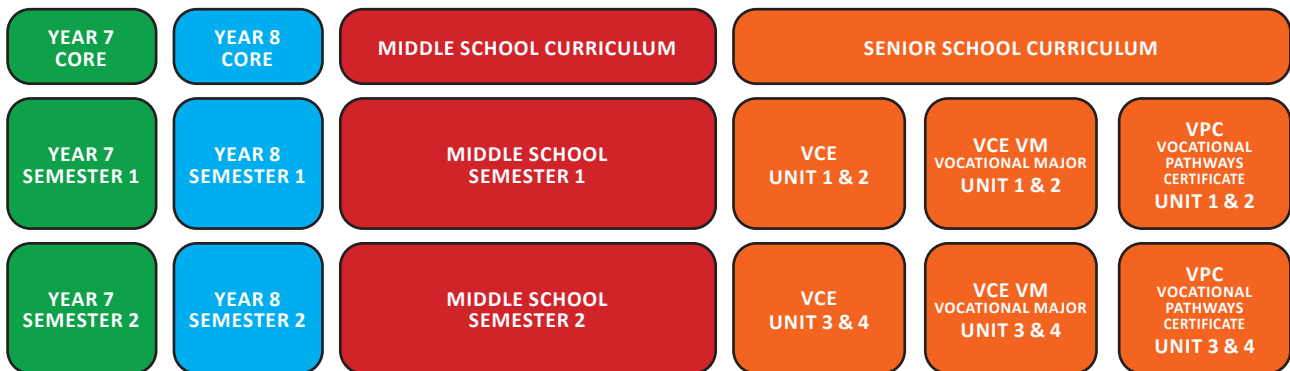


Baimbridge College

2024 Middle School



Student

2023 Form Group

Start your
Middle School
pathway journey here

Core Subjects

Middle School Subject Selections: (The VCAA Victorian Curriculum F-10)

Step 1a: Circle ONE to study all year.

ENGLISH	MATHS
GENERAL ENGLISH	GENERAL MATHS
ADVANCED ENGLISH	ADVANCED MATHS
Circle 1	Circle 1

Step 1b: Circle at least TWO subject units from each column to study.

HUMS	SCIENCE
HISTORY 1918 - 2001	GENETICS AND EVOLUTION
HUMAN GEOGRAPHY	ACIDS AND BASES
ECONOMICS	ELECTRICITY
LEGAL STUDIES	SCIENTIFIC RESEARCH & ETHICS
HUMANITIES C SEMESTER 1 ONLY	APPLIED SCIENCE C SEMESTER 1 ONLY
HUMANITIES D SEMESTER 2 ONLY	APPLIED SCIENCE D SEMESTER 2 ONLY
Circle 2	Circle 2

Select one

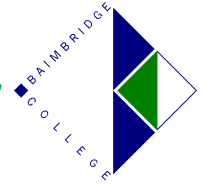
- HEALTH/PE
- BIG BALL SPORTS
- STICK & RACQUET SPORTS
- RECREATION GAMES
- ADVANCED HEALTH & PE
- SPECIALIST SPORT - BASKETBALL
- SPECIALIST SPORT - NETBALL
- INTRODUCTION TO THE OUTDOORS (PRACTICAL)
- ADVANCED OUTDOOR EDUCATION (PRACTICAL)
-
- Circle 1

CIRCLE more as an Optional Elective Subject Selections PREFERENCE

ALL COURSES ARE SUBJECT TO STUDENT DEMAND & STAFFING



2024 Middle School Pathway



Elective Subject Selections

Middle School Subject Selections: (The VCAA Victorian Curriculum F-10)

THE ARTS, DESIGN & TECHNOLOGIES

MODERN MUSIC PERFORMANCE	Paddock TO PLATE	WOOD DESIGN TECHNOLOGY
MODERN MUSIC COMPOSITION	FOOD SCIENCE	WOOD FURNITURE JOINERY
THEATRICAL SKILLS 1	TEXTILES 1	METAL A
THEATRICAL SKILLS 2	TEXTILES 2	METAL B
VISUAL ART ELECTIVE 3		2D 3D DESIGN
VISUAL ART ELECTIVE 4	MEDIA ARTS	GAME PROGRAMMING

LANGUAGES

LANGUAGE

Elective Subject Selections PREFERENCE



Circle 3
(Preference 1-3)

and

Elective Subject Selections RESERVE



Circle 6
(Reserve 1-6)

YEAR 10 ONLY

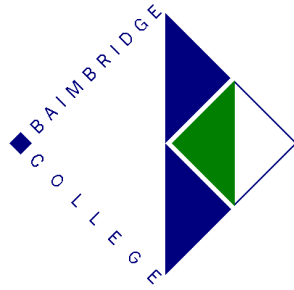
DUKE OF EDINBURGH - SILVER

VET - CERT II - YEAR 10 ONLY YEAR LONG (SELECT ONE ONLY)

KITCHEN OPS	AUTOMOTIVE	BUILDING CONSTRUCTION	AGRICULTURE	SALON ASSISTANT
HEALTH SERVICES	3D ANIMATION FOUNDATIONS	GAME PROGRAMMING	SPORTS AND COACHING	MUSIC INDUSTRY

ALL COURSES ARE SUBJECT TO STUDENT DEMAND & STAFFING
An electronic version of this form and the subject description booklet can be downloaded from
Compass Favourites or www.baimbridge.vic.edu.au

Step 2: Go to the next page and fill out the selection table.



Baimbridge College

2024 Middle School

In addition to the Middle School selections, all students participate in the following units:

● **Year 9 SCORE: (all year)**

The Year 9 SCORE (Sport Community Outdoors Recreation and Endeavour) Program is designed to prepare students to become active participants in their community and the wider world around them. Students will learn leadership skills. Through a range of sports, games and recreation, students will learn to develop skills in leadership, problem solving and cooperation. Students learn about our local indigenous history and venture to significant cultural sites, such as the Grampians, Mount Napier and Byaduk Caves. Students have the opportunity to complete their Bronze Award for the Duke of Ed, which requires them to complete hours undertaking physical activity, learning a new skill, completing voluntary service and taking part in a culminating overnight adventurous journey. Students engage with their local community, including with groups such as the CFA, Mulleraterong, Rotary, Lions, Eventide, Grangeburn, GHCA, WDHS and more. Students will become certified in basic CPR.

● **Year 9 WIDE: (semester unit)**

The Year 9 English Curriculum is built around the three connected strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. The focus of Wide Reading is engaging students in a range of texts from a variety of authors, perspectives, genres, forms and themes. This subject promotes regular and varied reading and aims to acknowledge students own reading interests, as well as ensuring they are exposed to a range of text types. Students will share their reading experiences, develop comprehension strategies, and recommend books to their peers through literature circles, oral book reviews and book club forums.

● **Year 9 Careers: (semester unit)**

Introducing career pathway and career literacy dedicated classes in Semester 2 of Year 9 aims to highlight the importance and value of career pathway knowledge, skills, and confidence. Activities and experiences include but are not limited to:

- Morrisby report interviews to unpack and interpret results
- Creation of Career Action Plan
- 3 sessions to complete online resume literacy and creation
- Interview skills and practice
- Preparation for Year 10 subject selection and interviews
- 3 sessions with the Deakin Future Me program on and off campus
- Industry visits and presenters throughout the semester
- Introduction to the new world of work and networking

● **Year 10 Careers: (semester unit)**

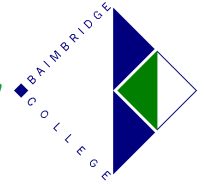
Building on the skills and knowledge of Year 9 Careers classes, Semester 1 Year 10 careers classes aim to assist students to explore the career pathways connected to the certificate courses they have begun. Students plan, research and connect with potential employers to arrange work experience placements for the end of Term 2. Guest speakers from a range of industries, tertiary education providers and local employment/ apprenticeship/traineeship organisations encourage students to make connections and build confidence in the networks they have available to them.

● **Year 10 Pathways: (semester unit)**

The Pathways unit has been designed to provide an opportunity for students to determine their key strengths, employability skills and interests. Students will draw on information developed in their personalised Career Action Plan and Morrisby Report to map specifically what they need to navigate and prepare for these chosen pathways. Each student is supported to make informed choices not only about subject selections and pathways through their senior secondary education, but also about making decisions about career goals and future aspirations which offer a range of opportunities beyond school.



2024 Middle School Pathway





Step 3: Select your Middle School Pathway

What am I going to study next year?


Choose your subjects based on your further study or career aspirations. Seek counselling advice to ensure your course prepares you for your future studies or career. Year 10 options to study external courses not listed or fast track VCE will need to select "other" in web choice and make an appointment with pathways staff.

Instructions for students

Using the options you selected on the previous pages, complete the table below. All students must complete at least 1 unit of Practical P.E for the year (marked with ).

ENGLISH	MATHS	CERT II: YEAR 10 ONLY (YEAR LONG SUBJECT)
<input type="text"/>	<input type="text"/>	<input type="text"/>
SCIENCE	HEALTH/PE	HUMS
<input type="text"/>	 <input type="text"/>	<input type="text"/>
<input type="text"/>	COMPULSORY – FILL IN EACH FIELD	<input type="text"/>
ELECTIVE #1	ELECTIVE #2	ELECTIVE #3
<input type="text"/>	<input type="text"/>	<input type="text"/>

LIST RESERVES TO BE ENTERED (You will not get all of your first preferences, choose reserves with care)

RESERVE: <input type="text"/> HUMANITIES	RESERVE:  <input type="text"/> HEALTH/PE	RESERVE: <input type="text"/> SCIENCE
RESERVE: <input type="text"/> HUMANITIES	RESERVE LIST – FILL IN EACH FIELD	RESERVE: <input type="text"/> SCIENCE
RESERVE: <input type="text"/> ELECTIVE	RESERVE: <input type="text"/> ELECTIVE	RESERVE: <input type="text"/> ELECTIVE
RESERVE: <input type="text"/> ELECTIVE	RESERVE: <input type="text"/> ELECTIVE	RESERVE: <input type="text"/> ELECTIVE

ALL COURSES ARE SUBJECT TO STUDENT DEMAND & STAFFING

Web choice log in detail letters will be distributed prior to subject selections opening.

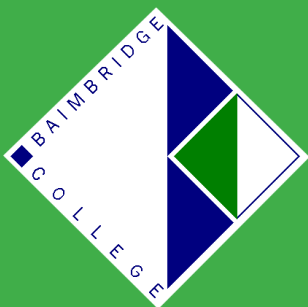
 **Step 4: Go to www.baimbridge.vic.edu.au and click the Griddle logo on the home page or Compass under the favourites ★ menu.** 



ENGLISH

MIDDLE SCHOOL

*How English language is used
to create meaning in written,
spoken and multimodal texts
of varying complexity
and more...*





English Core Electives

General English

General English has been designed to build on the student's knowledge from their previous schooling. It is based on the Victorian English Curriculum. In General English, students will be exposed to a range of different texts including novels, plays, speeches, film, and media articles. General English focuses strongly on preparing students to be able to undertake any pathway they prefer, at the highest possible standard.

