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Dear Parents, Guardians and Caregivers,

Welcome to the Year 9/10 Handbook for Kyneton Secondary College. These two years are very important at our school. It is a time where students have the opportunity to consolidate their learning before launching into the senior school and their final years of schooling. Students at Years 9 and 10 have the opportunity to explore a wide range of electives, but may also begin to specialise their studies into particular areas of interest.

Year 9 students have the opportunity to involve themselves in our enrichment and community learning program and begin to discover how their learning can take them beyond school. This is when students step beyond their Year 7 and 8 years and take more control of their learning and more responsibility for organizing their time.

Year 10 students start their transition into the Senior School. They will experience a diverse program that will provide a balanced education which allows considerable choice, breadth and depth in each student’s program.

Year 9 and 10 electives are combined to give our students access to a broad range of exciting subjects from which to choose.

In Term 3, students will be asked to begin planning for 2016. Our team of dedicated counsellors will be working closely with students and parents to develop the pathways that will see your child through to Year 12 and beyond. Please take the opportunity to stay in touch with your child’s teachers and if you have any questions and concerns, please feel free to contact a member of your child’s support team at our school.

Best wishes for the future
Mark Ridgeway, Principal

CURRICULUM OVERVIEW
The curriculum at Kyneton Secondary College in Years 7 to 10 is based on AusVELS. At Years 11 and 12 the Victorian Certificate of Education and the Victorian Certificate of Applied Learning are the bases of the curriculum. There is an emphasis on providing students with learning opportunities appropriate to their interest and abilities. As students advance through the College they are given more opportunities to exercise choice. At first in Years 7 & 8 this choice is limited; by the VCE years, students have substantial freedom of choice.

A number of special programs are offered to enhance student learning. These include the MYC Program at Year 9 and Work Experience Program at Year 10. The curriculum extends well beyond the formal classes to include: camps, choirs, the College Concert Band, community service projects, sports competitions - intra- and inter-school, and a range of voluntary academic competitions.

At Year 9 and 10 young people begin to focus more clearly on areas of particular interest to them and have some thoughts about where they may be heading after they finish school. This can often involve testing ideas such as getting a taste of the world outside classrooms.

Young people also start planning their directions for the final years of school. It is also a time when they concentrate on areas of learning where they know they are doing well. They focus on making sure that a number of areas of learning of learning are well established as they weigh up their pathway options into Year 11 and 12.
AUSVELS OVERVIEW

In 2015 some changes have been incorporated to align with AusVel and the Australian Curriculum.

### STRAND: Discipline-based Learning

<table>
<thead>
<tr>
<th>Domain</th>
<th>Dimension / Strands</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts</td>
<td>Creating and making</td>
</tr>
<tr>
<td></td>
<td>Exploring and responding</td>
</tr>
<tr>
<td>English</td>
<td>Language</td>
</tr>
<tr>
<td></td>
<td>Literature</td>
</tr>
<tr>
<td></td>
<td>Literacy</td>
</tr>
<tr>
<td>The Humanities</td>
<td>Economics knowledge and understanding</td>
</tr>
<tr>
<td></td>
<td>Economics reasoning and interpretation</td>
</tr>
<tr>
<td>The Humanities – Economics</td>
<td>Geographical knowledge and understanding</td>
</tr>
<tr>
<td></td>
<td>Geospatial inquiry skills</td>
</tr>
<tr>
<td>The Humanities – Geography</td>
<td>Historical knowledge and understanding</td>
</tr>
<tr>
<td></td>
<td>Historical skills</td>
</tr>
<tr>
<td>Languages Other Than English (LOTE)</td>
<td>Communicating in a language other than English</td>
</tr>
<tr>
<td></td>
<td>Intercultural knowledge and language awareness</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Number &amp; Algebra</td>
</tr>
<tr>
<td></td>
<td>Measurement &amp; geometry</td>
</tr>
<tr>
<td></td>
<td>Statistics &amp; Probability</td>
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<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td></td>
<td>Understanding</td>
</tr>
<tr>
<td></td>
<td>Science as a Human Endeavour</td>
</tr>
<tr>
<td></td>
<td>Science inquiry skills</td>
</tr>
</tbody>
</table>

### STRAND: Interdisciplinary Learning

<table>
<thead>
<tr>
<th>Domain</th>
<th>Dimension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Listening, viewing and responding</td>
</tr>
<tr>
<td>Design, Creativity and Technology</td>
<td>Investigating and designing</td>
</tr>
<tr>
<td></td>
<td>Presenting</td>
</tr>
<tr>
<td>Information and Communications</td>
<td>ICT for visualising thinking</td>
</tr>
<tr>
<td>Technology (ICT)</td>
<td>ICT for creating</td>
</tr>
<tr>
<td>Thinking Processes</td>
<td>Reasoning, processing and inquiry</td>
</tr>
<tr>
<td></td>
<td>Creativity</td>
</tr>
<tr>
<td></td>
<td>Reflection, evaluation and metacognition</td>
</tr>
</tbody>
</table>

### BYOD (BRING YOUR OWN DEVICE)

At Kyneton Secondary College, eLearning is considered an integral part of our student’s day-to-day learning. Access to appropriate computers or other electronic devices is central to this priority. Kyneton Secondary College therefore has a Bring Your Own Device (BYOD) policy for the classroom use of computers in the school. Students are able to bring their own laptop or netbook to school rather than having to purchase a specific device nominated by the school.

Our expectation is that all students will have some form of computer or netbook available to them in class. This means that families have the flexibility to take advantage of special deals being offered by various retailers or making use of a device that they already own, thus reducing the overall cost of the purchase and the need to manage multiple devices.

When students are doing standard work in the classroom, they will use their own device. Where students need to make use of some high end tools, they will go to an ICT laboratory.

