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of ENGLISH.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
# Mathematics

## Foundation Mathematics CORE

<table>
<thead>
<tr>
<th>Year level</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target audience</td>
<td>This course is designed for students who have not satisfactorily completed a Year 8 mathematics course, and who wish to improve their mathematics skills.</td>
</tr>
<tr>
<td>Content</td>
<td>This year 9 course will contain material from each of the three AusVELS content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability, with the aim of developing understanding, fluency, problem solving and reasoning. The work covered will come from a variety of levels. A variety of interesting topics will be covered including but not limited to: Rounding off and estimating answers, Use of calculators, Maps and timetables, Petrol consumption, Drinking and driving, Speed, distance and time, Money, Percentages, Percentage applications, Interest, Hire Purchase and Bankcard, Waiting time, Surveying and statistics, Buying a car, Banking topics, Measurement of land, Use of formulae in everyday use, Geometric constructions and patterns.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment of this subject will include: Topic Tests, Projects and Problem Solving activities, examinations</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Students undertaking this subject must have the recommendation of their Year 8 Maths teacher</td>
</tr>
<tr>
<td>Pathway</td>
<td>This course it should be noted does not qualify students to automatically enrol in the Regular or Advanced Year 10 Mathematics courses. However, students may attempt the Year 10 Foundation Mathematics course.</td>
</tr>
</tbody>
</table>

## Regular Mathematics CORE

<table>
<thead>
<tr>
<th>Year level</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target audience</td>
<td>This course is designed for students who have satisfactorily completed their Year 8 Mathematics Course.</td>
</tr>
<tr>
<td>Content</td>
<td>This Year 9 course will contain material from each of the three AusVELS content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability, with the aim of developing understanding, fluency, problem solving and reasoning. Topics covered will include: Drawing and making shapes, Fractions ratios percentages and indices, Composite shape calculations, Pythagoras’s theorem, Trigonometric ratios and their applications, Statistics, Equations inequalities and graphs.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment of this subject will include: Topic Tests, Projects and Problem Solving activities, examinations</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Students undertaking this subject must have the recommendation of their Year 8 Maths teacher</td>
</tr>
<tr>
<td>Pathway</td>
<td>Students who complete this subject can enrol in Regular Mathematics 10 or in special cases Advanced Mathematics 10 and Foundation Mathematics 10</td>
</tr>
</tbody>
</table>

## Advanced Mathematics CORE

<table>
<thead>
<tr>
<th>Year level</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target audience</td>
<td>This course is designed for students who have shown a high level of Mathematics ability during their Year 8 studies.</td>
</tr>
<tr>
<td>Content</td>
<td>This Year 9 course will contain material from each of the three AusVELS content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability, with the aim of developing understanding, fluency, problem solving and reasoning. Topics covered will include: Transposition and substitution in equations, Pythagoras’s theorem, inequations, Length area and volume calculations, drawing Venn diagrams, Angle facts related to parallel and perpendicular lines and polygons, Trigonometry, Indices and standard form, Business mathematics, statistics.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessment of this subject will include: Topic Tests, Projects and Problem Solving activities, examinations</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Students undertaking this subject must have the recommendation of their Year 8 Maths teacher</td>
</tr>
<tr>
<td>Pathway</td>
<td>Students who successfully complete this course can enrol in Advanced Mathematics 10</td>
</tr>
</tbody>
</table>
**Foundation Mathematics CORE**

**Year level**
Year 10

**Target audience**
This course is designed for students who have not satisfactorily completed a Year 9 Mathematics course or have successfully completed Year 9 Foundation Mathematics, and who wish to improve their mathematics skills.

**Content**
This Year 10 course will contain material from each of the three AusVELS content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability, with the aim of developing understanding, fluency, problem solving and reasoning. A variety of interesting topics will be covered including: Rounding off and estimating answers. Use of calculators, maps and timetables, petrol consumption, drinking and driving, speed, distance and time, money, percentages, percentage applications, interest, hire purchase and bankcard, waiting time, surveying and statistics, buying a car, banking topics, measurement of land, use of formulae in everyday use, geometric constructions and patterns.

**Assessment**
Assessment of this subject will include: Topic Tests, Projects and Problem Solving activities, examinations

**Prerequisite**
Students undertaking this subject must have the recommendation of their Year 9 Maths teacher

**Pathway**
This course it should be noted does not qualify students to enrol in the VCE Mathematics courses for General Mathematics or Mathematical Methods. However, students may attempt the VCE Foundation Mathematics course.

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**Regular Mathematics CORE**

**Year level**
Year 10

**Target audience**
This course is designed for students who have satisfactorily completed their Year 9 Regular or Advanced Mathematics course.

**Content**
This Year 10 course will contain material from each of the three AusVELS content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability, with the aim of developing understanding, fluency, problem solving and reasoning. Topics covered will include: circles lines angles and polygons, length area and volume, trigonometry, bivariate and time series statistics, simultaneous equations, solving algebraic equations probability, exponential and quadratic functions, equations and inequations.

**Assessment**
Assessment of this subject will include: Topic Tests, Projects and Problem Solving activities, examinations

**Prerequisite**
Students undertaking this subject must have the recommendation of their Year 9 Maths teacher

**Pathway**
This course prepares students for VCE General Mathematics

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**Advanced Mathematics CORE**

**Year level**
Year 10

**Target audience**
This course is designed for students who have shown a high level of mathematics ability during their Year 9 studies.

**Content**
This Year 10 course will contain material from each of the three AusVELS content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability, with the aim of developing understanding, fluency, problem solving and reasoning. Topics covered will include: algebraic expansion and factorization, transposition and substitution in equations, trigonometric ratios and graphs, surds, compound area and volume calculations, circle geometry, probability, matrices, sine and cosine rules, trigonometric identities, correlation.

**Assessment**
Assessment of this subject will include: Topic Tests, Projects and Problem Solving activities, examinations

**Prerequisite**
Students undertaking this subject must have the recommendation of their Year 9 Maths teacher

**Pathway**
This course prepares students for VCE General Mathematics and VCE Mathematical Methods
Do you enjoy or are you good at MATHS?
Have you considered the occupations above?

Usual training requirements

LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience, Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of MATHS.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
### Science

**Purpose**

The Australian Curriculum: Science aims to ensure that students develop:

- an interest in Science as a means of expanding their curiosity and willingness to explore, ask questions about and speculate on the changing world in which they live
- an understanding of the vision that Science provides of the nature of living things, of the Earth and its place in the cosmos, and of the physical and chemical processes that explain the behaviour of all material things
- an understanding of the nature of scientific inquiry and the ability to use a range of scientific inquiry methods, including questioning; planning and conducting experiments and investigations based on ethical principles; collecting and analysing data; evaluating results; and drawing critical, evidence-based conclusions
- an ability to communicate scientific understanding and findings to a range of audiences, to justify ideas on the basis of evidence, and to evaluate and debate scientific arguments and claims
- an ability to solve problems and make informed, evidence-based decisions about current and future applications of science while taking into account ethical and social implications of decisions
- an understanding of historical and cultural contributions to Science as well as contemporary science issues and activities and an understanding of the diversity of careers related to science
- a solid foundation of knowledge of the biological, chemical, physical, Earth and space sciences, including being able to select and integrate the scientific knowledge and methods needed to explain and predict phenomena, to apply that understanding to new situations and events, and to appreciate the dynamic nature of science knowledge.

