



# STAWELL SECONDARY COLLEGE

# 2020

## YEAR 10 HANDBOOK



RESPECT • EXCELLENCE • COMMUNITY



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# MESSAGE FROM THE PRINCIPAL

*Dear Students, Parent and Carers,*

*As students enter the senior secondary years, greater choice of subjects is offered allowing students to effectively plan their pathway for the next three years. Our subjects on offer are blocked in advance so that each student is aware of the options available to them as they progress from Year 10 through to Year 12.*

*In Year 10 students study a number of core subjects that are essential learning for all future studies; however, they are also able to select additional subjects they wish to study, based on their interests and/or desired pathway. Our curriculum is designed so each student who transitions from Year 9 to Year 10 has been exposed to areas of study that may be relevant to their senior pathway, and to further study and/or employment.*

*In Year 11 and 12 students may select either a Victorian Certificate of Education (VCE) or a Victorian Certificate of Applied Learning (VCAL) pathway. We assist students to select a pathway appropriate to their goals; in the second semester of Year 10, students have the option to select a VCAL Foundation course, as preparation for the VCAL.*

*All students are encouraged to select a program that best suits their aspirations and we encourage every student to work to the best of their ability. Education is a lifelong process and an important challenge is to study at the highest level possible.*

*The next three years will require greater application from each student to achieve their best. The College provides the learning environment, structure and supports students need to achieve their goals.*



Carlos Lopez  
Principal of Stawell Secondary College  
August 2019

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# DAILY STRUCTURE

## BELL TIMES

TIME OF DAY	TIME
Morning Bell	9.00am
Home Group	9.05am
Period 1	9.17am
Period 2	10.05am
Recess	10.53am
Locker Bell	11.18am
Period 3	11.23am
Period 4	12.11pm
Lunch	12.59pm
Locker Bell	1.39pm
Period 5	1.44pm
Period 6	2.32pm
Dismissal	3.20pm





# TIMETABLE

Each student receives a timetable, also available on the Portal.

**Teachers:** HSU – H. Sudholz, ATL – A. Taylor, ARO – A. Roberts, ZBU – Z. Burnett, RRA – R. Rantall, RWI – R. Williams, RTA – R. Tatana, MNO – M. Noller

You know your child's teachers

	Monday Week 1	Tuesday Week 1	Wednesday Week 1	Thursday Week 1	Friday Week 1	Monday Week 2	Tuesday Week 2	Wednesday Week 2	Thursday Week 2	Friday Week 2
Home Group	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03	Lonsdale House Home Group 5 L511 & 12H- GRA, JHE Room 03
Period 1	10 English C ENG -STR Room 19	10 Chinese Group B CHB-SSL L2	10 Performing Arts C PAC -RTA Room 34	10 Maths C MAC JPO,JPN Room 05	10 Science C SCC FDC Room 09	10 Woodwork C WDC -CWH Room 26	10 Humanities C HUC -RAN Room 19	10 Maths C MAC JPO,JPN Room 05	10 Maths C MAC JPO,JPN Room 05	10 Science C SCC -FDC Room 09
Period 2	10 Maths C MAC JPO,JPN Room 05	10 English C ENC -STR Room 19	10 Performing Arts C PAC -RTA Room 34	10 English C ENC STR Room 19	10 English C ENC STR Room 19	10 Digital C DIGC WIL Room 13	10 Chinese Group B CHB-SSL L2	10 PE C PEC -ZBU Room 19	10 Chinese Group B CHBA-SSL Room 13	10 Maths C MAC JPO,JPN Room 05
Period 3	10 Woodwork C WDC 10 CWH Room 26	10 Woodwork C WDC 10 CWH Room 26	10 PE C PEC -ZBU GY1	Lonsdale House Home Group 5 L511 & 12H- GRA,JHE Room 03	10 Chinese Group B CHBA-SSL Room 13	10 English C ENC -STR Room 19	10 Maths C MAC JPO,JPN Room 05	10 Performing Arts C PAC -RTA Room 34	10 Science C SCC FDC Room 12	10 Chinese Group B CHBA-SSL Room 13
Period 4	10 Woodwork C WDC -CWH Room 26	10 Maths C MAC 10 JPO JPN Room 05	10 PE C PEC -ZBU GY1	10 Performing Arts C PAC -RTA Room 34	10 Humanities C HUC RAN Room 19	10 Maths C MAC JPO,JPN Room 05	10 English C ENC STR Room 19	10 Performing Arts C PAC -RTA Room 34	Lonsdale House Home Group 5 L511&12H- GRA,JHE Room 03	10 Performing Arts C PAC -RTA Room 34
Period 5	10 Humanities C HUC 10 -RAN Room 19	10 Science C SCC 10 -FDC Room 09	10 Maths C MAC -JPO,JPN Room 05	10 Humanities C HUC -RAN Room 19	10 English C ENC -STR Room 19	10 Science C SCC -FDC Room 12	10 PE C PEC -ZBU GY2	10 English C ENC -STR Room 19	10 Woodwork C WDC CWH Room 26	10 Humanities C HUC -RAN Room 19
Period 6	10 Humanities C HUC 10 -RAN Room 19	10 Science C SCC 10 -FDC Room 09	10 Science C SCC -FDC Room 09	10 Chinese Group B CHB A-SSL L2	10 PE C PEC -ZBU Room 19	10 Humanities C HUC -RAN Room 19	10 PE C PEC -ZBU GY2	10 English C ENC STR Room 19	10 Woodwork C WDC -CWH Room 26	10 Humanities C HUC -RAN Room 19

Welcoming  
home group  
meeting each  
morning

Enrichment  
electives

Core subjects  
studied the  
whole year

# YEAR 10 PROGRAM

## Victorian Curriculum

In Year 10, students study six subjects per semester, twelve per year.

Each student's learning plan must include

- English (two semesters)
- Mathematics (two semesters)
- Science (one semester)
- Health and Physical Education (one semester)
- One subject from the Humanities subjects (History, Commerce or Civics & Citizenship)
- One subject from each of the Arts and Technology subjects

Year 10 students may be considered for a VCE subject depending on their learning pathway and the support and recommendation of their subject teachers. This is subject to availability of a place in the desired class. Any student considering a VCE subject will need to complete the VCE application form and submit the application to the Registrar.

Year 10 students may be considered for a VET subject under special circumstances. This would need to be confirmed by the VET/VCAL Co-ordinator for recommendation to the Principal, and is subject to availability of a place in the desired class.





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## WORK EXPERIENCE

The College aims to develop fully the talents and capacities of all students in the skills relating to employment and an understanding of the work environment, in order to maximize their choices for further work or study.

Students 15 years and older are encouraged to gain firsthand experience in the workplace, through the Department of Education & Training Work Experience program. These workplace experiences can assist a student with career research, subject selection and skill development.

Work experience in Year 10 involves students undertaking a week long placement that broadens their experience and understanding of the world of work and career opportunities in general. Students observe different aspects of work and may assist with tasks allocated by their supervisor.

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## EXTRA CURRICULAR ACTIVITIES

The College provides students with the opportunity to participate in activities such as music, sport, debating and public speaking, leadership skills programs and international exchange programs.

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## VCE PROGRAM

Studying the Victorian Certificate of Education is generally designed to be taken in Years 11 and 12. You can also apply to study a VCE subject in Year 10, in doing so this will give you an early understanding of the requirements of the VCE and will prepare you well for Year 11.

### **Year 10 Students wishing to study a VCE subject.**

It is possible for Year 10 students to select a VCE unit as part of their Year 10 studies. There are advantages for students considering this option. By selecting a VCE Unit 1 & 2 in Year 10, students will be able to complete a VCE Unit 3 & 4 in Year 11. This will give them an extra unit in their VCE Year 12 studies and additional enhancement towards their ATAR score for selection into tertiary studies. Studying a VCE unit while in Year 10 assists students in developing their study habits and students are also exposed to the rigors of VCE.

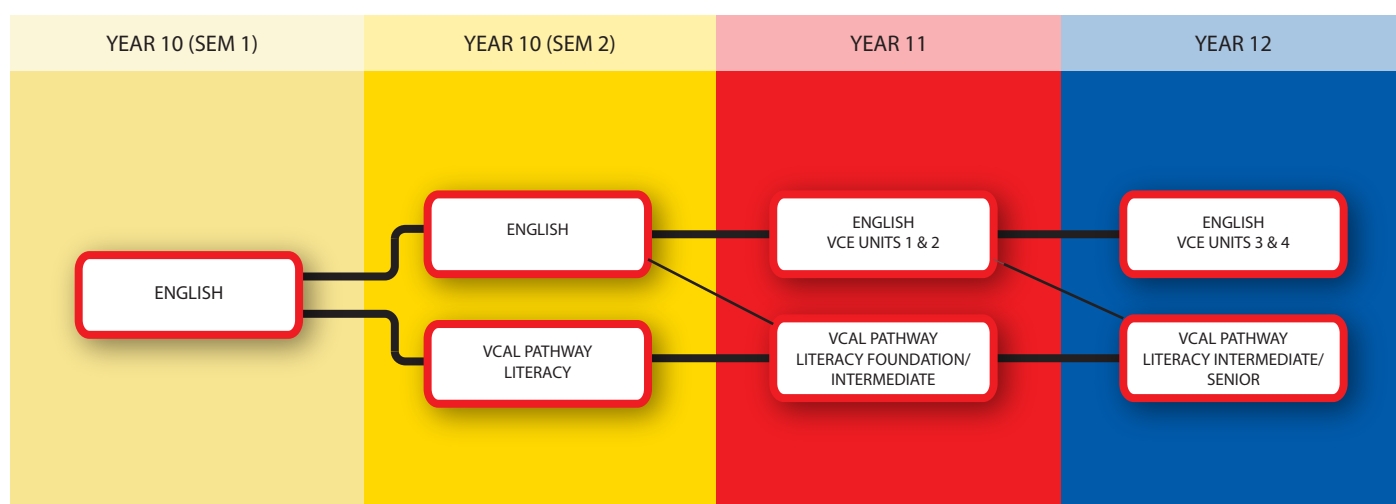
The selection of a VCE unit in their course will replace one of their year 10 elective options.