Please refer to our list of BYOD Hardware and Software requirements on the range of devices and software suitable for classroom use available on the school website.
REPORTING PROCESS
Our student reports include both a school-based assessment grade and an AusVELS assessment.

The school-based grade indicates how a student has performed within their year level in terms of the work covered in class.

The AusVELS section of the report rates student performance against a national scale and lists achievement in relation to a five-point scale of A to E. A ‘C’ indicates that students are on track and achieving at the expected level for the time of year. ‘A’ indicates that students are well above the expected level of achievement for the time of year (approximately 12 months ahead of the expected standard).

There is also a school-based assessment grade, which gives an indication of how the teacher feels a student has performed within their year level.

STUDENT PROMOTION AND ATTENDANCE
We expect that all students will attend school unless there is a good reason, such as a medical condition. Research has shown that a lack of regular attendance is linked to poor academic results in students and poor connectedness to peers. If attendance is below 80% then promotion to the next year level may be compromised.

SPECIAL PROGRAMS & SERVICES

SPORT
Sport at Kyneton Secondary College is about encouragement, participation, and success. The College prides itself on the success of sporting teams. Success is not only determined in terms of winning but also of bettering a personal time or improving on a team performance. Success is measured by striving to achieve personal or team goals.

College Sport enables students to develop further their physical and social attributes. Students have the opportunity to be introduced to new sports or further develop their ability in sports in which they are already involved. The College offers a broad range of individual and team level sporting activities, including more traditional sports such as football, netball, cricket, basketball, athletics, swimming, tennis, as well as cross country and touch rugby.

Kyneton Secondary College strives to create a sense of pride and school spirit through sporting involvement. Through College Sport students have the opportunity to compete against other schools at a regional and state level. Within the local region there is a number of inter-school sports days.

Students compete in the House Athletics and Swimming Carnivals in which there is equal emphasis on participation and achievement. Achievements are promoted through the local media, school assemblies, the College Newsletter, the College Magazine and the Daily Student Bulletin. Our ultimate goal is to make sport at Kyneton Secondary College an enjoyable experience for all staff and students.

INSTRUMENTAL MUSIC PROGRAM
An Instrumental Music Program is offered to students in all year levels. This is an additional and optional component of the school curriculum.

Lessons / tuition are available for piano, guitar, drums, woodwind or bass instruments.

The rationale behind this program is threefold:

1. Experiencing - students experience playing a musical instrument and take on associated responsibilities including attending lessons, instrument care and commitment to practice;

2. Developing - students develop instrument-specific technical skills and receive musical guidance in an individual or small group setting where individual learning abilities are catered for.

3. Extending - every student is encouraged to pursue personal musical goals so that he/she may have good foundations for playing as a soloist and/or member of a musical group, and for obtaining a satisfactory level of competence in order to participate in VCE Music Performance. Students could then participate in VET Music in senior years.

Lessons are organised on a withdrawal from class basis so that any particular subject is not regularly missed. Fees are set at a reasonable half-hourly rate. Instruments are available for hire. It is expected that students who wish to participate in music studies will take care of their instruments and hand them back in once completing lessons.
Vocal tuition is also available at the school. Students are encouraged to develop their own natural vocal abilities; participate in vocal ensembles and choirs developing tonal accuracy in both solo and ensemble performance.

Students who are involved in the Instrumental Music Program are encouraged to participate in College concerts and performances, bands and ensembles.

**SCHOOL PRODUCTION**

The School Production is a major part of the school’s performance program. Each year the College produces a theatrical performance, a musical, for the College community and members of the public.

The script is chosen the year before, and students interested will audition in term 4 for the following year’s Production. There are many opportunities to be involved in Production.

Students may be involved not only in a Performance capacity, but backstage, Front of House, Administration and much more. There are opportunities to participate through acting, singing, playing in the band, dancing, choreography, set design and production, costume making, make up, lighting, sound and audio visual technology, prompting, ushering, program design and promotion.

Students will develop skills and knowledge in their chosen area of stagecraft as well as learn and develop performance skills, production development and processes, whilst working towards a major goal, 4 public performances. This is a unique elective where students in the Production class are from across a range of year levels within the school. This allows students the opportunity to develop leadership skills as well as developing strong team and cooperation skills.

Throughout the semester Students will participate in rehearsals which fall outside class time – lunchtime rehearsals, after school, two Sunday dress rehearsals and a three day production workshop.

They will also need to be available for evening public performances and matinees over a two/three week period at the end of semester one. The production continues to be a highlight for all students who take part, being a thoroughly enjoyable confidence building experience.

**LIBRARY**

The Kyneton Secondary College Library offers a comprehensive range of resources and services to support and enhance the curriculum and student learning.

The library staff provides a welcoming and stimulating environment where students are encouraged to develop a love of reading and knowledge.

Students are generally able to borrow up to four books at a time for a two week period. Books can be renewed for a further two weeks if required longer.

**Resources:**

- An extensive range of fiction and nonfiction books to read, study and borrow
- Audio books
- A large teacher reference collection
- An extensive audio-visual collection
- Laptops & Computers
- Internet and on-line resources
- Audio-visual equipment
- Magazines, newspapers and periodicals for educational and recreational use
- Class sets of teaching resources.

**Services:**

- Promotion of literacy and reading for pleasure and knowledge
- Assistance with research enquiries
- Recommendations of suitable material to engage, entertain and educate
- Instruction in the use of audio-visual equipment
- Laminating & Spiral binding
- Photocopying & Printing including colour
- Fortnightly student Book Club meeting.

**WELFARE PROGRAM**

Kyneton Secondary College has a designated Welfare officer who is linked in to our local agencies for student support if required.

Further information regarding this important program is available from Year Level Co-ordinators.
YEAR 9 CURRICULUM

In Year 9, students will undertake the following core subjects:

- **Year 9 English** - core subject that runs for the year
- **Year 9 Mathematics** - core subject that runs for the year
- **Year 9 Humanities / MYC (Me, You, Community)** – core subject that runs for the year
- **Year 9 Core Health and Physical Education** - core subject that runs for one semester.
- **Year 9 Core Science** - core subject that runs for one semester.

