

CAMBERWELL HIGH SCHOOL



JUNIOR SCHOOL HANDBOOK



Respect Responsibility Achievement Creativity

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Welcome to Camberwell High School



This handbook will provide you with important information about the learning programs at Camberwell High School in the Junior School, Years 7-9.

Our learning program is designed to support every student to learn effectively and prepares them for life as active, engaged citizens. The curriculum at Camberwell High School provides students with a sound academic education, while recognising students are individuals who require varied approaches to support their diverse learning needs. Curriculum resources are provided online and can be accessed at home as well as at school using Notebook computers.

We also support student wellbeing. We believe that every student should feel safe and happy at school in order to learn at their best. Each class has a teacher Learning Mentor assigned to provide students with a significant teacher and someone who will monitor and support a student's learning by regularly reviewing student progress towards the learning goals they set. Students learn with their Mentor Group of students for most of their subjects in Years 7 and 8 and core subjects in Year 9. In Year 9, students may select a number of electives in Technology, the Arts, Language and Sport.

Camberwell High School is well known for its many co-curricular programs. There are many opportunities for students to be involved in sporting activities as well as music, camps, overseas trips, drama productions, leadership and house activities. Participating in these programs enriches learning experiences at school.

I wish you well in your learning journey with us.

Jill Laughlin
PRINCIPAL

Overview of Learning in Years 7-9

At Camberwell High School we support our students in all dimensions of their learning to prepare them for life in the 21st century. Today's students need to master a broad range of skills to equip them for a changing world with complex personal, interpersonal and intellectual demands. At Camberwell High School the learning journey is one where students develop the capacity to manage their learning, to solve problems, think critically and to participate in the wider community.

There is a strong focus on developing a broad skill set, often termed 21st Century Skills which have been summarised as a set of Learning Dispositions:

- Critical and Creative Inquiry
- Resourcefulness
- Collaboration and Ethical Behaviour
- Resilience, Reflectiveness and Persistence

These skills are captured in the Victorian Curriculum as part of the Capabilities which are: Critical and Creative Thinking; Personal and Social Capability; Ethical Understanding and Intercultural Understanding. The Capabilities are taught and assessed across all curriculum programs as Learning Dispositions.

Year 7 and 8

The curriculum at Year 7 and 8 is based on the eight disciplines defined in the Victorian Curriculum: The Arts English, Humanities, Languages, Mathematics, Physical Education and Health, Sciences, Technology. The Arts incorporate several areas and each is studied for a semester—Visual Arts which includes both Art and Visual communication, and the Performing Arts which includes Music which is studied at Year 7 and Drama which is studied at Year 8. At Year 7 students study Digital Technology for the whole year. Year 8 students study Food Technology for one semester and Design Technology for one Semester. A 'Learning to Learn' Program, introduced at Year 7 which continues throughout the Junior School is aimed at developing a "growth mindset" in students and includes an inquiry into an unanswerable question.

Year 9

At Year 9 the Connections Program provides opportunities for students to pursue their interests and passions and to develop their personal and intellectual skill through deep inquiry. Students develop their skills as learners and develop their understanding of themselves and others by taking more responsibility for their learning. In addition to the Connections Program, Year 9 students study the core disciplines of English, Humanities, Mathematics, Physical Education and Health, and Science and can choose electives from the Arts, Technology, Languages and Sports learning areas.

In educating students at Camberwell High School, we aim to build a learning culture that enables young people to adapt to a changing world and to be able to approach challenges in school and life with a sense of confidence. The structure of the curriculum in Years 7-9 is further explained in the following pages.



Curriculum Maps

 Subjects where electives choices are required to be completed via Web preferences

Year 7

Domain	Subject	Duration	Periods per Cycle
The Arts	Visual Arts Music	Semester of each	4
English	English	All Year	5
The Humanities	Humanities	All Year	5
Languages Other Than English	French <i>or</i> Chinese (Mandarin)	All Year	4
Mathematics	Mathematics	All Year	5
Science	Science	All Year	4
Physical Education & Health	Physical Education & Health	All Year	4
Technology	Digital Technology	All Year	4
Sport Electives	Different sports	Term based electives	2