If your child is wishing to take up this option they need to complete the "VCE/VET Subject Request at Year 10" form that is found at the back of this handbook.





## ENGLISH



The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills described in this study design underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century.

### YEAR 10

English is a compulsory subject throughout secondary school. In Year 10 English we expand upon the concepts, skills and processes that students have developed in earlier years in order to prepare them for Year 11. Focusing upon the three areas of Language, Literature, and Literacy, students develop their skills in reading and viewing, writing, and speaking and listening. Students engage with a variety of texts and media, including novels, short stories, poetry, plays and various media and online texts. At a Year 10 level, students extend their reading skills by working through some complex texts. Students study a variety of text types at Year 10 including plays, poetry, film and short stories. They are encouraged to develop their analytical skills in response to the literary texts and develop a greater understanding of how the author influences the reader and how the author is influenced by their context. Students develop their writing skills through planning, writing and editing a range of text types. They study the Australian media and the influence of persuasive language upon readers and viewers. They participate in class discussions in which they communicate and respond to diverse perspectives on relevant issues.

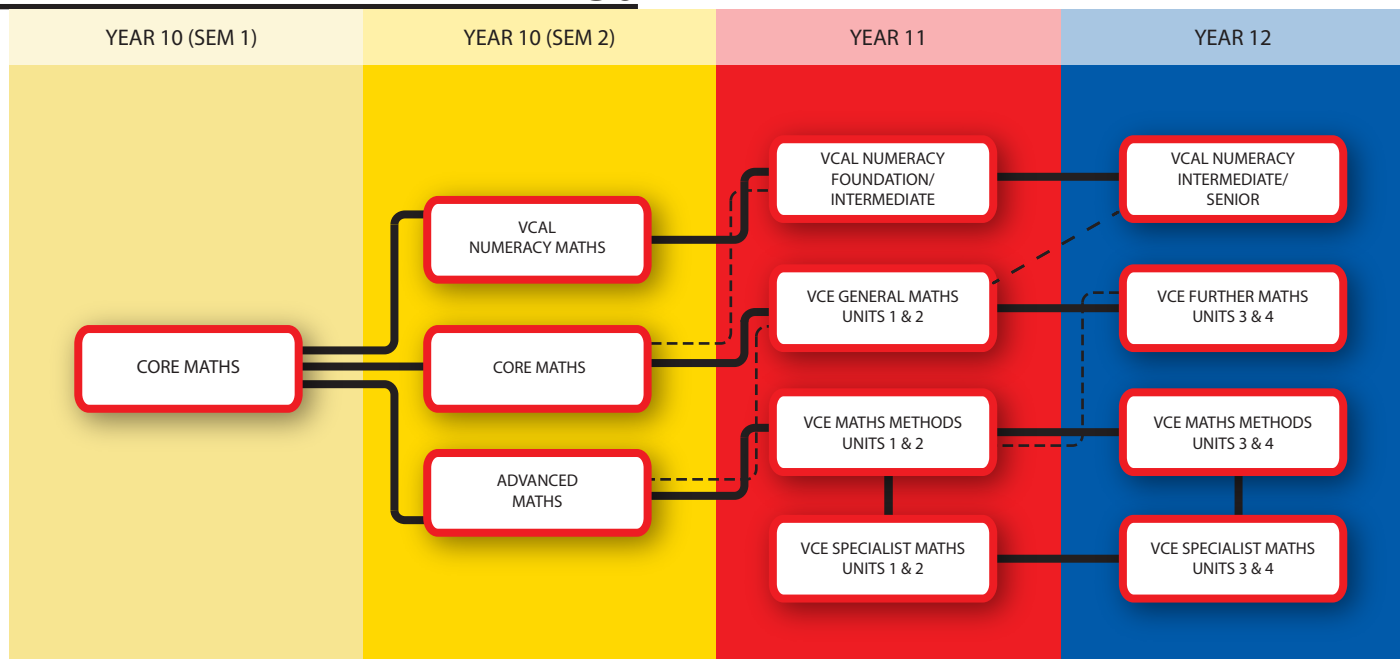
#### ASSESSMENT:

Year 10 English is assessed through written assignments, classroom observations, and an end of semester examination. Students are assessed against the Victorian Curriculum. Each unit of study will have a common focus on basic literacy skills, those being grammar, spelling and structure and a specific focus on the skills required for the medium or task.

### Year 10 PreCal Literacy in Semester 2

Students work towards developing skills and knowledge to meet the requirements of VCAL Literacy Skills Foundation Level.

# MATHEMATICS



Mathematics plays a vital role in our increasingly technological society. Mathematics at Year 10 takes into account the needs and aspirations of a wide range of students while providing access to worthwhile and challenging mathematical learning. In the second half of the year, students begin to focus on choosing a pathway to finish their secondary school mathematical studies. Many Mathematics topics will support studies in the Science field. Students will aim towards working at Victorian Curriculum Level 10 where the following topics are covered:

## Number & Algebra

- Patterns & algebra

## Measurement & Geometry

- Measurement

## Statistics & Probability

- Data Representation & interpretation

## **Semester 2**

### **Core**

## Number & Algebra

- Financial Mathematics

## Measurement & Geometry

- Using units of measurement

## Statistics & Probability

- Data Representation & interpretation

### **Advanced**

Students undertaking 10 Advanced Mathematics are working towards developing skills at Victoria Curriculum Level 10A. It is strongly recommended that students purchase a Casio Classpad 400 for \$255.50, which can be retained and used in Year 11 & 12. An order form is on page 27.

## Number & Algebra

- Non linear relationships & their graphs

## Measurement & Geometry

- Pythagoras Theorem

## Statistics & Probability

- Chance

- Linear Relationships

- Pythagoras Theorem

- Trigonometry

- Linear Relationships & their graphs

- Patterns & algebra

- Trigonometric functions

## **Year 10 PreCal Numeracy in Semester 2**

Students undertaking PreCal Numeracy course in Semester 2 are working towards developing skills that meet the requirements of VCAL Numeracy Skills Foundation level.

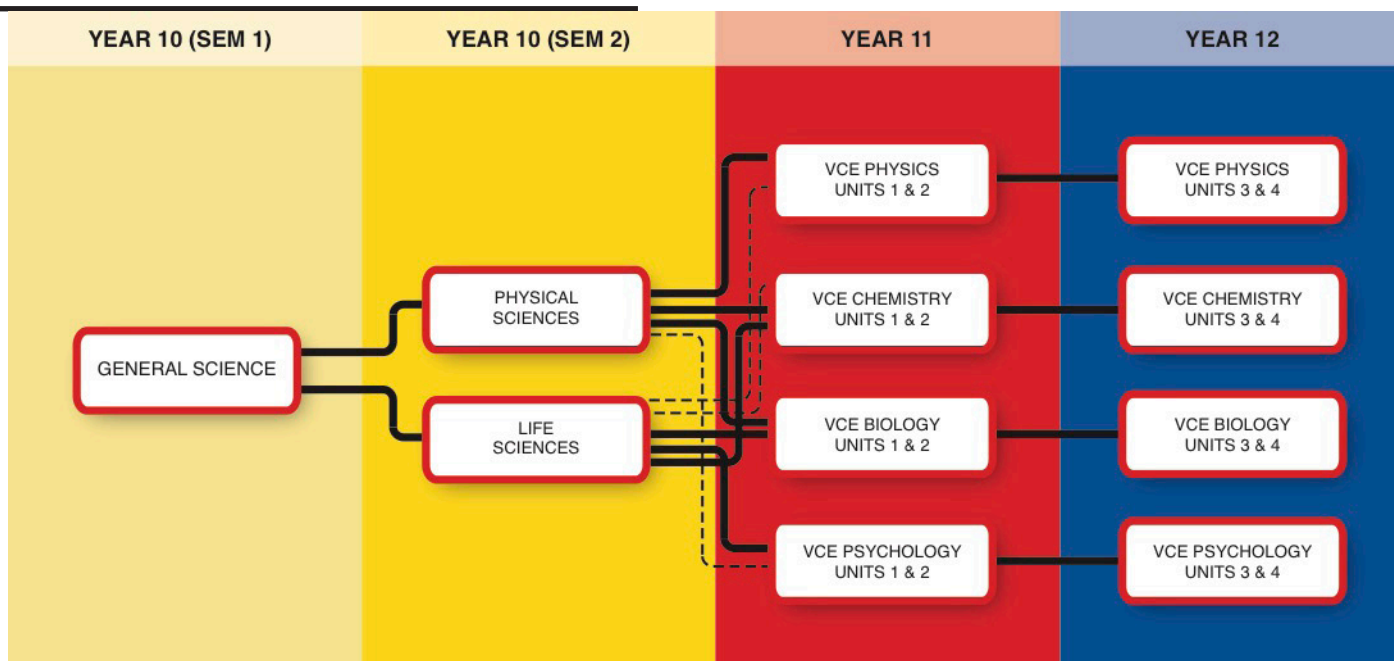
### ASSESSMENT:

- Unit Tests
- Project Investigation Reports
- Written Examination
- Homework Sheets
- Problem Solving Assignments

### FURTHER STUDIES:

This course will allow entry into Year 11 Mathematical Methods, General Mathematics, Specialist Mathematics and VCAL Numeracy.