Pathways: VCE English, VCE English Language, VCE Literature or VCE VM Literacy.

Students will:

- Be assessed through a range of tasks including: essays (both reading and responding and comparative), creative writing, language analysis, and oral presentations.
- Build ability in listening, speaking, reading, viewing, and writing.
- Develop understanding of text types and language modes. The course aims to foster an appreciation of the value of reading and writing skills for lifelong learning.

Advanced English

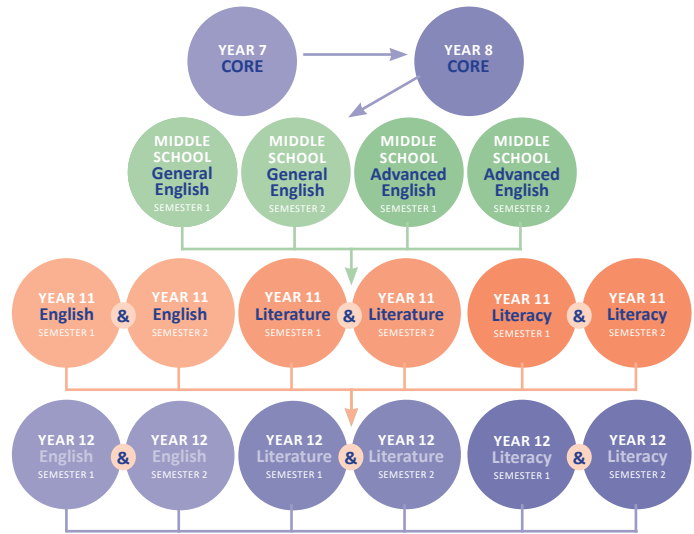
Advanced English at has been designed to extend and enrich the students' knowledge using a modified VCE English Curriculum. In Advanced English students will be exposed to a range of different texts including novels, plays, speeches, film, and media articles. It is recommended for Victorian Curriculum Achievement Level of 9 or above.

Pathways: VCE English, VCE English Language, English Literature.

Students will:

- Write analytical essays, create imaginative writing in different genres
- Respond to philosophical ideas and demonstrate a considered, informed opinion about the world around them.
- Be given opportunities for creative self-expression through speaking and listening task in a variety of contexts.

English Pathway





10 JOBS IN MATHS

Whether it's designing shopping malls or tracking customers' buying habits, you can cash in on a career with maths



#1 MATHEMATICS

MIDDLE SCHOOL

public amenities that feed into them.

#2

BUILDING BUZZ

JOB: ARCHITECT

MATHS BEHIND IT: From initial design to detailed reprint and estimating the cost of a build, maths is an architect's best friend. It is also vital for identifying potential structural flaws.

#3 WATER WISE

JOB: HYDROLOGIST

MATHS BEHIND IT: These aqua engineers calculate how much water the buildings need, the pressure it needs to be at, and where it can be pumped from.

#6

OUT OF

JOB: OPTOMETRIST

MATHS BEHIND IT: Precise measurements of the eye are used to calculate the lenses people need to correct

#9

COOL DESIGNS

JOB: ARTIST

MATHS BEHIND IT: An artist uses maths to calculate dimensions, such as object spacing, angles and shapes, to make sure an image looks as appealing as possible.

#4 TOUR GUIDE

JOB: CARTOGRAPHER

MATHS BEHIND IT: This map-maker uses algebra, calculus and trigonometry to create virtual indoor maps displayed on locator stations throughout the mall.

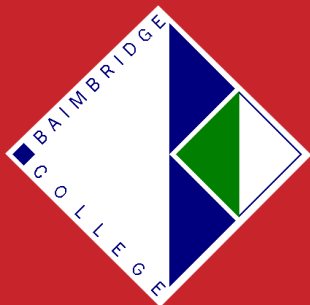
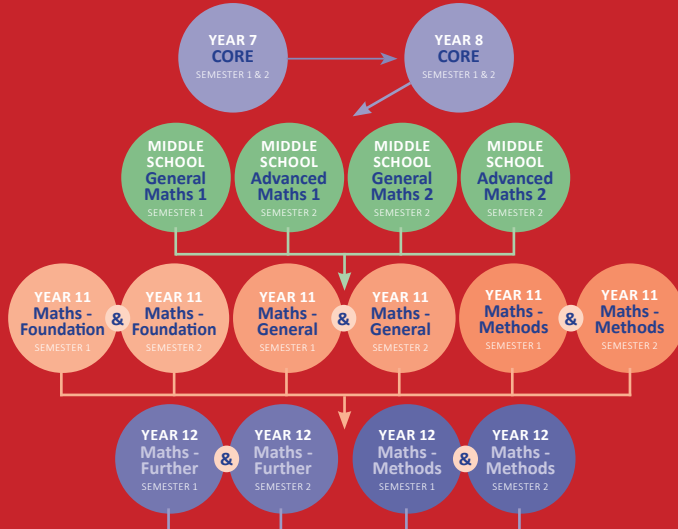
COVER CAREERS WITH MATHS

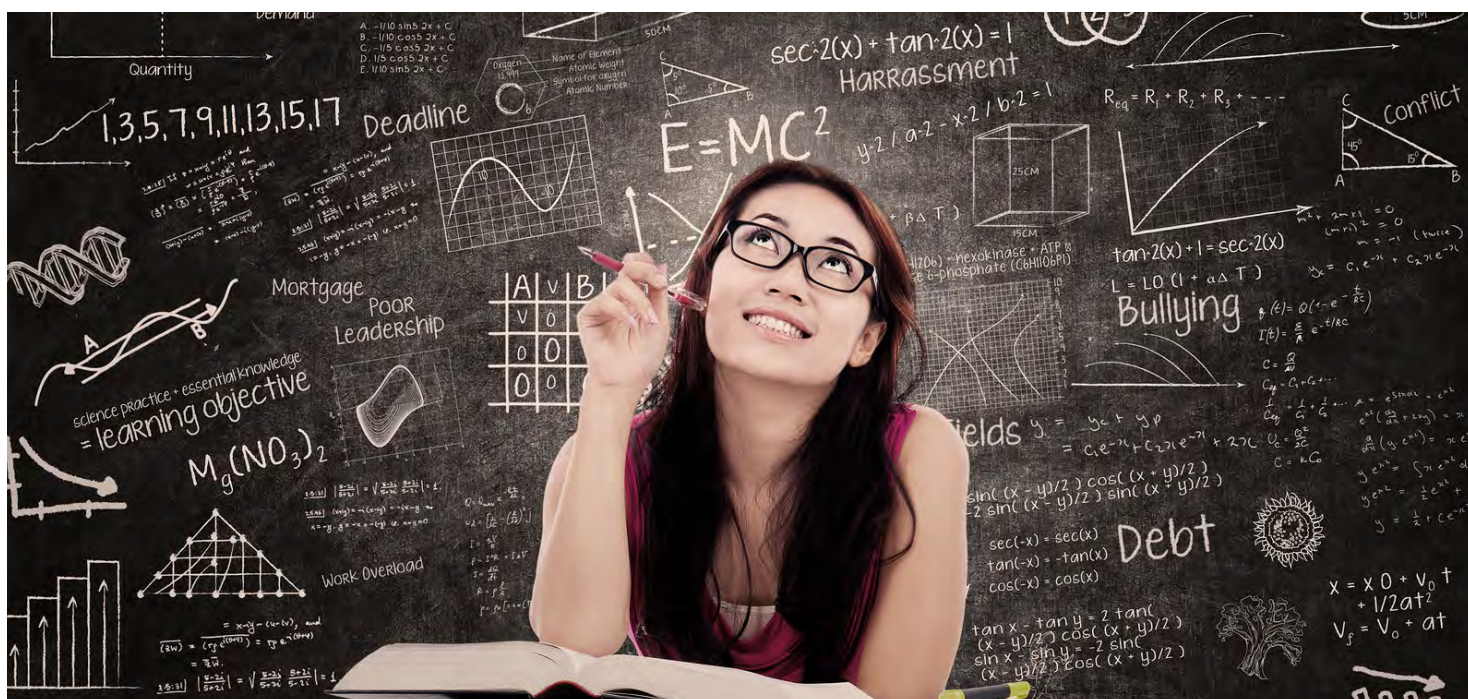
is used in hundreds of careers in retail, architecture and it's critical to new careers like designer, 3D animators and scientists – plus, it gives the problem-solving skills needed for any career.

MORE STUFF!

the Careers with Maths page free online, or go to careerswithSTEM.com to find more ideas and browse hundreds of creative study options.

Maths Pathway





Maths Core Electives

General Maths

General Maths is designed to help students to continue to build on their prior learning and develop stronger skills. This subject is based on the Victorian Mathematics Curriculum but employable in a wider range of situations, such as life skills, finance, sport science, building and construction and other student selected topics. It will allow students to be exposed to all general mathematical skills and focuses strongly on preparing students to be able to undertake any pathway they prefer, at the highest possible standard.

Suitable for students who:

- Have a reasonable grasp of maths but are not always confident
- Want to learn maths in a wider range of situations
- Develop general skills for VCE maths
- Develop strong skills for employment

Pathway: Strong skills for employment, VET course, VCE General Maths.

Advanced Maths

This subject is designed for students who are self-motivated, independent, confident learners who learn through inquiry and active participation in challenging and engaging experiences. It is best suited to those who wish to study secondary maths comprehensively to achieve personal bests and prepare for VCE mathematics subjects.

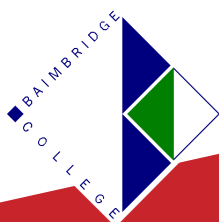
Advanced Maths caters for students who want to pursue a wide range of topics and broaden their opportunities in professional careers. The course aims to extend learners with exposure to higher level mathematics in areas such as non-linear and linear functions and relations, algebra and graphs, use of mathematical models, logical argument and proof, technology-assisted computation, exponential functions, structure and properties of number systems, order relations and inequalities, circular functions and logarithms.

In Advanced Maths there is an emphasis on equipping students with advanced maths skills and problem-solving skills with the use of technology (CAS). This is an academically demanding subject and as such, homework, study habits and a high level of work ethic are expected.

