2024

Junior School Course Information

Year 7 - 9

ROCHESTER SECONDARY COLLEGE

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Welcome

Rochester Secondary College empowers all students to grow academically, socially and emotionally. We provide a respectful and nurturing environment with strong community links to produce collaborative learners that think deeply. We believe that from the moment students enrol at Rochester Secondary College they are challenged to grow. Our values of Growth, Respect, Optimism, Wellbeing and Support underpin all that we do at the College.

To successfully engage students in authentic learning experiences that are meaningful for their current and future world and to ensure each student has the opportunity to attain personal academic excellence, our curriculum programs must respond to student developmental needs, interests and aspirations.
We understand that young people require a curriculum that is future-focused to prepare them for what lies ahead, yet at the same time serves their current academic and wellbeing needs in a way that nurtures and cares for them. Years 7, 8 & 9 are exciting years of discovery and exploration, in which our students build on the experiences and learning of their primary years.

We encourage our students to develop responsibility for their own learning, foster a life-long love of learning, and discover how to make a difference in the world. We recognise that our students learn in diverse ways and at different rates. Our students develop greater independence and reflect on who they are and where they belong. We recognise the importance of, and strive to foster, a strong sense of self-worth and belonging. The overall wellbeing of our students is of vital importance to our staff and they work together to create a safe environment where each student is valued and respected.

Students develop best when families, schools and communities work together to nurture a student's development and provide opportunities for growth. At Rochester Secondary College we are proud of the strong relationships and partnerships we have developed with our families and the wider community.
With our 300 students and a staff of around 45 we are small enough to know and care for all our students and large enough to offer breadth and opportunity. We trust that this Handbook provides you with a valuable resource of information that, when combined with conversations with parents/carers, classroom teachers and school leaders, will enable you to choose a learning pathway that is right for you.

Melissa Gould
Principal

Contents

Junior School

Reporting and Assessment

Reports to parents are completed each term and can be accessed via XUNO. These will be a condensed report at the end of term 1 and term 3, and a full report at the end of term 2 and term 4. Parent-teacher interviews occur at the end of term 1 and 3.

Basis of Assessment:
Students are involved in setting attainable goals with assessment criteria being clearly described so that at all times students fully understand what is required to successfully complete assigned work.
Assessment is continuous with a number of varied assessable tasks being undertaken throughout a semester.
Assessment is viewed as an integral part of the process of learning and teaching. No longer is it just the product of a student's learning which is assessed.

Course Outline

The year 7 curriculum consists of ten core subjects: English, Maths, Science, Humanities, PE/Health, Indonesian, Art, Tech and Foods, with no electives offered. The year 8 and 9 curriculum consists of the following core subjects: English, Maths, Science, Humanities, PE and Health. They are also offered a range of electives which can be taken in either year 8 or year 9. The exception is Duke of Edinburgh which can only be taken in year 9.

Step-Up Program

Each year we run a Step-Up program. This allocated time provides teachers with the opportunity to introduce students to the requirements of the next year level. Meeting their classmates and gaining an insight into the expectations of each subject reduces feelings of anxiety at the start of the school year and ensures a smooth start to their studies.

MATHS PROGRAM

Mathematics – Year 7 - 9

At Rochester Secondary College students in years 7 to 9 use Maths Pathway. Maths Pathway is a Learning and Teaching Model that is re-imagining the way mathematics is taught in schools. The model is research-driven and has been developed to support success for all students in mathematics.

Maths Pathway combines a range of teaching methods and classroom practices with an online learning environment to support individualised learning for each student. With Maths Pathway, teachers have the tools and the time to address each student's individual learning needs. This includes developing their problem solving, independent learning, and group work skills, and helping students develop a growth mindset towards their mathematics learning.

In a Maths Pathway classroom, students will first be tested on their current levels of understanding across the entirety of the Victorian Curriculum: Mathematics, levels 1–10A. This is done so that the system can pinpoint exactly where each student's strengths and weaknesses are. Once we have this overall picture of a student's current capacities, students can access and learn new content at a level that is appropriate for them.

In class, the students and teacher work together in regular learning cycles which are generally around two weeks long. Each cycle ends with a short test and reflection. Lessons in each learning cycle fall into three broad categories: rich lessons, personalised learning lessons, and test lessons.

Rich lessons are a chance for the whole class to work together on broader problem solving and multi-topic problems.

Personalised learning lessons are the lessons where students can access and learn new content individually and when teachers can engage in targeted, explicit instruction with a small group of students ('Mini-Lessons').

Test lessons are when the teacher runs a short, end-of-cycle test to help gauge students' progress over time and has the opportunity to give the student feedback and set learning goals.