# SCIENCE



## General Science Semester 1:

From the Big Bang to bionic eyes, Year 10 Science will explore how our understanding of the world around us has developed over time and been influenced by key historical events. Journeying from our understanding of how the world came to be, students will discover how planet earth supports life and how living things have changed over time. Students will consider the process by which scientists have developed theories and models. They will examine evidence in support of different scientific theories and develop their skills in drawing conclusions based on such evidence. Students will have the opportunity to conduct their own research investigation; this will develop their critical thinking skills and equip them to encounter everyday science with a questioning mind.

### ASSESSMENT:

- Written examination
- Practical work
- Assignments
- Unit and topic tests

### FURTHER STUDIES:

Year 10 Science leads to Life Sciences and/or Physical Sciences in semester two.

## LIFE SCIENCES

Year 10 Life Sciences focuses on the study of biological and psychological sciences. Students will learn about genetics, evolution and the interactions of living things within an environment. They will consider the development of psychology as a science and learn to distinguish science from pseudoscience. Students will examine how cultural evolution has impacted on, and informed, biological evolution. Students will develop their skills in the practice of science, learning how to apply research methodologies and ethical principles.

### ASSESSMENT:

- Practical work
- Topic tests
- Assignments
- Written examination

### FURTHER STUDIES:

Life Sciences is the preferred pathway to VCE Biology and/or VCE Psychology. Students can still access VCE Chemistry & VCE Physics with Life Sciences.



# PHYSICAL SCIENCES

This subject is to develop and extend students' understanding of Chemistry and Physics beyond what is covered by Year 10 General Science. It is aimed to give students a deeper understanding of scientific and experimental procedures and the fundamental concepts necessary for study of sciences at higher levels. The course is designed for those students who wish to pursue scientific studies at Year 11 and 12.

Chemistry topics include: the periodic table of elements, chemical bonding, solutions including acids and bases, chemical formulae and reactions and chemistry in industry.

Physics topics include: Units and vectors, moving objects and Newton's laws of motion and energy transformations.

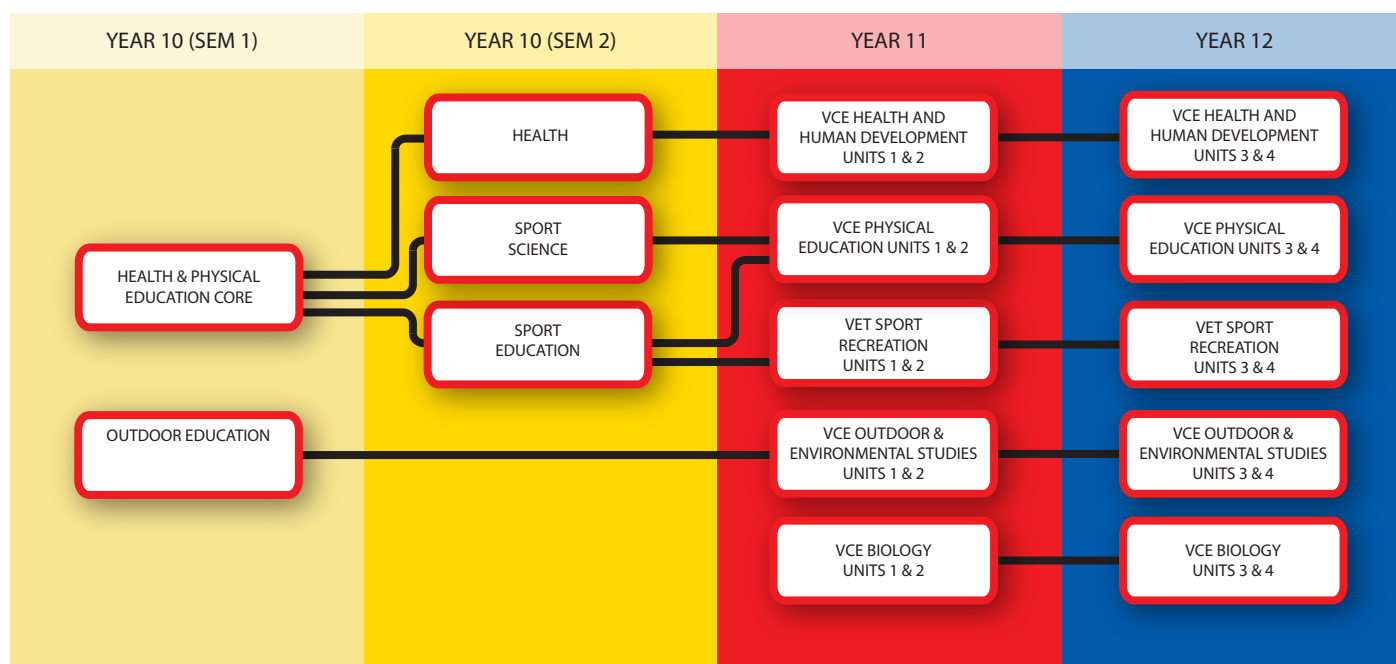
## ASSESSMENT:

- Written examination
- Topic tests
- Practical work
- Assignments

## FURTHER STUDIES:

Year 10 students wishing to undertake VCE Chemistry and/or VCE Physics are strongly advised to select Physical Sciences in Semester 2. Students can also access the pathway to VCE Biology or VCE Psychology.

# HEALTH & PHYSICAL EDUCATION



In Year 10 Health and Physical Education students will refine their manipulative and movement skills through participation in units such as Aquatic Team Sports, European Ball sports and Football codes. This may include Touchball, European Handball, Ultimate Frisbee, Golf, Racquet sports, and Bocce. Students will improve their fitness and gauge participation through the Sport Education preparation unit. They will analyse the impact of mental health issues in the community and explore a range of services which promote mental health. Students will develop an understanding of the Respectful Relationships Program where they look at the positive characteristics of functional relationships. They will develop an understanding of healthy nutrition and how to select healthy food options.

## ASSESSMENT:

- Written examination
- Assignments
- Tests
- Practical skills and participation
- Peer and teacher observation

## FURTHER STUDIES:

Year 10 Sport Education (Sem 2), Year 10 Sports Science (Sem 2), Year 10 Health (Sem 2)

## SPORT EDUCATION

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In this elective students will maintain their fitness through regular involvement in physical activities and training. Students will assume responsibility for conducting aspects of a sporting competition in which they will share roles and display appropriate sporting behavior. Students will coach primary aged students in a selected sport. Studies will include issues in community involvement in sport and physical activity, strategic thinking in team games, definitions of sport, the role of the media and spectators in sport, leisure and games, facilities for sport and the structures of sporting clubs.

### ASSESSMENT:

- Written examination
- Written evaluations
- Working in teams
- Practical participation
- Peer assessment
- Coaching
- Personal fitness program
- Research assignments

### FURTHER STUDIES:

VCE Physical Education, VCE Health and Human Development, VCE Outdoor and Environmental Studies, VET Sport and Recreation.

## HEALTH

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This elective has a focus on introducing key concepts studied in VCE Health and Human Development. In this elective students will develop their understanding of Australia's current health status as well as factors that influence the health of Australians. Students will study various aspects of the health and wellbeing of a range of population groups within Australia and draw conclusions about factors that lead to differences in health status between developed and developing countries in a global context. As part of this, students will investigate the major health issues facing Australia's youth and look at health promotion strategies that can be implemented to address these issues.

Students will examine the role that the Australian healthcare system plays in improving overall health including Medicare, Pharmaceutical Benefits Scheme and the National Disability Insurance Scheme. Students will gain a deeper understanding of risk taking behaviours leading to illicit drug use through a community based program.

Topics Covered include: Australia's health, differences in health across various population groups, the Australian Healthcare system, health promotion strategies, risk taking behaviour in relation to illicit drug use and International health.

### ASSESSMENT:

- Written Examination
- Assignments
- Data analysis tasks
- Tests
- Practical Assessment
- Short exercises

### FURTHER STUDIES:

This course leads to VCE Health and Human Development.

## OUTDOOR EDUCATION

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This elective focuses on the Key Concepts of sustainable participation in outdoor activities. Students will develop their understanding of the reasons behind participation in outdoor experiences and the impacts this can have on the environment. Students will be introduced to the basic skills required for participation in outdoor activities such as appropriate packing skills, camp cooking, risk management and navigation. This elective includes participation in several camps throughout the semester. They are a 3-day pastoral Camp at Anglesea, a 2-day Bike-riding/Rock-climbing Camp at Halls Gap and a 3-day Bushwalking Camp near Bacchus Marsh. These camps have a cost associated with them and therefore this subject requires a levy of \$290 to cover these costs.