**Pathway**

Health Sciences and Health Research, Dietician, Occupational Therapists, Physiotherapist, Nursing, Medicine, Pharmacy, Agriculture, Veterinary Sciences, Engineering, Marine Biology, Any job requiring analytical thinking and research skills.

<table>
<thead>
<tr>
<th>Year level</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science Year 9 CORE</strong></td>
<td><strong>Year 9</strong></td>
</tr>
<tr>
<td>Students will use a variety of approaches and engage in a number of scientific activities to investigate these areas: Science Is…..; Learning with your brain in mind; Control and Coordination; The body at War; Ecosystem- Flow of Energy and Matter; Inside the Atom; Chemical Reactions; Dynamic Earth; Energy Transmissions; Heat and Electricity</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment will be via a range of methods including tests, posters, assignments, oral presentations, practical work and book work. Homework will be set.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year level</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Science Year 10 CORE</strong></td>
<td><strong>Year 10</strong></td>
</tr>
<tr>
<td>Students will use a variety of approaches and engage in a number of scientific activities to investigate these areas: Think Quest; Getting into Genes; Evolution; Chemical Patterns; Chemical Reactions; The Mysterious Universe; Global Systems; Forces, Energy and Motion; Science Quests; Psychology Forensic</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment will be via a range of methods including tests, posters, assignments, oral presentations, practical work and book work. Homework will be set.</td>
</tr>
</tbody>
</table>
**Forensic Science Elective**

**Year level**  
Year 9 & 10

**Target audience**  
This course is designed for students who have an interest in criminology and the use of Science and Technology in crime solving. The study of Forensic Science assists students to develop a range of broad skills including problem solving, critical evaluation, effective language skills for communication and the application of the process of scientific enquiry. The unit provides an insight into the discipline of Science and will aid students in making an informed decision regarding study of Chemistry and Biology in VCE.

**Content**  
This course covers observation as a form of evidence in crime solving. Students will analyse their own crime scene and prepare a report. Crime scene observations covered include:

- Fingerprinting
- Odontology (teeth)
- Entomology (insects)
- Code and Code breaking
- Handwriting analysis
- Footprints
- DNA profiling
- Blood typing
- Blood splatters
- Hair analysis
- Chromatography
- Tyre markings
- Knife markings
- Case Studies

**Assessment**  
Students will be assessed on:

- Participation and completion of class activities and workbooks
- Participation and interpretation of forensic science experiments
- Research projects (may include oral presentations, posters, written assignments)

**Prerequisite**  
None

**Costs**  
None

**Pathway**  
Choosing this subject would be valuable for the following future studies or careers: Criminology, Police, All branches of Science, any career requiring analytical thinking.
Do you enjoy or are you good at\n
**BIOLOGY**?

Have you considered the occupations above?
Do you enjoy or are you good at PHYSICS?
Have you considered the occupations above?

Do you enjoy or are you good at CHEMISTRY?
Have you considered the occupations above?
Humanities

Purpose

Humanities provides the framework for the development of students’ knowledge and understanding of: Australian society, societies in other countries, local and global environments and the interaction of people with the environment

Studies of Humanities encourages students to develop knowledge, skills and values that enable them to participate as active and informed citizens in a democratic society and in the global community.

While emphasizing an understanding of Australian culture, students are encouraged to develop an international perspective in their studies. The goals for this learning area are:

- To extend students’ knowledge of society and the environment
- To enhance students’ understanding of the concepts involved in the discipline of History, Geography and Society.
- To develop the skills needed to investigate and communicate information.
- To enable students to develop and justify views about issues within the world in which they live.
- To develop in students an appreciation of cultures other than their own.

Geography Yr 9 CORE

Year level
Year 9

Content
Geography is the study of the interaction between people and their environments. Students analyse Choropleth and Topographical Maps and investigate how water is used and controlled. An investigation of coasts highlights the impact coasts have on where we live and how we affect them.

Students will investigate the Geography of tourism as well as the effects of pollution on our environment. The course provides a major focus on Australia and Australian issues.

Assessment
Students will be assessed by a variety of means including map work, bookwork, assignments, projects and presentations to the class.

Geography Yr 10 CORE

Year level
Year 10

Content
In Year 10 Geography we aim to give the students an understanding of the structure of the World around them. Students will learn new Geospatial Techniques e.g. Population Pyramids and Choropleth maps and investigate:
- the causes and consequences of Global Warming and Climate Change, the Developed and Developing World and a Comparison of Australia to other Asian Nations.

Assessment
Students will be assessed by a variety of means including map work, bookwork, assignments, projects and presentations to the class.

History Yr 9 CORE

Year level
Year 9

Content
The aim of this unit of study is to give to students a firm understanding of their heritage – to trace the development of Australia as a nation from the “Industrial Revolution” to the “Discovery of Australia” ending with the “The First World War”. Through the study of their history, the students will gain a deeper understanding of their heritage and what it is to be an Australian. The course will highlight important issues we face as Australian/World citizens. In term 4, students will have the opportunity to visit Sovereign Hill.

Assessment
Students will be assessed by a variety of means including, bookwork, assignments, projects, presentations to the class and essays.

Cost
Approximately $50 for the Sovereign Hill excursion.

History Yr 10 CORE

Year level
Year 10

Content
The Modern World and Australia.

Students will investigate the way popular culture has changed between 1945 and 2010. They will also investigate the causes and outcomes of Wars in the 20th Century focusing on the 2nd World War and Vietnam.

Assessment
Students will be assessed by a variety of means including, bookwork, assignments, projects, presentations to the class and essays.
Do you enjoy or are you good at HISTORY?
Have you considered the occupations above?

Do you enjoy or are you good at GEOGRAPHY?
Have you considered the occupations above?
**Careers Yr 10 CORE**

**Year**  
Year 10

**Purpose**  
This subject aims to:  
- increase students' knowledge of the range of careers available and requirements needed to pursue desired career alternatives.  
- help prepare students for the job application process.  
- increase students' understanding of the world of work.  
- help prepare students for VCE subject selection based on realistic goals and make sure they understand the range of pathways available.

**Content**  
This course includes a range of content including tasks to increase self-awareness of students involving character make-up, leisure interests, school subjects, skill abilities, important values. Students learn the use of the Job Guide, Job and Course Exploration including videos and guest speakers and instruction on Work Experience Organisation.

*N.B. Work Experience is an integral part of the Year 10 Careers program.*

**Assessment**  
Activities involving writing job applications/resumes, filling out forms, completing job tests. Involvement in mock telephone job applications and mock job interviews. Exercises relating to the world of work, e.g. your first pay packet, legal rights and responsibilities, equal opportunity, harassment at work, Trade Unions.