Over the course of a term, a class will usually complete four of these cycles, and spend a week on a large rich project at the end of term. This gives the students variety in what they're learning, allows students to develop a range of learning skills and gives the teacher the opportunity to make sure that all the students' learning needs are being met.

YEAR 7

Year 7 Core Subjects

ENGLISH	5 periods per week	Full Year
MATHEMATICS	5 periods per week	Full Year
SCIENCE	3 periods per week	Full Year
HUMANITIES	3 periods per week	Full Year
PE/HEALTH	5 periods per week	Full Year
INDONESIAN	3 periods per week	Full Year
VISUAL ART	3 periods per week	Full Year
TECHNOLOGY	3 periods per week	One Semester
FOOD STUDIES	3 periods per week	One Semester

English

Subject Description

Year 7 English is a foundation year at Rochester Secondary College, where students are taught the essential skills that will enable them to navigate the rigours of senior English. The essential elements of English, Language, Literature and Literacy, and the modes through which we communicate, Reading, Writing and Speaking– form the structure of the course.
Students will continue the development of key skills which they will have begun in primary school, with a particular focus on the enhancement of individual reading skills, and writing skills related to texts.
In Year 7 English students explore a variety of texts and learn to how to use language to discuss, persuade, analyse and inform. They will be introduced to 'the world of the text', a key concept in text study. Note that text selection may vary slightly from year to year. Students will also be expected to share ideas, information and opinions through both formal and informal presentations in class and other forums.

Mathematics

Subject Description

Year 7 Maths will use the Maths Pathway model in classrooms, students will first be tested on their current level and then will access and learn new content at a level that is appropriate for them. In class, the students and teacher work together in regular learning cycles which are generally around two weeks long. Each cycle ends with a short test and reflection. Lessons in each learning cycle fall into three broad categories: rich lessons, personalised learning lessons, and test lessons.

See page 6 for more information

Science

Subject description

Students will investigate, research and learn about science concepts from the four main areas of Science. Physics, Earth and Space Science, Chemistry and Biology, including classification of living and non-living things, using and developing models for food chains, food webs and the water cycle and investigating the relationships between the Earth-Sun-Moon system. Students will develop science inquiry skills; questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.

Humanities

HISTORY

Subject description

In year 7 History students study Aboriginal and Torres Strait Islander peoples and cultures and the ancient world and early civilisations. Students examine historical resources and use inquiry learning to explore the significant beliefs, values and practises of Aboriginal and Torres Strait Islanders people as well as the importance of conserving the remains of the ancient past, including heritage, culture and artefacts. Students continue to explore the ancient world through further investigation of ancient Egypt and India. They will create a biography of a significant individual from an ancient society and determine how these ancient worlds have influenced how we live today.

GEOGRAPHY

Subject description

In year 7 Geography students study water in the world and landforms and landscapes. Students begin to classify environmental resources and the forms water takes as a resource, as well as some of the major waterways in and around Australia. Students examine the causes of floods and droughts, including weather systems and how these natural phenomimes effect people and the natural environment. Students identify different types of landscapes and iconic landforms in Australia and around the world and explore how human and natural degradation affects the landscape quality and the implications this can have on places and the environment.

BUSINESS AND ECONOMICS

Subject description

In year 7 Business and Economics students begin to gain an insight into marketing and finance. They investigate how consumers rely on businesses to meet their needs and wants, the Australian market systems, who and what influence businesses to know what to produce and who to produce for. Students explore how businesses respond to the demands of consumers as well as their rights and responsibilities. They examine short-term personal finance objectives and how these objectives can be achieved through developing a budget and savings plan.

CIVICS AND CITIZENSHIP

Subject description

In year 7 Civics and Citizenship students explore Australian government and democracy. They investigate how Australia's system of democratic government was shaped by the Constitution, what the freedoms and responsibilities of citizens in Australia's democracy are and how these freedoms and responsibilities are protected within the bounds of law. Students further investigate the roles of the Governor General, Prime Minister, the House of Representatives and the Senate, as well as the process by which referendums are used to change the Australian Constitution.

Health & Physical Education

Subject Description

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. Students will participate in a range of activities with the aim of promoting enjoyment of activities, developing a sense of fair play and teamwork, improving/ maintaining personal health and fitness and developing skills which will encourage participation in regular physical activity.

Students participate in a physical activity program which focuses on human movement skills, physical fitness and teamwork. Physical Education targets individual and team games such as softball, basketball, netball, AFL football, soccer and athletics.

Students participate in a health program that will focus on topics such as stress management, gathering and analysing health information and positive relationships. Students will also participate in the Respectful Relationships program (RR). They will engage with and develop strategies and skills designed to strengthen their resilience, wellbeing, and positive social attitudes. This unit will also include the positive consent education program.