Suitable for students who:

- Are relatively confident in maths
- Want to pursue VCE maths
- Want to be fast tracked to VCE General Maths Y9 students only, (where the timetable allows.)
- Are interested in advanced mathematics topic in the Victorian Curriculum

Pathway: VET course, VCE General Maths, VCE Maths Methods, VCE Specialist Maths.

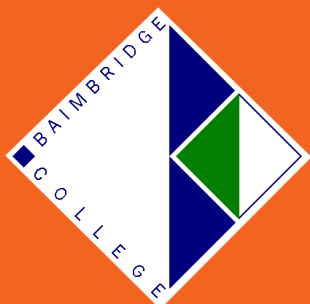




HUMANITIES

MIDDLE SCHOOL

Credit: Miles Cole



Humanities Pathway





Humanities Electives

Students may not select more than one humanities subject each semester. Students should select their humanities subjects for 2024 taking into consideration the humanities electives available in 2025 and the subjects already undertaken in Year 9.

Not all subjects are available every year.

History 1918 – 2001

We will study the modern world and Australia from 1918 to 2001. We will explore the significance of the peace treaties of World War One and how these arguably led to World War Two. We will explore the nature of warfare in World War Two and the key developments in technology towards the end of the war such as the atomic bomb as well as the horrors of war being exposed, such as the Holocaust. Following that, we will focus on rights and freedoms by investigating the Universal Declaration of Human Rights and the impact this had on various movements such as the civil rights movement and pop culture.

For students considering VCE History in the future, we recommend selecting this subject.

Human Geography

Human geography deals with how humans interact with the world around them including natural and built environments. We will explore the ways that people view spaces and how this influences their connection to their own and other environments. We will consider the effect of being a consumer and how culture determines spaces. For example, we may undertake a case study on fast fashion, tourism and unique cultural practices to investigate its impacts on the environment and people. We will also investigate where people live and why they live in specific spaces, and how this affects human wellbeing. For example, we may look at a case study of a developing nation in Africa or South America as a comparison to a developed nation.

For students considering VCE Geography in the future, we recommend selecting this subject.

Economics

In Economics, we consider the demand and supply of goods and services. We interpret demand, supply curves, market price and market quantity. We will explore how the Australian economy is performing and the importance of its economic relationships with other countries. We also analyse the impact of imports and exports on the global economy in achieving growth and prosperity. We investigate the relationship between economic performance and living standards as well as the reasons why these differ across regions within and between economies.

For students considering VCE Economics in the future, we recommend selecting this subject.

Legal Studies

We will explore the system of government in Australia, how political parties and special interest groups represent different interests and issues and how old and new media influences peoples' views and electoral choices. We will explore how the rule of law is enforced through the justice system and how the court system deals with offenders. We will introduce the international legal framework of treaties and international organisations as well as the role Australia plays on the international stage. The changing demographics of Australia are taken into consideration and students evaluate issues that challenge and confirm different perspectives of the Australian national identity.

For students considering VCE Legal Studies in the future, we recommend selecting this subject.

Humanities C (Semester 1 only)

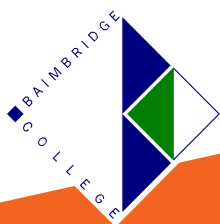
Students will undertake the four humanities disciplines (history, geography, business and civics) in a series of short but engaging modules. We will be exposed to a broad range of topics in order to develop the transferable skills needed to navigate the world we live in, now and in the future. Where possible units will be linked with current issues and how these can impact students' lives today.

Humanities A, B, C, and D follow the same approach, but are not a learning sequence. These subjects provide an alternative for students who do not wish to undertake a humanities subject at VCE level.

Humanities D (Semester 2 only)

Students will undertake the four humanities disciplines (history, geography, business and civics) in a series of short but engaging modules. We will be exposed to a broad range of topics in order to develop the transferable skills needed to navigate the world we live in, now and in the future. Where possible units will be linked with current issues and how these can impact students' lives today.

Humanities A, B, C, and D follow the same approach, but are not a learning sequence. These subjects provide an alternative for students who do not wish to undertake a humanities subject at VCE level.



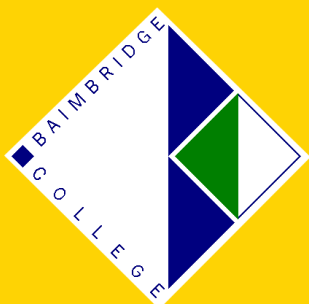
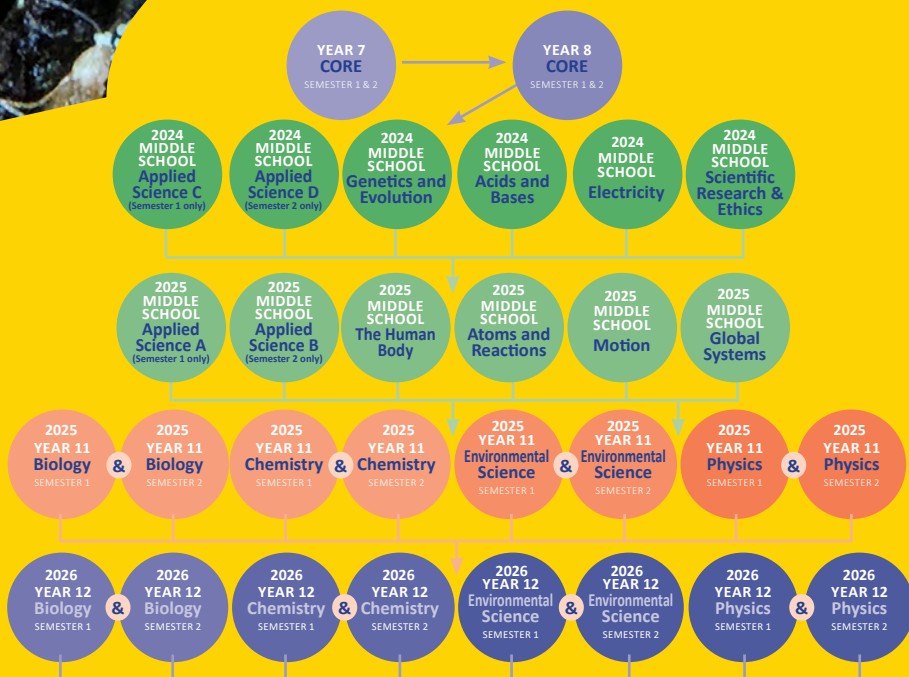


SCIENCE

MIDDLE SCHOOL



Science Pathway



Science Subject Electives

The study of Science develops students' skills to research and answer important questions about our world. Students work collaboratively and independently to investigate, make predictions and solve problems. The Science elective program provides opportunities for students to explore an area of interest. In each unit, students develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of Science to our culture and society, and its application in our lives.

Applied Science C (semester 1 only)

Students will undertake immersive and hands-on learning experiences across the four science disciplines: Biology, Chemistry, Environmental, and Physics in a series of short modules. Students will develop inquiry skills to help them navigate the real world and think critically for future jobs.

Applied Science A, B, C, and D follow the same approach. These subjects provide an alternative for students who do not wish to undertake a science subject at VCE level.

Applied Science D (semester 2 only)

Students will undertake immersive and hands-on learning experiences across the four science disciplines: Biology, Chemistry, Environmental, and Physics in a series of short modules. Students will develop inquiry skills to help conduct a scientific investigation at the end of this subject.

Applied Science A, B, C, and D follow the same approach. These subjects provide an alternative for students who do not wish to undertake a science subject at VCE level.

Genetics and Evolution

Students will explore the inheritance of genetics and evolution in living organisms. This subject will focus on the cell cycle, meiosis, and explore mutations across generations.

For students considering VCE Biology in the future, it is recommended they select this subject.

Acids and Bases

Students will explore the interactions between acidic and alkaline substances including volumetric analyses. This subject will focus on balancing equations and explaining advanced chemical reactions.

For students considering VCE Chemistry in the future, it is recommended they select this subject.

Electricity

Students will explore electricity and electromagnetism. This subject will focus on the real-world applications of electricity and delve into circuit analysis, Ohm's law, and motors.

For students considering VCE Physics in the future, it is recommended they select this subject

Scientific Research and Ethics

Students will explore the practices of research and ethics in the field of science. This subject will focus on students engaging in an ethical research task and support the development of science communication skills.

For students considering any VCE science subject in the future, it is recommended they select this subject.





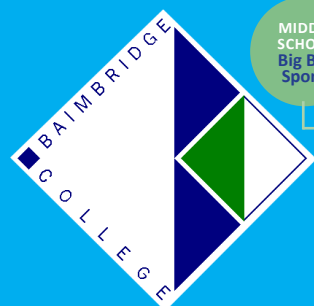
HEALTH & PHYSICAL EDUCATION

OUTDOOR EDUCATION

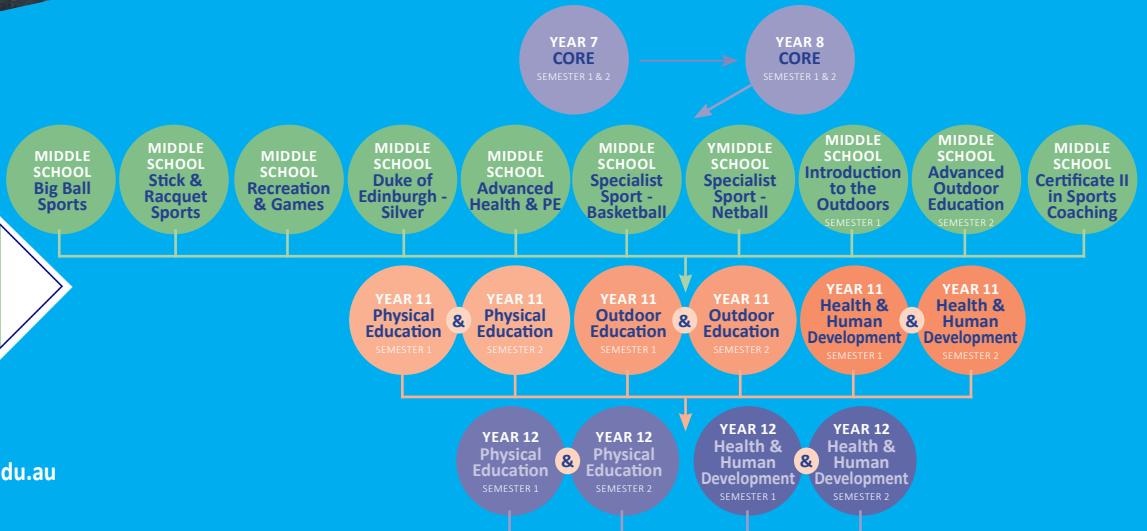
MIDDLE SCHOOL



Health & Physical Education Pathway



www.baimbridge.vic.edu.au



HEALTH & PHYSICAL EDUCATION

OUTDOOR EDUCATION



MIDDLE SCHOOL

Health & Physical Education Electives

Health & Physical Education units have been broken into two categories; practical-based units and theory-based units. All students must choose at least one practical-based subject per semester.