Year 8

Domain	Subject	Duration	Periods per Cycle
The Arts	Visual Arts Drama	Semester of each	4
English	English	All Year	5
The Humanities	Humanities	All Year	5
Languages Other Than English	French <i>or</i> Chinese (Mandarin)	All Year	4
Mathematics	Mathematics	All Year	5
Science	Science	All Year	5
Physical Education & Health	Physical Education & Health	All Year	4
Technology	Design Technology Food Studies	Semester of each	4
Sport Electives	Different sports	Term based electives	2

Year 9

Domain	Subject	Duration	Periods per Cycle
The Arts	Electives offered: <ul style="list-style-type: none"> • Art • Ceramics • Computer Aided Design • Drama • Media • Music Performance • Photography • Visual Communication Design 	Semester of each	4
English	English English as an Additional Language (<i>elective</i>)	All Year	5
The Humanities	Humanities	All Year	4
Languages Other Than English	Electives offered: <ul style="list-style-type: none"> • French • Chinese (Mandarin) 	All Year	4
Mathematics	Mathematics	All Year	5
Science	Science	All Year	4
Health and Physical Education	Health and Physical Education	All Year	3
Technology	Electives offered: <ul style="list-style-type: none"> • Food Technology • Digital Technology • Systems Engineering • Product Design 	Semester of each	4
Student Skill Development	Connections	All Year	5
Sport Electives	Different sports	Term based electives	4

Learning Areas

The Arts

The Arts at Camberwell High School provides students with the opportunity to express themselves creatively. Through the performing arts and visual arts, students challenge themselves to respond to new ideas and develop knowledge of other people, places and time periods. They learn critical thinking skills through the analysis and interpretation of their own and other's ideas, engaging their minds to understand their own reactions to new and innovative ideas, techniques and mediums.

As Picasso said *“Every child is an artist. The problem is how to remain an artist once we grow up”*. This is the challenge we take on together as teacher and learner.

Camberwell High School has an active and innovative Arts program and our talented students are proud of the diversity of the creative work they produce. A study of The Arts allows students to express and explore creative concepts, develop communication skills for the modern age, and build confidence in themselves and their ideas. The Arts Learning Area is heavily involved in both the School Musical Production and the House Arts Festival. These events, and many others, showcase our visual and performance artists and highlight the quality of student talent.

Years 7 and 8

As part of their core subjects in Years 7 and 8, students take 3 arts-related subjects: Visual Arts, Drama and Music, and they have the option of studying Instrumental Music. These subjects expose students to diverse creative opportunities and enable personal expression through the exploration of their thinking and ideas. Students who find a passion for these subjects have the opportunity to pursue these subjects throughout their schooling and have access to further Arts options as they move through the year levels.

Year 9

The Arts at Year 9 allows students to continue to build skills in familiar areas of study or extend their experiences through a number of new offerings which are part of the elective program. See the extended list of Arts elective choices and courses outlined in this booklet.

English

English allows students to examine and critically analyse ideas expressed, and features used in various text types. It develops students' ability to:

- communicate in multiple ways with confidence and sophistication
- understand the dynamic nature of the English language and its variations
- Critically analyse and evaluate the role of different texts in shaping and influencing society.

The study of English involves students reading, viewing, listening to, discussing, writing and creating different text types including written, oral and visual texts. Students are encouraged to explore the meaning of texts and how that meaning is conveyed to develop critical and creative thinking skills.

Years 7, 8 and 9

All students undertake a common course in English. Students learn to analyse a range of texts including plays, short stories, non-fiction, poetry and film. They build a foundation of analytical skills and a critical understanding about the ways writers and speakers control language to influence their listeners, readers and viewers.

Students for whom English is an additional language (EAL) are supported within the English program. Students in Year 9 may elect to study EAL as part of the elective program. EAL is a year-long elective.



Humanities

Humanities at Camberwell High School promotes deeper understanding of our world and its elements. It encourages the use of inquiry skills and processes to explore our historical heritage from ancient to modern times, the place of humans in the physical world and their impact on it, the role of active and informed citizens in society and the ways in which individuals, businesses and governments make decisions that affect our economic wellbeing. Students learn to plan investigations and ask key questions to guide their learning. They question and analyse a range of data from both primary and secondary sources across the range of topics.

All students in Years 7 to 9 study Humanities which incorporates History, Geography, Economics and Business and Civics and Citizenship. These disciplines are explored through both distinct as well as integrated topics to promote the understanding of specific elements within each discipline, as well as their interconnectedness.