Visual Arts

Subject Description

Through a variety of art experiences, students will study the art elements by creating two dimensional and three-dimensional art works.
With a focus on Indigenous and Indonesian art, students will investigate the art of other cultures through research and practical tasks.
They will also look at the ways in which artworks communicate ideas and feelings.

Language -Indonesian

Subject Description

Students are encouraged to listen, speak, read and write Indonesian in a range of interactions with fellow students and their teacher. They use Indonesian language to suit different purposes, contexts and situations, they notice how culture shapes language. Learners work collaboratively and independently. They pool language knowledge and resources, plan, problem-solve, monitor and reflect. They make cross-curricular connections and explore intercultural perspectives. They focus on the different systems (grammar, vocabulary, sounds) that structure language use, and reflect on their experience as Indonesian language learners and users. They gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts.

Technology

Subject Description

Technology in Year 7 is an integrated course that will cover three areas within the materials strand – wood, metal and plastics. Students will be introduced to a variety of materials and equipment and will develop an safe understanding and skill level associated with these materials.

Food Studies

Subject Description

Year 7 Food Studies is designed to develop and improve students' skills and knowledge in the areas of food preparation, safety, hygiene, nutrition and decision making. Students will cook a range of foods and explore healthy eating.

Year 8

Year 8 Core Subjects

ENGLISH	5 periods per week	Full Year
MATHEMATICS	5 periods per week	Full Year
SCIENCE	3 periods per week	Full Year
HUMANITIES	3 periods per week	Full Year
PE/HEALTH	5 periods per week	Full Year

English

Subject Description

In Year 8 English students will continue to develop skills established in Year 7 English. Through the study of increasingly complex texts, students will explore the ways that writers convey ideas and issues, and have the opportunity to respond creatively, analytically and reflectively to these texts.
Students will be challenged to think more deeply about their texts, and to begin to engage with the notions of audience and social context. Writing tasks will also explore persuasive texts and how authors use language to engage and persuade readers. They will also have the opportunity develop a range of texts of their own which are intended to persuade an audience through written, spoken and visual means.

Maths

Subject Description

Year 8 Maths will use the Maths Pathway model in classrooms, students will first be tested on their current level and then will access and learn new content at a level that is appropriate for them. In class, the students and teacher work together in regular learning cycles which are generally around two weeks long. Each cycle ends with a short test and reflection. Lessons in each learning cycle fall into three broad categories: rich lessons, personalised learning lessons, and test lessons.

See page 6 for more information

Science

Subject description

Students will investigate, research and learn about science concepts from the four main areas of Science. Physics, Earth and Space Science, Chemistry and Biology, including different forms of energy and how energy transfers and transformations cause change in simple systems, the particle model to predict, compare and explain the physical and chemical properties and behaviours of substances, and analysing the relationship between the structure and function of a cell, organ and body system.
Students will develop science inquiry skills; questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.

Humanities

HISTORY

Subject description

In year 8 History students continue to explore the past with a focus on the Middle Ages and early exploration. Students examine historical resources and use inquiry learning to explore the significant social, cultural, economic, environmental and political changes and continuities in the way of life and roles and relationships of different groups in society including Medieval Europe, Japan under the Shogun rule and Renaissance Italy. Students identify significant causes and effects of developments and cultural achievements that reflect the expansion of wealth and power across these regions. Research skills are used to investigate the different types of crime, punishment, power and authority as well as the role and achievements of an individual from that era. Students will also examine a significant challenge and development faced by society that caused progress or decline.

GEOGRAPHY

Subject description

In year 8 Geography students study Place and Liveability and Changing Nations. Students investigate the factors that influence the decisions people make about where to live and their perceptions of the liveability of places. Students explore what makes a city liveable and research the worlds most liveable and least liveable cities, making suggestions on how liveability can be improved. Students explore the liveability of where they live and look at ways that they could make their town more liveable based on the requirements used to judge liveability. Inquiry skills are used to explore the causes and consequences of urbanisation, the reasons for and effects of international migration to Australia, with reference to liveability and the reasons for and effects of internal migration in Australia. Students identify the challenges of managing and planning Australia's urban future and propose actions that can be taken in their hometowns to accommodate for Australia's growing population.

BUSINESS AND ECONOMICS

Subject description
In year 8 Business and Economics students continue to explore the business environment, enterprising behaviours and capabilities and economic and business reasoning. Students explore the characteristics of entrepreneurs and successful businesses focusing on some of the worlds most successful entrepreneurs, their businesses and how they achieved success. They also compare the enterprising behaviours and capabilities used in successful businesses to those used in 'not so successful businesses. Students identify relationships and trends in business data and explore how this data is used to influence future business decisions and planning.