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**Work Experience Yr 10 CORE**

**Year**  
Year 10

**Purpose**  
Work Experience is an integral part of the Year 10 Careers program. This involves two weeks in the work place at the end of Term 2. Planning begins at the start of Term 1 and is expected to be finalised by midway through Term 2. Students are expected to find their own places for Work Experience with guidance from the Careers Counsellor. Planning involves the student writing a letter to the employer, interviews and filling out the required documentation. Follow up involves employer evaluations, diary and assignments.

*It is expected that all students participate in the work experience program.*

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**Career Education Week- Year 9 CORE**

**Year**  
Year 9

**Purpose**  
Career Education Week runs in the last two weeks of term 2. It is a program designed to expose students to the relative rigors of full-time work as opposed to full-time school; to demonstrate existing skills; and to develop a whole range of new skills

*It is expected that all students participate in the careers education week program*
# Health and Physical Education

**SUBJECT**  
Physical Education

**Purpose**  
The aim of this subject is:  
- The promotion of an active and healthy lifestyle.  
- To develop confidence and competence in basic and advanced motor skills.  
- To attain and maintain an optimal level of fitness.  
- The development of personal values through participation in various forms of human movement.  
- The acquisition of social skills (e.g. sportsmanship, team work).

## Physical Education Yr 9 CORE

<table>
<thead>
<tr>
<th>Year level</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Students participate in a variety of activities in the areas of human movement and physical activity including:</td>
</tr>
</tbody>
</table>
|            | - fitness activities  
|            | - athletics  
|            | - badminton  
|            | - softball  
|            | - touch football  
|            | - dance  
|            | - gymnastics  
|            | - sofcrosse  
|            | - swimming and water safety |
| Assessment | Participation (20%), Skill and co-ordination (20%), Fitness tasks (20%), Tactics and Strategies (20%)  
|            | Safety (10%), Assignment (10%) |

## Physical Education Yr 10 CORE

<table>
<thead>
<tr>
<th>Year level</th>
<th>Year 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Students participate in a variety of activities in the areas of human movement and physical activity including:</td>
</tr>
</tbody>
</table>
|            | - fitness activities  
|            | - volleyball  
|            | - athletics  
|            | - handball  
|            | - tennis  
|            | - golf  
|            | - lawn bowls/croquet  
|            | - dance |
| Assessment | Participation (20%), Skill and co-ordination (20%), Fitness tasks (20%), Tactics and Strategies (20%)  
|            | Safety (10%), Assignment (10%) |

## Human Development Yr 9 CORE

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Year 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>Year 9. Adolescent health and wellbeing is a vital part of education and aims to equip students with the tools to deal with the pressures of identity, self-esteem, sexuality and risk taking behaviour that are considered very important for every student.</td>
</tr>
<tr>
<td>Content</td>
<td>This course covers the topics above and also goes into detail about national health priorities, sexual health in terms of conception, contraception and other risk taking areas such as alcohol, tobacco and illicit drugs and their short and long term effects. The individual personal identity and how ‘you’ as a person sees oneself is also an important unit and what influences shape young people’s lives and how best to navigate this adolescent stage as well as possible. First term of the semester is a ‘Hero’ Assignment based on Personal Identity. Second term is based on mental health and mental illness awareness. Third term surrounds sexuality, what it is and general body parts and functions surrounding conception and growth. This also includes pregnancy and birth. Fourth term deals with the issues of risk taking behaviours, STI’s, Drugs and safe choices e.g. Parties, Driving.</td>
</tr>
<tr>
<td>Assessment</td>
<td>Assignment work, bookwork/classwork presentation, including contribution to class discussions and class activities.</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>Students undertaking this subject have no prerequisite.</td>
</tr>
<tr>
<td>Cost</td>
<td>Nil</td>
</tr>
<tr>
<td>Pathway</td>
<td>This will be valuable for all students and also allow conversations with parents and carers and hopefully provide ‘educated’ decisions at times of risk or stress to be made by the young individual. Year 9 Human Development can lead into the elective subject of Year 10 Health and further to that VCE Units 1 - 4 of Health and Human Development in Years 11 &amp; 12. It will also provide a stimulus for those interested in Health studies or in careers related to these areas such as nursing, physical care and social work.</td>
</tr>
</tbody>
</table>
### Outdoor Education 1 – Water Based Elective

<table>
<thead>
<tr>
<th>Year level</th>
<th>Year 9 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target audience</strong></td>
<td>This course offers students an opportunity to develop knowledge, awareness and understanding of the environment and the need for its protection (particularly the marine environment). The aims are:</td>
</tr>
<tr>
<td></td>
<td>• To improve self-esteem, independence, resourcefulness, leadership, co-operation and persistence.</td>
</tr>
<tr>
<td></td>
<td>• To provide for the acquisition of skills and knowledge about outdoor adventure activities and pursuits. This is achieved through involvement in water-based activities.</td>
</tr>
<tr>
<td></td>
<td>• To develop responsible attitudes to safety of self and others.</td>
</tr>
<tr>
<td></td>
<td>• To develop decision making skills which involve the application of knowledge and experiences.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Students will develop in the above areas through exposure to a wide range of outdoor activities. Theory work will complement all practical sessions. Some activities experienced include surfing, snorkelling, canoeing, scuba diving and bike riding.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment is based on the submission of an extensive topical major project, a series of minor projects covering each unit of work, bookwork including a reflective log, development of practical skills and a display of knowledge and understanding.</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>Willingness to enter the water.</td>
</tr>
<tr>
<td><strong>Costs</strong></td>
<td>A monetary cost will be necessary to cover one and two day excursions. An approximate estimate is $160.</td>
</tr>
<tr>
<td><strong>Pathway</strong></td>
<td>Career pathways could include Park Ranger, Ecotourism, Nature Tour Guide, Sustainability (D.E.P.I), Natural Resources, Outdoor Education to mention a few.</td>
</tr>
</tbody>
</table>

### Outdoor Education 2 - Land Based Elective

<table>
<thead>
<tr>
<th>Year level</th>
<th>Year 9 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target audience</strong></td>
<td>This course offers students an opportunity to:</td>
</tr>
<tr>
<td></td>
<td>• improve knowledge, awareness and understanding of the environment and the need to protect it.</td>
</tr>
<tr>
<td></td>
<td>• promote personal development in areas including self-esteem, independence resourcefulness, leadership, judgement, co-operation, tolerance and persistence</td>
</tr>
<tr>
<td></td>
<td>• develop decision making skills which involve the application of knowledge and experiences.</td>
</tr>
<tr>
<td></td>
<td>• develop responsible attitudes to the safety of self, others and the outdoors.</td>
</tr>
<tr>
<td></td>
<td>• provide the acquisition of skills and knowledge about outdoor adventure activities and pursuits.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Students will be strengthened in the above areas through involvement in a variety of outdoor activities. Theory sessions will lead up to and complement the execution of outdoor experiences. The range of activities includes a study of the natural environment, bushwalking, rock-climbing and orienteering.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Assessment is based on the submission of an extensive topical major project, a series of minor projects covering each unit of work, bookwork including a reflective log, development of practical skills and a display of knowledge and understanding.</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Costs</strong></td>
<td>A monetary cost will be necessary to cover one and two day excursions. An approximate estimate is $120.</td>
</tr>
<tr>
<td><strong>Pathway</strong></td>
<td>Career pathways could include Park Ranger, Ecotourism, Nature Tour Guide, Sustainability (D.E.P.I), Natural Resources, Outdoor Education to mention a few.</td>
</tr>
</tbody>
</table>