### ASSESSMENT

- Camp Reflection Tasks
- Research Project
- Written Questions
- Instructional Presentation
- Camp Cooking Tasks - Menu Plan
- Practical Assessment
- Camp planning documents - Risk Management
- Minimal Impact Task
- Trip Planning Form

### FURTHER STUDIES:

Outdoor and Environmental Studies Unit 1-4, VET - Sport & Recreation.

## SPORTS SCIENCE

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In Sports Science, students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities, they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise. Students also examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities, students explore the structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise. Students will also examine the three energy systems and how they interact to provide the body with energy.

Students examine the biomechanical principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical principles leads to greater efficiency and accuracy in movement skills.

### ASSESSMENT:

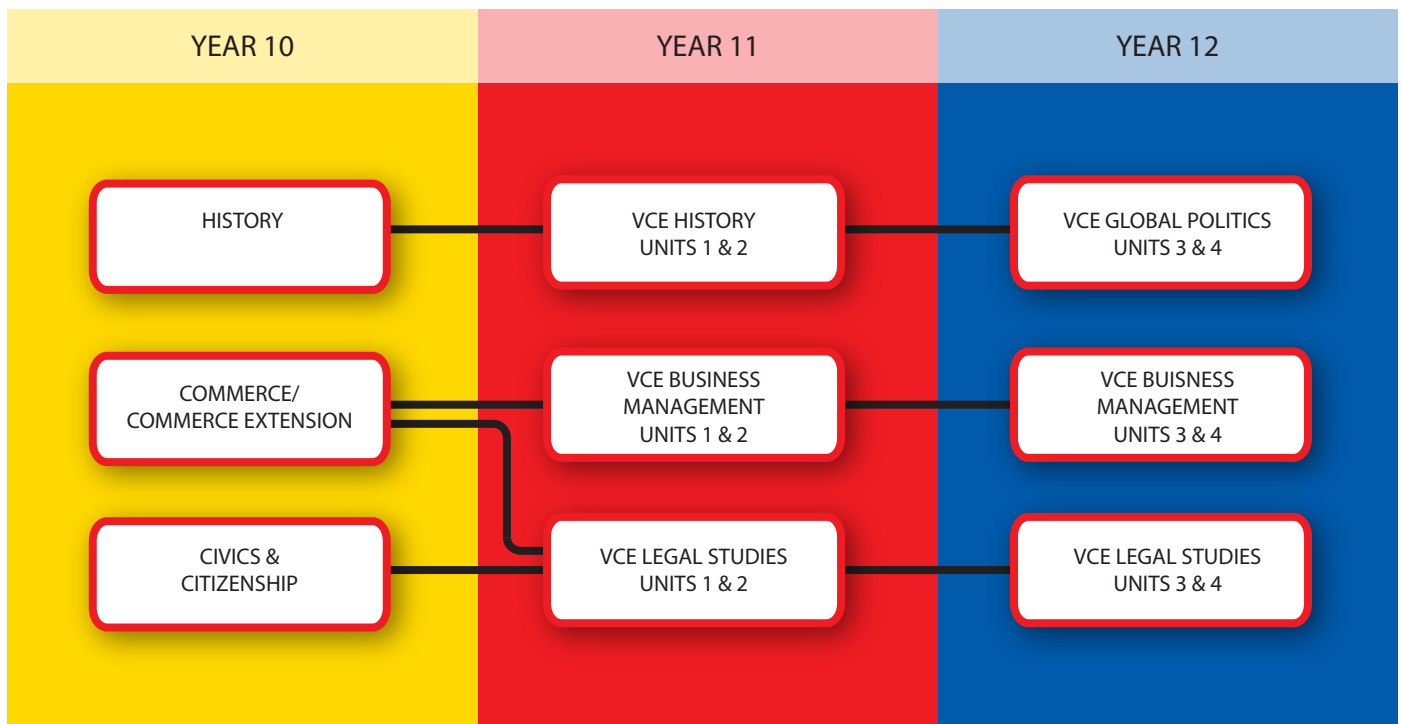
- Body Systems Test (Muscular, Skeletal, Cardiovascular, Respiratory)
- Practical Laboratory Report – Body Systems
- Biomechanics & Energy Systems Folio
- Written examination

### FURTHER STUDIES:

This course leads to VCE Physical Education (Units 1-4), VET Sport and Recreation.



# HUMANITIES



## HISTORY

In Year 10 History students explore some of the most important events and developments of the 20th Century both in Australia and around the world. Students will explore the causes, course and consequences of World War 2; they will investigate the development of human rights in Australia and the United States and they will examine how pop-culture has changed since the 1950s. The subject explores history with an eye to the present and the future, so that students can make links and comparisons between events of the past and those happening today.

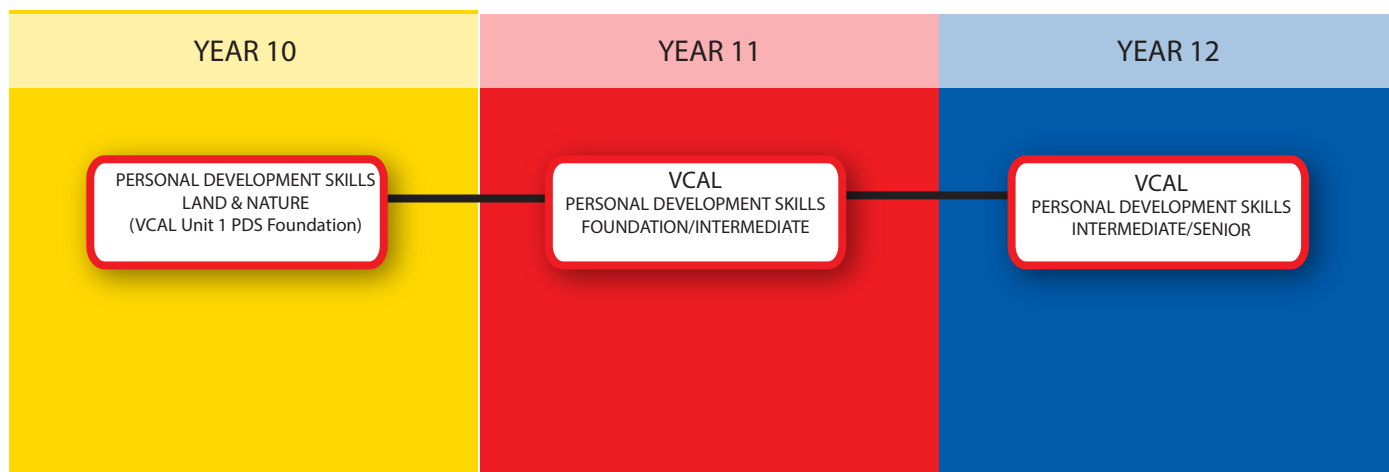
### ASSESSMENT:

Students are assessed over three major research topics examining World War 2, Human Rights and Pop-Culture. In completing these assessments students demonstrate historical knowledge and skills by creating and investigating their own research questions and examining historical evidence as well as improving their competency in reading, writing, research and presentation. Students will also undertake a written examination at the end of the semester.

### FURTHER STUDIES:

*Students completing Year 10 History are able to undertake Year 11 VCE History.*





## PERSONAL DEVELOPMENT STUDIES (PDS)

In this subject, students will develop their personal skills through working collaboratively to plan and organise activities. Students will engage with our greater school community on projects that involve working on the land and exploring nature. These may include, but are not limited to: tree planting on local farms, building farm fences, creation of vegetable gardens and environmental work.

Students undertaking this course will work towards completing Unit 1 VCAL PDS Foundation Level which will contribute towards the VCAL certificate. Students who are following the VCAL pathway and have selected Numeracy and Literacy in Semester 2, are encouraged to undertake this course.

### FURTHER STUDIES:

*VCAL Personal Development Skills Foundation/Intermediate in Year 11.*

## COMMERCE

In order to equip students with an understanding of the world of employment and business, two strands are offered within the topic of Commerce.

At Year 10 level the course aims to introduce students to some of the main study areas of Commerce. This unit includes but is not limited to:

- Goal Setting
- Job Search skills
- Analysing the role of Government in regulating the economy.
- Examining the impact of policy and legislation on working conditions.
- Gain a Safe at Work OHS certificate .
- The Australian Legal System
- The Economic System

Students will become familiar with concepts which they will explore further should they choose to continue study in VCE Business Management and/or Legal Studies.

### ASSESSMENT:

Unit examination, topic tests, class exercises, assignments and an end of semester written examination.

### FURTHER STUDIES:

*In Year 11, students further their knowledge by studying VCE Business Management Units 1 and 2.*

## COMMERCE EXTENSION

This unit builds upon the knowledge gained in the Commerce unit studied in Semester 1. Students will gain a greater understanding of the role of Economics and Commerce in society by:

- Visiting local businesses
- Playing the Stock Market Game.
- Introduce students to Accounting
- Improving financial Literacy
- Studying Business Ownership and Management

### ASSESSMENT:

This will be carried out using a variety of methods, including:

- Written examination
- Written tasks
- Folio of class work
- Stock Market game assessment
- Class Presentations

### FURTHER STUDIES:

*This course prepares students for VCE Business Management Units 1 & 2.*

## CIVICS & CITIZENSHIP

Power, politics and people.

According to the Victorian Curriculum, Civics & Citizenship students develop an understanding of political and legal systems and processes, and the history that underpins them. They think about how to take up and recognize the value of civic responsibilities within their local and global communities. Students work towards an understanding of their rights and responsibilities as citizens, and democratic values and principles such as democratic decision-making, representative and accountable government, freedom of speech, equality before the law, social justice and equality. This subject may be taken either for an entire year or individual semester.