CIVICS AND CITIZENSHIP

Subject description

In year 8 Civics and Citizenship students focus on Laws and Citizen as well as Citizenship, Diversity and Identity. Inquiry skills are used to explore how Australia's legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation. Students identify how laws are made and compare the different types of law including executive law, criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law. Students explore how Australia is seen as a secular nation and a multi-faith society and identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibly, compassion, quality and a 'fair go' and how these values can shape a national identity and sense of belonging.

Health & Physical Education

Subject description

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. Students will participate in a range of activities with the aim of promoting enjoyment of activities, developing a sense of fair play and teamwork, improving/ maintaining personal health and fitness and developing skills which will encourage participation in regular physical activity.
Students participate in a physical activity program which focuses on human movement skills, physical fitness and teamwork. Physical Education targets individual and team games such as softball, basketball, lacrosse, badminton, soccer and athletics.

Students participate in a health program that will focus on topics such as mental health and wellness, safety and gender and identity. Students also participate in the Respectful Relationships (RR) program. They will engage with and develop skills designed to strengthen their resilience, wellbeing, and positive social attitudes. This unit will also include the positive consent education program.

Year 9

Year 9 Core Subjects

ENGLISH	5 periods per week	Full Year
MATHEMATICS	5 periods per week	Full Year
SCIENCE	3 periods per week	Full Year
HUMANITIES	3 periods per week	Full Year
PE/HEALTH	5 periods per week	Full Year

English

Subject Description

In Year 9 English, students focus on the development of writing skills in response to a range of mentor texts on a theme. Students have the opportunity to explore texts in a range of forms, written for various audiences and purposes. They will then develop their own pieces showing an awareness of purpose, audience, and form. Students will also continue to enhance their skills in responding to texts through the exploration of novels and film texts. They will also build upon analytical skills through the study of texts designed to persuade an audience, and have the opportunity to present an opinion of their own on an issue currently debated in the news.

Mathematics

Subject Description

Year 9 Maths will use the Maths Pathway model in classrooms, students will first be tested on their current level and then will access and learn new content at a level that is appropriate for them. In class, the students and teacher work together in regular learning cycles which are generally around two weeks long. Each cycle ends with a short test and reflection. Lessons in each learning cycle fall into three broad categories: rich lessons, personalised learning lessons, and test lessons.

See Page 6 for more information

Science

Subject description

Core Science at Year 9 provides students with a background in the four main Science studies of Chemistry, Biology, Earth Sciences and Physics. Skills and safety procedures learnt in earlier years are reinforced through the program, and research skills and laboratory techniques are further developed.
Subject Description Core Science includes topics from four main areas of science; biology, chemistry, earth and space science and physics and prepares students for further study at Years 10-12. In each unit of work students consider science as a human endeavour in which the nature and development of science and the use and influence of science are investigated. Students will develop science inquiry skills; questioning and predicting, planning and conducting, processing and analysing data and information, evaluating and communicating.

Humanities

HISTORY

Subject description

In year 9 History students study the unit Australians at War, which enables students to gain an understanding of the events of World War One and World War Two. Students explore the causes of the wars and why Australians enlisted, significant battles and places that the Australian's took part in, significant events and turning points. They will also examine the nature of warfare, including the Holocaust and the use of the atomic bomb. Students will investigate how the wars changed Australian society on the home front and the significance of WW2 on international relationships. They will discuss the different historical interpretations and contested debates surrounding WW2 and the significance of Australia's commemoration of war.

GEOGRAPHY

Subject description

In year 9 Geography students focus on Biomes and food security as well as environmental change and management. During the unit students explore the distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity, as well as how humans have altered biomes to produce food, industrial materials and fibres and the environmental effects of these alterations. They explore the interconnection between food production, land and water degradation as well as the land and resource management strategies used by Aboriginal and Torres Strait Islander peoples to achieve food security over time. Students identify the different types and distribution of environmental changes and human responses to its management.

Health & Physical Education

Subject Description

Health Education focuses on the development of confidence of students and the promotion of a positive self-image. Improved decision-making skills are essential in today's society and through Health Education we encourage our students to make informed choices, recognise pressures which affect decisions, and to identify risk-taking behaviour. Students participate in an interactive and discussion-based program which explores four key aspects of health relevant to youth – alcohol and other drugs, positive behaviours, Respectful Relationships, and positive consent education.
The Physical Education program provides students with a wide range of experiences in recreational and outdoor activities. Students will develop an understanding of the value of these activities, improve their skills and experiences, and recognise the benefits of active participation in leisure and outdoor activities. Students will also improve their knowledge of recreational, competitive team, and individual sporting programs.