There is no prerequisite for any of the courses except 'Advanced Outdoor Education'. To undertake this unit of study, students will need to have successfully completed Introduction to the Outdoors.

Introduction to the Outdoors (practical-based unit)

For students that enjoy teamwork and collaboration.

Target Audience: This course is designed for students who respect and appreciate the natural outdoor environment. It is for students who enjoy being outdoors, like to challenge themselves outside of their comfort zone, co-operate with peers positively and enjoy being a leader.

Content: Students will be exposed to a range of practical skills and study theoretical content that related to the use of natural outdoor environments. Students will learn about topics such as:

- Canoeing
- Snorkeling
- Camp preparation
 - o Planning and preparing meals for the outdoors
 - o Using a Trangia
 - o Setting up a camp site and tent
 - o Planning for a safe and sustainable expedition
- Nature walking
- Rock climbing

Through these activities students will learn about a range of different natural environments, biodiversity, risk taking and sustainability. There will be a three-day camp that will involve at least one non-school day and one-day excursion. Camp is compulsory for students doing this course.

Assessment: Students assessment is based on their journal portfolio, development of practical skills and a series of minor projects.

Contribution: \$300-350



Advanced Outdoor Education (practical-based unit)

For students wishing to complete Unit 3/4 Outdoor Environmental Studies in Year 11.

Target Audience: This course is recommended for those who strive to achieve highly in Outdoor Education and have a keen interest in the environment. It is a great asset to have completed this course if you are intending to study VCE Outdoor & Environmental Studies.

Content: This course will extend on content learnt in 'Introduction to the Outdoors' and will prepare students for content to be covered in VCE Unit 3 and 4 Outdoor and Environmental Studies study design. Students will learn about topics such as:

- Characteristics of healthy natural environments
- Codes of conduct
- The impact of technology on outdoor environments
- Social responses to risk taking
- Safe participation in the outdoors
- Camp organisation and participation
- Hiking
- Surfing
- Horse Riding

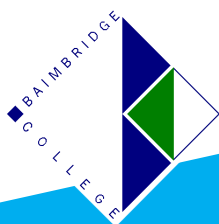
There will be a three-day camp that will involve at least one non-school day and one-day excursion. Students will be highly involved in planning the camp. Attending camp is compulsory for students doing this course.

Assessment: Student assessment is based on their minor projects, development of practical skills and major project.

Prerequisite: Students will need to have successfully complete Introduction to the Outdoors or Bronze Duke of Ed.

Contribution: \$300-350

Pathways: Career pathways could include Park Ranger, Ecotourism, Nature Tour Guide, Outdoor Education teacher, D.E.L.W.P





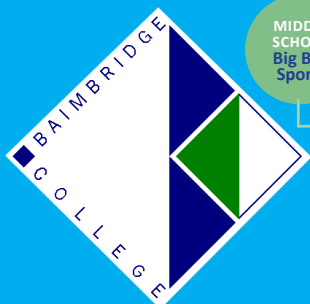
HEALTH & PHYSICAL EDUCATION

PRACTICAL-BASED UNITS

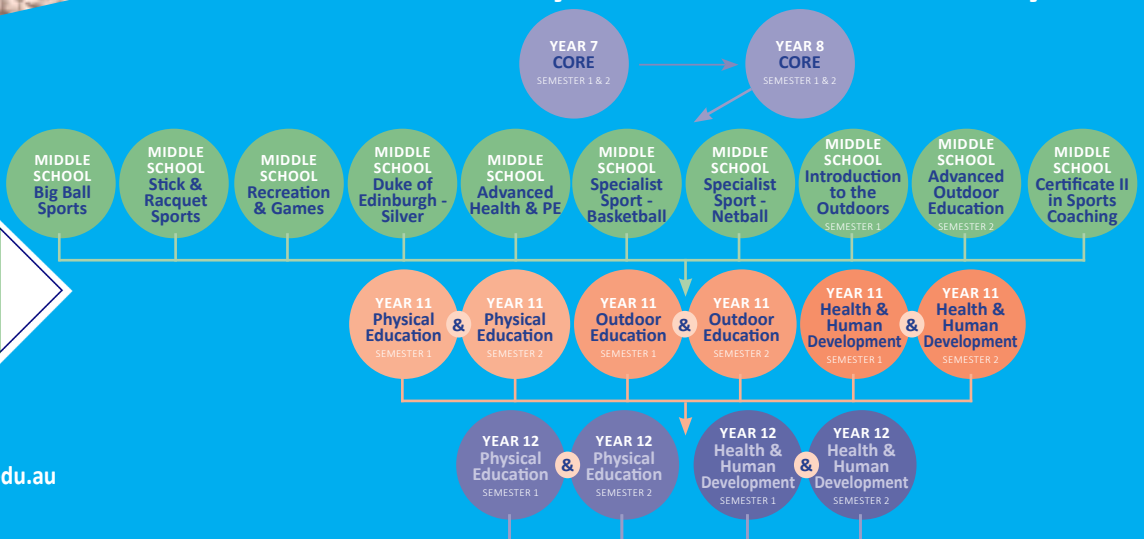
MIDDLE SCHOOL



Health & Physical Education Pathway



www.baimbridge.vic.edu.au





HEALTH & PHYSICAL EDUCATION

PRACTICAL-BASED UNITS

MIDDLE SCHOOL

Health & Physical Education Electives

Health & Physical Education units have been broken into two categories; practical-based units and theory-based units. All students must choose at least one practical-based subject per semester.

There is no prerequisite for any of the courses except 'Advanced Outdoor Education'. To undertake this unit of study, students will need to have successfully completed Introduction to the Outdoors.

Big Ball Sports (practical-based unit)

For students that enjoy competitive team sports

Target Audience: This course is designed for those students who have enjoyed core Physical Education classes at junior secondary level and like team sports that are based around invading the oppositions court or field to score a goal.

Content: Students participate in physical activities including; basketball, European handball, netball, soccer, AFL football, volleyball and touch football. Students will also complete some athletic disciplines and fitness tests.

Assessment: Student assessment is based on practical participation, skill & coordination, fitness tasks, safety, tactics and strategies. A topic assignment is to be completed for the semester.

Prerequisite: Nil

Contribution: Entry fees to support any visits to local sporting venues.

Stick & Racquet Sports (practical-based unit)

For students that enjoy competitive team sports

Target Audience: This unit is designed for those students who have enjoyed core Physical Education classes at junior secondary level and have an interest in playing sports that involve using a bat, racquet or stick to hit an object.

Content: Students participate in physical activities including; badminton, cricket, hockey, golf, sofcrosse, softball and tennis. Students will also complete some athletic disciplines and fitness tests.

Assessment: Student assessment is based on practical participation, skill & coordination, fitness tasks, safety, tactics and strategies. A topic assignment is to be completed for the semester.

Prerequisite: Nil

Contribution: Entry fees to support any visits to local sporting venues.

Recreation & Games (practical-based unit)

For students that enjoy sports less physical

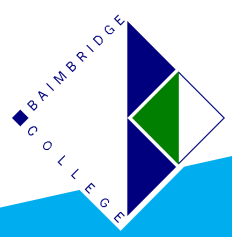
Target Audience: This course is designed for students who are less interested in competition and more interested in participating for fun and fitness.

Content: Students will participate in physical activities including; aquatics, lawn bowls or croquet, minor games, bocce or klops, table tennis, gymnastics or dance and ultimate frisbee. A range of fitness activities both at school and at nearby venues will be offered.

Assessment: Student assessment is based on practical participation and application towards improving one's health and fitness. A topic assignment is to be completed for the semester.

Prerequisite: Nil

Contribution: \$80





HEALTH & PHYSICAL EDUCATION

SPECIALIST SPORT - BASKETBALL & NETBALL

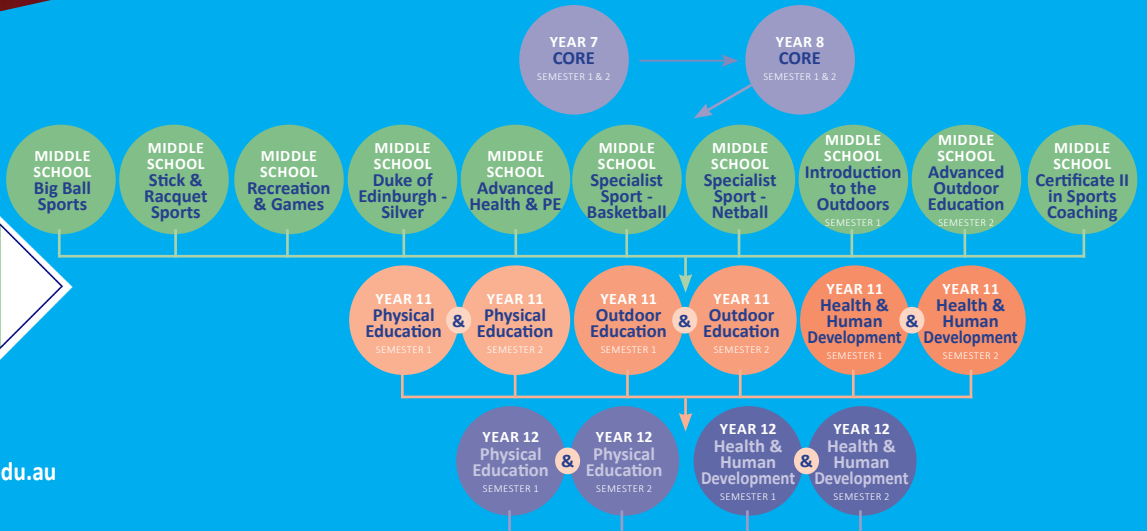
MIDDLE SCHOOL



Health & Physical Education Pathway



www.baimbridge.vic.edu.au





HEALTH & PHYSICAL EDUCATION

SPECIALIST SPORT - BASKETBALL & NETBALL

MIDDLE SCHOOL

Health & Physical Education Electives

Health & Physical Education units have been broken into two categories; practical-based units and theory-based units. All students must choose at least one practical-based subject per semester.

There is no prerequisite for any of the courses except 'Advanced Outdoor Education'. To undertake this unit of study, students will need to have successfully completed Introduction to the Outdoors.

Specialist Sport - Basketball

For students who have a background in basketball and want to further develop their skills.

Target Audience: This course is designed for students that have a passion for basketball, typically play in a local league, want to enhance their skills and research into administration of the sport.