Year 7

In Year 7, students complete skill-based studies involving investigation, interpretation and analysis. They explore the key concepts surrounding being a citizen of a cohesive society, including the importance of rules and laws and how the freedoms enjoyed by citizens are ensured. The historical studies focus on the ancient world and early civilisations of China and Greece, with students developing an understanding of chronology, source identification and validity. Students also use inquiry skills to investigate the use, and availability of water in the world and how this impacts on different peoples, cultures and societies.

Year 8

In Year 8, students further develop their skills with a focus on critical and analytical thinking. Students explore topics including urbanisation and its economic, social and environmental impact in Australia and around the world. They gather and interrogate data from both primary and secondary sources to inform decisions made regarding development of the modern world. This is further consolidated through the exploration of the fragile ecosystems of rainforests with a view to developing a proposal for sustainable development. In addition students further refine historical skills through exploration of the Middle Ages in both Europe and Asia and how this has influenced the present day. Furthermore, students investigate the role of consumers, producers and governments in our economy, with a strong focus on both the rights and responsibilities of these participants.

Year 9

In Year 9, students solidify their skills in various disciplines with a focus on inquiry as a key method of investigation and communication. Students explore their economic world in depth by examining different countries and their economies, with a focus on gathering, analysing and interpreting economic data to inform their explanations. Students further build on their knowledge and skills through an investigation of food security as both an Australian and global issue, considering the various connections between economic decision-making, our society and the environment. They move into more modern history of Australia and the world through a study of World War I and how this both changed and contributed to current identity and values in Australia. Common skills throughout the various disciplines in Humanities are connected throughout the different topics and used to explore the topic of globalisation and how it has shaped our history, economy and environment today.

Languages

The study of languages extends students' literacy and their capacity to communicate. It assists in the development of understanding of and appreciation for various languages and the cultures that use them to communicate. The languages offered at Camberwell High School are French and Chinese (Mandarin). We offer students who participate in language opportunities to participate in overseas study tours to experience the use of the language they study in its cultural context. The learning of languages has more than ever become socially relevant as communication links are forged between different cultures in a global context.

Years 7 and 8

All students choose one language that is compulsory until the end of Year 8. Students can choose either French or Chinese (Mandarin) for these two years. A communicative approach to language study is used, combining listening, speaking, reading and writing skills that focus on everyday life situations. The focus is students developing meaning and understanding of the culture and the language through the study of practical topics that can be used as a basis for communication.

Year 9

French and Chinese (Mandarin) are offered as electives in Year 9. French or Chinese should be chosen by any student wishing to study a language in Year 10 and VCE or simply to develop greater understanding of the language and culture. The study of Languages in Year 9 is a one year elective. At Year 9, the study of languages seeks to develop a student's understanding of both language and culture. Students use both English and their studied language to develop their intercultural capability, including understanding of different perspectives and cultures. They seek to extend their repertoires and the capacity to communicate in the studied language, including further intricacies of both spoken and written language. This is achieved through combining listening, speaking, reading and writing skills that focus on everyday life situations.

Mathematics

“The essence of mathematics is not to make simple things complicated, but to make complicated things simple.” -S. Gudder

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It gives students another way of making sense of the world around them.

At Camberwell High School the mathematics program is designed to further promote students' skills, understanding and mastery so that they can confidently apply their knowledge to solve authentic problems. There is an emphasis on mathematical literacy and technology is used to support and enhance student learning. Students are encouraged to take risks in their learning and work collaboratively. In this way, individual differences are catered for in a mixed ability learning environment.

Years 7 and 8

In Years 7 and 8, the Mathematics program focuses on developing student's knowledge, skills and understanding in the key areas of Number, Algebra, Measurement, Geometry, Probability and Statistics. Students further develop their numerical skills, working with positive and negative whole numbers, fractions, decimals, percentages and ratios. They are supported to interpret mathematical information, describe their thinking mathematically, represent information in multiple ways and transfer their learning from one context to another. They are also challenged to use their knowledge to represent unfamiliar or meaningful situations in problem solving tasks and investigations.

All students at Years 7 and 8 have access to Manga High, an interactive computer maths tutor. Extension work is provided within the classroom as well as outside, via the following enrichment programs run by the Australian Mathematics Trust (Australian Mathematics Competition, Australian Mathematics Challenge, Australian Mathematics Enrichment Stage). Support is provided at Years 7 and 8, within the classroom, by a Numeracy Aide.