### Semester 1

This unit focuses on a study of power: the use of power, its nature, and its limits. Students will examine the relationships of power that operate on and within their own lives. They will develop an understanding of their roles and their capacity to access power in our society, in politics, in institutions – including schools – and in their families. They will study a number of theories or philosophies about how power should be understood, held, exercised, and restricted. Students will investigate and analyse triumphs and failures of power and powerful people in modern political and social history.

### Semester 2

This unit will address political citizenship in two areas of study: the Australian citizen, and the global citizen. Students examine the role of the Australian citizen in the Australian political system. They investigate how Australia's system of laws was imported from England, and how it has developed in the Australian context. They will consider how this has affected the notion of Australian national identity. In the second half of the Semester, students will develop an understanding of the function of the United Nations and the international laws that apply to citizens and nations. Through a case-study, students will investigate how international laws are enforced, and how such enforcement can affect the relationships between countries.

### ASSESSMENT:

In each semester, students must demonstrate a satisfactory understanding of the relevant curriculum standards from the Civics & Citizenship domain. This understanding will be assessed through assignments, debates, tests, speeches, essays, and through the end-of-semester examination.

### FURTHER STUDIES:

*This course prepares students for VCE Legal Studies units 1 & 2. Students develop a range of knowledge and skills that will support their entry into VCE Legal Studies, Units 1-4 and Units 3 & 4 Global Politics*





## CHINESE

Chinese is the most widely spoken language in the world. Given Australia's economic position within Asia, Chinese has become one of the most useful languages for future employment in Australia and around the world. Recognition and an understanding of Chinese culture will be essential for the prosperity of Australia in years to come. In multicultural Australia, it is becoming increasingly desirable to be competent in a second language. VCE Chinese is also scaled up significantly for the ATAR score, boosting admission chances into university.

The focus of Year 10 Chinese is to continue to develop communication skills, language awareness and intercultural understanding. Their studies will include Chinese cultural studies and “real world” applications of the language in social and work environments. Students will participate in a variety of excursions, Chinese language competitions and culture days with students from other Victorian schools. Students will be exposed to the benefits of social interaction in Chinese by their involvement in the College hosting of Chinese short-stay students each year. The opportunities these visits present are valuable in developing connections between schools, but also in establishing ongoing social communication practice between our students and actual Chinese native speakers.

Students will be encouraged to participate in school trips and exchange programs to China to improve their learning of Chinese language and cultural studies. Students are also encouraged to extend their language proficiency by attending a weekly after school Chinese class to study HSK (translated as Chinese Standard Test) to gain certificates in different levels which are widely recognised around the world for scholarship applications, Chinese university entry prerequisites, etc.

The Year 10 Chinese program will be aligned closely with the future Chinese Language and Culture subject (VCE Chinese Language, Culture and Society), which is a new course introduced in 2018, aimed towards encouraging non-Chinese background students to pursue their Chinese learning into the senior levels. This new VCE course is designed to integrate the content and language by delivering and assessing the learning tasks in both Chinese and English.

### ASSESSMENT:

Students will be assessed on the four language skills and their intercultural understanding through multiple assessment tasks, including:

- Written examination
- Listening/speaking/reading/writing tasks
- Cultural projects

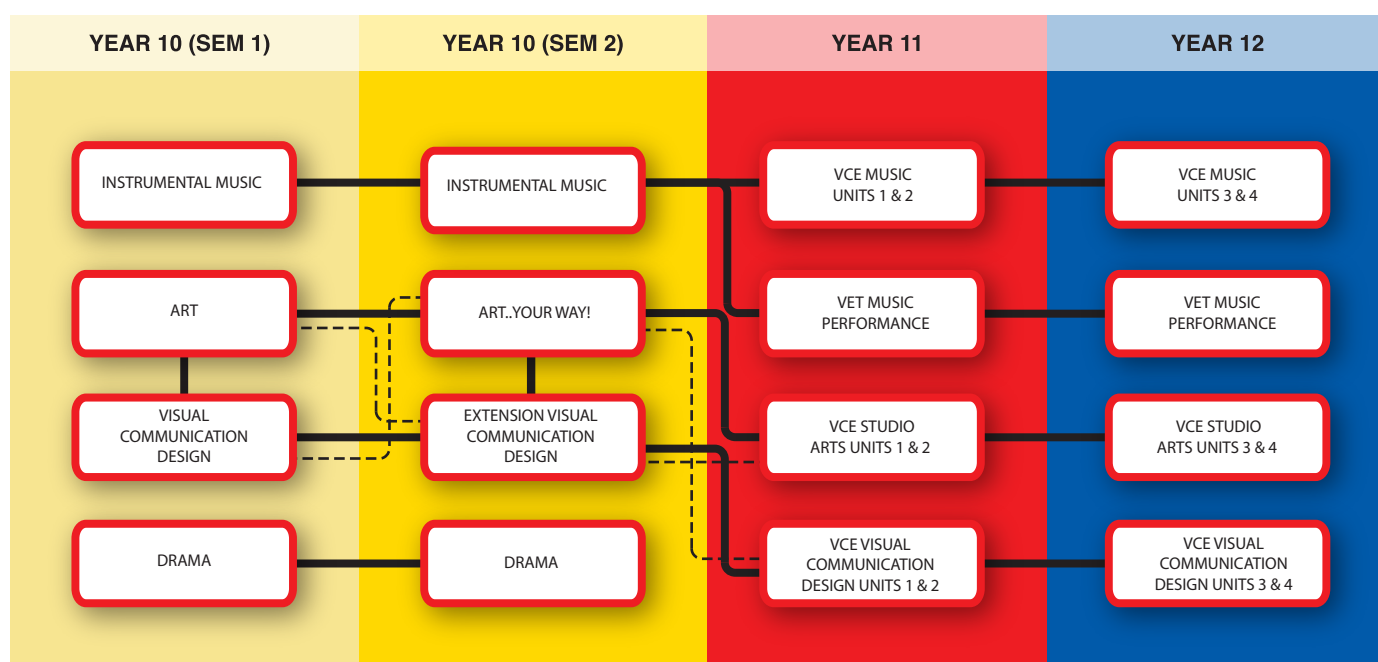
Year 10 Chinese must be selected for both semesters.

### FURTHER STUDIES:

This course leads to VCE Chinese Language, Culture and Society, a new VCE Chinese course.

In this VCE course, non-Chinese background students are provided with an excellent opportunity to delve into the cultures of Chinese speakers, and it is expected that this study will offer non-Chinese background students more confidence and encouragement to continue their Chinese language learning into the VCE levels.

# THE ARTS



## ART

Students identify sources of inspiration and experiment with materials and techniques to develop artworks that communicate meaning. They undertake research to enhance their knowledge of art history and inform the development of ideas. Students maintain a record of their process in their visual diary and develop their ability to reflect, evaluate and alter their direction.

### ASSESSMENT:

- Written examination
- Folio of artworks

### FURTHER STUDIES:

Leads to VCE Studio Art and it can also lead to VCE Visual Communication Design.

## ART....YOUR WAY!

'Art.... Your Way!' aims to develop students' understanding and awareness of Visual Arts. Students will be encouraged to explore various art styles, through the studio process, with creative freedom. As a student of Art, you will be encouraged to seek understanding of visual language and how it communicates, challenges and expresses ideas, of both artist and audience. As a benefit of creative freedom, students will develop their conceptual understanding, critical thinking skills and practical knowledge of a variety of artistic traditions and contemporary practices. Artistic expression has the ability to enrich students' lives, and encourage them to develop their creative and intellectual potential.

### ASSESSMENT:

- Written examination
- Research Tasks
- Folio Work
- Design Analysis
- Visual diaries

### FURTHER STUDIES:

VCE Visual Communication Design, VCE Studio Arts

# VISUAL COMMUNICATION DESIGN

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Year 10 Visual Communication Design focuses on three different areas of design: Communication Design, Environmental Design and Industrial Design. Students will receive design briefs for all three design fields, covering skills required of any accomplished designer in any one of these fields. Students will learn how to use the design process to properly explore and document their design decisions, as well as use design thinking skills that will build on student's creativity and ability to develop interesting and well-presented design solutions for the given brief. They will use the Design Elements and Principles to create designs on paper and in a digital context, using industry standard computer programs such as Adobe Photoshop and Adobe Illustrator. Students will explore conventions used by graphic designers and research relevant issues to the design industry. Students will also learn and use technical drawing techniques to represent three dimensional designs such as building design and product designs. Students can then choose to expand on all of these skills by choosing Three Dimensional Design in semester 2.

## ASSESSMENT:

- Written examination
- Research Tasks
- Folio Work
- Design Analysis
- Visual diaries

## FURTHER STUDIES:

Year 10 Three Dimensional Design, VCE Visual Communication Design

# THREE-DIMENSIONAL DESIGN

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Three-Dimensional Design prepares students for the rigorous demands of VCE Visual Communication Design and other subjects that require three-dimensional design drawing. Students are introduced to key drawing techniques covered in the VCE course, and develop the essential skills required to succeed in their studies the following year. Students are exposed to a more in-depth use of technical drawing, increased use of computer programs to present work to a high standard.