Content: With a focus on basketball, students will participate in skill development, refereeing and game play. Students will take on administrative duties, conduct a sporting competition, undertake coaching and officiating tasks. Students will be expected to participate in school and community sports programs and clinics.

Assessment: Students will be assessed on their skill development, safe interactions, written tasks and performance in nominated roles.

Pre-requisite: nil.

Contribution: \$100 (includes uniform and various community engagements)

Pathways: This subject may be used as a building block towards careers such as sports management, marketing, coaching, refereeing, administration or training.

Specialist Sport - Netball

For students who have a background in netball and want to further develop their skills.

Target Audience: This course is designed for students that have a passion for netball, typically play in a local league, want to enhance their skills and research into administration of the sport.

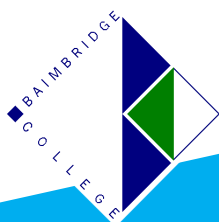
Content: With a focus on netball, students will participate in skill development, umpiring and game play. Students will take on administrative duties, conduct a sporting competition, undertake coaching and officiating tasks. Students will be expected to participate in school and community sports programs and clinics.

Assessment: Students will be assessed on their skill development, safe interactions, written tasks and performance in nominated roles.

Pre-requisite: nil.

Contribution: \$100 (includes uniform and various community engagements)

Pathways: This subject may be used as a building block towards careers such as sports management, marketing, coaching, refereeing, administration or training.



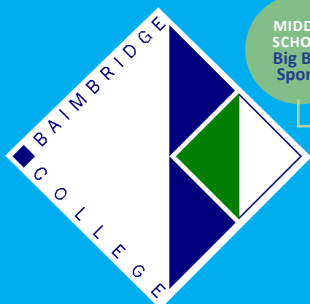


HEALTH & PHYSICAL EDUCATION

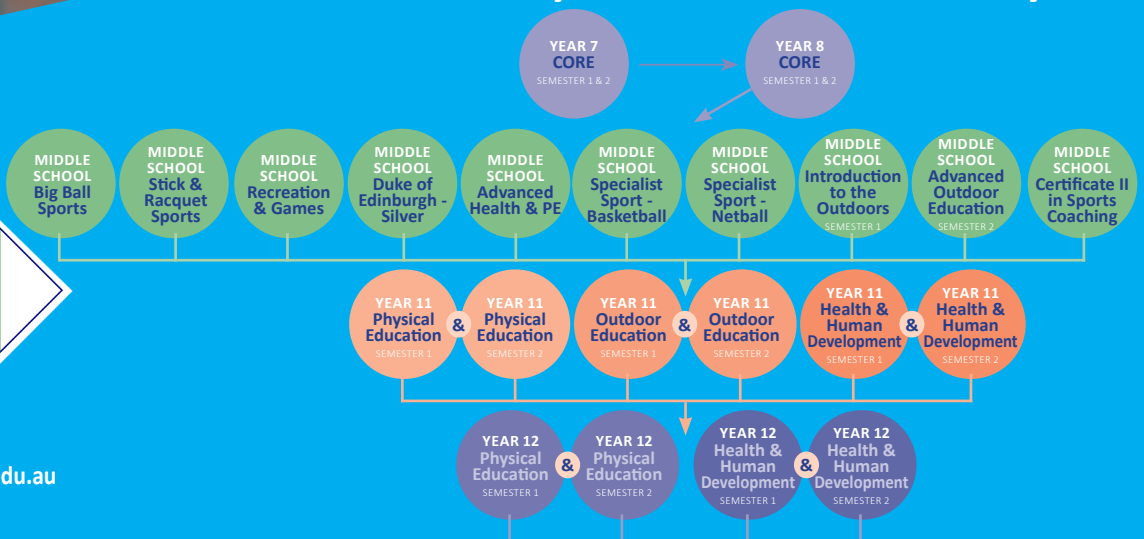
THEORY-BASED UNITS

MIDDLE SCHOOL

Health & Physical Education Pathway



www.baimbridge.vic.edu.au



HEALTH & PHYSICAL EDUCATION

THEORY-BASED UNITS



MIDDLE SCHOOL

Health & Physical Education Electives

Health & Physical Education units have been broken into two categories; practical-based units and theory-based units. All students must choose at least one practical-based subject per semester.

There is no prerequisite for any of the courses except 'Advanced Outdoor Education'. To undertake this unit of study, students will need to have successfully completed Introduction to the Outdoors.

Advanced Health & PE

For students wishing to complete Unit 1&2 HHD or PE in Year 11

Target Audience: This course is recommended for those who strive to achieve highly in Physical Education, Health & Human Development and are interested in the functioning of the human body. It related theoretical topics to practical laboratories. It is an asset to have completed this course if you are intending to study VCE Health & Human Development and VCE Physical Education.

Content: Students will study skeletal, muscular, respiratory and circulatory systems, basic biomechanics, physiology, energy systems, fitness, skill acquisition, social trends in activity, perspectives on health and wellbeing, youth health and wellbeing, indicators used to measure health status, the lifespan and its characteristics as well as Australia's health status.

Prerequisite: None

Contribution: Approximately \$30 to visit various health and fitness centers.

Assessment: Student assessment is based on written tasks, tests, projects and practical application.

Pathways: Sports coaching and administration, PE teaching, fitness facility management, corporate health, personal or club trainer, councilor, aged care worker, medical fields, dentistry, therapy, naturopath, Indigenous care.

Duke of Edinburgh - Silver

For students who have achieved their bronze Duke Of Edinburgh

This course is suited for students who completed their bronze Duke of Edinburgh in the Year 9 SCORE program and wish to build upon this further. Students will set goals in Voluntary Service, Physical Recreation, Skills and Adventurous Journey. Students will have the chance to:

- Design your own award program
- Set your own goals and record your progress
- Make a positive impact on the lives of others through community service
- Learn valuable practical and social skills for career development
- Take up the challenge of an adventurous journey
- Connect

Year 10 - Certificates

Certificate II in Sports Coaching

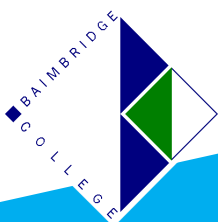
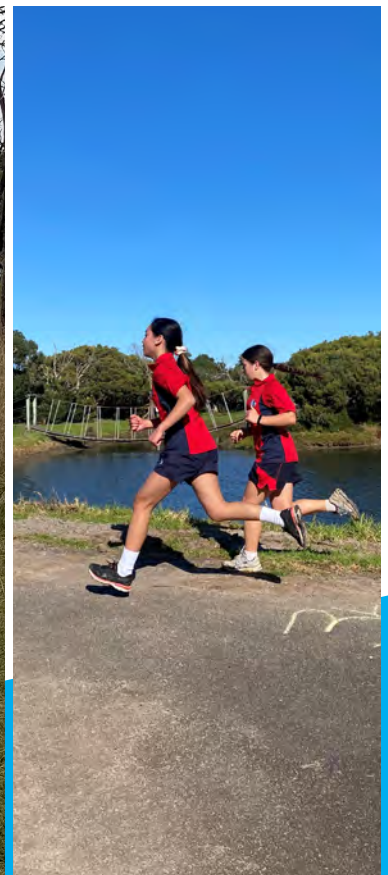
This course is ideally suited for students that have an interest in the sporting, fitness and recreation industry and enjoy being physically active. This qualification allows students to develop their basic functional knowledge and skills for sports coaching.

Students will study units such as officiate sports competitions, sports injury prevention and management, conduct coaching sessions with foundation students, provide first aid and work safely.

Students have an opportunity to utilise sport and recreation facilities, leisure and aquatic centres assisting with the conduct of coaching sessions.

This qualification provides a pathway to work in assistant coaching roles working or volunteering or community-based sports clubs and organisations in the Australian sport industry.

Contribution: \$700

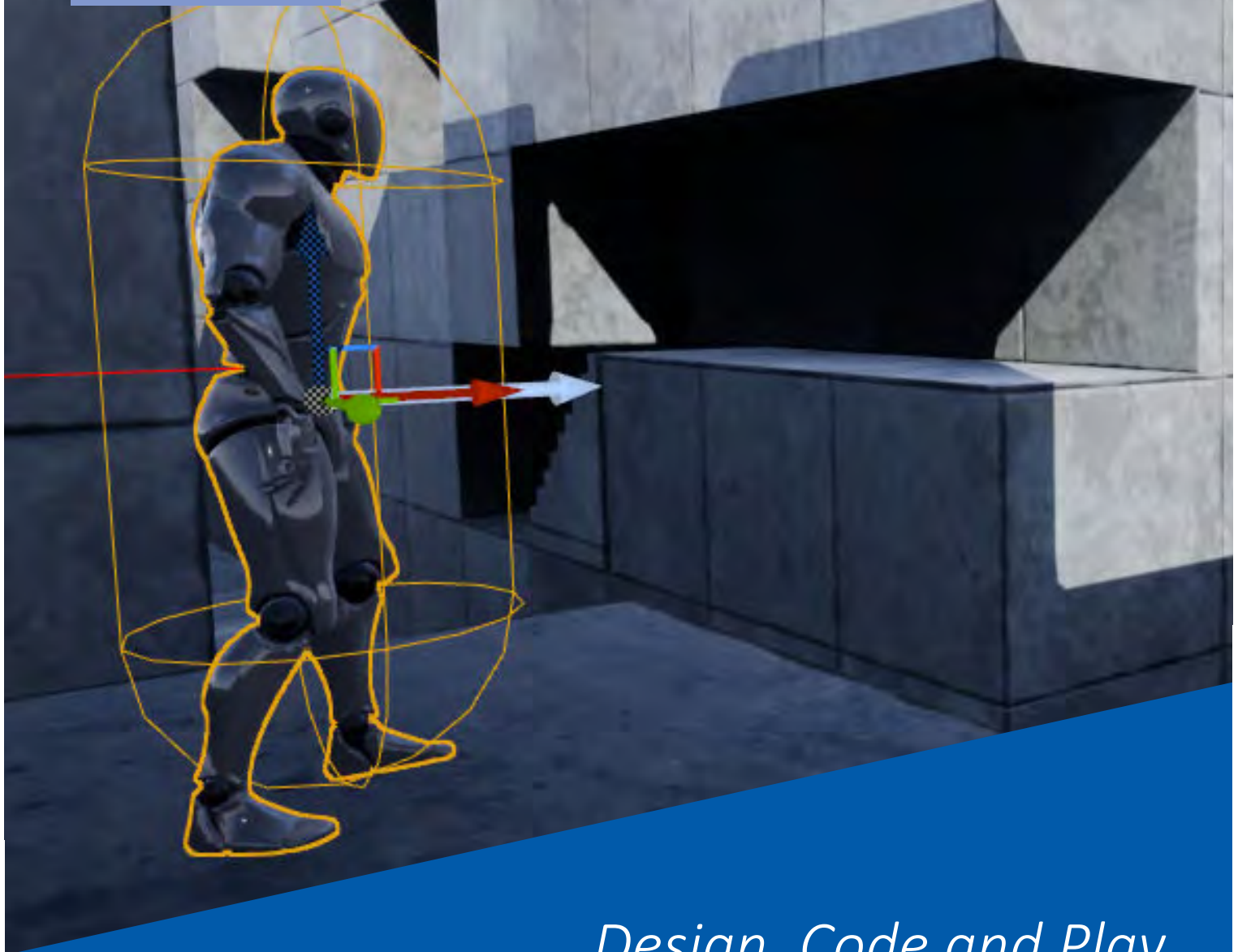




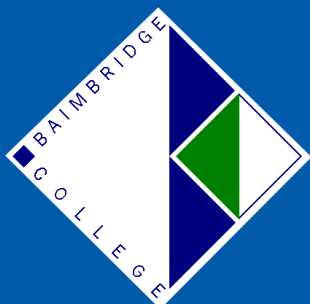
DIGITAL TECHNOLOGY

2D 3D DESIGN & GAME PROGRAMMING

MIDDLE SCHOOL



*Design, Code and Play
with the latest technology
using industry standard equipment
and software
and more...*