Year 9

In Year 9, the Mathematics program continues to develop student's knowledge, skills and understanding with focus in the dimensions of Number, Algebra, Measurement, Geometry, Probability and Statistics. Students further develop their algebraic skills, working with linear and non-linear relations in tabular, graphical and symbolic form. They are supported to interpret mathematical information, describe their thinking mathematically, represent information in multiple ways and transfer their learning from one context to another. They are also challenged to use their knowledge to represent unfamiliar or meaningful situations in problem solving tasks and investigations and justify all strategies used and conclusions reached.

Extension work is provided within the classroom as well as outside, via the following enrichment programs run by the Australian Mathematics Trust (Australian Mathematics Competition, Australian Mathematics Challenge, Australian Mathematics Enrichment Stage).

Physical Education, Health & Sport

In Physical Education, Health & Sport Education students develop the knowledge, understanding and skills to strengthen their sense of self, as well as build and manage positive relationships. The Camberwell High School curriculum helps students develop resilience, make informed decisions and take actions to promote their health and wellbeing.

Integral to Physical Education, Health & Sport Education is the acquisition of movement skills, different game play concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity, participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts whilst acquiring an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity, outdoor recreation activities and sport on offer both in Australian society and globally. Movement is a powerful medium for learning through which students can acquire, practise and refine personal, behavioural, social and cognitive skills.

The philosophy of the Camberwell High School Sport Education model is to provide all students with the opportunity to experience a variety of sports, both competitive and non-competitive throughout their schooling. The Sport Education program offers a wide range of sports and plays an important role in developing positive attitudes towards physical activity and maintaining regular participation in physical activity. You will find the Sport descriptions for Years 7-9 further on in this booklet.

Years 7 and 8

The curriculum for Year 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, as well as movement competence and confidence. They develop specialised movement skills and understanding in a range of physical activity settings. Students analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities.

Students learn how to take positive action to enhance their own and others' health, safety and wellbeing. They do this as they examine the nature of their various relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

Year 9

Physical Education and Health is taught at Year 9 as a combined core subject. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They propose strategies to support the development of preventative health practices that build and optimise community health and wellbeing. Health units focus on the topics of risk taking, decision making and mental health.

Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of sports and physical activities.

Science

Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of our world through exploring the unknown, investigating universal mysteries, making predictions and solving problems. Science aims to understand a large number of observations in terms of a much smaller number of broad principles. Science knowledge is contestable and is revised, refined and extended as new evidence arises. The Science teaching and learning program at Camberwell High School aims to develop and enhance students' capacity to question, imagine and explain by transforming the way students observe and investigate their world.

The Science program at Camberwell High School encourages student to:

- develop knowledge and skills central to biological, earth, chemical and physical sciences
- apply knowledge of science and understanding of some key scientific theories, principles and ideas to explain and predict events in the natural and physical world
- develop and use the skills of scientific investigation, reasoning and analysis to generate or refine knowledge; to find solutions and ask questions
- develop scientific attitudes such as flexibility, curiosity, respect for evidence and critical reflection
- communicate scientific understanding in appropriate scientific language to a range of audiences.

Years 7 and 8

The Science course in Years 7 and 8 introduces students to fundamental scientific concepts and practices.

In Year 7 students study being a scientist, states of matter, forces and simple machines, classification of life, and the senses.

In Year 8, students study topics which include geological processes; heat, light and sound; body systems and cells; and physical and chemical change.

Year 9

Year 9 Science is aimed at building a deeper and broader understanding of scientific skills and concepts in order to prepare students for more specialised learning in Year 10. Topics covered include detecting and responding to stimuli; the development of the periodic table; reactions of elements; electricity and magnetism and an investigation of an area of related to earth and space sciences.

Technology

Technology provides students with the opportunity to be actively engaged in authentic, relevant learning tasks. Through the subjects offered, they learn to break large projects into manageable tasks; follow processes, solve problems, record and share information, manipulate their environment and take on new technologies as well as retaining the old in developing their project. In a variety of ways, students will learn to manipulate, create, innovate and communicate. Through their exposure to the subjects offered in Technology, students will improve their lives by thinking and engaging in real life situations and learning the skills required to live in today's world.

Years 7 - 8

In Year 7 digital technologies students will work through four units of work to build an understanding of digital technologies in society and how they can use them in the 21st Century. The units will cover data collection and management, game design using graphical programming, building and programming a robot of their own design and coding a website using HTML.

