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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 organising 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 2019. 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,

Ana Rees, Executive Principal

The curriculum at Kyneton Secondary College in Years 7 to 10 is based on the Victorian Curriculum.

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, 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.

Executive Principal Ana Rees with the 2018 School Captains; Estelle Winkelmann and Tiarna Sleightholm
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.

STUDENT REPORTS

In 2018, we implemented a new reporting model to increase frequency and accessibility of student reports to parents. The aim of this model is to increase and improve the communication between home and school to see better student outcomes.

There are six reporting cycles throughout the school year, with the first report published in Week 6, followed closely by parent-teacher interviews. The other report cycles will occur in Term 2 Weeks 5 & 11; Term 3 Week 6; and Term 4 Weeks 6 & 11.

The reports come in the format of a chart. Student achievement, effort and attitude are represented by a bar and dot on a chart, with new bars and dots added for each reporting cycle. This presents an opportunity to see progress through the year ‘at a glance’. The elements of each report are:

1. ‘My Goal’ – Your child negotiates a goal they believe they can achieve in each subject with their teachers which is recorded on the report. It reflects the score your child is aiming for in that subject. The goal may change over the course of the year depending on the student’s progress.
2. Achievement Score – The black dot indicates your child’s achievement score for the subject at that time. Detailed descriptions of typical performance at each score-level will be published along with the reports and will be available on XUNO, but on the report itself achievement is indicated as a percentage in 10% increments. VCAL subjects will report on a Low-Medium-High scale in accordance with VCAL curriculum.
3. Effort & Attitude Score – The bar on the chart shows your child’s score for effort and attitude in the subject. As per the achievement score, a detailed description of the typical effort and attitude at each level will be published on XUNO along with the report.
4. Expected Level of Achievement – The shaded area across the 60-80% band indicates our school’s expected level of student achievement, effort and attitude – to be used as a guide for our expectations of all students.
5. S/N – Year 10, 11 and 12 students will also receive an ‘S/N’ score at the end of each semester, showing whether the unit was completed to a satisfactory (S) or unsatisfactory (N) standard.

Over the course of the year, you and your child will be in a position to follow progress in each subject studied. Receiving a progress report more frequently will give you the opportunity to celebrate your child’s strengths, efforts, and to discuss issues as they arise. Throughout the year, your child’s teachers will also use XUNO to log results of major assessment tasks and to mark off completion of homework to keep you informed about their ongoing work. As always, you will be able to contact teachers and co-ordinators through XUNO or by calling the school if you wish to discuss any aspect of your child’s learning and wellbeing throughout the year. Parent-teacher interviews will be held shortly after the first reporting cycle of each semester.
Students who have been receiving a modified report in line with their individual learning plan/modified program will continue to do so next year.

We are excited to be working towards improved communication with our families regarding student progress.

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 further develop 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 team sporting activities, including more traditional sports such as football, netball, cricket, basketball, athletics, swimming, and cross-country.

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.

SCHOOL PRODUCTION
The School Production is a major part of the school’s performance program. Traditionally, each year the College produces a theatrical performance for the College community and members of the public. After a brief hiatus, we are pleased to be reintroducing Production to our performance program and elective offerings in 2019. The script is chosen the year before, and students interested will audition in Term 4 for the following year’s 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: 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 may need to prepare for rehearsals which fall outside class time – there may be some lunchtime rehearsals, some after school rehearsals, and a final dress rehearsal. They will also need to be available for evening public performances over one weekend near 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.

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. 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.