### First Aid Elective

<table>
<thead>
<tr>
<th>Year level</th>
<th>Year 9 and 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target audience</strong></td>
<td>Students with a desire to gain a CPR Certificate and training in Level 2 OH &amp; S First Aid.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>The course will cover Principles of First Aid, Primary Survey (DRABC), safety at scene, CPR, secondary survey, fractures, burns, asthma, bites and stings, hypothermia/hyperthermia, soft tissue injuries etc.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Presentation of material by guest speakers, videos, practical application, research and current media reports.</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Costs</strong></td>
<td>A cost of approximately $40 per student will be incurred for the CPR Certificate because this course is conducted by a private provider.</td>
</tr>
<tr>
<td><strong>Pathway</strong></td>
<td>Career prospects could include: Ambulance officer, Nursing, Health Services, OHS Officer as well as first aid being an advantage towards any job prospects.</td>
</tr>
<tr>
<td><strong>Sport Education Elective</strong></td>
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</tr>
<tr>
<td><strong>Year level</strong></td>
<td><strong>Year 9 and 10</strong></td>
</tr>
<tr>
<td><strong>Target audience</strong></td>
<td>This course is designed for students who have an interest in sports administration, training, assessment and management. It will suit those wanting to develop more specialized skills in the nominated sports and discover ‘the bones’ to running a successful, fair and all inclusive competition. Students will participate in extended units in physical activities/sports negotiated at the start of the semester. For each unit students will participate in skill development and game play. Students will take on administrative duties including forming and running a sports committee, organizing and conducting the sporting competition and undertaking coaching and officiating tasks. As well students will be expected to actively participate in school and community sports programs and clinics.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Student assessment is based on safe interactions, written assignment work, bookwork, participation and level of performance in a nominated administrative, coaching, player or organizational role, skill development and group cooperation.</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Costs</strong></td>
<td>A small fee to cover awards at the end of the semester or hire of a specialized facility. This is governed by committee’s decisions.</td>
</tr>
<tr>
<td><strong>Pathway</strong></td>
<td>This subject may be used as a building block towards careers such as sports management, marketing, coaching, administrating or training.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PE Elective</strong></th>
<th></th>
</tr>
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<tr>
<td><strong>Year level</strong></td>
<td><strong>Year 9 and 10</strong></td>
</tr>
<tr>
<td><strong>Target audience</strong></td>
<td>This course is recommended to those who strive to achieve highly in physical education and have a keen interest in the functioning of the human body. It is a great asset to have completed this course if you are intending to study VCE Physical Education.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Students will study skeletal, muscular, respiratory and circulatory systems, basic biomechanics, physiology, energy systems, fitness, skill acquisition and social trends in activity.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Student assessment is based on bookwork, laboratory sessions, tests, projects, safe interactions, team work and skill development.</td>
</tr>
<tr>
<td><strong>Prerequisite</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Costs</strong></td>
<td>Estimated cost is $50 to visit various health and fitness centres.</td>
</tr>
<tr>
<td><strong>Pathway</strong></td>
<td>Lead in to VCE Physical Education, sports coaching and administrating, PE teaching, fitness facility management, corporate health, personal or club trainer; an extensive list of paths exists.</td>
</tr>
</tbody>
</table>
Do you enjoy or are you good at HEALTH?
Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of HEALTH.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
The Arts

**Art 1 Elective**

**Year level** Year 9 & 10

**Target audience**

The Art course is designed to engage students in creative thinking through the exploration of ideas. Students explore a range of 2D and 3D mediums to develop their skills and techniques to gain greater understanding of design processes. Students are introduced to a range of artists and the art of other artists from different cultures to broaden students’ appreciation of art periods, styles and cultural diversity.

**Content**

1. Prehistory Ceramic -
2. Print media - Foam Plate Relief Printing
3. Art History Research
4. Wall Mural
5. Collage - punk posters
6. Observational Drawing
7. Painting Dreams and the Subconscious mind

**Assessment**

All students are required to develop art ideas based on a given theme, create design solutions, develop technical skills, create finished art work and present them to a broader audience.

**Prerequisite**

None

**Costs**

None

**Pathway**

This course provides a sound foundation for students planning to study VCE Studio Art. Students can elect to continue their study from Year 8 or they can join at the start of any semester.

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**Art 2 Elective**

**Year level** Year 9 & 10

**Target audience**

The Art course is designed to engage students in critical and creative thinking through the exploration of complex ideas and concepts. Students are encouraged to explore a range of 2D and 3D mediums to develop their skills, explore techniques and gain a greater understanding of design processes. Students are introduced to a range of artists and art of other cultures to broaden their appreciation of art periods, styles and cultural diversity.

**Content**

Each unit is designed to enhance, develop and challenge the students’ technical and aesthetic abilities as they mature and increase their skills. Students will source inspiration from artists and the artwork of other cultures:

1. Ancient Egypt Painting
2. Digital Photography Printing & Projection
3. Wood Sculpture
4. Totem Poles
5. 3 Minute Short Film
6. Observational drawing
7. Hamilton Art Gallery Excursion
8. Pop Up Greeting Cards

**Assessment**

All students are required to develop art ideas based on a given theme, create design solutions, develop technical skills, create finished art work and present them to a broader audience.

**Prerequisite**

None

**Costs**

Nil

**Pathway**

This course provides a sound foundation for students planning to study VCE Studio Art. Students can elect to continue their study from Year 8 or they can join at the start of any semester.
Music Composition Elective

Year level: Year 9 & 10

Target audience: The course aims at developing a strong foundation for VCE music through writing and playing your own music. It can be of any music style you choose. Course includes techniques of music composition and ideas that composers tend to use. Musical ideas are communicated through western conventional notation, which will be practised throughout the course.

Content: Activities involved:
- Brief History of Music Composition
- Operating a basic music workstation
- Experimenting on a keyboard and in software
- Constructing chords and scales
- Writing melody in a given scale and given chords
- Writing drum beats and patterns
- Writing harmonies; music for more than one instrument
- Techniques for writing 'interesting' music

Assessment: All tasks are assessed; there are 7 music composition tasks with different criteria and several 'side tasks' that are intended to inform your compositions.
- At the time of task submission, learning habits are also assessed during feedback sessions.

Prerequisite: Although there is no pre-requisite for this course, it is compulsory that you are learning an instrument from a teacher regularly at the time of taking this course. You should also be prepared to spend at least 2 to 3 hours a week outside class times to complete each tasks satisfactorily.