At these levels technology is part of the core curriculum. In Year 8 Food and Design Technology students will follow the design process and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop ideas and effectively and safely use a broad range of materials over a semester for each subject in year 8.

Year 9

In Year 9 students can continue to build on the skills that they learnt in year 7 and 8 through the elective program.

See the extended list of Technology elective choices and courses outlined in this handbook

Year 9 Elective Information

Students undertake six (6) semester-long elective units from the subjects outlined below. Each student must select at least one elective from each of the following Learning Areas except Language and EAL:

- **Arts subjects** - Art, Ceramics, Computer Aided Design, Drama, Media Studies, Music Performance, Photography, and Visual Communication.
- **Technology subjects** - Food Studies, Digital Technology, Product Design and Systems Engineering.
- **Sport Education** - Students must select at least one semester of Sport Education, but are restricted to a maximum of two elective choices in this area. Students will participate in a selected sport each Term
- **Language/EAL** - Students who elect to study French, Chinese (Mandarin) or EAL should note that this will represent **two (2)** elective choices as these subjects are a year-long course of study. Students who select a language will therefore only choose additional four semester long electives.

Year 9 Electives Overview

Learning Area	Elective	Duration
Languages/EAL	French Chinese (Mandarin) English as an Additional Language	2 Semesters
Technology	Food Studies (*) Digital Technology Product Technology (*) Systems Engineering (*)	1 Semester each
The Arts	Art (*) Ceramics (*) Computer Aided Design Drama Media (*) Music Performance Photography (*) Visual Communication Design (*)	1 Semester each
Sport Education	Refer P23 – 27 to cover the cost	

* There is an extra charge associated with these (*) electives for subject materials. **These extra charges are required prior to confirmation of enrolment.**

Year 9 Sport Electives – see the Sport Education section

Choosing your Electives

When making decisions about choice of electives, students should carefully consider the following to help them formulate their study pathway:

- Interests and abilities
- Future studies – VCE, VCAL, VET
- Tertiary courses
- Career intentions
- Leisure activities and hobbies

Students and parents are invited to consult the Careers councillors, Subject teachers, Years 8/9 Student Learning Leaders and the Junior Sub School Leader when making selections.

Course Selection and Electives

Students are required to select their electives by following the prompts in an email sent to all students. Once students have discussed their electives with their parents, they will complete the online process, print the form and have it signed by parents. They will then return this to the sub school office. This process is normally completed in the first half of Term 3.

Fees and Charges

Some electives require subject levies to cover the cost of materials used. Confirmed levies will be distributed in Term 3 (following approval from School Council). Finalised Elective Education Levies will be provided on Compass and will require consent and payment before Course Confirmation is finalised.

Deciding whether to study a Language in Year 9

In Year 9, students can choose to continue with a Language. To support this process, students should note the following:

- Doing a Language at VCE can boost the ATAR score
- In a rapidly globalising world, language skills are becoming increasingly important in all occupations and allows students to broaden their communication skills across cultures and continents
- Studying a Language can help to improve English and literacy skills through a deeper understanding of how language is structured. These skills are of benefit in all subject areas.
- Languages enhance career opportunities in almost any area
- Languages are sequential –this means if students do not continue to study their chosen Language in Year 9, they cannot study Language in Year 10 and therefore lose Language as a possible VCE pathway.

VCE Acceleration

Students in Year 10 have the opportunity to undertake a VCE study (Units 1 & 2) if they have fully demonstrated their suitability according to the acceleration criteria listed in the Acceleration Policy & Process booklet. Students are eligible for accelerated study in Year 10 if they have demonstrated in Year 9 that they are able to complete required tasks at or above the required standard.

Year 9 Electives in Learning Areas

English as an Additional Language (EAL)

The aim of this study is to provide support to EAL students, so students can become competent English language users. EAL provides targeted English language teaching in order to develop language skills systematically in areas of listening, speaking, reading and writing. In addition, EAL develops confidence in communication for school as well as social and personal interactions. Students should consult with their English teacher or student Learning Leader to determine if they are eligible to study EAL.