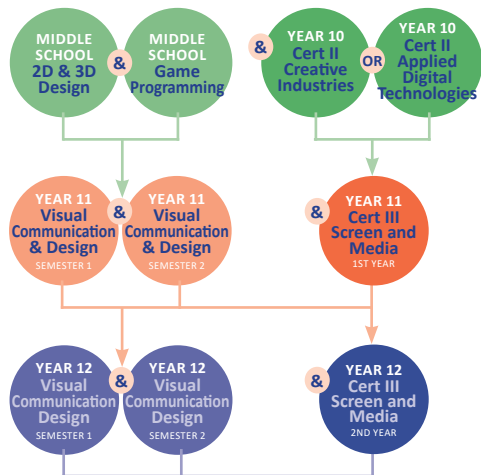
DIGITAL TECHNOLOGY

2D 3D DESIGN & GAME PROGRAMMING



MIDDLE SCHOOL

Digital Technology Pathway



Digital Technology Electives

2D & 3D Design

In this unit, students learn how to concept a scene in 2 dimensional (2D) form and model them into 3 dimensional (3D) assets. They will research and design a scene containing a character. Through the design process, students write loglines, create written descriptions, and gather reference images to help sketch their character and environment. Students will then take these designs to block out and then model the scene using the 3D modelling software Maya.

Game Programming

Students will create a Third Person game using Unreal Engines Third Person Template. Throughout the rest of the semester students design and implement parts to their game. Students learn how to code in the game engine and examine core coding concepts to prepare them for creating their game. Students use flow charts and written language to break down elements of a games mechanics. Students will have their games tested and reviewed by other students. They will then make changes based on feedback to finally build a playable game with a user interface and game mechanics.



Year 10 - Certificates

Certificate II in Creative Industries (Media) – CUA20220

This program introduces students to the many career opportunities available for 3D artists, animators and designers.

This is a one year VETDSS program aimed at year 10 students.

Certificate II in Applied Digital Technologies – ICT20120

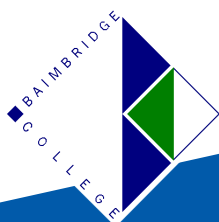
This program introduces students to the game programming foundations, coding and providing the skills required to develop video games.

This is a one year VETDSS program aimed at year 10 students.

Year 11 & 12 - Certificate III in Screen and Media – CUA31020

This program introduces students to the fundamentals of 3D animation and game design.

For further information and details, including course costs, please contact your school VET/VCAL Coordinator, or alternatively you can contact the Hamilton District Skills Centre office on (03) 5571 1708.





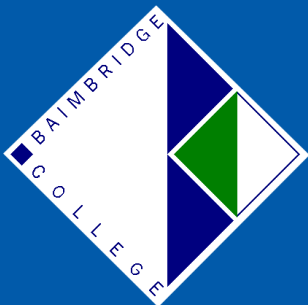
FOOD STUDIES

PADDOCK TO PLATE & FOOD SCIENCE

MIDDLE SCHOOL



*Food for thought
explore the taste and flavours
of the world. Activate, create
and discover your culinary ability
and more...*



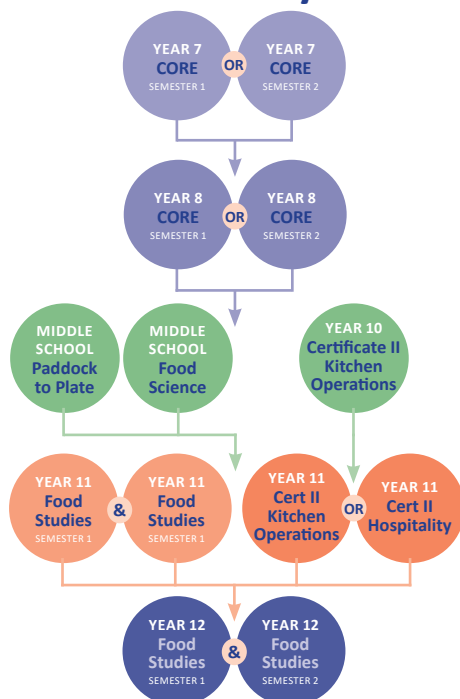


FOOD STUDIES

Paddock to Plate & Food Science

MIDDLE SCHOOL

Food Studies Pathway



Food Studies Electives

Paddock to Plate

Have you ever wondered where our food comes from? How do we get to enjoy such a wonderful array of different foods? How is it grown and what about all those indigenous ingredients. You will learn about fresh, processed, free range, organic and sustainable foods, all while cooking your Favorite foods. Explore farming practices and the processes involved in producing your Favorite food products. Students will engage in a variety of both theory and practical classes developing their knowledge and gaining life long skills along the way.

Food Science

Food Science looks at why foods have the reactions they do while cooking, for example what makes bread rise? What is the browning effect on cakes and steaks? We will also explore the different heat transfer methods of cooking, all while making delicious recipes. Students will investigate what is happening to their food and why. Students will engage in a variety of both theory and practical classes developing their knowledge including learning about nutrition and the Australian Guide to Healthy Eating and gaining life long skills along the way.



Year 10 - Certificates

Certificate II in Kitchen Operations – SIT20416

This course is ideally suited for students that have an interest in obtaining basic cooking and preparation skills that are creative or have a passion for food.

This is a hands-on course with numerous experiences; industry experts, excursions, catering opportunities throughout the year providing some wonderful experiences.

This is a two year VETDSS program aimed at Year 10, 11 or 12 students.

*Please note: after the 1st year delivery of the Kitchen Operations program students have the choice to complete the 2nd year Kitchen Operations program or to transfer their completed units to the Certificate II in Hospitality program for completion in their second year.

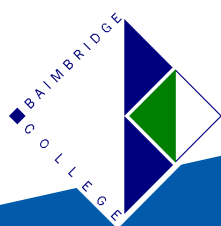
Certificate II in Hospitality (Food & Beverage) – SIT20316

This course involves all facets of food and beverage training including barista (coffee making), alcoholic (RSA included) and non-alcoholic beverage service, table/setting service, function catering, customer service, OH&S, and many other related modules. This course is offered within the HDSC as an option for students to transfer their studies to the Hospitality program after successful completion of the first year Kitchen Operations program* (as per above). It is ideally suited for students who are either looking for certificates to assist with employment whilst studying tertiary education, or for students wishing to enter any other areas of the Hospitality & Tourism industry. It's a practical course with front-of-house and back-of-house work experience.

This is a two year program for students in Year 11 & 12.

Pre-requisite: Full completion of the 1st year Kitchen Operations program.

For further information and details, including course costs, please contact your school VET/VCAL Coordinator, or alternatively you can contact the Hamilton District Skills Centre office on (03) 5571 1708.





TEXTILES

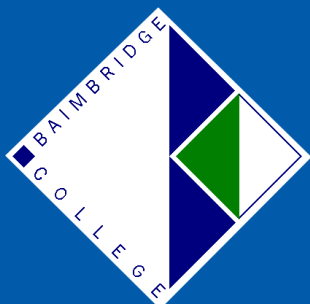
TEXTILES 1 & TEXTILES 2

MIDDLE SCHOOL



Explore the world of textiles

*Learn to pattern make and sew
using a diverse range of creative
techniques to discover
your sewing passion
and more...*



TEXTILES

TEXTILES 1 & TEXTILES 2

MIDDLE SCHOOL



Textiles Elective 1 & 2

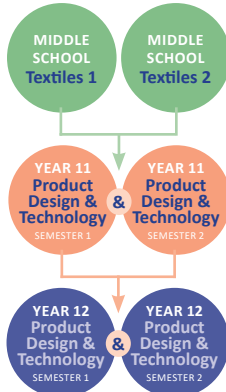
Explore the world of Design

Make your own hoodie, dress, skirt, pants, costume

Start at your own level of experience...

Would you like to develop your creative skills using fabric? Do you see yourself as a future fashion designer or interior designer? Then maybe this subject will interest you. The Middle School Textiles course is very diverse and provides scope for you to learn and appreciate textiles and explore ways to upcycle various textiles items. Students in this class may gain experience in hand stitching, machining, textiles crafts, fabric design, pattern making. Students will have the opportunity to choose from a variety of creative tasks and use sewing machines and overlockers to make various project items.

Textiles Pathway





WOOD & METAL

WOOD DESIGN TECHNOLOGY

WOOD FURNITURE JOINERY

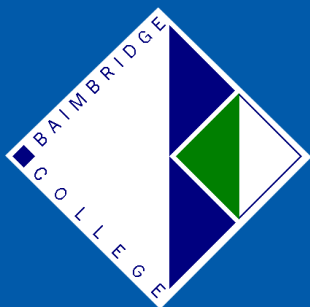
METAL A

METAL B

MIDDLE SCHOOL



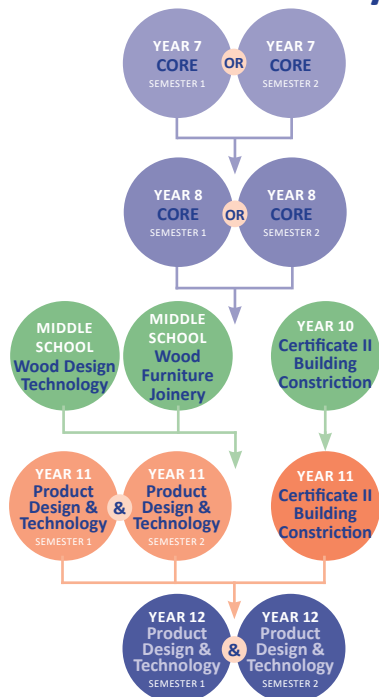
Combine practical and technological skills with creative thinking to design and make products that meet human needs and more...