**Electives**

Students will have an opportunity to choose from a wide range of electives over both Years 9 and 10 to encourage them to begin their pathways to VCE and their future careers. Electives are five periods per week and run for a semester. Selection requirements for these electives are as follows:

- One Art Elective each year
- One Technology Elective each year
- Two Electives of the Student’s choice
- A LOTE subject can also be chosen which runs for the whole year. Flexibility will be given to LOTE students in relation to their elective choices.

When choosing their electives, students will be asked to record their elective choices over a two year period to ensure a breadth of curriculum over the two years. A typical Year 9 student’s Timetable will therefore look as follows:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 9 English</td>
<td>Year 9 English</td>
</tr>
<tr>
<td>Year 9 Maths</td>
<td>Year 9 Maths</td>
</tr>
<tr>
<td>Year 9 Humanities / MYC</td>
<td>Year 9 Humanities / MYC</td>
</tr>
<tr>
<td>Year 9 Core Science</td>
<td>Year 9 Core Health &amp; Physical Education</td>
</tr>
<tr>
<td>Year 9/10 Tech Elective OR LOTE</td>
<td>Year 9/10 Art Elective OR LOTE</td>
</tr>
<tr>
<td>An Elective of the Student’s choice OR LOTE</td>
<td>An Elective of the Student’s choice OR LOTE</td>
</tr>
</tbody>
</table>

**CORE SUBJECTS FOR THE YEAR 9 CURRICULUM**

The following information provides an overview of the core subjects for the Year 9 curriculum.

**YEAR 9 ENGLISH**

In Year 9 English students build on the skills developed in Years 7 and 8. They learn to read, understand and write more sophisticated texts. Students study current events; looking at how a current issue is covered in the media and analysing how a point of view is presented persuasively. Students present their own point of view on different issues in written form and by participating in a debate.

We aim to study a range of different texts across the year including a memoir, a novel, film, song lyrics and poetry. Students analyse these texts and demonstrate their understanding in different ways. They build their essay writing skills in preparation for Senior English and present an oral presentation on a poem or song of their choice.

Students also respond creatively, using their understanding of genre, audience and language to present creative responses to the poetry or novel they are studying. Both analytical and creative work is intended to introduce students to new ideas, language structures and vocabulary. In Year 9 there is a focus on developing editing skills and independent learning. We encourage planning and proofreading of all pieces.

The amount of time given to different tasks differs so students get used to taking time to draft pieces as well as produce work under ‘test’ like conditions.

**YEAR 9 MATHEMATICS**

The Year 9 Mathematics curriculum builds on concepts, skills, and techniques introduced in Year 8. These topics are extended and new topics are introduced to provide a sound basis for the study of mathematics in Years 10-12.
All students are required to have a scientific calculator. The recommended scientific calculator, the TI830 multiview, can be purchased at the Finance Office. The curriculum is divided into the three sections:

- **Number and Algebra** – simple interest, working with algebraic expressions, indices, linear equations, straight line graphs.
- **Measurement and Geometry** – surface area and column of shapes, similarity of shapes.
- **Statistics and Probability** – chance events, calculating probabilities, data representation.

### YEAR 9 HEALTH & PHYSICAL EDUCATION

Year 9 Health and Physical Education at Kyneton Secondary College will enable students to gain valuable, applicable knowledge and skills related to health and physical education. Students will participate in a variety of different team and individual sports.

The skills learnt and enhanced will include striking & fielding, outwitting opponents and performing at maximum levels. This will be done by participating in various traditional and non-traditional sports and activities. Students have to plan and implement ways to improve their skills and performances in a variety of more technically demanding movements.

They will focus on activities that could include athletics, fitness and individual and team games including badminton, softball, soccer, tennis, volleyball, basketball, netball, football and rugby. They are also required to develop and implement strategies in those select activities.

In Health Education classes, students examine pressures on individuals, personal relationships and developing empathy with peers.

The major focus is however around mental health, stress, Re-thinking Drinking, recreational drug use and a broad based Respectful Relationships program.

### YEAR 9 CORE SCIENCE

Students explain how co-ordination and regulatory functions in plants and animals assist them to survive and protect themselves from diseases. Students learn about the properties of materials in terms of their constituent particles and the forces holding them together. They explain how similarities in the chemical behaviour of elements and their compounds are represented in the periodic table. Through the study of light, students explain observed changes in term of energy and make links across related areas of science. Students learn about plate tectonics and use it to explain the causes of volcanic eruptions, earthquakes and tsunamis.

Areas of Study include:-

- **Chemistry**: Study different areas of chemistry through investigation
- **Biology**: Diseases & Body Systems
- **Physics**: Light and Colour
- **Earth & Space**: Global patterns of geological activity.

### YEAR 9 HUMANITIES / MYC

**Humanities- History Component**

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918.

1. **Making a Better World?**
   Students investigate how life changed in the period in depth through the study of ONE of these major developments: the Industrial Revolution or Movement of peoples or Progressive ideas and movements. The study includes the causes and effects of the development, and the Australian experience.

2. **Australia and Asia**
   Students investigate the history of Australia OR an Asian society in the period 1750 – 1918 in depth.

3. **World War I**
   Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of the war in both world and Australian history.
Humanities - Geography Component

1. Biomes and food security
Focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

2. Geographies of interconnections
Focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

MYC (Me, You, Community)

MYC is exactly that— it’s all about you, your friends and your place amongst others within the community.

1. The REACH Program
The aim of the REACH program is to encourage young people, no matter what their circumstances, to believe that they can achieve. Here at KSC we support students to have the self-belief they need to fulfil their potential and dare to dream. Students experience one or more of the following through this program:-

- Recognition of your unique strengths
- Improve self-awareness
- Strengthen resilience
- Enhanced emotional and social skills
- Improved levels of self-esteem and optimism.