Year 8 & 9 Electives

ART	Homegrown	3 periods per week	One Semester
	Experimental 2D Art	3 periods per week	One Semester
	Drawing with light	3 periods per week	One Semester
	World Art	3 periods per week	One Semester
	In the Round	3 periods pe week	One Semester
	Drama, theatre & film (performing arts)	3 periods per week	One Semester
	Performing Arts (performing arts)	3 periods per week	One Semester
	Music (performing arts)	3 periods per week	One Semester
LANGUAGE	Indonesian	3 periods per week	Full Year
HUMANITIES	The Making of the Modern World (History)	3 periods per week	One Semester
	Australia-A Changing Nation (History)	3 periods per week	One Semester
	Countries, Continents & Connections (Geography)	3 periods per week	One Semester
	Young Entrepreneurs (Business)	3 periods per week	One Semester
SCIENCE	Rocket Science	3 periods per week	One Semester
	Engineers Solve Problems	3 periods per week	One Semester
	Designing Experiments	3 periods per week	One Semester
	Agricultural Science	3 periods per week	One Semester
PE	Fitness	3 periods per week	One Semester
	Taste of Ten	3 periods per week	One Semester
	Outdoor Recreation	3 periods per week	One Semester
	Campaspe Academy of Sport	3 periods per week	Full Year

IT	Computer Networks	3 periods per week	One Semester
	Media	3 periods per week	One Semester
	Coding	3 periods per week	One Semester
	Robotics	3 periods per week	One Semester
TECHNOLOGY	Timber, Joinery & Construction	3 periods per week	One Semester
	Metal Art & Design	3 periods per week	One Semester
	Sheet Metal	3 periods per week	One Semester
	Advanced Woodwork & Design	3 periods per week	One Semester
	Welding & Machining	3 periods per week	One Semester
	Small Motors	3 periods per week	One Semester
	Furniture Making	3 periods per week	One Semester
	Making Wooden Toys	3 periods per week	One Semester
FOOD STUDIES	Food Technologies & Society	3 periods per week	One Semester
	Gourmet Globetrotting	3 periods per week	One Semester
	Bakehouse Foods	3 periods per week	One Semester
WARTS	Writing & Reading Together	3 periods per week	One Semester
DUKE OF EDINBURGH	**(Year 9 only)**	3 periods per week	Full Year

Year 8 and 9 2024 Elective Choices

Students will complete six elective units across the course of the year. Each elective will run for three periods a week. The following guidelines will apply:

- A minimum of one unit from the Arts each year.
- A minimum of one unit from Technology each year.
- If choosing CAS, Duke of Ed (Yr 9 only) or Indonesian, students will undertake this subject for the full year and it will count as two electives (semester 1 and Semester 2).
- Only one PE elective can be chosen. If choosing CAS or Duke of Ed, no other PE elective can be selected.
- Places in Duke of Ed are limited, an application process will apply.
- Final subject placements are dependent on student numbers.

Art

Homegrown

Subject description

Want to explore and make your own creative contribution to the diversity of homegrown art? Students will be supported to explore the best of Indigenous and contemporary Australian art as inspiration for making new work in a range of materials and techniques. All visual arts subjects support the development of observational drawing, the studio process and use of visual art language.

Experimental 2D Art

Subject description

Go beyond what you know and learn new experimental art making methods using a range of unusual materials and techniques. Students may encounter collagraph printmaking, mixed media collage and experimental mark making with handmade and alternative tools. All visual arts subjects support the development of observational drawing, the studio process and use of visual art language.

Drawing with Light

Subject description

Explore the world of photography with and without a camera. Students will be supported to use the darkroom and digital cameras to compose images that explore a range of subjects. All visual arts subjects support the development of observational drawing, the studio process and use of visual art language.

World Art

Subject description

From our base in multicultural Australia, students will be supported to engage in art and art practices from around the world, drawing on artist perspectives and styles to inspire new work. All visual arts subjects support the development of observational drawing, the studio process and use of visual art language.

In the Round

Subject description

Sink your teeth into three-dimensional art making using clay, wire, Modroc and more! Students will explore contemporary and historical sculptures and create with a focus on form, balance and proportion. All visual arts subjects support the development of observational drawing, the studio process and use of visual art language.

Outside the Box

Subject description

Do you like designing? Are you good at thinking outside the box? Do you like the challenge of parameters that you can stretch and push against? Outside the box might be for you! Students will be supported to explore a range of manual and digital methods to create new designs, pattern repeats, illustrations and more in response to a range of briefs. Students will explore and be inspired by the work of Indigenous designers working in graphic design, costume, jewellery and furniture. All visual arts subjects support the development of observational drawing, the design process and use of design language.