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

The rationale behind this program is threefold:
- 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 dedicated Welfare Team who are linked in with local agencies such as Cobaw for student support if required. Promoting and supporting student wellbeing is a priority across all year levels. Students can access a range of support services and also join in a number of activities organised by our wellbeing team. We have a full time Welfare Counsellor working with individuals, small groups and class groups. Restorative practice is a key focus to support students through issues and referrals are made where necessary to additional services for individual counselling. Our School Nurse is at the school two days per week running health programs and ensuring our students and staff are up to date with current information. We also have a school chaplain two days per week, providing another source of support for students to talk through their experiences. We have regular involvement with Cobaw Community Health, leading our Pride Crew to support diversity and also the MRSC Youth Team to run the Youth Mental Health programs. Students can access the Doctors in Schools clinic for individual consultations on a Tuesday. Our team arrange healthy treats such as Fresh Fruit Friday and support our breakfast club. They are active in arranging programs for online safety and respectful relationships. We do our best to find positive approaches and teach students to support themselves and others. Further information regarding this important program is available from Home Group Teachers, Year Level Leaders and the Welfare Counsellor.
YEAR 9 CURRICULUM

In Year 9, students will complete 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 Health and Physical Education** - core subject that runs for one semester.
- **Year 9 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
- **LOTE** - Indonesian can also be chosen which runs for the whole year. Flexibility will be given to LOTE students in relation to their elective choices.

**A Typical Year 9 Student Timetable**

<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 Science</td>
<td>Year 9 Health &amp; Physical Education</td>
</tr>
<tr>
<td>Year 9/10 Tech Elective OR Indonesian</td>
<td>Year 9/10 Art Elective OR Indonesian</td>
</tr>
<tr>
<td>An Elective of the Student’s choice</td>
<td>An Elective of the Student’s choice</td>
</tr>
<tr>
<td>OR Indonesian</td>
<td>OR Indonesian</td>
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</tbody>
</table>

YEAR 9 ENGLISH

In Year 9 English students build on the skills developed in Years 7 and 8, and 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 raised in the classroom. We study a range of different texts across the year, including visual texts.

Students use a variety of strategies to analyse these texts and demonstrate their understanding of the key ideas explored in the text. They build their essay writing skills in preparation for Senior English. Students also respond creatively, using their understanding of genre, audience and language to present creative responses to the texts they are studying. Both analytical and creative work is intended to introduce students to new ideas, language structures and vocabulary. This includes students continuing to read a wide range of texts at home.

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 is the Texas Instruments TI830 multiview. 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 volume of shapes, similarity of shapes, trigonometry, Pythagoras; Theorem.
- **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. Students will focus on activities that could include athletics, fitness and individual and team games including badminton, softball, soccer, volleyball, basketball, netball, and football. 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 sexuality in modern day society, resilience, rights & respectful relationships, recreational drug and alcohol use, and risk taking behaviours and decision making.

YEAR 9 SCIENCE

In Year 9 Science students build on the experimental inquiry skills developed in Years 7 and 8. Students study multi-cellular organisms and how they rely on coordinated and interdependent internal systems to respond to changes to their environment. Students will gain a better understanding of an animal’s response to stimulus. They will discover that that response is coordinated by its central nervous system (brain and spinal cord) and that neurons transmit electrical impulses and are connected by synapses. Students learn that the interaction of magnets can be explained by a field model and that magnets are used in the generation of electricity and the operation of motors.

Students will use models and images to explore the theory of plate tectonics and explain global patterns of geological activity and continental movement. Students also discover all matter is made of atoms which are composed of protons, neutrons and electrons and that natural radioactivity arises from the decay of nuclei in atoms. Students will conduct different chemical experiments, including combustion and the reactions of acids and learn that these reactions are important in both non-living and living systems and involve energy transfer. Students will learn that scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community.

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 1
   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. Students will also examine the effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places.

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 organisation 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 on enabling student participation and volunteering in the wider community.

There are 3 components to this study including Completion of Learning Modules (Community, Communication and Project Management), Community Project/ Volunteering Activities and Recognised Training eg. First Aid Level 1 Certificate.

YEAR 10 CURRICULUM
In Year 10, students will complete 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
- Year 10 Humanities - core subject that runs for 3 periods a week for the year
- Year 10 Careers – core subject that runs two periods a week for the year
- Year 10 Science - core subject that runs for one semester
- Year 10 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.