2. My Future Self
The aim here is practical application of all that students have achieved up to date. This will culminate in them producing an up to date and thorough resume that reflects their knowledge, skills, achievements, qualifications and experiences up to date.

3. Advance Red Cross Y Challenge
The aim is that students DO something with their community (within the school or outside school). They do this in partnership with a community organization and it involves the student’s choice. This program offers practical opportunities for students to participate in their local community, gaining skills and experience in the process. The focus here is upon enabling students’ participation and volunteering in the wider community.

There are 3 components to this:-
1) Completion of Learning Modules;
   A. Community
   B. Communication
   C. Project Management
2) Community Project/Volunteering Activities
3) Recognised Training eg. First Aid Level 1 Certificate.
YEAR 10 CURRICULUM

In Year 10, students will undertake 6 subjects per semester. These include:

- **Year 10 English** - core subject that runs for the year
- **Year 10 Mathematics** - core subject that runs for the year OR **Year 10 Advanced Mathematics** – core subject that runs for the year.
- **Year 10 Core History** - core subject that runs for the year
- **Year 10 Careers** – core subject that runs for the year
- **Year 10 Core Science** - core subject that runs for one semester
- **Year 10 Core Health and Physical Education** - core subject that runs for one semester
- A **LOTE** subject can also be chosen which runs for the whole year.
- Remaining subjects from elective choices.

Whilst Year 10 students will be given the opportunity to study up to two VCE units, their course selection will depend on the outcomes of a counselling process which will consider:

- The balance of students’ overall Year 10 course selection
- Students’ classroom and homework study patterns in year 9
- Students’ needs and aspirations for their future studies and/or work.

This will be subject to teacher approval.

A typical Year 10 Timetable will look as follows:

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 10 English</td>
<td>Year 10 English OR Year 10 Advanced Literature</td>
</tr>
<tr>
<td>Year 10 Maths OR Year 10 Advanced Maths</td>
<td>Year 10 Maths OR Year 10 Advanced Maths</td>
</tr>
<tr>
<td>Year 10 Core Science AND/or Year 10 Advanced Science</td>
<td>Year 10 Core Health &amp; Physical Education</td>
</tr>
<tr>
<td>Year 10 Core History and Careers (including Work Experience)</td>
<td>Year 10 Core History and Careers</td>
</tr>
<tr>
<td>Year 9/10 Art Elective</td>
<td>Year 9/10 Technology Elective</td>
</tr>
<tr>
<td>VCE/VET Study OR LOTE OR Year 9/10 Elective</td>
<td>VCE/VET Study OR LOTE OR Year 9/10 Elective</td>
</tr>
</tbody>
</table>

CORE SUBJECTS FOR THE YEAR 10 CURRICULUM

A brief description of the core subjects for the Year 10 Curriculum is listed as follows:

**YEAR 10 ENGLISH**

In Year 10 English students are preparing themselves for the rigors of Senior English. It is an exciting year as students hone skills they have learnt in junior school, as well as learning new skills to further develop complexity of thought on the texts they study.

Our students will study the craft of writing through exploring how characters are created and settings established in a variety of print and non-print texts. They also learn the features of various genres. This unit culminates with students writing their own creative piece, demonstrating the knowledge and skills they have learned throughout the unit. We also study a Shakespearean play, a classic novel and a range of poetry. Throughout these units we focus on developing students’ analytical skills to deepen their understanding of the characters and themes in the texts they are studying. Students demonstrate their understanding of the texts through their classwork and participation in discussions, as well as formal essays. Developing our students’ essay writing skills is a major focus for the year; therefore students are provided with many opportunities to strengthen their skills in this area. Students write their essays under exam conditions, further preparing them for the standard required in Senior English.

**YEAR 10 ADVANCED LITERATURE (SEMESTER TWO OPTION)**

Year 10 Literature can be taken as an alternative to English in the second semester. It will benefit students who are passionate about reading and writing, and for those wanting a taste of what Literature might be like.
Students will study a range of texts such as novels, plays and poetry. They will be directed by their teacher to respond to these texts in a variety of ways such as an oral presentation, writing in the style of an author or an essay that critically analyses a text.

Students are expected to complete their assigned readings and contribute to class discussion.

YEAR 10 MATHEMATICS
The Year 10 Mathematics curriculum builds on concepts, skills and techniques introduced in Year 9. These topics are extended and new topics are introduced in preparation for the study of mathematics in VCE. In addition to Year 10 Maths, students are also offered the option of undertaking an enrichment stream of VCE Maths, or choosing Year 10 Advanced Maths if they are interested in moving into Maths Methods in Year 11. Access to VCE subjects is based on demonstrated academic achievement. Students and parents are encouraged to discuss career paths and choice of subjects with their Maths teacher, Maths Co-ordinator and Careers Advisor.

The curriculum follows the Australian Curriculum guidelines, which are sub-divided into the three sections below. Students are expected to demonstrate competence using a scientific or CAS calculator. The topics studied in Year 10 Mathematics are:

- Number and Algebra: linear equations, quadratics, straight line graphs, financial arithmetic.
- Measurement and Geometry: congruent and similar triangles, area and volume of shapes, Pythagoras’ Theorem, trigonometry.

SUBJECT ASSESSMENT DESCRIPTION:
Students are assessed on classroom work through set tasks, assignments, worksheets and topic tests. There is an exam at the end of each semester.

PLEASE NOTE: All Year 10 Students must have the appropriate scientific calculator and are strongly advised to purchase the TI-nspire CAS calculator (Texas Instruments).

YEAR 10 ADVANCED MATHS
The Year 10 Advanced Maths subject is a year-long course available to students. The intention of this course is to better prepare students for senior maths subjects in Year 11 and 12 such as Maths Methods and Specialist Maths.