## ASSESSMENT:

- Written examination
- Research Tasks
- Folio Work
- Visual Diaries

## FURTHER STUDIES:

VCE Visual Communication Design  
VCE Product Design  
VCE Studio Arts



# DRAMA

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Drama offers students the opportunity to reach their creative and expressive potential by developing sophisticated approaches to making and responding to Drama independently and in groups. This subject aims to develop students' confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through performance. Students explore Drama as an art form through improvisation, scripted drama, rehearsal and performance. They refine and extend their understanding and use of role, character, relationships and situation by exploring the use of voice and movement. Students engage with diverse performance styles by exploring Drama from a range of cultures, times and locations. In doing so, students develop a sense of inquiry and empathy by exploring how Drama has the capacity to influence, challenge and evoke critical reflection upon a variety of historical, social and political concerns.

## ASSESSMENT:

- Written examination
- Monologues
- Participation in and contribution to group activities and performance
- Evaluation and analysis of performance styles
- Reflection
- Devised and scripted performances

# MUSIC

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This course aims to broaden students' appreciation of music and its elements, while also developing their performance and compositional skills. Students will have the opportunity to perform in a group setting and experience the excitement of live performance playing an approachable and easy to learn percussion instrument. A large focus of this subject is the use of music to convey emotion, story and identity. This will be explored through listening and learning about a wide range of musical genres as well as identifying music that has shaped students' lives and identities. The course culminates in an extended project involving the recording of sounds and samples, using technology to compose and edit music, and finally the creation of an original piece of music to accompany a visual medium.

No previous musical experience is necessary to participate and it is not compulsory to be learning an instrument. However, additional experience gained by participating concurrently in the instrumental music program would be highly advantageous.

## ASSESSMENT:

- |                      |  |
|----------------------|--|
| •Written examination | •Extended technology and composition project |
| •Musical life story  | •Group percussion performance                |

## FURTHER STUDIES:

VET Music, VCE Music Performance & Music Investigation.

# INSTRUMENTAL MUSIC

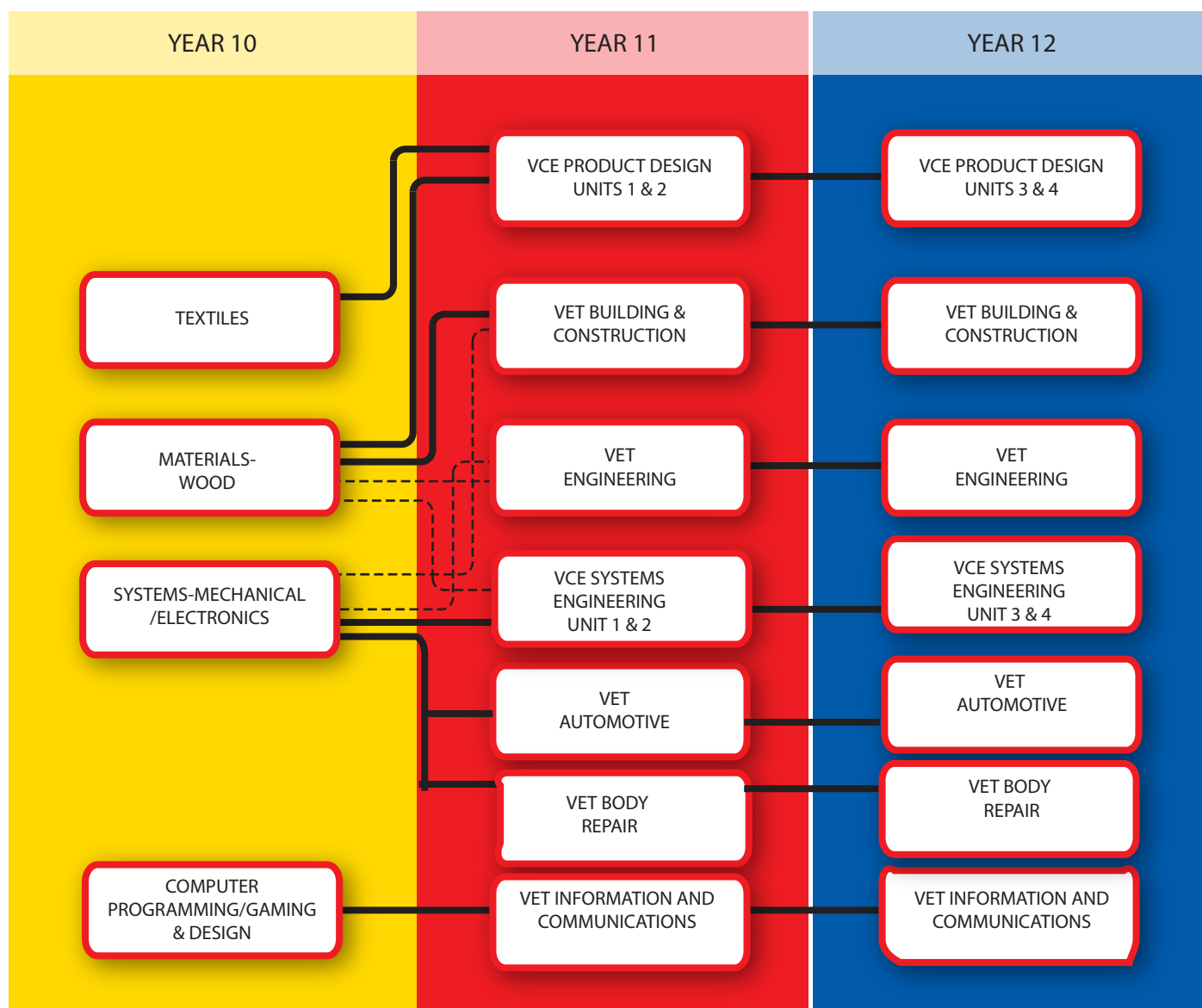
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Instrumental Music is an additional co-curricular program that runs parallel to the main timetable and is offered to all students in the school. Instruments offered include Flute, Oboe, Clarinet, Alto or Tenor Saxophone, Trumpet, French Horn, Trombone, Euphonium, Tuba, Guitar, Bass Guitar, Percussion/Drums and Piano. Lessons are scheduled on a rotating timetable so students do not constantly miss the same subject. Students register and pay for lessons each semester with lessons beginning the week following the submission of forms with payment.

Lesson fees are \$80 per semester. Home practice is essential for success. To support this a limited number of hire instruments are also available at a cost of \$80 per semester. Students are also encouraged to participate in the school band which opens other opportunities to work with music students from other schools. Students choosing Elective Classroom Music should be aware that at year 9 and 10 they are also strongly encouraged to be learning an instrument and in VCE it is essential that they be learning an instrument.



# TECHNOLOGY



## SYSTEMS MECHANICAL/ELECTRONICS

This unit will guide students through a series of progressive and controlled sequential practical risk taking modules and expand their knowledge and understanding of Systems Technology. Throughout this unit of work, students will gain a basic understanding of the theory, research and practical skills required while understanding the extent and complexity of this area. Design briefs will provide the direction for students to investigate, design, produce and evaluate mechanical and electronic systems. Students will investigate sustainability, need and environmental issues relating to products and use the information to analyse and evaluate the product against a range of criteria. Students will use a range of tools, equipment and production processes to safely produce products to a high level of accuracy. Production tasks may include, four stroke engine overhaul, electric/electronic models and Picaxe robotics.

### ASSESSMENT:

Assessment will consist of course work, investigation essays, design and production folio, production work, evaluation reports and concepts and principles tests and an end of semester written examination.

### FURTHER STUDIES:

Year 10 Systems leads onto VCE Systems Engineering and VETiS Automotive.

## MATERIALS- WOOD

Materials Wood is primarily a hands on subject which allows students to produce practical projects whilst developing a better understanding of various materials and improving their designing skills. Working with various materials, tools and workshop equipment students develop a range of manipulative, processing, manufacturing and organisational skills. Industry Standards and Occupational Health and Safety requirements are also covered in this course. Students use technology processes to solve problems and then produce projects from a design brief. The five main areas of study are Investigating, Generating, Producing, Evaluating, and Planning and Managing. Students will also use CAD (computer-aided design) in the generating process and produce hand sketches and detailed drawings.

### ASSESSMENT:

- Written examination
- Design Project folio
- Research assignment
- Practical projects

### FURTHER STUDIES:

This course leads to VCE Product Design Technology, VET Building and Construction and VET Engineering.



## DIGITAL TECHNOLOGY

The focus of this course is Investigating, Generating, Producing, Evaluating, and Planning and Managing. Students will investigate appropriate use of ICT tools and editing skills for visualising thinking. They will design and evaluate different strategies for organising and managing resources involved in problem solving and producing information products. They will use ICT to design detailed plans that sequence tasks to be done, resources needed and timelines for completion.

Students follow a series of self paced, partly self directed modules to complete programming for creating a series of computer games. They then use these skills to design and create several games of their own. Programming will also be used to develop control sequences for several designed and created electronic robots.

### ASSESSMENT:

- Practical examination
- Written examination
- Programming folio

### FURTHER STUDIES:

This course leads to VET Information, Digital Media & Technology

## TEXTILES

In this subject, students further develop their understanding of the product design process and identify major steps in the production of a designed product, the materials, equipment and components required. The major focus of this subject is the use of a sewing machine and the understanding of a commercial pattern. Students are taught a variety of skills and processes involved in pattern and garment construction. Students complete a minimum of three practical items requiring different skills and techniques. Production tasks include the design and construction of a soft toy, the design and production of a functional item such as a bag, quilt or a piece of clothing, and a production made from recycled material. Students are required to keep a design folio recording the stages of their design process. Practical work is completed both individually and in small groups.