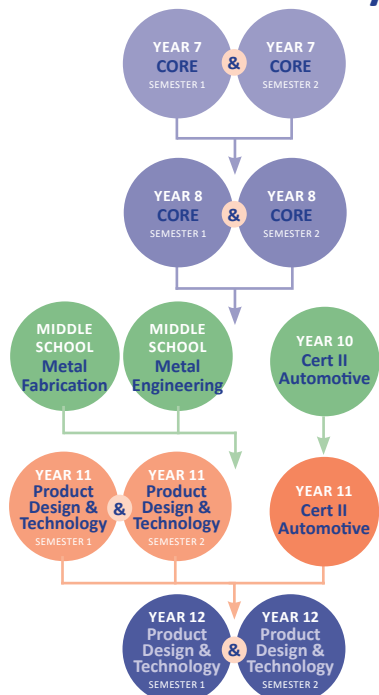


MIDDLE SCHOOL

Wood Pathway



Metal Pathway



Wood Electives

Wood Design Technology

Investigating & Designing: In design and technology, students combine practical and technological skills with creative thinking to design and make products that meet human needs. They learn to use current technologies and consider the impact of future technological developments. They learn to think creatively and intervene to improve the quality of life, solving problems as individuals and members of a team.

Producing: Students create a cutting list of quantities for their project and cost all components. Materials are ordered and acquired from various supplies. A plan or production is created and students work through the various stages of the construction.

Analysing & Evaluation: Throughout the production stage students analyse the methods they are using and make alterations where they may need to find an easier, safer or more appropriate method to complete a certain part of the construction.

Wood Furniture Joinery

Furniture/Joinery will look at various techniques and skills used in the joinery industry. Students will make a product where these skills will be used. Safe use and handling of hand tools and electrical tools will be employed and followed in this subject.

Students will look at:

- Design briefs
- Costing sheets
- Production Plans
- Finishing
- Evaluation on completion

This subject is a lead in to VCE Product Design & Technology wood.

Metal Electives

Metal A

This Elective is a basic introduction to Fabrication and Welding. This Elective will allow students to sample Metal Fabrication and allow those interested in this trade to go on to do a higher course and develop a career in Metal Fabrication.

What you will learn.

- Design Briefs
- Basic MIG welding Techniques
- Grinding and cutting
- Material preparation
- Drilling
- Measuring and marking out
- Weld inspection
- Health and Safety
- Material storage

Metal B

This Elective is a basic introduction to Fabrication and Welding. This Elective will allow students to sample Metal Fabrication and allow those interested in this trade to go on to do a higher course and develop a career in Metal Fabrication.

What you will learn.

- Work shop Health and Safety
- Measuring and marking out
- Cutting and filling
- Hand tools and equipment
- Production planning and design briefs

This subject is a lead in to VCE Product Design & Technology metal.

Year 10 - Certificates

Certificate II in Building & Construction – 22338VIC

This is a great first step if wishing to enter the carpentry or building industry offering specialised training in basic construction, first aid, Construction Industry Card (white card).

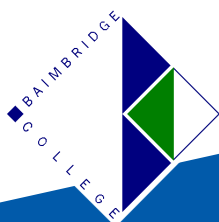
This is a partial completion only of the full Certificate, delivered over two years of VETDSS study.

Certificate II in Automotive Vocation Preparation – AUR20716

This pre-apprenticeship program provides the students with theoretical and hands on skills with basic mechanical knowledge and will assist in obtaining an automotive apprenticeship and further career opportunities in the automotive industry.

This is a two year VETDSS program.

For further information and details, including course costs, please contact your school VET/VCAL Coordinator, or alternatively you can contact the Hamilton District Skills Centre office on (03) 5571 1708.



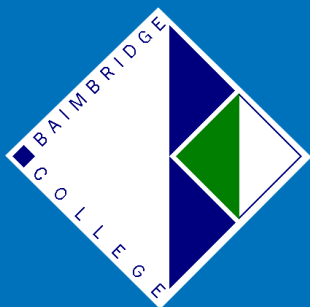


DRAMA: THEATRICAL SKILLS

MIDDLE SCHOOL



*Oh, the glamour
of being a
famous actor.
and more...*

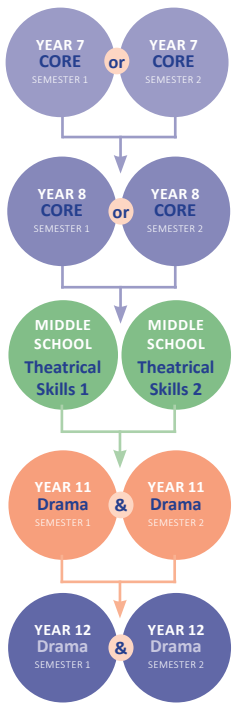




DRAMA: THEATRICAL SKILLS

MIDDLE SCHOOL

Drama Pathway



Drama: Theatrical Skills

Theatrical Skills 1

Baimbridge College has a long and proud tradition of drama as shown through the many successful productions over the years.

In this course students will gain skills that will not only be used in a dramatic production or musical, but will serve them into their future, giving confidence, poise, skill in public speaking, voice projection and control.

Students will gain skills in improvisation, learning from a script, body language, interaction with others, nonverbal communication and character acting. They will work as a whole class, in small groups and individually to make and present small skits, movies and plays.

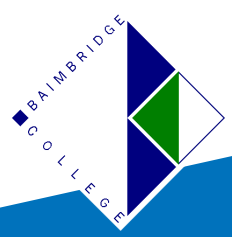
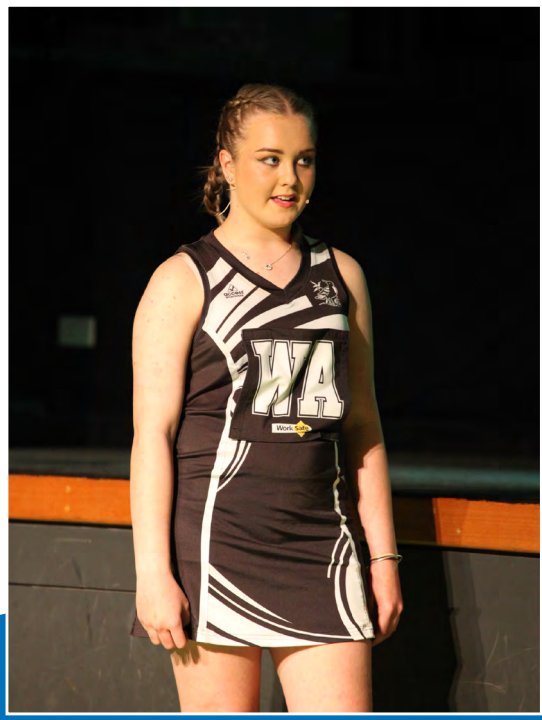
Theatrical Skills Unit 2

Playing a part in a major production is challenging but very rewarding. In this elective students will play a part in putting on a production this may include acting, stage direction and design, sound mixing, directing or producing the show.

Students build on existing dramatic skills to rehearse and perform longer skits and plays, working up to the performance of a school production, which may be a drama, comedy or a musical.

Students will gain skills in theatrical performance, character acting, voice projection, overcoming 'stage fright', and confidence.

*Theatrical Skills
Live performance*



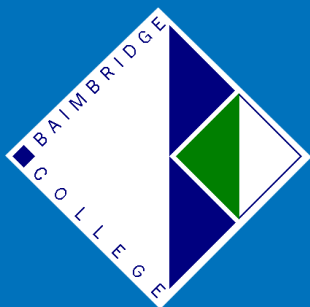


MEDIA ARTS

MIDDLE SCHOOL

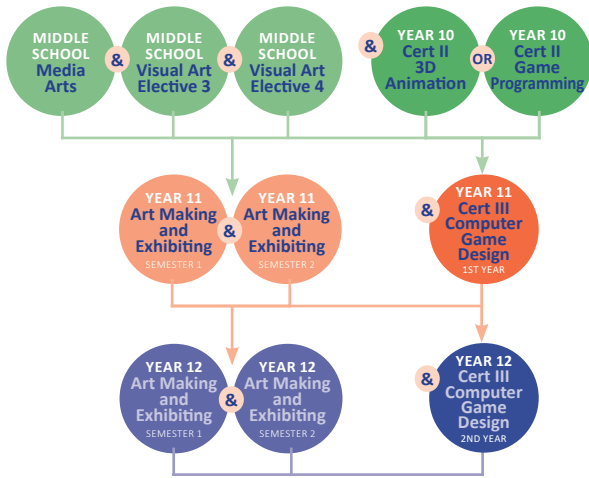


*Ever wanted to be a YouTuber?
Well now you can learn
how to make, edit, and post
content online
and more...*





Media Arts Pathway



Media Arts

Do You Want to be a YouTuber?

This subject studies the following topics:

- Media Legal Issues. Online Codes of Practice. Ethics and moderated content.
- Film review. Scene Analysis.
- Camera Angles, eye level, close up, super close up, low level, high level, overhead aerial shot (fly the drone, film and take photos), pan, distance shot.
- Audio Sound Recording. Making and Recording Sound Effects.
- Film Making. Make a 3-Minute Short Film. Pre-Production. Production, Post-Production.
- Film Shorts. Make a 15-second short for the 3-minute film.
- Influencing. Influencing the viewing audience. Advertising and Marketing.
- News Report. Report on a school event. Film interview. Print Media Photography.
- Reactive Media Review.
- Student Voice. Make a Media Production of your own choice.

It is apparent that the youth demographic aspires to engage in Online Media content. Do you want to make and publish funny and creative short video's, do interviews, take, and post photos, view podcasts, talk, write, read, like and comment on issues that affect your everyday life?

Students in Year 9 or 10 who choose the Media Arts Elective have an opportunity to work either independently or collaborate in creative teams to make and present screen-based media content for a viewing audience. It is through teamwork, critical thinking, and creative processes, that Media Arts students can develop a deeper understanding of how Media content can shape our views and opinions of the world around us.

The focus of the Media Arts course of study is to have fun learning the skills and vocabulary that enable the use of a range of technologies in a variety of media forms (safely and respectfully) so that we can make and present media content for a viewing audience to enjoy. Media Arts learning activities aim to mirror the real-world of social media via our school Teams page, a platform that provides a safe online space within a mediated learning environment.