The curriculum follows the Australian Curriculum guidelines and students are expected to demonstrate competence using a scientific or CAS calculator.

PLEASE NOTE: All Year 10 Students must have the appropriate scientific calculator and are strongly advised to purchase the TI-nspire CAS calculator (Texas Instruments).

SUBJECT ASSESSMENT DESCRIPTION:
Students are assessed through assignments, projects, skill sheets and presentations.

YEAR 10 CORE SCIENCE
Students explore the theory of evolution and the adaptations which enable plants and animals to survive in their environments.

They develop an understanding of the relationships between force, mass and movement and investigate how energy may be responsible for the changes observed in physical and chemical processes. They use atomic symbols to summarise chemical reactions.

Students investigate the features of the universe including galaxies, stars and solar systems. They use the Big Bang Theory to explain the origin of the universe. Students apply their understandings to the consideration of issues significant to themselves as individuals and to the broader society in which they live.

The following areas of study are covered in this subject:

- Chemistry – Materials and Chemical Reactions
- Biology – Evolution, DNA
Physics – Forces and motion

Earth & Space - Origin of the Universe.

SUBJECT ASSESSMENT DESCRIPTION: Maintain a notebook in which is recorded a complete and well-organised set of notes of lessons and class activities, complete projects and assignments as required, participate in class activities such as laboratory practical work, research exercises, and excursions determined by the teacher, demonstrate progress towards AusVels level 10 standards, and an end of semester exam.

YEAR 10 CORE HEALTH & PHYSICAL EDUCATION
Year 10 Physical Education at Kyneton Secondary College is an applied science subject that will enable students to gain valuable, applicable knowledge and skills for a variety of careers and futures. Students will participate in a variety of different team and individual sports activities. This will be done by participating in various traditional and non-traditional sports including fitness testing, gym sessions and other related fitness activities. Students will also do health lessons where they will learn more about the human body, its systems and how they work. This will include basic anatomy and physiology. They will gain a better understanding of fitness components and principals as well fitness testing where they will complete a major assignment planning and implementing a fitness program. To complement this sports injury management will also be studied. Lastly they will also engage in a ‘Pre-Driver Education’ program learning the importance of vehicle and driving safety.

YEAR 10 CORE HISTORY
The Modern World and Australia

The twentieth century became a critical period in Australia’s social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia’s development, its place within the Asia-Pacific region, and its global standing.

Students investigate the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression

Students will then investigate wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia’s involvement.

YEAR 10 CAREERS
As the educational and technological demands by business and industry for future employees increase rapidly, it is essential our students are well informed and equipped for employment.

This unit will cover the issues of self-awareness and labour market realities as well as develop the skills and tools necessary for job seeking success.

Please note, a work experience placement is a compulsory component of this unit.
ELECTIVES FOR THE YEAR 9/10 CURRICULUM

By combining the Year 9 and 10 electives we have been able to significantly broaden elective choices for students as follows:

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<tr>
<th>Domain</th>
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<td>• Year 9/10 Art</td>
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<td>• Year 9/10 Art and Design</td>
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<td>• Year 9/10 Visual Communication &amp; Design</td>
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<td>Health &amp; Physical Education</td>
<td>• Year 9/10 Health Education</td>
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<td>• Year 9/10 Outdoor Education</td>
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<td>• Year 9/10 Sport Education</td>
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<td>Humanities</td>
<td>• Year 9/10 Business &amp; Law in the 21st Century</td>
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<td>• Year 9/10 Geography (to be offered in 2017)</td>
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<td>• Year 9/10 History in the 20th Century</td>
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<td>• Year 9/10 Indonesian</td>
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<td>• Year 9/10 Applied Science</td>
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<td>• Year 9/10 Environmental Science (to be offered in 2016)</td>
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<td>Technology</td>
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<td>• Year 9/10 Food Technology</td>
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<td>• Year 9/10 Woodwork</td>
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DOMAINS

The following symbols are used to easily identify the Domain for each Year 9/10 Elective described:

- Arts
- English
- Health & Physical Education
- Humanities
- Languages Other Than English (LOTE)
- Mathematics
- Science
- Technology

YEAR 10 ADVANCED SCIENCE

The Senior Advanced Science subject is specifically designed for students considering studying sciences in Years 11 or 12.

The course will enable students to develop a deeper understanding of concepts in biology, chemistry and physics and to apply their knowledge of science in real-world situations. Importantly, students are also given opportunities to develop further practical skills in scientific investigations. Students will plan and conduct individual investigations to complement their learning.

They explore the role of DNA and genes in determining patterns of inheritance. Students develop an understanding of electricity and the relationships between current, voltage, resistance and power.

They investigate organic chemistry and expand on their chemical knowledge including energy in chemical reactions, and the use of atomic symbols to summarize chemical reactions.
Students apply their understandings to the consideration of issues significant to themselves as individuals and to the broader society in which they live. The following areas of study are covered in this subject:

**Chemistry** – Chemical reactions, chemical equations and organic chemistry

**Biology** – DNA and biotechnology

**Physics** – Forces and motion Electricity and dynamics

Physical and chemical change and energy transformations.

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**YEAR 9/10 APPLIED SCIENCE**

The focus of this elective is on the use of science through practical applications. The emphasis of the topics covered is on relevant contexts such as our everyday lives or industrial and commercial uses of science. Students are able to make the links between science, technology and society. Students will:

- Gain an understanding of the techniques, skills and knowledge for tackling science related problems
- Explore and evaluate information
- Collect, process and analyse data, communicate findings
- Understand the role of science in society and the workplace.

Areas of Study include:

- Engineering – bridge building
- Forensic Science
- Nano technology

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**YEAR 9/10 ART**

This course encourages creative and imaginative thinking as students explore a range of different art making techniques, including sculpture, painting, drawing, printmaking and photography.

As students develop their own creative expression and enhance their art making skills they will learn about some unique and interesting artists and art movements.