A typical Year 10 Student Timetable

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Semester Two</th>
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<tbody>
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<td>Year 10 Maths</td>
<td>Year 10 Maths</td>
</tr>
<tr>
<td>Year 10 Science</td>
<td>Year 10 Health &amp; Physical Education</td>
</tr>
<tr>
<td>Year 10 Humanities &amp; Careers</td>
<td>Year 10 Humanities &amp; Careers</td>
</tr>
<tr>
<td>Year 9/10 Art Elective</td>
<td>Year 9/10 Technology Elective</td>
</tr>
<tr>
<td>VCE/VET Subject OR LOTE OR Year 9/10</td>
<td></td>
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<tr>
<td>Elective</td>
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</tbody>
</table>

APPLIED LEARNING PROGRAM
Applied learning is an approach which emphasises the relevance of what is being learnt in the ‘real world’, the world outside the classroom, and makes that connection as immediate and transparent as possible. During the course of Year 10, some students may be offered an alternative program of applied learning in English and Maths.
ACCELERATED LEARNING PROGRAM

Year 10 students may be given the opportunity to study a VCE unit. Their course selection will depend on the outcomes of a counselling process which will consider:

- The balance of the student’s overall Year 10 course selection
- The Student’s classroom and homework study patterns in Year 9
- The Student’s needs and aspirations for their future studies and/or work.

This will be subject to teacher and course counsellor approval. Further Information about these subjects are available in the Senior Years Handbook.

CORE SUBJECTS FOR THE YEAR 10 CURRICULUM

YEAR 10 ENGLISH

In Year 10 English students are preparing themselves for the rigors of VCE English. Students hone skills they have learnt in years 7-9, as well as developing complexity of thought on the texts and issues they study.

Students will explore how characters are created and write their own creative piece, demonstrating the knowledge and skills they have learned. We also study a Shakespearean play, a novel and a film. The class will examine how language is used to persuade in various media.

Throughout these units we focus on developing students’ analytical skills to deepen their understanding of characters and themes, which they demonstrate through classwork, participation in discussions and written assignments. Developing our students’ essay writing skills is a major focus for the year; therefore students are provided with many opportunities to practise.

Students write some of their essays under exam conditions, further preparing them for the standard required in VCE English.

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. 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 Coordinator and Careers Advisor.

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.

YEAR 10 SCIENCE

In Year 10 Science students build on the experimental inquiry skills developed in Years 7, 8 and 9. Students learn that the transmission of inheritable characteristics from one generation to the next involves DNA and genes.

Students will discover that the theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence. Students will gain a better understanding of atomic structure and investigate the properties of elements that are used to organise them in the Periodic Table.
Students study different types of chemical reactions, reaction rates and use symbols and words to represent the balanced chemical equations.

Students will study the universe and features including galaxies, stars and solar systems and use the Big Bang theory to explain the origin of the universe. Students will use the laws of physics to describe and predict different motion.

Students will learn that advances in science understanding often rely on developments in technology and technological advances are often linked to scientific discoveries. The values and needs of contemporary society can influence the focus of scientific research.

YEAR 10 HUMANITIES

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to 1945, with an emphasis on Australia in its global context.

The geography component looks at world food security with emphasis on the environmental, economic and technological factors that influence crop yields in Australia and across the world.

In the civics & citizenship section students learn to analyse how citizens’ political choices are shaped, including the influence of the media and in particular, social media.

Finally, from the business and economics standpoint students investigate Australia as a trading nation and its place within Asia and the global economy, and identify and explain the indicators of economic performance, examining how Australia’s economy is performing.

YEAR 10 HEALTH & PHYSICAL EDUCATION

Year 10 Health & Physical Education at Kyneton Secondary College focus on developing knowledge and skills for lifelong health and fitness.

Students will participate in a variety of different team and individual sports and activities, which could include boxing, weight and circuit sessions, soccer, tennis, and badminton.

Students will also undertake theory lessons where they will learn about the benefits of physical activity, the human body systems, food for energy, first aid and developing empathy and understanding through learning about racism in sport.

Lastly they will also engage in a ‘Pre-Driver Education’ program learning the importance of vehicle and driving safety. This involves the Year 10 Pre-Driver Ed Camp, a two day pre-driver education course that involves practical driving skills based in Charlton.