The Media Arts Elective in Year 9/10 aims to enhance teaching and learning opportunities and provide an additional opportunity to engage students in creative learning practices that are fun and relevant in both the real and virtual worlds that students live in. The Media Arts can create diverse pathways to further education, training, and career opportunities. Pathway opportunities exist in, VCE Art Making and Exhibiting or Visual Communication. Furthermore, the Media Arts pathway opportunities exist at, The Academy of Interactive Entertainment (AIE) TAFE, or University.



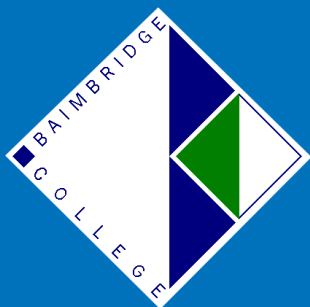
MUSIC

MODERN MUSIC PERFORMANCE
MODERN MUSIC COMPOSITION
CERTIFICATE II IN MUSIC

MIDDLE SCHOOL



*Music performance
and appreciation can open doors
to become a more fulfilled and
creative individual.
and more...*



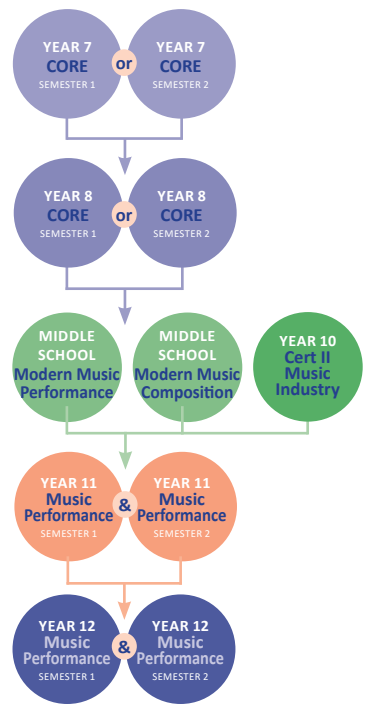


MUSIC

MODERN MUSIC PERFORMANCE MODERN MUSIC COMPOSITION CERTIFICATE II IN MUSIC

MIDDLE SCHOOL

Music Pathway



Music performance and appreciation can open doors to become a more fulfilled and creative individual.

The discipline of learning music comes with rewards that include becoming more social, creative, patient, improving your memory, and gaining a great satisfaction and sense of achievement.

Music Subjects Electives

Modern Music Performance

In this unit students use instruments like piano, guitar, bass guitar, synthesiser, voice and drums in a small group to play modern rock music.

Students will learn some skills on various instruments learning both songs of their own choice and given challenges. Once they are confident individually they will form a class ensemble or a small rock band to rehearse and perform them.

Modern Music Composition

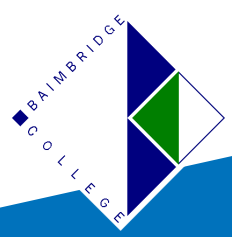
In this unit students learn what makes a rock song work and then, using that knowledge, write and perform their own original composition.

We will study aspects such as lyrical structure, verbal hooks, instrumental hooks, drum beats and chord structure.

Year 10 - Certificates

CUA20615 Certificate II in Music

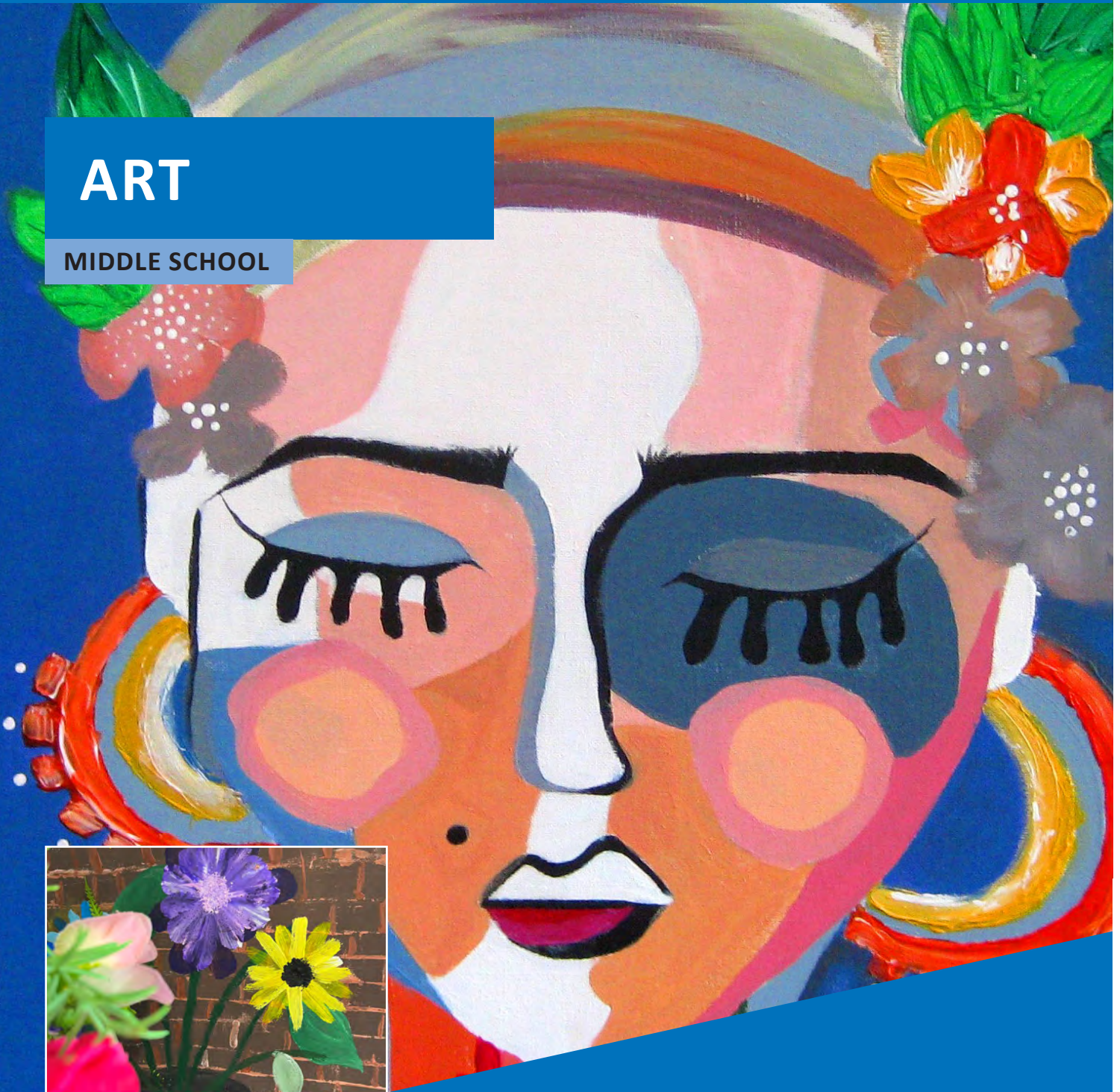
Dive into the exciting world of music production with the Music Certificate program! This program covers everything you need to know about putting on live shows, even if you don't play an instrument. Get ready to learn about producing electronic music, recording audio tracks, creating awesome stage lighting, and building and taking apart stages like a pro. The course is conjunction with COSAMP RTO and is perfect for aspiring producers, DJs, performers, technicians, tour coordinators, and events coordinators. No matter if you're a musician or not, this course will open doors for the creative arts industry.



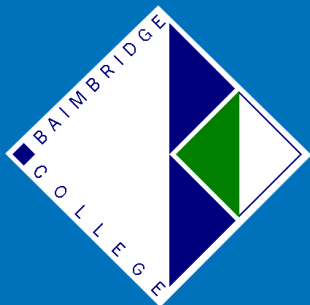


ART

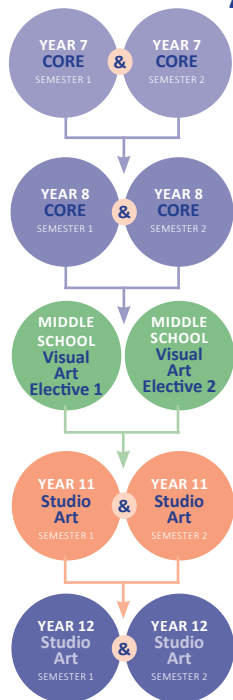
MIDDLE SCHOOL



*Be inspired.
Explore the process.
Create, make, and
present artworks.
and more...*



Art Pathway



Art Electives

Visual Art Elective 1

Visual Art Elective 1 students learn to be increasingly resilient, confident, and proficient in making visually appealing artworks and to value and appreciate that of others. Each Visual Art Unit of work aims to raise awareness of the diverse roles, opportunities, pathways, and careers available in the visual arts.

The focus of the Visual Art Elective 1 is on the journey of discovery, the sequential steps, and the process of making artworks. Students respond to the artworks of other artists or art movements so that students can learn to; find inspiration, generate ideas, plan, design, apply materials, and develop art making skills and techniques applicable to a selected artform.

Students learn through experience and are encouraged to take responsibility for the learning process and to create and develop an individualised learning plan that provides the opportunity to express views and opinions, so that students can enable the ability to pursue areas of personal interest.

Students have the choice to explore; Architecture, Drawing, Illustration, Painting, Ceramics, Sculpture, Installation, Print Making, Fashion Design, Textiles, Digital Art, Graphic Design, Photography, Film, Animation, Environmental design, Collage or Jewellery.

Visual Art Elective 2

The Visual Art Elective 2 course of study is designed to expand curiosity, imagination, creativity, and enjoyment of the Visual Arts. The focus is on the student taking responsibility for their learning process and to develop an individual learning plan that combines the opportunity explore preferred artforms with the ability to make independent choices and decisions.

Visual Art students extend their knowledge and skills and continue the journey of discovery. Students refine the sequential steps, experience the art making process, and continue to pursue personal interests and artforms.

Students learn to; find inspiration based on a core theme. To generate ideas, views, and opinions. To plan, design, document and record, to sketch and explore design possibilities and to apply materials and a variety of tools, equipment, and technologies so that students can make and present artworks.

The aim is to provide students with the opportunity to express personalised views and opinions and to raise awareness of the pathways and opportunities available in the visual arts.

Students could choose to explore; Architecture, Drawing, Illustration, Painting, Ceramics, Sculpture, Installation, Print Making, Fashion Design, Textiles, Digital Art, Graphic Design, Photography, Film, Animation, Environmental design, Collage, Mixed Media, Jewellery.