Students will be encouraged to develop their own styles and discover their own individual strengths. This course can be entered at either Year 9 or Year 10 and can provide a pathway to VCE Studio Arts and Visual Communication & Design. Students will complete a range of tasks to develop their knowledge of some extraordinary artists and their artworks.

They will be involved in debates, discussions, visits to art galleries and hear from visiting artists. Some written tasks will also be completed.

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**YEAR 9/10 ART AND DESIGN**

This elective is designed for students who want to experience elements of both Art and Visual Communication & Design within a semester.

Students will develop their own artistic style, learning to express themselves creatively and independently while developing skills in, and across, a range of media.

The semester will essentially be separated into 2 areas of study, exploring both art and design ideas and practice. Students will enjoy the opportunity to develop work in digital media as well as 2D and 3D to effectively communicate their ideas and respond to design briefs.

Tasks undertaken will include portraiture and drawing, mixed media sculpture, digital art, screen printing and poster art. Students will discuss and critically evaluate inspirational artists and designers from different eras, using different media and addressing a range of interesting themes.

This subject is ideal for students who would enjoy a ‘taster’ course in art and design. This course does provide a pathway into both VCE Studio Art and Visual Communication and Design but would be complimented by a 9/10 semester of either Art or Visual Communication and Design as well.
YEAR 9/10 AUTOMOTIVE

Students will explore the area of Automotive Technology using the area of Motorsport. Students will investigate the basic principles of mechanical systems and how they operate in automobiles and motorcycles through problem-based learning in assembly and disassembly projects.

They will explore areas such as engine operation and performance, suspension systems, transmission and final drive. Students will get the opportunity to learn this through practical based work and excursions to motorsport related events.

Areas of Study include:-

- Safe and responsible work practices
- Identification and correct use of relevant equipment and tools required for a range of working systems
- Investigation of systems’ components
- Study of techniques used in the design, construction and operation of systems.

YEAR 9/10 BUSINESS AND LAW IN THE 21ST CENTURY

This subject provides Year 9/10 students with an introduction to the 21st Century world of business and law in an Australian context. This unit is recommended for students interested in the areas of business management, economics, legal studies and government.

The emphasis in this course will be on current events and students are expected to take a keen interest in reading newspapers, watching TV news etc. Key topics include:-

- The Australian Economic System
- Supply & Demand
- Advertising & Marketing
- Establishing a Small Business
- Personal Financial Management
- Purchasing a Home & a Car
- Introduction to Criminal Law
- Introduction to Civil Law
- Overview of Australian Legal System
- Overview of Australian Political System.

YEAR 9/10 CREATIVE COOKING

In this subject students will explore the more creative side of food preparation. Using the design process they will investigate, design, produce and evaluate a range of recipes and menu options.

They will explore various cooking techniques and presentation ideas in order to present their products to a more professional standard. Topics covered will include yeast baking, pastry making, vegetarianism and menu planning.

Please note there is a cost component to this subject to cover practical materials.

YEAR 9/10 DIGITAL TECHNOLOGIES

This course provides the opportunity for students to develop skills in:-

- data representation & compression;
- understanding networks;
- understanding operating systems; studying the National
- Broadband Network (NBN);
- data security;
- malware;
- data collection;
- web-site development;
- information privacy;
- data visualisation;
- developing algorithms;
- writing programs
- managing projects.

Assessment tasks include:-

- Knowledge & Understanding – Prepare a report on forms of malware and how they work, include prevention measures. Develop a wiki that explains how data is represented electronically and some storage techniques including compression of images and video.
YEAR 9/10 COURSE INFORMATION HANDBOOK 2016

- Processes & Production – Develop engaging data visualisations of a social problem. Code programs using several different development tools such as VB .NET and GameMaker.

They will research and develop a response to a current environmental issue such as deforestation, species loss, global warming, invasive species or sustainable resource use which will form a major component of their assessment.

YEAR 9/10 ENGINEERING
The aim of this course is to provide the opportunity for students to develop skills in the engineering area. Included is the safe use of equipment, solving practical problems, the development of a design folio and evaluation of the design and production process.

Students are required to complete practical tasks starting with a figurine using nuts, bolts and steel tube. A theory research task will be undertaken and students can design their own project which includes researching, designing, producing and evaluating.

YEAR 9/10 ENVIRONMENTAL SCIENCE
This subject is to be offered every alternative year and will be running in 2016.

Environmental science focuses on the study of different types of natural environment. Students explore a range of environments and develop an understanding of their relationship to the environment.

They also study how these environments change over time naturally and by humans.

They investigate the links between living and non-living components of ecosystems by focusing on a series of environments.

Throughout the semester students will take part in practical activities both in the laboratory, and in the field, and will be expected to produce reports of their findings.

YEAR 9/10 FABRICS AND FASHION
Textiles can inspire creative passion as well as meeting our essential everyday needs. As textile fibres, yarns and fabrics are developed new opportunities present themselves.

The focus of this unit is to provide students with inspiring ideas for project-based work in textiles.

The work itself utilises the ‘design, make and appraise’ approach to learning and encourages students to focus on individual skill development and design projects.

Projects include both functional and fantasy items as well as the application of decorative techniques including fabric painting and dyeing. Sustainability in the fashion industry is explored through case studies and repurposing of second hand clothes and fabric.

Students will gain competence in the use of sewing machines, as well as hand stitching and surface decoration. Students will identify factors that affect the design of their products and investigate the labelling and care instructions required for each item produced.

There are no prerequisites for this subject, however sewing and construction skills are an advantage.

YEAR 9/10 FOOD TECHNOLOGY
This subject is recommended as a pre-requisite to VCE Food and Technology. The subject begins by studying the history of food in Australia and the impact of migration on Australian cuisine.

The process of design is explained and design briefs are provided to allow students to practise their problem solving skills.
Food innovations are studied and the impact of technology on ingredients and food products are explored.