Common Assessment Tasks:

- Speaking & Listening- Individual oral presentations
- Reading & Viewing- Comprehension tasks
- Writing Tasks- Paragraphing and essay development
- Language Skills- Grammar and vocabulary extension

Language

French or Chinese (Mandarin)

Students can choose to study French or Chinese (Mandarin). Through reading, writing, listening and speaking students will learn to talk and write about themselves and their life, including their likes and dislikes, hobbies and interests such as daily routines, holidays and fashion, as well as where they live and their environment. Students also learn more about the countries and cultures where the language is spoken and discover the many wonderful travel destinations each language can take them to. Studying a language gives students an opportunity to:

- Gain direct insight into the culture which gives the language its life and meaning
- Discover themselves by comparing their culture with the culture of their language
- Communicate with others in their language
- Understand how language works and improve grammar in both their language and English

Common Assessment Tasks:

French

- CAT 1: Ma Maison Ideal
- CAT 2: La Nouvelle Collection
- CAT 3: Les Vacances
- CAT 4: Le passé compose

Chinese

- CAT 1: A Beautiful Day
- CAT 2: The Ideal House Plan
- CAT 3: Holiday
- CAT 4: Weather Report

The Arts

Art

Students discuss, analyse, and interpret artworks made by a range of artists in different styles, using the elements and principles of art which informs their folio work. They demonstrate their understanding through a written response and through exploring and experimenting with a variety of materials and techniques to produce 2 annotated folios of artworks based around observational drawing and street art.

Common Assessment Tasks

- CAT 1 – Folio 1
- CAT 2 – Discussing and analysing artworks
- CAT 3 – Folio 2

Ceramics

This is an introduction to working in a 3 dimensional medium and covers the different building techniques such as slab and coil, as well as a range of decorating techniques from including glazing, embellishing and digital methods of image transfer.

Students make and present ceramic artworks which explore various themes and ideas. They explore the design process through building glazing and firing techniques. Students investigate artists from different cultures and incorporate influences into their own work. They analyse and compare and evaluate artworks.

Common Assessment Tasks

- CAT 1: Making
- CAT 2: Responding

Drama

Year 9 Drama has been designed for students who have had some previous experience in classroom Drama. This subject aims to revisit and build on prior learning whilst exploring a more sophisticated approach to performance both in practise and analysis. It is intended that students also come to understand the ways in which drama is made in particular cultural and historical contexts.

Students explore a range of topics including social injustice, the rites of passage and the underworld. Students create performance work using improvisation and a variety of theatrical conventions and elements. Students keep a workbook as an ongoing record of their ideas and work.

Common Assessment Tasks

- CAT 1 – Issue based Drama & Theatrical Conventions
- CAT 2 – Rites of passage/Transformation

Media Studies

The Media's role is to entertain, inform and engage audiences with the world around them. Media Studies introduces the concept of film analysis and how codes and conventions are used to construct films. Students will look at a range of film genres, including Science fiction and Western.

Students view media products from different historical periods, cultures and styles. They learn to use appropriate media language to describe and analyse the construction of their own and other's media products. Students use the Media Production Process to create a number of practical tasks, developing skills and using production and post-production technologies, including cameras and editing software.

Common Assessment Tasks

- CAT 1: Analysing film techniques and genre
- CAT 2: Creating a short genre film

Computer Aided Design

Computer Aided Design focuses on developing students' knowledge and skills in the use of various computer aided design programs, such as Adobe Photoshop and Illustrator. They apply the design process, and design elements and principles to produce a folio of digital images. Students use design terminology to analyse and evaluate the effectiveness of visual images produced in past and present contexts. Students record the development of their designs in a workbook to support their final presentations.

- CAT 1: Illustrator/Playing Card Designs
- CAT 2: Movie Poster Analysis
- CAT 3: Photoshop/Movie Poster Mash Up

Music Performance

In Year 9 Music students study music theory concepts including transposition, clefs, major and minor tonalities and recognition and realisation of chord symbols. They transpose parts for their own and other instruments in the class group, analyse recordings and written arrangements, and arrange pieces for set instrument combinations in different keys. Students compose themes for set film and story characters, and expand composed melodies into arrangements for multiple players. Students record using digital technologies and perform regularly for both the teacher and the class. It is recommended that students have a minimum of two years tuition on their instrument (either at school or with a private teacher) to gain the greatest benefit from this subject.

Common Assessment Tasks

- CAT 1 - Arrangement
- CAT 2 - Performance
- CAT 3 - Musicianship Exam

Photography

Students explore, experiment, create, analyse and critique, both analogue and digital photography. They learn basic camera function, composition, darkroom techniques and processes as well as Photoshop editing. Students research, discuss and compare both contemporary and historic photographers.