### ASSESSMENT:

- Written examination
- Design Folio
- Research and Evaluation Tasks
- Practical Work

### FURTHER STUDIES:

VCE Product Design and Technology Units 1 & 2

## TEXTILES – FABULOUS FASHION

In this unit students further develop their understanding of the product design process and identify major steps in the production of a designed product, the materials, equipment and components required. Students learn to use the appropriate technical language, develop evaluation criteria, logically work through the production steps and evaluate their work making modifications or improvements when needed. They learn a variety of skills and techniques, and how to safely and competently use a range of tools and equipment. Students are encouraged to use resources wisely, with consideration of social, economic, ethical, legal and environmental implications.

The major focus of this unit is the use of a sewing machine and the understanding of a commercial pattern. Students are taught a variety of skills and processes involved in pattern construction. Students complete a minimum of three practical items requiring different skills and techniques. Production tasks may include the construction of a creative toy, a function item such as a bag, quilt or a piece of clothing, and a production made from recycled material. Students are required to keep a design folio recording the stages of their design process. Practical work is done both individually and in small groups.

### ASSESSMENT:

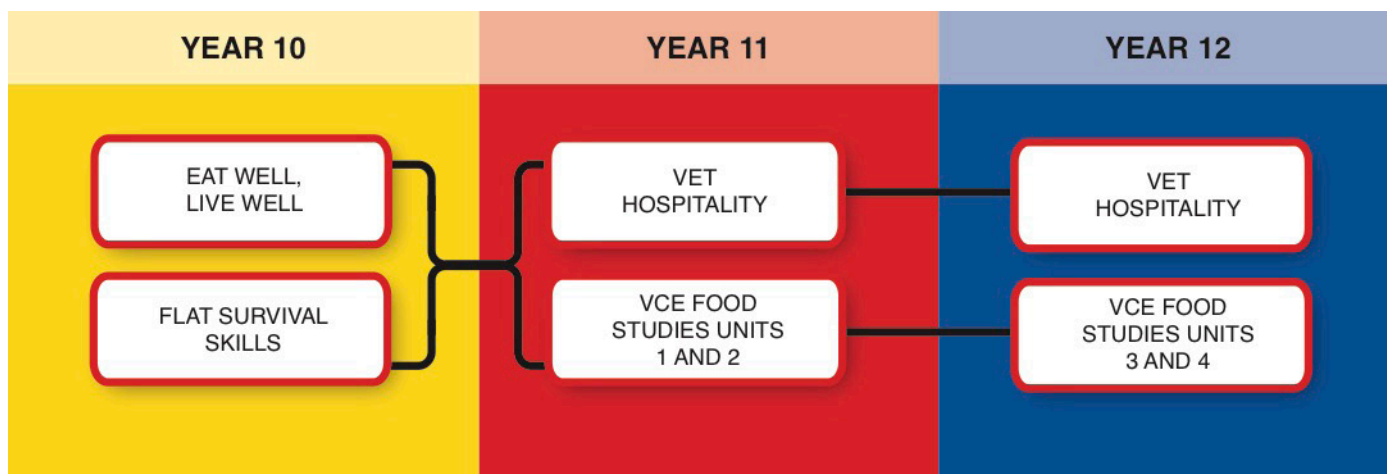
- Written examination
- Design Folio
- Research and Evaluation Tasks
- Practical Work

### FURTHER STUDIES:

VCE Product Design and Technology Units 1 & 2







## EAT WELL, LIVE WELL

The data on the nutritional status of Australians will be analysed, with particular reference to diet-related health problems, concluding with students researching a diet-related disease with reference to a National Health Priority Area (such as cardiovascular disease, type 2 diabetes and osteoporosis). Students will consider special dietary needs and ways of improving their own diet. They will learn the importance of eating healthy with consideration to the specific nutrients and their food sources, required across life spans that support optimal growth, development and maintaining good health. Students will also look at the Guide to Healthy Eating guidelines and analyse how effective they are for the Australian population. Students will prepare a range of snacks, meals and desserts on a weekly basis using complex equipment, machines, materials and ingredients. They will produce, analyse and evaluate a variety of foods, and research to identify how these foods benefit or impact on a healthy balanced diet.

### ASSESSMENT:

Assessment may include the following:

- Diet-Related Disease Design Brief
- Productions, including a practical assessment
- Topic Tests
- Written examination

### FURTHER STUDIES:

VET Hospitality, VCE Food Studies Units 1 & 2, VCE Health & Human Development Units 1 & 2

## FLAT SURVIVAL SKILLS

In this unit, students will learn skills from both Food Technology and across the curriculum with a focus on budgeting, career applications and personal resume development. Everyone loves eating and students will learn how to source, prepare and purchase nutritious and delicious affordable meals. Investigate how to grow and use your own food as well as learn how to use in season fruit and vegetables. Students will look at budgeting for both meals and living expenses, with an opportunity to develop their skills and knowledge writing resumes and job applications for success in their chosen career path.

### ASSESSMENT:

Student assessment tasks may include:

- Investigating and planning a budget
- Cooking practical assessment task
- Investigation and research task
- Planning, formatting and writing a resume
- Written examination

### FURTHER STUDIES:

VET Hospitality, VCE Food Studies Units 1 & 2, VCE Product Design Technology Units 1 & 2

# YEAR 10 PreCAL

Stawell Secondary College offers two options to students in Year 10:

1. Year 10 Standard Program in Semester 1 & 2
2. Year 10 PreCAL in Semester 2.

PreCal is an introductory program designed for students interested in applied learning, the Victorian Certificate of Applied Learning (VCAL) pathway, apprenticeships/traineeships and early entry into the workforce. PreCAL's focus is employability skills and students are encouraged study a Vocational Education and Training (VET) certificate. PreCal is not a suitable program for students planning to select the Victorian Certificate of Education (VCE) pathway in Year 11. They would select the VCAL program, which is also a recognised senior school qualification. VCAL courses provide practical education and training through hands-on learning. Students gain relevant skills and knowledge for work and life in our local and global communities.

PreCAL enrolment numbers are capped and students need to apply and be accepted into the program. The application process includes:

1. The completion of the PreCAL agreement 2020 form
2. Parent/Guardian consent
3. An interview with the VCAL Coordinator

PreCAL is for:

- Students who want to pursue a vocational pathway.
- Students who would benefit from an applied learning approach to integrated curriculum.
- Students whose literacy and numeracy levels would benefit from a non-traditional approach to the teaching of English and Mathematics.

The PreCAL course includes the following compulsory VCAL Foundation Units:

- Literacy
- Numeracy
- Personal Development Skills

Students will also have the opportunity to choose electives to enable their learning program to meet their educational and career needs.





## VET PROGRAMS 2020

In 2020 Year 10 students wishing to study a VET will have the option of studying the following programs at the below locations. A bus service will be provided to students to travel to these locations:

### Stawell Secondary College

#### **Certificate II in Automotive Studies (Pre-vocational)**

Refer to description in this booklet - page 39

#### **Certificate III in Information, Digital Media & Technology (ICT30115)**

Refer to description in this booklet - page 40

#### **Certificate II in Salon Assistant (SHB20216)**

Refer to description in this booklet - page 41

### Ararat Secondary College

#### **Certificate III in Health Services Assistance**

Refer to description in this booklet - page 41

#### **Certificate II in Hospitality (Kitchen Operations)**

Refer to description in this booklet - page 42

### Marian College - Ararat

#### **Certificate II in Wine Industry Operations (FDF20411)**

Refer to description in this booklet - page 43

#### **Certificate II in Engineering Studies**

### Horsham/Longerenong

Certificate II in Agriculture (AHC20116)

Certificate II in Building & Construction (22338VIC)

Certificate III in Community Services (CHC32015)

Certificate II in Dance (CUA20113)

Certificate II in Electrotechnology (UEE22011)

Certificate II in Furniture Making Pathways (MSF20516)

Certificate II in Horticulture (AHC20416)

Certificate II in Music Industry (CUA20615)

Certificate II in Plumbing - Pre Apprenticeship (22304VIC)

Certificate II in Retail Cosmetics (SHB20116)

Certificate III in Screen & Media (CUA31015)

Certificate III in Sport & Recreation (SIS30115)

Certificate III in Visual Arts (CUV30111)

ALL students completing a VCAL certificate must complete a VET subject. Every effort should be made to link the work placement to the VET Program chosen by the student.

Further information about each VET program listed above can be found in the Wimmera Southern Mallee VET Cluster handbook.