Costs: Nil

Pathway: Choosing this subject would be valuable for the following future studies or careers in any of the Performing Arts, teaching or any communication and working with people based careers.

Drama 1 - Production Elective

Year level: Year 9 & 10

Target audience: This course is designed for students who are keen to develop their dramatic and performance skills and confidence in themselves.

Content: This course covers students working towards improving their dramatic development and performance skills. Students will work on the following pieces in workshops: monologue, duologue and group performance. In this unit students choose from different texts for inspiration for their performances.

Assessment: Students will be assessed on the following performance pieces: monologue, duologue and group performance.

Prerequisite: There are no prerequisites for this subject.

Costs: Nil

Pathway: Choosing this subject would be valuable for the following future studies or careers in any of the Performing Arts, teaching or any communication and working with people based careers.

Drama 2 - Acting Method Elective

Year level: Year 9 & 10

Target audience: This course is designed for students who are keen to continue to extend and further develop their skills in performance.

Content: This course covers students working towards continuing to improve their dramatic performance skills with an emphasis on creation and development of scripts for monologue, duologue and ensemble pieces.

Assessment: Students will be assessed on the following pieces: self-developed solo, duologue and ensemble. Special importance is placed on dramatic elements, conventions and expressive skills.

Prerequisite: There are no prerequisites for this subject.

Costs: Nil

Pathway: Choosing this subject would be valuable for the following future studies or careers in any of the Performing Arts, teaching or any communication and working with people based careers.
Do you enjoy or are you good at PERFORMING ARTS?
Have you considered the occupations above?

Usual training requirements

LEVEL 1 Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of PERFORMING ARTS.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
Do you enjoy or are you good at **ART**?
Have you considered the occupations above?

Do you enjoy or are you good at **MUSIC**?
Have you considered the occupations above?
Design, Creativity and Technology

Information Technology Elective

Year level
Year 9 or 10

Target audience
This course is designed for students who are interested in how computers operate and want to gain a general knowledge about how to build a computer, how to program them and what things you can do with them.

Content
This course covers mainly programming using languages such as Scratch, HTML (Webpage Production) and Visual Basic. It is to introduce students to the computer hardware such as: how computers operate; installing components; operating system; windows operations; network fundamentals; maintenance, repairs and troubleshooting faults.

Assessment
Students will be assessed by the completion of worksheets and the completion of exercises introducing the programming languages. The main assessment will be on what programs they produce and how well they operate.

Prerequisite
Students should only take this course once.

Costs
Nil

Pathway
Choosing this subject would be valuable for the following future studies or careers, computer programmers, computer technicians, computer sales and for general life skills.

Design Technology Wood Elective

Year level
Year 9 or 10

Target audience
This course is designed for students who have an interest in working with timber to design and construct a piece of furniture or product to fill a need or requirement

Content
This course covers designing, working out the quantities and costing all the components required to complete the task. Students complete a work sheet relating to the mathematical component of the course including area, lineal metres, and division and costing also how to fill out a cutting list. On completion of the project the student completes an evaluation sheet on the product as well as a self-evaluation.

Assessment
Students will be assessed on:
- Quality of design sketches
- Completion of mathematics sheet
- Ability to problem solve
- Safe workshop behaviour
- Class participation
- Accuracy with hand and power tools
- Does the final design match the finished product
- Quality of product
- Completion of evaluation

Prerequisite
There is no prerequisite for this subject other than an interest in using your hands and mind.

Costs
Costs of the materials for the product must be met by the student. Baimbridge covers the cost of the glue, screws, nails and lacquer. Some stains will be supplied but any special colours or paints must be supplied by the student. Due to OHS policy any paints are required to be water based.

Pathway
Choosing this subject would be valuable for the following future studies or careers in Cabinet Making, Joinery Production, Furniture Design or Building and Construction.
### Design Technology- Metal Fabrication Elective

**Year level**  
Year 9 or 10

**Target audience**  
This elective is for one semester and has designed to allow students to create a series of projects in both Sheet metal and Welding. It has been developed for those students who have an interest in working and shaping metal.

**Content**  
To continue to develop skills that students have learnt in Year 7/8 Sheet Metal and introduce new processes such as:
- MIG Welding
- Oxy and Acetylene Welding
- Hand and Power tools

**Assessment**  
Students will be assessed on:
- Team work
- Classroom participation
- OH&S
- Attendance
- Accuracy

**Prerequisite**  
There is no prerequisite for this subject other than an interest in using your hands and mind

**Costs**  
Nil

**Pathway**  
This class could lead the student to future study Certificate II in Automotive, Apprenticeship or Life skills.

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### Design Technology- Basic Automotive Elective

**Year level**  
Year 9 or 10

**Target audience**  
This elective is for one semester and has been designed to allow students to develop skills and knowledge in how the Motor car works and what is required to maintain a vehicle.

**Content**  
Students will work in small teams to learn the basic fundamentals of how a car engine works and to carry out preventative maintenance and inspections. Students will develop a broader appreciation of the various systems contained within the car.

**Tasks**  
OH&S, Written Assessment tasks, Jacking up the car safely and correctly, Pre-trip checks, changing the spare wheels, brakes, changing the oil, focus practical tasks.

**Assessment**  
Students will be assessed on
- Team work
- Classroom participation
- OH&S
- Attendance
- Portfolio work

**Prerequisite**  
Students are expected to bring laptops, all stationery equipment to lessons as well as boots and overalls for workshop practices.

**Costs**  
Nil

**Pathway**  
This class could lead the student to future study Certificate II in Automotive, Apprenticeship or Life skills.
Do you enjoy or are you good at AUTOMOTIVE?
Have you considered the occupations above?
### Foods 1- Basic preparations & techniques Elective

**Year level** | Year 9 or 10  
**Target audience** | This course is designed for students who enjoy all aspects of food. From the investigation, selection, preparation and production of different and varied types of food, students will be engaged in a variety of activities that include both theory and practical tasks. Students will be encouraged to develop skills and techniques associated with food preparation and service as well as lifelong skills. Students interested should be those that enjoy hands-on tasks and moving through different practical challenges each week.  
**Content** | This course covers topics such as:  
- Safe Food Handling  
- Using Kitchen Equipment  
- Practical Skills and Techniques  
- The Food Design process  
- Methods of Cooking  
- Healthy Eating  
- Multicultural aspects of foods in our society  
**Assessment** | Students will be assessed by:  
- completion of workbook tasks  
- assignments  
- production observations  
- tests both theoretical and practical  
- participation and attendance  
**Prerequisite** | Students undertaking this subject will have completed the core units of Food Technology in Year 7 and Year 8. Students wishing in future complete Foods 2 will have needed to complete this unit/course first.  
**Costs** | $4.50 each week plus suitable containers to transport food home  
**Pathway** | Choosing this subject would be valuable, but not necessary, for the following future studies in Foods 2, VCE Food Technology Units 1 -4 or careers pathway in Certificate II Kitchen Operations or Certificate II Hospitality Food & Beverage or a School- based Apprenticeship in Cooking.