Different methods of cooking are practiced and the role of ingredients investigated as students work with more challenging recipes.

Recipe production is undertaken each week.

Please note there will be additional cost to cover the cost of food and the course booklet.

YEAR 9/10 FRENCH

In the contemporary world, increasing value is placed on the ability of individuals to communicate in more than one language.

Learning languages uniquely broadens students’ horizons to include the personal, social and employment opportunities presented by an increasingly interconnected and interdependent world.

The Year 10 French course reinforces and extends skills learned in listening, speaking, reading and writing.

The curriculum is arranged in themes and topics, which provide progressive and cumulative opportunities for students to develop language and cultural understandings.

Students understand and use French within the world of teenage experience. They develop more sophistication in the understanding of the grammar and structure of the language.

There is a set textbook and workbook which are complemented by audio CDs and a companion website.

Increased emphasis is placed on learning about and understanding culture through language, in accordance with the second dimension in VELS, which requires intercultural knowledge and language awareness.

YEAR 9/10 GEOGRAPHY

This subject is to be offered every alternative year and will be running in 2017.

This elective focuses on the interconnectedness between different parts of the world on local, regional and global scales and between humans and the natural environment.

Through research, field studies and surveys students will investigate human wellbeing on a local scale and will suggest how governments, non-governmental organisations and individuals can work to increase wellbeing. Differences in wellbeing between developed and developing nations will be compared and they will explore explanations for these differences. Students develop opinions about topical environmental, economic and social issues across local, regional and global scales and present findings, arguments and explanations in a variety of formats.

They analyse both government and non-governmental responses to these issues and how these may affect human wellbeing.

Through community connections, students will undertake an ongoing practical initiative to address one of the issues explored through the course. A report on their project will form a major component of their assessment for this subject.

YEAR 9/10 HEALTH EDUCATION

This subject focuses on issues affecting youth and strategies to improve the health status of youth.

Students will have the opportunity to explore issues such as; mental health, drug and alcohol consumption, sexual health and sexuality in detail.

The subject with also look at nutrients, their functions and food sources required for optimal growth and development across the lifespan. Health and development issues will be studied in context to various stages of the life and the opportunity to take home our virtual baby will be provided.
This subject could also include the opportunity to participate in some gentle exercise, such as yoga or Pilates and the possibility to undertake some healthy food preparation.

Global health issues may also be covered. This Health Education course will provide students with the opportunity to develop skills and knowledge required for VCE Health and Human Development.

It will also be relevant to those students wanting to pursue a career in health care, child care or any field that deals closely with people. Students would be also provided with opportunities to visit local health related employment.

YEAR 9/10 HISTORY IN THE 20TH CENTURY

Students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century.

The establishment of the United Nations in 1945 was intended to take an internationalist approach to avoiding warfare, resolving political tensions and addressing threats to human life and safety. The Universal Declaration of Human Rights adopted in 1948 was the first global expression of human rights.

Despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War.

Area of study one

Overview content for the Modern World and Australia includes the following:
- the economic, political and social characteristics of the competing ideologies of Communism in the USSR and democracy and capitalism in the USA
- the significance to the Cold War and Soviet–American relationship
- the significant features of the Cold War such as the development of alliances, the arms race, the space race, propaganda, sport, popular culture and espionage
- wars and conflicts that reflected the tensions and divisions of the Cold War focusing on one or more of:
  - the Korean War, the division of Germany and Berlin, the building of the Berlin Wall, the Vietnam War, events in Cuba such as the Cuban Revolution, the Cuban missile crisis, and outcomes and consequences for Cuba and for superpower relationships.
  - influences that contributed to the end of the Cold War such as detente between the USSR and the USA, the
  - war in Afghanistan, Reagan and Star Wars
- the key concepts which underpinned events and crises during the period

Area of study two

Students study two of the following:
- decolonisation movements in Africa or the Asia Pacific such as Algeria, Congo, Indonesia, Cambodia, Malaya,
- East Timor, Papua New Guinea
- campaigns by terrorist groups such as EOKA (Cyprus), ETTA (Spain), FLN (Algeria), Bader Meinhoff (West Germany), Japanese Red Army, Black September, Symbionese Liberation Army (USA), Irish Republican Army,
- Al Jihad, Hezbollah, and Al Qaeda
- other conflicts such as the Arab–Israeli dispute, the anti-Apartheid movement in South Africa, the Irish ‘troubles’
- social and political movements such as civil rights campaigns in the USA, feminism, environmentalism and the peace movement.

YEAR 9/10 INDONESIAN

In an increasingly globalised world it is an advantage to have people equipped to participate socially and economically in this highly interconnected world.

Given the proximity of Indonesia and its relationship with Australia, this Asian language has great relevance for our students. The Australian Curriculum emphasises the importance of our connection to Asia and in particular to South-East Asia. Australia’s geographical position and geopolitical history has required and continues to require serious engagement with the languages and cultures of this region.
Indonesian will be studied through the exploration of various themes related to both daily life and Indonesia. Some of the themes to be covered are Travel, Youth Lifestyles, Environment, school life in Australia and Indonesia and Animals.

These themes will act as a launching pad for the study of language at a more complex level than has been undertaken at junior secondary level. For example, students will learn how to talk and write about events that have been relevant to them in the past as well as those that are relevant now or in the future.

The aim is always to make communication in Indonesian more effective. Oral and written comprehension as well as writing skills will also be further developed in the course.

YEAR 9/10 MEDIA

Media education is the process through which individuals become media literate - able to critically understand the nature, techniques and impacts of media messages and productions.

In Year 9/10 Media students are connected to real world media content – for analysis, evaluation and discovery.

This is a great ‘taster’ course for students interested in VCE Media or can be a fun, interactive, stand-alone course. Topics studied include advertising, sound, sitcoms, film as narrative and stop motion.