# VET PROGRAMS 2020 - MATERIAL FEES

## Stawell Secondary College

### MATERIAL COSTS

Certificate II in Automotive Studies (Pre-vocational)	\$300
Certificate II in Salon Assistant (SHB20216)	\$300

## Ararat Secondary College

Certificate III in Health Services Assistance	\$150
Certificate II in Hospitality (Kitchen Operations)	\$275 + compulsory \$80 for uniform

## Horsham/Longerenong

Certificate II in Agriculture (AHC20116)	TBA
Certificate II in Building & Construction	\$250
Certificate III in Community Services (CHC32015)	\$120
Certificate II in Dance (CUA20113)	\$50
Certificate II in Electrotechnology (UEE22011)	\$135
Certificate II in Furniture Making Pathways (MSF20516)	\$230
Certificate II in Horticulture (AHC20416)	\$21
Certificate II in Music Industry (CUA20615)	\$80
Certificate II in Plumbing - Pre Apprenticeship (22304VIC)	\$125
Certificate II in Retail Cosmetics (SHB20116)	\$200
Certificate III in Screen & Media (CUA31015)	\$30
Certificate III in Sport & Recreation (SIS30115)	\$200
Certificate III in Visual Arts (CUV30111)	TBA





## ASSESSMENT

### ASSESSMENT TASKS

Every subject will require students to complete three main common assessment tasks (CATs) spread throughout the semester. These assessment tasks may include such things as written exercises, practical work, folio work, task sheets and presentations. Parents will be notified if students have not completed or unsatisfactorily completed any of these assessment tasks, and students will be able to redeem their assessments at an agreed later date. Students will receive their results from their subject teacher and be given feedback on how they can improve in future assessments. In 2020, all Year 10 students will also undertake assessment via end of semester examinations.

### REPORTING

Stawell Secondary College will issue reports on all students to inform parents and guardians of their child's progress in each subject. Each semester students will receive two reports. The first being a basic report on students learning behaviours that will inform parents/guardians about their child's progress so far in a subject. This report will be distributed at the end of Terms 1 and 3. The second type of report will be a larger, more detailed report on student's academic results as well as their learning behaviours in each subject. Every subject will report on learning behaviours (both general and subject specific), CAT results received throughout the semester, end of semester examination results, and written feedback in regards to what the student can do to improve their results in the subject. Student reports will also contain a comment from their home group teacher in regards to how students can best achieve their learning goals.

### HOMEWORK

Homework is defined as learning activities related to school curriculum, which teachers expect students to complete in their own time. Homework is an essential ingredient for ongoing success at school. Parents should be aware that students are expected to undertake homework, which will be on a regular basis and should include ongoing revision of previous classwork, in readiness for the end of semester examinations. The amount of homework required will depend on each subject; however, on average a Year 10 student could expect at least 3.5 hours per week.



## **Calculator Orders for Stawell Secondary College VCE and Year 10 Advanced Mathematic Students**

*Please place your order online between:  
1st October 2019 – 12th January 2020\**

*\*\*\* Please note: Once the portal expires you will need to order directly from the Abacus website and pay a delivery fee of \$14.95 (incl. GST). Orders will then be sent to your nominated address via Toll Priority Couriers \*\*\**

*Step 1: Go to the Abacus website: <http://www.abacuscalculators.com.au>*

*Step 2: Enter the School ID code on the right side of the homepage: STAWELLVIC*

*(You must do this step first to avoid the delivery fee. Please do not search for the product before entering the School ID code.)*

*Step 3: Select the product needed.*

*(Please note: No refunds given on incorrect purchase.)*

- |                             |          |             |
|-----------------------------|----------|-------------|
| • CASIO fx-CP400 calculator | \$240.00 | (incl. GST) |
| • Protective Padded case    | \$5.50   | (incl. GST) |
| • Stylus Pen (spare)        | \$5.00   | (Incl. GST) |

*Step 4: Calculators ordered by the 12th January 2020 will be delivered to Stawell Secondary College for distribution week beginning 4th February 2020.*

*If you have any queries, please call 1800 998 424.*

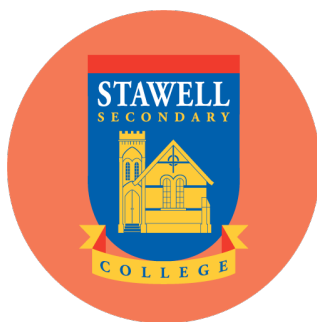
*Please see conditions below:*

*All calculators are covered by a 2-year repair / replacement warranty.*

*Warranty: Please keep a receipt copy as proof of purchase. The student's name will also be registered at Abacus.*

*Company Policy: No refunds given on incorrect purchase.*





## Understanding PreCAL Agreement 2020

*Please read the statements below and sign to indicate that you understand what is required of students in the PreCAL program*

Students will be required to show evidence of each stage of their individual work for each subject.

Students are required to maintain their own ordered and detailed evidence folio for each subject. This folio should show planning, drafting, editing and final stages of their work.

The evidence required for PreCAL & VCAL includes written notes, photographic evidence, third party reports, other methods of electronic evidence, Students are responsible for collecting their own evidence.

Students must be able to work in teams, and these will be mixed and not necessarily made up of people they would choose to work with.

Throughout the program students are expected to develop and demonstrate skills in leadership.

Students are required to give oral presentations to groups including: House assemblies, classes, special event nights held by community groups external to the school.

Students will need to work with community groups including primary schools, local council, Eventide Homes, Landcare, CFA, Parks Victoria.

Homework will be required for PreCal & VCAL to finish classwork, plan and organise projects or carry out projects that need to be completed outside of normal school hours. For example, we may take part in the Relay for Life or help local primary schools to run events.

Camps and excursions are compulsory and are important to the completion of outcomes in a range of PreCAL & VCAL subjects.

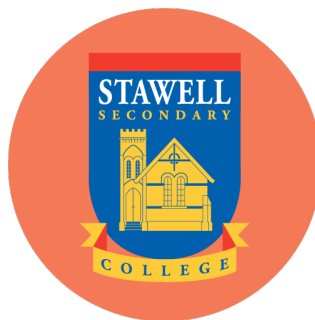
A minimum level of 85% attendance must be maintained and students must be productive in class.

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_



## Re: VCE / VET Subject Request at Year 10

Dear Mr Lopez,

I would like to be considered for the Unit 1 and 2 VCE Class of \_\_\_\_\_ in 2020.

**OR**

I would like to be considered for the VET Certificate \_\_\_\_\_ in 2020.

The reasons I believe that I am a suitable student to be considered for inclusion in this class are:

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I have spoken with my parent(s)/guardian(s), and my current subject teacher in this area, who have outlined the commitment required and extra effort to do well in this subject. I understand that studying at the VCE or VET level will involve a larger amount of work and greater depth of understanding than I am currently used to. However, in support of my application, I have the endorsement of all parties, as shown by the signatures present below.

I also understand that my application will only be considered if there is sufficient space for me to be included in the class, and am aware that current Year 11 students will take precedence over this application when choosing classes for 2020.

In the event that I am successful, I am willing to attend an interview with a parent/guardian in order to discuss my subject selections for 2020.

Yours sincerely,

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Parent Endorsement

Signed: \_\_\_\_\_

Name: \_\_\_\_\_

### OFFICE USE ONLY

Approved: YES / NO

Student Notified: / /20

**This form is to be returned to Registrar: Cindy Bibby**

# TEXTBOOKS

## Digital Textbooks

In 2020 our students in Years 7 to 10 will be accessing all of their textbooks from their laptops through an online platform provided by Jacaranda. Jacaranda digital textbooks are high quality materials designed for the Victorian Curriculum and are supported by specific video resources to enhance your child's understanding of their work.

Your child will access 14 interactive digital resources (called the Jacaranda Digital Bundle) that will enrich their learning by providing them with the opportunity to complete assigned tasks at their skill level through the LearnON platform. Students' progress can be tracked and the instant feedback produced will inform students and teachers about what students need to do to improve.

The complete Jacaranda Digital Bundle costs just \$125 per year and is available through our bookseller, Ballarat Books. Parents will need to tick this item on the Stawell Secondary College 2020 Booklist that will be posted to each family. The Booklist must then be returned to the School or submitted online. Payment may be made to Ballarat Books either online or on Book Collection Day at school. Please contact Marie McAloon, Business Manager, if you have any concerns.

Each Digital Bundle contains the following texts books, appropriate to your child's year level: Maths Quest, Science Quest, Geography Alive, History Alive, Economics & Business Alive, Civics & Citizenship Alive, English, Health & Physical Education, Artwise, myWorld Atlas, myWorld History Atlas plus supplementary support materials.

Apart from being an outstanding educational resource for your child, you will not have to worry about your child losing books or carrying heavy books home, and you won't have to buy expensive books when publishers change editions.

As an example, THE YEAR 7 DIGITAL BUNDLE contains the following textbooks, and supplementary support materials:



**assessON** is an online assessment tool that assesses and tracks students' readiness FOR learning, their progress AS they learn and their levels OF achievement (includes two versions: assessON Maths Quest and assessON Science Quest).



**Knowledge Quest** is an immersive and motivating online skills game to improve students' grammar, spelling, punctuation, vocabulary and reading comprehension.



**myWorld Atlas** is Jacaranda's unique digital atlas that enables students to explore the world and test their geographical skills.



**myWorld History Atlas** is Jacaranda's unique digital atlas that enables students to discover not only what happened in history, but where and when.



## NOTES

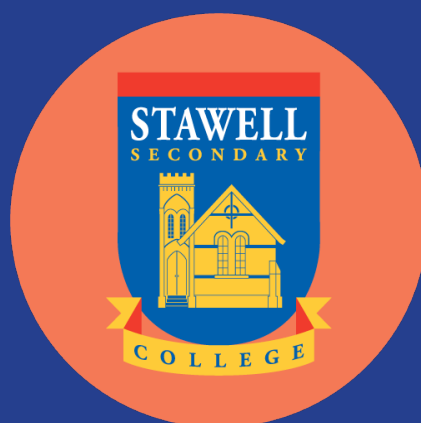
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## NOTES

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Department of Education & Training  
CRICOS Provider Code: 00861K

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