### Foods 2 – Presentation & Styling Elective

**Year level** | Year 9 or 10  
**Target audience** | This course is designed for students who enjoy all aspects of food. From the investigation, selection, preparation and production of different and varied types of food, students will be engaged in a variety of activities that include both theory and practical tasks. Students will be encouraged to develop skills associated with food preparation and service. Students interested should be those that enjoy hands-on tasks and moving through different practical challenges each week.  
**Content** | This course covers topics such as:  
- Functional and sensory properties of foods; aroma, taste/palate, texture, appearance  
- Preparation of Key Food Groups – Fruit, Vegetables, Dairy, Meat, Fish, Poultry, Eggs, Cereals, Herbs and spices.  
- Developing skills in complex processes and recipes  
- Food styling and presentation  
- Foods role in entertainment and socialising  
**Assessment** | Students will be assessed by:  
- completion of workbook tasks  
- assignments  
- production observations  
- tests both theoretical and practical  
- participation and attendance  
**Prerequisite** | Students undertaking this subject will have completed the core units of Food Technology in Year 7 and Year 8. Students will need to have completed Foods 1  
**Costs** | $4.50 each week plus suitable containers to transport food home  
**Pathway** | Choosing this subject would be valuable, but not necessary, for the following future studies in VCE Food Technology Units 1 -4 or careers pathway in Certificate II Kitchen Operations or Certificate II Hospitality Food & Beverage or a School- based Apprenticeship in Cooking.
Do you enjoy or are you good at FOOD STUDIES?
Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate 1 or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of FOOD STUDIES.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit [www.jobguide.education.gov.au](http://www.jobguide.education.gov.au) and [www.myfuture.edu.au](http://www.myfuture.edu.au)
## Certificate II Programs

### Subject

### Certificate II Automotive

**Year level**  
Year 10  

This pre-apprenticeship program provides hands on skills and basic mechanical knowledge which will assist in obtaining an automotive apprenticeship and further career opportunities in the automotive industry in areas such as Automotive Mechanics, Engine Reconditioning, Automotive Electrician and Electronics.

*This course uses 6 periods each week, so the student is required to select this in the 4 period and 2 period elective block to achieve this.*

### Content

This program provides students with the skills and knowledge at an entry level standard to enhance their career prospects within the Automotive industry. On completion of training students will have the opportunity to pursue a career in such areas as Automotive Mechanics, Engine Reconditioning, Automotive Electrician and Electronics.

*This course is timetabled for a full day and is a 2 year course.*

### Assessment

Students for their first year will be assessed on subjects such as:

- Apply safe working practices  
- Use and maintain workplace tools and equipment  
- Job seeking skills  
- Carry out industry research  
- Remove and refit batteries  
- Participate in basic vehicle servicing operations  
- Recharge batteries  
- Remove and replace suspension front spring  

*(units may be subject to slight alterations)*

### Prerequisite

There is no prerequisite for this subject except having an interest in the automotive industry and using your hands and mind may be an advantage. Students will need to attend an interview for selection into this subject.

### Costs

The estimated fee structure for this course is shown on pages 53-54  

*Fees are required within the first 4 weeks of the course.*

Students need to supply their own black enclosed shoes, preferably safety boots, (strictly no sandals/sneakers).

### Pathway

Choosing this subject would be valuable for the following future studies or careers in the automotive industry.
Certificate II Building & Construction

Year level
Year 10

This course is designed for students who have an interest in the Building & Construction industry.

This course uses 6 periods each week, so the student is required to select this in the 4 period and 2 period elective block to achieve this.

Target audience
This is a pre-apprenticeship course that deals in acquiring tool skills, both hand and electrical. Students also complete the CI card, (construction industry induction) which allows them access to, and to work on construction sites.

Content

Assessment
Students will be assessed on:
- Completion of theory books
- Safe workshop behaviour
- CI Card
- Class participation
- Accuracy with hand and power tools
- Practice construction joints
- Safe operation and practises with plant and equipment

Prerequisite
There is no prerequisite for this subject but an interest in the Construction industry and using your hands and mind may be an advantage.

Costs
The estimated fee structure for this course is shown on pages 53-54
During the colder months a fleecy top can be purchased for an extra $35.00

Fees are required within the first 4 weeks of the course.

Students need to supply their own Khaki work trousers/pants and safety boots.

Pathway
Choosing this subject would be valuable for the following future studies or careers in:
- Cabinet Making,
- Joinery Production,
- Furniture Design or
- Building and Construction.
Do you enjoy or are you good at CONSTRUCTION?
Have you considered the occupations above?

Usual training requirements
LEVEL 1 Usually has skill level equal to the completion of Year 10 or the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.
LEVEL 2 Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.
LEVEL 3 Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.
LEVEL 4 Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of CONSTRUCTION.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
Certificate II Kitchen Operations

Year 10

This Certificate course is designed for students who enjoy all aspects of food and are interested in learning about this diverse industry. Students who enrol in Kitchen Operations will cover units of competency from both the Certificates in Kitchen Operations and Hospitality. At the completion of the first year program students with a more informed opinion will then able to decide which Certificate program they will complete in the second year to attain a national qualification.

This Certificate program is currently being delivered at the HDSC, a purpose built facility with a commercial and industrial environment equipped with commercial grade equipment.

It’s a ‘hands-on’ Certificate program with many opportunities and experiences to develop and broaden the students exposure to this evolving and fast paced industry some of those are;

- Paddock to plate cooking with our own garden
- Big Chef Little Chef mentoring experiences
- Excursions – e.g. Melbourne Good Food and Wine Show
- Guest Chef Workshops
- Catering opportunities

This course uses 6 periods each week, so the student is required to select this in the 4 period and 2 period elective block to achieve this.

Content

This Certificate course covers topics such as:

- Safe food handling practices and kitchen hygiene
- Basic methods of cookery
- Using commercial grade equipment
- Sourcing and using information on the hospitality industry
- Employability skills
- Working effectively with others
- Customer service skills

Assessment

Students will be assessed by:

- completion of workbook tasks
- assignments
- production and skill observations
- tests both theoretical and practical
- participation and attendance
- unit examinations
- work performance outside catering opportunities

Prerequisite

Students undertaking this subject will have completed the core units of Food technology in Year 7 and Year 8. It is advisable that they have selected a cooking elective in Year 9, but is not compulsory.

Costs

The estimated fee structure for this course is shown on pages 53-54

Fees are required to be paid in full within the first 4 weeks of commencing the course.

Students need to supply their own black work trousers/pants and black closed-toe non-slip shoes.

Additional funds needed but not compulsory are excursion to Melbourne Good & Wine Show $95
Overnight Foodies Trip to Melbourne end of year $120 approx.

Pathway

Choosing this program would be valuable for those students interested in a career pathway in Hospitality or Tourism and would be an advisable qualification to attain for entry level positions such as, but not exclusive to:

- Kitchen hand
- Sandwich hand
- Beverage attendant
- Wait staff
- Apprenticeship in cooking
- Barista
Do you enjoy or are you good at HOSPITALITY?
Have you considered the occupations above?