YEAR 9/10 MEDIA AND PHOTOGRAPHY

Students will explore a range of Media and Photography topics building technical competence, learning to generate creative responses to set tasks, and gaining an understanding of media’s role in the world around them.

Topics will include exploring multi-dimensional advertising campaigns, how to use Adobe Photoshop to manipulate photographs, film narrative, photographic genres and effective compositional rules.

Students will observe and evaluate inspiring media and photography, developing their own personal style as they produce work in response to a range of themes.

This subject will support pathways into both VCE Media, Studio Arts (Photography) and Visual Communication & Design.

YEAR 9/10 OUTDOOR EDUCATION

In Outdoor Education students will cover a range of adventure activities learning the theoretical components in the classroom, and will then experience them practically.

These activities could include canoeing, mountain bike riding, surfing, rock climbing, camp cooking, hiking and orienteering.

Students will also learn about wilderness first aid and its practical applications, along with water / beach safety. Students will get a brief introduction to VCE Outdoor Education and cover topics such as the technological changes to outdoor activities, the effects of participation on the environment, and how the media portrays the outdoor environment and adventure activities.

This subject also involves an outdoor camping experience and possible excursions relevant to the classwork. A willingness to participate in these activities is essential.

Please note there will be an additional cost to this elective to cover all practical activities and class resources.

YEAR 9/10 PERFORMING ARTS

Students will be introduced to Music and Drama so that they have a good understanding of the basic skills to lead them into VCE/VET Performing Arts subjects.
**YEAR 9/10 COURSE INFORMATION HANDBOOK 2016**

**YEAR 9/10 Performing Arts**

Focuses on real life skills in the Performing Arts Industry whether it is on stage or backstage.

This subject is for anyone who is keen to learn more about performance, music, sound and theatrical design and is keen on 'hands on' learning.

The first half of the subject consists of learning the skills across the performing Arts which may include workshops, projects, viewing live performances and meeting industry practitioners across music/sound and drama/theatre. The second half is about using your talent and learnt skills to create and develop your own performance.

Assessment will be based on participation in the classes, through written work and through performance assessment.

**YEAR 9/10 Photography**

Students will develop photographic skills in order to successfully communicate their own creative ideas.

Knowledge and skill development will focus on learning about how SLR cameras work, building a range of skills in digital processing using Adobe Photoshop, gaining insight into a variety of compositional rules that inspire great photographs and deepening their understanding of art elements and principles.

Students will explore a range of photographic genres including portraiture, photo-journalism and surrealism, and evaluate work they find inspirational.

This subject will support pathways into both VCE Studio Arts (Photography) and Visual Communication and Design.

**YEAR 9/10 Production**

The School Production is a major part of the school’s performance program. It is a musical script that has been selected the year before. Students auditioning must be prepared to rehearse musical pieces in a singing and dancing capacity, rehearse musical pieces in the instrument of the student’s choice or develop skills and knowledge in set construction, lighting and/or sound.

By the end of the Semester, students will have completed rehearsals, dress and technical rehearsals and performances. Further skills and performance opportunities are available in Drama and Music classes.

Students will:
- be able to participate as an actor, musician or backstage crew member for performance
- need to participate in rehearsals which fall outside class time – lunchtime rehearsals, after school, two Sunday dress rehearsals and three day production program.
- be required to be available for night public performances and matinees over a two/three week period at the end of semester one.

Students may audition for the following roles:
- Performer (singing, dancing and/or acting)
- Musician (playing an instrument, learn production music)
- Backstage Crew (construction and painting of sets, properties and costume elements, scene changes during performances and lighting and sound operations)

Auditions for the production are held during Term 4 of 2015. Please note there will be an additional cost for the Production Program which will be held early 2016.

**YEAR 9/10 Robotics and Mechatronics**

Students undertaking this elective will learn about innovative technologies. Robotics and Mechatronics (mechanics and electronics) are increasingly becoming more significant in our lives and opening up new careers.

This is a project based course that will introduce students to designing and building intelligent microprocessor-controlled electromechanical devices. Students will work to design and fabricate one as a final project.
Topics will include:

- The study of basic mechanical systems
- Control systems using microcontrollers
- The use of 3D Design Software
- Producing parts using 3D printers

In support of this new subject, Kyneton Secondary College has a partnership with Latrobe University via the Regional Robotics, Automation and Mechatronics Program (RRAMP).

The program promotes collaboration between the College and the University through the sharing of resources and knowledge to achieve common goals. It also provides the opportunity for students to visit Bundoora and Bendigo University campuses for the use of specialised facilities.

YEAR 9/10 WOODWORK
The aim of the course is to provide the opportunity for students to develop skills in the woodwork area. This includes the safe use of equipment, solving practical problems, development of a design folio and evaluation of the design and production process. Areas of Study will include:-

- Safe and responsible work practices.
- Identification and correct use of relevant equipment and tools required for a range of working systems.
- Study of techniques used in the design and construction of a product.

YEAR 9/10 VISUAL COMMUNICATION & DESIGN
Students will develop design skills and knowledge to successfully visually communicate their ideas. They will experiment with a range of media, materials, methods and technologies using their visual diaries to build upon concepts creatively and refine ideas and practices.

Work briefs will be used to introduce students to the design process; responding to a client’s needs, audience, constraints and considerations.

They will explore and evaluate the work of inspirational designers from a broad range of careers, including architecture to graphic design.

They will be involved in critical evaluation of both their own work and that of professionals. This course can be entered at either Year 9 or Year 10 without any pre-requisites. It can provide a pathway to VCE Visual Communication and Design, Studio Arts and Media. This subject is also a complimentary subject for creative students studying Building and Construction and Engineering subjects.
It is our vision that Kyneton Secondary College is committed to building a Learning Community, based on positive relationships and a strong work ethic, where people are able to realise their potential in a safe, caring, stimulating and sustainable environment.