Common Assessment Tasks

- CAT 1: Responding – analysing photographic artworks
- CAT 2: Creating – photographic portraiture

Visual Communication Design

The Year 9 Visual communication Design course focuses on developing students' skills in the application of the design process, and various drawing methods and media, to produce communication, environmental and industrial designs. The practical work is based on the theme of a music festival. Students record the development of their designs in a workbook to support their final presentations.

Through annotations and analysis students demonstrate their understanding of the design elements and principles, and the effectiveness of visual communications.

Common Assessment Tasks

- CAT 1: Poster Design
- CAT 2: Map Design
- CAT 3: Poster Analysis



Technology

Digital Technology

Students create a digital solution that meets a software requirement specification. Students utilise the programming language, Python. Students design the user experience of their software and evaluate alternative designs. Students create algorithms and develop modular programs throughout this project.

Students undertake a unit on data and information. Throughout this unit, students investigate the role of hardware and software in managing and controlling digital networks. Students investigate data representation, compression, encryption, hardware, software and networks. During these topics, students will be required to problem-solve independently and analyse such factors as social, ethical and sustainability considerations.

Common Assessment Tasks

- CAT 1: Software development
- CAT 2: Data and information

Food Studies

This course focuses on developing students' skills in the application of the design process and various food production and preparation methods with a focus on healthy eating. Students demonstrate their skills through research, the generation of ideas, the production of a meal and the evaluation of their final product.

Common Assessment Tasks

- CAT 1: Designing a healthy meal
- CAT 2: Designing a healthy take away meal

Product Design

Design, and the resultant development of new technologies, has given rise to profound changes in society. Students explore a range of factors that affect product design and technological innovation, including function, aesthetics, social, environmental and economic factors.

Critical and creative thinking skills are at the heart of the subject. Product Design requires the use of the design process as a tool, which provides the methodology used to structure the inquiry and analysis of problems, the creation of solutions, and the testing and evaluation of the solution.

A solution can be defined as a model, prototype or product that students have developed and created independently.

Common Assessment Tasks

- CAT 1: Design Project 1
- CAT 2: Design Project 2

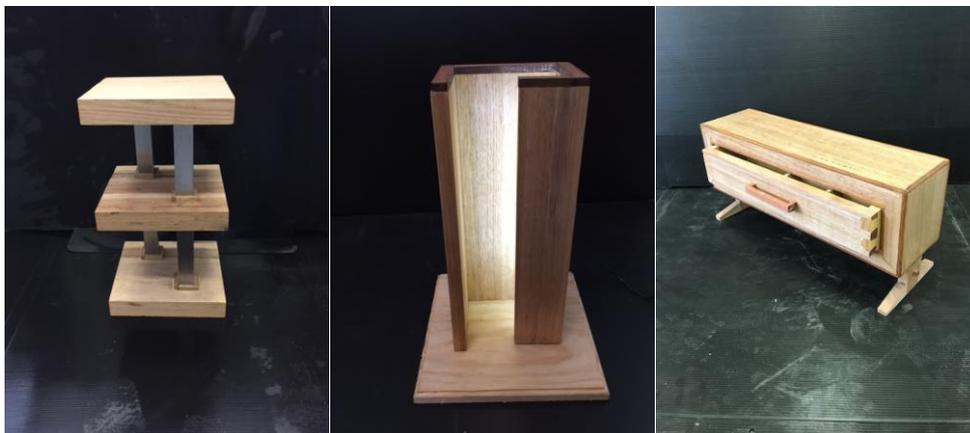
Systems Engineering

Systems Engineering is the link between technology and creativity, developing thoughts and exploring the possibilities associated with technological systems through prototyping, experimentation and adaptation.

Students study a range of mechanical and electrical systems common to engineering fields. As students' progress through the course they will design and build projects that encompass new technologies, such as 3D printing, CNC manufacturing, and microprocessor based electronics. Students consider social, environmental and functional issues in system design and develop performance criteria to help them evaluate system effectiveness.