Drama, Theatre & Film

Subject Description

This unit incorporates elements of Drama, Theatre and Film. It aims to develop students' self-confidence by incorporating a variety of drama activities, beginning with the exploration of movement and sound through to the development of short plays which could be performed in front of a variety of audiences. Students will look at a range of theatre styles that examine the dramatic elements and how they impact different audiences. They will explore the adaptation of script to television and examine film techniques and film metalanguage.

Performing Arts

Subject Description

This unit encourages students to step out of their comfort zone and onto the stage. Students explore the key elements of performing arts including song, dance, drama and set design and how these elements contribute to various performances. Students will come to understand the ways in which actors interact with each other and the audience through studying different performances and their own practices.

Music

Subject Description

Throughout this unit students will get a taste of a variety of different musical instruments and styles. The subject aims to investigate the elements of music by exploring them through both theory and practice. Students will experience small group workshops which aim to give them a taste of various instruments and insight into playing those instruments. During the unit, students will have the opportunity to rehearse as part of a band or individually and perform for a variety of audiences.

Indonesian

Subject Description

Students are encouraged to listen, speak, read and write Indonesian in a range of interactions with fellow students and their teacher. They use Indonesian language to suit different purposes, contexts and situations, they notice how culture shapes language. Learners work collaboratively and independently. They pool language knowledge and resources, plan, problem-solve, monitor and reflect. They make cross-curricular connections and explore intercultural perspectives. They focus on the different systems (grammar, vocabulary, sounds) that structure language use, and reflect on their experience as Indonesian language learners and users. They further develop their vocabulary and grammatical base that allows them to compose and present more complex forms of texts. In the second year of study they
gradually build a vocabulary and grammatical base that allows them to compose and present different kinds of simple texts.

Humanities

The Making of the Modern World (History)

Subject Description

Students study the making of the modern world, with a focus on the Industrial Revolution (1750-1914) and the movement of people around the world during this time. Inquiry skills are used to explore the causes that led to the Industrial Revolution and other conditions and ideas that influenced the industrialisation of Britain and Australia. They identify population movements and settlement patterns during this period and the significant changes to the way of life of groups of people, as well as the different experiences and impacts on individuals and groups during significant events of the Industrial Revolution. Students identify both the positive and negative impacts of the Industrial Revolution and how it led to early immigration. They explore the different reasons why people moved around the world and how this movement effected global changes in landscapes, development and influence of ideas, political and social reforms and transport and communication. Students research different inventions and inventors from this era and determine how they continue to influence our lives today.

Australia – A Changing Nation (History)

Subject Description

Australia – A Changing Nation focuses on events that occurred in Australia during 1900 - 2000. Students examine different events that occurred during this period and analyse the cause and effects of these events and identify the changes they brought about. Students explore significant individuals and how they have contributed to Australia as a changing nation. They analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values, as well as identify and evaluate patterns of continuity and change in the development of Australia.

Countries, Continents & Connections (Geography)

Subject Description

Countries, Continents and Connections provides students with the opportunity to further explore the different countries and continents around the world and how they are connected. Students use inquiry learning to investigate the locational, economic, social, technological, political and environmental wellbeing of countries and compare those to Australia. They explore ways in which people and places are interconnected with other places through trade in goods and services and how transportation and communication technologies are used to connect people to services, information and people in other places.

Young Entrepreneurs (Business)

Subject Description

Students look at how businesses are developed, decisions are made about products and services and how marketing is used to promote and sell products, and services. They will look at the relationships between producers and consumers and explore how businesses respond to consumer demand. Students will develop their own business plan, design their own products, and develop their own marketing campaign to sell their product.

Science

Rocket Science

Subject description

Students will have the opportunity to investigate the Science behind Rockets. Hands-on activities will form the basis of each lesson, underlaid with scientific principles. Students will be able to discover how different Rockets work and have the opportunity to build their own rocket.

Engineers Solve Problems

Subject description

Students will engage in a range of hands-on activities and projects, working collaboratively to apply the engineering design process and create solutions for real-world applications of problems connected to key science concepts.
Student teams and teachers negotiate a series of problem-solving projects including, but not limited to; bridge building, hydraulic engineering and simple machines.
Science concepts explored include machine engineering, forces, levers, hydraulics, kinematics, energy transfer and experimental design.