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. Students learn how to complete a resume and how to apply for a job.

WORK EXPERIENCE

Please note a work experience placement is a compulsory component of this study.

All students will undertake a week of work experience. In 2019 this will take place during the week of 17th to 21st June (second last week of term two). Work experience contributes to greater knowledge of careers and course and pathway options, and students are expected to find their own placements.
By combining the Year 9 and 10 electives, we have been able to significantly broaden elective choices:

<table>
<thead>
<tr>
<th>YEAR 9/10 ELECTIVE CHOICES</th>
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<tbody>
<tr>
<td><strong>Arts</strong></td>
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<tr>
<td>Year 9/10 Art</td>
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<tr>
<td>Year 9/10 Art &amp; Design</td>
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<tr>
<td>Year 9/10 Fabrics &amp; Fashion</td>
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<tr>
<td>Year 9/10 Media</td>
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<tr>
<td>Year 9/10 Performing Arts</td>
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<td>Year 9/10 Events Management</td>
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<td>Year 9/10 Production</td>
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<td>Year 9/10 Photography</td>
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<tr>
<td><strong>English</strong></td>
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**YEAR 9/10 APPLIED SCIENCE**

Students undertaking this elective will develop their scientific skills and knowledge through practical applications.

In Applied Science, students will investigate Forensic Science, Engineering and Materials in Society. The emphasis of the topics covered is on relevant contexts such as our everyday lives or industrial and commercial uses of science.

Students will be able to make links between STEAM subjects (Science, Technology, Engineering, Art and Mathematics) and society.

This course provides a pathway into senior sciences.

**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.

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.
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 provides a pathway into VCE Studio Art and Visual Communication Design.

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 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

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. Recipe production is undertaken each week.

**COSTS**
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;
- data security;
- malware;
- data collection;
- web-site development;
- information privacy;
- data visualisation;
- developing algorithms;
- writing programs
- managing projects.

Assessment tasks include:

1. 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.

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

**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 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 FABULOUS FOOD
This 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 practice 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.

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, risk taking behaviour, and community health and promotion. The subject will also look at nutrition, and nutritional related issues such as, anorexia and fad diets, 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. 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.

YEAR 9/10 COURSE INFORMATION HANDBOOK 2019

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 – MISSILES, NAPALM AND TERRORISM
This elective covers some of the major themes and events of post-World War II History UP UNTIL 2003. Areas of Study are:
- Ideas & Political Power
- Movements of the People and
- Issues for the Millennium.

Topics include the Cold War standoff between the two superpowers Russia and the USA and how it was played out in the Vietnam War, particularly from the Australian perspective. The African-American Civil Rights Movement is also investigated. Finally, the topic of terrorism is considered, in particular the rise of the Taliban in Afghanistan and the emergence of Al Qaeda. This elective will use film, video, newspaper accounts, as well as music to understand these times and issues. Some key events and issues include:
- Iron Curtain
- Berlin Wall
- Nuclear Arms Race
- Space Race
- Cuban Missile Crisis
- Black Power
- MLK assassination
- Klu Klux Klan
- Vietnam War
- Khe San
- Long Tan
- Tet Offensive
- Napalm bombing
- Saigon evacuation
- Afghanistan War
- Taliban
- Al Qaeda and Osama Bin Laden
- Twin Towers (911).
YEAR 9/10 INDOONESIAN

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.

YEAR 9/10 LITERATURE:

READING AND TALKING

Our Year 9/10 Literature elective is for those who love reading books and plays and studying films. We will study a range of genres – analysing a written text and a film for each genre.

We’ll discuss how the written text and film compare, and how each text fits into the genre. Our analysis will involve pair, group and class discussions on the key ideas and our interpretations of the characters, storyline and author/director intentions.