**Usual training requirements**

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFEs or Registered Training Organisations. Some universities offer studies at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of HOSPITALITY.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or entry requirements for these jobs.

For further information visit www.jobguide.education.gov.au and www.myfuture.edu.au
**Certificate II in Hairdressing**

**Year 10 - 12**

This course is designed for students who have an interest in the Hairdressing industry.

This program provides students with the skills and knowledge at an entry level standard to enhance their career prospects within the hairdressing industry. Students who complete this training will be able to work safely under routine supervision including preparing temporary colour, maintaining tools and equipment, teamwork and assisting colleagues providing multiple salon services.

**This course uses 6 periods each week, so the student is required to select this in the 4 period and 2 period elective block to achieve this. It is intended that this course is timetabled for a full day each Friday.**

**Assessment**

Students will be assessed on:
- Apply salon safety procedures
- Maintain and organise tools, equipment and work areas
- Greet and prepare clients for salon services
- Perform shampoo and basin treatment services
- Dry hair to shape
- Apply hair colour products
- Recommend hair, beauty and cosmetic products and services
- Perform head neck and shoulder massage

**Prerequisite**

There is no prerequisite for this subject except having an interest in developing a knowledge in the hairdressing industry.

Students will need to attend an interview for selection into this subject.

The estimated fee structure for this course is shown on pages 53-54

A short haired mannequin is included in the Tool Kit purchase for the 1st year program, however students may wish to purchase the long haired mannequin at an additional cost

*Fees are required to be paid in full within the first 4 weeks of commencing the course.*

*Students need to supply their own black work trousers/pants and black enclosed shoes.*

**Pathway**

Choosing this subject would be valuable for the following future studies or careers in the Hairdressing industry.
Estimate of Compulsory Student HDSC Course Fees for 2016

Certificate II Courses

SIT20312 - Certificate II in Kitchen Operations
(all 1st year Hospitality classes)

- Black Box Hat $10.00
- White Long Sleeve Chef Jacket – White Buttons x 10 $45.00
- Black Bib Apron $15.00
- Books/Resources/Admin $200.00
- Tool Kit Hire $35.00
- Food Levy $300.00

Est. STUDENT COSTS $605.00

To be supplied by students:
- Black pants
- Black enclosed shoes with non-slip sole

SIT20212 - Certificate II in Hospitality – (Front of House) 2nd year option

- Black Box Hat (retain from previous year) Nil
- Black Bib Apron (retain from previous year) Nil
- White Long Sleeve Shirt with HDSC logo $60.00
- Books/Resources/Admin $200.00
- Tool Kit Hire $35.00
- Responsible Service of Alcohol certificate $60.00
- Food/Beverage Levy $160.00

Est. STUDENT COSTS $515.00

To be supplied by students:
- Black pants (retain from previous year)
- Black enclosed shoes with non-slip sole (retain from previous year)

SIT20312 - Certificate II in Kitchen Operations 2nd year option

- Black Box Hat (retain from previous year) Nil
- White Long Sleeve Chef Jacket (retain from previous year) Nil
- Black Bib Apron (retain from previous year) Nil
- Books/Resources/Admin $200.00
- Tool Kit Hire $35.00
- Food Levy $350.00

Est. STUDENT COSTS $585.00
To be supplied by students:

- Black pants (retain from previous year)
- Black enclosed shoes with non-slip sole (retain from previous year)

**SIH20111 – Certificate II in Hairdressing**

*1st year*

- Uniform - Black Tunic $70.00
- Books/Resources/Admin $200.00
- Hairdressing Tool Kit purchase $315.00
- Equipment Hire Levy $35.00
- Auspicing $220.00

**Est. STUDENT COSTS $840.00**

*2nd year*

- Books/Resources/Admin $200.00
- Hairdressing Tool Kit purchase $200.00
- Equipment Hire Levy $35.00
- Auspicing $220.00

**Est. STUDENT COSTS $655.00**

**22216VIC – Certificate II in Building and Construction**

*1st year*

- Uniform - Polo t-shirt & Windcheater – Logo $100.00
- Books/Resources/Admin $200.00
- Tool/equipment hire $75.00
- Auspicing $220.00
- Construction Industry Card (white card) $160.00
- First Aid Certificate $95.00

**Est. STUDENT COSTS $850.00**

To be supplied by students:

- Khaki work trousers/pants
- Safety work boots

*2nd year*

- Books/Resources/Admin $200.00
- Tool/equipment hire $75.00
- Auspicing $220.00

**Est. STUDENT COSTS $495.00**
**22216VIC – Certificate II in Building and Construction**

**3rd year**
- Books and Resources $200.00
- Tool/equipment $75.00
- Auspicing $220.00

**Est. STUDENT COSTS $495.00**

**Automotive – yr 10**

**1st year**
- Uniform - Mechanical Overalls/polo t-shirt/windcheater $185.00
- Books/Resources/Admin $200.00
- Tool/equipment Hire $75.00
- Auspicing fee $220.00

**Est. STUDENT COSTS $680.00**

**To be supplied by students:**
- Safety work boots (or black non-slip enclosed shoes)

**Automotive**

**2nd year**
- Mechanical Overalls/polo t-shirt (retain from previous year) nil
- Books/Resources/Admin $200.00
- Tool/equipment Hire $75.00
- Auspicing fee $220.00

**Est. STUDENT COSTS $495.00**

**To be supplied by students:**
- Safety work boots (or black non-slip enclosed shoes)
**Subject**

**Certificate II in Applied Language (Italian)**

**Year level**  
Year 9

**Content**

This course has a focus on everyday application of language skills. Students have the opportunity to simulate real-life contexts and are encouraged to make links between their Language classes and the outside world. They learn how to communicate with friends, people in the community, colleagues, clients and employers in a range of settings, both in Australia and in countries where the Language is spoken. This opens up possibilities for careers after school, both here in Australia within a range of industries, as well as overseas trips on exchange or travel through work. Showing such an achievement on a CV at a young age demonstrates to employers that a young person is capable of learning a second language, and has the persistence and motivation to reach a certain level of fluency, regardless of whether there is a specific language required for a job.

This course consists of four units. All four units must be completed to achieve Certificate II.

- Conduct basic oral communication for social purposes.
- Conduct basic workplace oral communication.
- Read and write basic documents for social purposes.
- Read and write basic workplace documents.

*This course uses 6 periods each week, so the student is required to select this in the 4 period and 2 period elective block to achieve this.*

**Assessment**

Student will be assessed on a variety of skills, including social and work-related speaking, reading, writing, and listening skills. They will be assessed by a range of means, including role plays, emails and research projects.

**Prerequisite**

No prior knowledge of Italian is required for entry to Certificate II, although it is expected most students would have completed Year 7 and 8 Italian. It is recommended that students wishing to take this course possess good literacy and numeracy skills. Further details about Course Content are available from the teacher of Italian.

**Costs**

There are no costs for students involved for students.