Designing Experiments

Subject description

Students will identify questions and problems that they can investigate scientifically. They will make a hypothesis, then plan an experiment to test their prediction. They will determine which variables will be changed, measured or controlled. Safety, accuracy and ethics will be considered in their planning. Students will record and summarise their data in tables and graphs, before analysing patterns and relationships and using these to justify their conclusions. They will also suggest ways to improve their experiment. Appropriate scientific language and representations will be used throughout the reporter poster.

Agricultural Science

Subject description

Students will apply knowledge they have gained from previous core science subject/s to Agricultural problems, they will apply the Science inquiry skills to identify and solve problems in the agricultural industry. Students will Identify questions, propose hypotheses and suggest possible outcomes with their knowledge and further research and investigation into current and emerging technology in the agricultural space. Students could also look at how landowners and industry can work with and improve environmental problems related to Agriculture. Students will develop skills in delivering information and ideas to others.

Physical Education

Fitness

Subject Description

Students will develop and participate in and individualised fitness training program in a safe and supervised environment. Their fitness program will include weight and aerobic training. Their individualised weight training program will be tailored to improve strength, endurance, power, and tone. Aerobic training activities will include continuous running, interval training, kettlebell training and circuit training. Students will be expected to participate consistently to gain the full benefit of the program.

Taste of Ten

Subject description

This unit is designed to give students a sample of some of the sports and physical activities that are offered in the Year 10 Physical Education electives.
Students participate in a physical activity program which focuses on refining and working collaboratively to improve their own and others' specialised movement skills and movement performances.
This introductory unit targets sports and physical activities such as golf, bowls, soccer, football, softball and aerobic training activities e.g. running.

Outdoor Recreation

Subject Description

Through participating in a range of outdoor pursuits in the local area, students will develop skills and knowledge to undertake safe and sustainable experiences in natural environments and begin to develop skills of interdependence within a group setting. Students will also gain a greater awareness, respect and knowledge for the environment.

Campaspe Academy of Sport – Year 9 only

Subject Description

The Campaspe Academy of Sports (CAS) is a sports education and athlete development program aimed to assist students in the pursuit of achieving sporting and academic success. CAS is offered as a Year 8/9 elective subject and will run for the entire year. It is also offered to students in Year 7 fortnightly. The program will include specialist coaches, guest speakers, sport science services and individualised training programs. There is the expectation that CAS students will act as an active and positive role model for other students and the wider community.

Aims:

- To provide specialist training programs and elite coaching.
- To promote students to physically challenge themselves and make positive contributions to their local sporting clubs and communities.
- To allow student athletes the same opportunities and support as their regional and metropolitan counterparts.

Purpose:
To provide an opportunity for every student to improve or excel at their chosen sport.
To increase participation levels in a variety of sports.
To emphasise the physical, mental and health benefits of physical activity.
To encourage and support students in becoming role models and respected leaders in their sporting communities

Core components:
Physical preparation (personalised fitness testing and video analysis)
Technical and tactical skill development (individualised training programs)
Professional Development program (delivered by specialised speakers and coaches)
Nutrition and sport education

Assessment: Practical participation, tests and assignments.

Information Technology

Computer Networks

Subject Description

Artificial Intelligence (AI) is driving the next wave of technological innovation and is changing almost every industry around us. Students will develop their understanding of AI through looking at core concepts and examples of AI-driven technology, history and evolution of AI, the benefits, risks and ethical considerations of AI along with working through examples and case studies exploring activity design and implementation.

Media

Subject Description

Students will look at producing their own media by learning knowledge, techniques related to documentary making and podcasting in small groups. The subject will use resources from the Australian Film Television and Radio School and ACMI. Skills being developed will include sound recording and film editing software, organisation and teamwork.

Coding

Subject Description

In this elective, students will move away from visual coding like Scratch towards text based general purpose programming languages like Python and Javascript. This is where the outcome is dependent on the person's programming skills. No experience is necessary as the level of difficulty will increase with experience gained in completing a series of tasks. Once completed students can choose from projects ranging from building a chatbot, apps or writing code to run in Minecraft or negotiate your project.

Robotics

Subject Description

The course is designed to introduce students to the skills and knowledge involved in robotics. Using robot kits and software they will learn how to design and build robotic contraptions for specific purposes. As well they will write programs to achieve those purposes. This will develop skills in problem solving, logical thinking and basic engineering design. Students will work in groups of two or three per kit, which will require them to develop the collaborative skills necessary when working with other students.
Through a range of activities, each student will discover how to utilise available technology to develop digital solutions for specific tasks. They will also research the many ways robotics is being used in the world around them.

Technology

Timber, Joinery & Construction

Subject Description

This unit focuses on the students being able to write a design brief, gain knowledge about timber and joint selection and create a model that is sustainable and fashionable. It is intended that the students will explore the design processes through investigation, production, model evaluation and modern joining techniques. It is intended that the main choice of material comes from a sustainable source such as re-growth forest or reclaimed material.