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 OUTDOOR EDUCATION

In this subject, students learn how to interact in outdoor environments in a safe and sustainable way. In semester one students will learn about ‘Rock’ and ‘Bush’ Environments. The practical lessons focus on Rock Climbing, Abseiling, Caving, Navigation, Hiking and Orienteering. The overnight camp will be at Mt Kooyoora State Park. In second semester, environments include, ‘Flat Water’, ‘Rock’ and ‘Bush.’ Practical lessons include water safety lessons at the aquatic centre, canoeing skills, rock climbing and mountain bike riding. The overnight camp will be a canoe trip to the Murray River. Willingness to participate in these activities is essential.

COSTS

Please note: This elective costs approximately $200 per semester. This covers sessional staffing, buses and class resources.
YEAR 9/10 PERFORMING ARTS AND EVENTS MANAGEMENT

Year 9/10 Performing Arts and Events Management elective focuses on real life skills in the Performing Arts Industry whether it is on stage or backstage.

This subject is for any student who is keen to:
- perform on stage (acting, singing, playing and instrument, dancing, etc.)
- support performers backstage (lighting & sound design/operations, set design, props, stage management, etc.)
- create and run performance events (publicity, organisation/administration, front of house, etc.)
- take part in hands-on, real-life learning.

This subject is a fantastic option for students who wish to continue in their Performing Arts experiences after being involved in the Production elective in Semester 1. It is also an excellent pathway for students who wish to pursue the Performing Arts in the Years 11 and 12 VCE and VET offerings.

The first part of this subject consists of learning 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 part focuses on using your talent and learnt skills to plan, create, develop and take part in performance events within the school, such as talent shows, music performances, theatre sport competitions, etc.

The great thing about this subject is that the work that we do is based directly on the skills and interests of the group of students who take part in it – we tailor it to suit the class!

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 has traditionally been a major part of the school’s performance program, and 2019 will see the first major school production run since 2016. The play to be performed will be selected and publicised to students during 2018.

Students in Year 9/10 who wish to take part in the School Production may do so as one of their electives. The learning opportunities presented to students in Production go well beyond the obvious. This subject will interest not only performers, but students who are technically and creatively minded in other ways.

- Acting and performing
- Directing
- Stage management and backstage
- Set design and construction
- Props management
- Lighting and Sound/Music design and operations
- Costume/wardrobe and hair/make up
- Publicity
- Front of House
By the end of the Semester, students will have completed rehearsals, dress and technical rehearsals and performances. Further skills and performance opportunities are available to students selecting the ‘Performing Arts and Events Management’ elective in Semester 2.

Students will:
- audition/apply and participate as an actor or backstage or technical crew member for performance
- need to participate in rehearsals. Some may fall outside of class time be required to be available for night-time public performances and matinées over a weekend at the end of Semester One.

Students who are interested in being in the Production should select the ‘Year 9/10 Production’ elective, or consider ‘stepping up’ into VCE Theatre Studies. Auditions for the parts and roles in Production will be held during Term 1 of 2019.

**COSTS**
Please note there will be an additional cost for the compulsory Production Camp which will be held early 2019.

**YEAR 9/10 ROBOTICS**
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.

**YEAR 9/10 SPORT SCIENCE & COACHING**
Year 9/10 Fitness and Coaching 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 including traditional and non-traditional sports, and different forms of fitness sessions, demonstrating a variety of methods of training for improving fitness and performance. Students will also participate in theory lessons where they will learn more about the human body, its systems and how they work together to improve fitness and sports performance. This will include basic anatomy, physiology and biomechanics. They will gain a better understanding of fitness components and principals, training methods as well as fitness testing where they will complete a major assignment planning and implementing a fitness program. To complement this, students will also gain a ‘Community Coaching Course’ where they will receive a certificate from the Australian Institute of Sport (AIS).

As part of this certificate students will be expected to undertake clinics at some of the local primary school to develop coaching experience.

**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.
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.

OUR VISION

We work in partnership to own our learning, engaging with the wider community and preparing students for their futures as responsible, successful adults. We strive for excellence, developing confidence and embracing diversity in a respectful, sustainable environment.

Student learning is our core business. Our students are the focus of everything we do, the conversations that we have and the priorities that we identify and undertake.