**Pathway**

Choosing this subject would be valuable for the following future studies or careers in the VET APPLIED LANGUAGE PATHWAYS:

1. Stage 1 – Certificate II in Applied Language = Years 9
2. Stage 2 – Certificate III in Applied Language = Year 10
3. Stage 3 – Certificate IV in Applied Language = Year 11

**Outcomes for Students**

1. Stage 1 - Two VCE Unit credits at VCE Unit level 1-2
2. Stage 2 - Three VCE Unit credits at VCE Unit level 3/4
3. 10% increment towards ATAR
4. Stage 3 - Three VCE Unit credits at VCE Unit
Subject

Certificate III in Applied Language (Italian)

Year level

Year 10

Content

This course has a focus on everyday application of language skills. Students have the opportunity to simulate real-life contexts and are encouraged to make links between their Language classes and the outside world. They learn how to communicate with friends, people in the community, colleagues, clients and employers in a range of settings, both in Australia and in countries where the Language is spoken. This opens up possibilities for careers after school, both here in Australia within a range of industries, as well as overseas trips on exchange or travel through work. Showing such an achievement on a CV at a young age demonstrates to employers that a young person is capable of learning a second language, and has the persistence and motivation to reach a certain level of fluency, regardless of whether there is a specific language required for a job.

This course consists of four units. A student must successfully complete all four units to achieve Certificate III.

- Conduct routine oral communication for social purposes.
- Conduct routine workplace oral communication.
- Read and write routine documents for social purposes.
- Read and write routine workplace documents.

This course uses 6 periods each week, so the student is required to select this in the 4 period and 2 period elective block to achieve this.

Assessment

Student will be assessed on a variety of skills, including social and work-related speaking, reading, writing, and listening skills. They will be assessed by a range of means, including role plays, emails, research projects, posters and short essays.

Prerequisite

Successful completion of Certificate II in Applied Language (Italian) is required for entry to Certificate III. It is recommended that students wishing to take this course possess good literacy and numeracy skills. Further details about Course Content are available from the teacher of Italian.

Costs

There are no costs involved for students.

Pathway

Choosing this subject would be valuable for the following future studies or careers in the VET APPLIED LANGUAGE PATHWAYS:

4. Stage 1 – Certificate II in Applied Language = Years 9
5. Stage 2 – Certificate III in Applied Language = Year 10
6. Stage 3 – Certificate IV in Applied Language = Year 11

Outcomes for Students

5. Stage 1 - Two VCE Unit credits at VCE Unit level 1-2
6. Stage 2 - Three VCE Unit credits at VCE Unit level 3/4
7. 10% increment towards ATAR
8. Stage 3 - Three VCE Unit credits at VCE Unit

Further details about Course Content are available from the teacher of Italian.
Do you enjoy or are you good at LANGUAGES?
Have you considered the occupations above?

Usual training requirements

**LEVEL 1** Usually has a skill level equal to the completion of Year 10, the Senior Secondary Certificate of Education, Certificate I or Certificate II qualification. Australian Apprenticeships may be offered at this level.

**LEVEL 2** Usually has a skill level equal to a Certificate III or IV or at least three years relevant experience. Australian Apprenticeships may be offered at this level.

**LEVEL 3** Usually requires a level of skill equal to a Diploma or Advanced Diploma. Study is often undertaken through TAFE’s or Registered Training Organisations. Some universities offer subjects at this level.

**LEVEL 4** Usually requires the completion of a Bachelor Degree or higher qualification. Study is often undertaken at university.

This chart shows a selection of jobs that have some relation to the subject of LANGUAGES.

The four education and training levels are to be used as a guide only. These levels indicate the most common education and/or study requirements for these jobs.

For further information visit
www.jobguide.education.gov.au and
www.myfuture.edu.au
VCAL at Baimbridge (Year 11 and 12)

Please keep in mind the school criteria for being accepted into the school’s VCAL (Victorian Certificate of Applied Learning) program:

- Students have achieved a satisfactory pass in Year 10 English and Mathematics.
- Students have achieved a satisfactory pass in Year 10 Careers
- Students indicate a good work ethic in other subject areas.
- Students must have demonstrated that they possess the maturity and interpersonal skills required to interact successfully in the workplace.
- Students demonstrate that they will be good ambassadors for Baimbridge College in the workplace and the community.
- Students are able to demonstrate a willingness to undertake an ongoing work placement.
- Students must be enrolled in an approved VET/HDSC course, or have entered into an ASBA (Australian School Based Apprenticeship).

Why would I choose to do the VCAL?
For those students who have no intention of going onto further education at university. You will gain practical experience and employability skills, as well as the skills you need for further training in the workplace or at TAFE.

What Do I Study?
Students undertake units from the following compulsory strands:

**Literacy and Numeracy**
VCE English, VCE Mathematics – (Year 11)

**Work Related Skills**
Units that will help prepare you for work. A structured work placement organized for one day per week.

**Industry Specific Skills**
Students undertake components of a nationally recognized VET program; Students attend HDSC/TAFE as part of timetabled subjects; Programs offered include Automotive, Building and Construction, Commercial Cookery, Hospitality, Engineering, Hairdressing, Beauty, Community Services, Health and Media.

**Personal Development Skills**
Students participate in a community project and/or activity organized by the school in partnership with a community based agency. Current partnerships include World Vision, RSPCA, Leukemia Foundation and the Prostate Cancer Foundation, the RSL and Hamilton SDS.

How will the VCAL be assessed?
To be awarded a VCAL Certificate a student must successfully complete a learning program that includes a minimum of 10 units overall and contains units from each of the compulsory strands.

What does a typical program look like?

<table>
<thead>
<tr>
<th>Strand</th>
<th>Intermediate</th>
<th>Senior</th>
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<tbody>
<tr>
<td>Literacy</td>
<td>VCE English or VCAL Literacy</td>
<td>VCAL Literacy</td>
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<td>VCAL Oracy</td>
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<tr>
<td>Numeracy</td>
<td>VCE General or Foundation Maths</td>
<td>VCAL Numeracy</td>
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<tr>
<td>Industry Specific</td>
<td>VET Certificate II</td>
<td>VET Certificate II</td>
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<td>HDSC Certificate III</td>
<td>HDSC Certificate III</td>
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<tr>
<td>Work Related</td>
<td>WRS Intermediate</td>
<td>WRS Senior</td>
</tr>
<tr>
<td>Personal Development</td>
<td>PDS Intermediate</td>
<td>PDS Senior</td>
</tr>
<tr>
<td>VCE</td>
<td>To be selected from a range of VCE subjects</td>
<td>To be selected from a range of VCE subjects</td>
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Fast Tracking – VCE PSYCHOLOGY Units 1 & 2

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of psychology leads students to appreciate the interconnectedness between different content areas both within psychology, and across psychology and the other sciences.

Unit 1: How are behaviour and mental processes shaped?
Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Unit 2: How do external factors influence behaviour and mental processes?
A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Assessment – Satisfactory Completion
Demonstrated achievement of the set of outcomes specified in the unit.

Cost
Nil