Metal Art & Design

Subject description

In this unit, students will focus on repurposing an existing metal item into garden art or wall art. Where possible, students will use old engine parts, plough and machinery parts and other related material to design and construct a garden or outside wall feature. These projects will be constructed using various metal fabricating techniques.

Sheet Metal

Subject Description

This unit focuses on the students being able to write a design brief, gain knowledge about metal and joint selection and create a model that is sustainable and functional. It is intended that the students will explore the design processes through investigation, production, model evaluation and modern joining techniques. It is intended that the main choice of material comes from a sustainable source such as recycled or reclaimed material.

Advanced Woodwork & Design

Subject Description

Students will develop a design brief around a project of their choice, exploring the design process through primary and secondary research. Using material form as sustainable source is highly recommended. Once the projects design is completed, each student will construct their project using a variety of joints, tools and powered equipment.

Welding & Machining

Subject description

In this unit, students are introduced to welding, the metal lathe and the metal milling machine. Students will have a wide choice of work depending on their individual interest and expertise. They are able to construct projects using the metal lathe, metal mill, Arc and MIG welding machine. A major requirement is the development of a design brief which will be used as the basis to construct a model. Models can include but not limited to: small BBQ plate, BBQ utensils and engineers hammer.

Small Motors & Systems Investigations

Subject Description

Students will use school engines to investigate how combustion engines operate using a combination of theory and practical tasks. This includes striping down and rebuilding a motor and then bringing in your own motor for investigation, tune up or repairs. This course will cover both 2 and 4 cycle / stroke engines and how they operate.

Furniture Making

Subject Description

In this unit, students will design and produce a piece of modern furniture. They will develop practical skills in woodworking using traditional processes and will have the opportunity to work with a range of timbers and other materials. Students will have the opportunity to use a range of tools and machinery in the construction of their furniture.

Making Wooden Toys

Subject Description

In this unit, students will focus on designing and making a range of wooden toys. Students will explore creative options to design and develop their own solutions through innovation, problem solving and exploration of ideas. Students will have the opportunity to use a range of tools and machinery in the construction of their toys.

Food Studies

Food Technologies & Society

Subject Description

Students identify the steps involved in planning the production of designed solutions. They develop detailed project management plans incorporating elements such as sequenced time, cost and action plans to manage a range of design tasks safely. They apply management plans, changing direction when necessary, to successfully complete design tasks. Students identify and establish safety procedures that minimise risk and manage projects with safety and efficiency in mind, maintaining safety standards and management procedures to ensure success. They learn to transfer theoretical knowledge to practical activities across a range of projects.

Food Technologies & Society explores the application of nutrition principles and the characteristics and properties of food, food selection and preparation, and contemporary food issues. Students come to understand the importance of a variety of foods, sound nutrition principles, food preparation skills and food safety.

Gourmet Globetrotting

Subject Description

Gourmet Globetrotting incorporates the study of food preparation with an international flavour. During the semester students will learn about factors that influence food choices and preparation methods as well as the influence multiculturalism has had on the Australian diet. There will be a strong focus on multicultural and global foods.

Bakehouse Foods

Subject Description

In this unit, students will discover the art of producing creative cakes, pies, pastries, and other sweet desserts from around the world. They will investigate recipes from various culinary traditions and have the opportunity to develop and refine their baking and dessert making skills.

WARTS – Writing & Reading Together

Subject Description

WARTS is a transdisciplinary unit that aims to develop leadership, creativity, writing, reading, information technology and collaborative learning skills. Students will connect with the real world and participate in a variety of learning experiences and settings. They will write their own book, develop an understanding of publishing and share their book within the broader community.

Duke of Edinburgh

Subject Description

The Duke of Edinburgh's International Award program offers the opportunity for students to extend their skills in their own chosen field as well as community service, physical recreation and several adventure journeys.

Students work toward achieving the bronze award across the year.

To achieve the bronze award, each student must complete the following areas:

Voluntary Service
The Voluntary Service Section of the Award encourages young people to volunteer their time to and understand the benefits of this Voluntary Service to their community. To connect with your community and give service to others and their communities

Physical Recreation
The Physical Recreation Section of the Award encourages young people to participate in sport and other physical recreation for the improvement of health, wellbeing and fitness.

Skills
The Skills Section of the Award encourages the development of personal interests and practical and social skills.

Adventurous Journey
The Adventurous Journey Section encourages a sense of adventure whilst undertaking a team journey or expedition. As part of a small team, participants will plan, train for and undertake a journey with a defined purpose in an unfamiliar environment.

Notes