Common Assessment Tasks

- CAT 1: Digital Electronics
- CAT 2: Mechanical Design and Production



Sport Education

Camberwell High School's Sport Education program aims to deliver extensive opportunities for all students in Year 7-9. Each student can choose from and experience a wide variety of sporting and recreational activities. Benefits of the Sport program include:

- Improved health and fitness
- Enjoyment and a greater sense of achievement
- Development of new skills and experience
- Improved self-confidence and self-esteem
- Membership of a team including leadership opportunities
- Competition experience
- Development of positive peer relationships in team environments and positive collaboration.
- Development of resilience through experiencing different situations

On most occasions representative teams at interschool level are taken from the sport education class in that particular term. There is however, the opportunity for students not in that particular sport education class to participate in interschool competitions on specific request or if they have missed out on a particular sport elective.

Additional information

- Sport Education at Camberwell High School requires students to be appropriately attired in the school sports uniform at all times. Official red shirt, black school shorts, black CHS tracksuit pants and in Terms 1 & 4 a school hat and white socks.
- Students are expected to participate in all classes.
- Parents should be aware that some sports require external venues and coaches. Payment covers the term and refunds are not available once the term has commenced.
- Students are allocated to sport education groups according to a preference system. All sports are restricted by maximum numbers. Parents and students should be aware that on occasions, the first preference may not be granted. Every effort will be made by the school to meet the requests of students.
- Provisional sports lists for upcoming terms are published in the later stages of the current term. Changes to sport education classes are only possible for medical reasons and require requests in writing from parents to the Student Learning Leader of the relevant Year level.

Sun Smart and Hot Weather

- The sports program requires students to be outside and exposed to all different weather conditions. Teachers will make every effort to modify their teaching appropriately to accommodate for hot weather days and in extreme heat sport education classes will be cancelled. When Sport Education is cancelled students will participate in suitable low intensity activities
- During Terms 1 and 4 students and staff are required to wear appropriate clothing that covers as much skin as possible.
- Staff and students are also required to wear a school hat to protect the head, neck, face and ears. These hats can be purchased from the CHS uniform shop.
- Staff and students are required to apply SPF30+ broad spectrum sunscreen and use shade where possible.
- Students are responsible for bringing their hat to school and wearing it as required.
- Students should also bring their own water bottles and sunscreen.

Contact Sports

- Students involved in any sport where contact is likely to occur should have a properly fitted mouth guard. These are **compulsory in Hockey and AFL for interschool sport competition.**
- Other protective equipment is highly recommended and are the full responsibility of the student in Hockey, Football, Basketball, Soccer and Cricket.
- Any student who suffers a head knock or suspected concussion will be appropriately managed and will not be permitted to return to play.

Sport Education Electives - Year 9

Year 9 students are required to select one semester of Sport, they may choose to select a second semester of sport.

It is important to note that students who want to represent Camberwell High School in the Boroondara District Sports Competition should select the “Competitive” sport listing in the table. *However* not all students who select a competitive sport may be selected or be able to participate in the interschool sports competition.

Course Assessment is based on:

- Skills - acquisition and development in specific sports/activities
- Teamwork - personal and social learning including organisation, interaction with others, working in teams, initiative and class leadership
- Tactics and strategies - critical and creative thinking including tactical and strategic thinking during training and in games
- Application of rules in game situations

Year 7

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
Basketball (Competitive)	Badminton (Competitive)	Hockey (*) (Competitive)	Tennis (*)
Cricket (Competitive)	Soccer (Competitive)	Volleyball (Competitive)	Baseball/Softball
Girls Softball (Competitive)	AFL Football (Boys Competitive)	Table Tennis (Competitive)	Handball/Sofcrosse
Boys Baseball (Competitive)	Netball (Girls Competitive)	Personal Fitness	Cricket
Tennis (*) (Competitive)	Hockey (*)	Soccer	Basketball
Badminton	Table Tennis	AFL Football	Personal Fitness
Table Tennis	Personal Fitness	Ultimate Frisbee (Competitive)	Volleyball
Personal Fitness		Handball/Sofcrosse	Football Codes

Year 8

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
Basketball (Competitive)	Badminton (Competitive)	Hockey (*) (Competitive)	Tennis (*)
Cricket (Competitive)	Soccer (Competitive)	Volleyball (Competitive)	Baseball/Softball
Girls Softball (Competitive)	AFL Football (Boys Competitive)	Table Tennis (Competitive)	Handball/Sofcrosse
Boys Baseball (Competitive)	Netball (Girls Competitive)	Handball/Sofcrosse	Cricket
Tennis (*) (Competitive)	Table Tennis	Soccer	Basketball
Badminton	Hockey (*)	Ultimate Frisbee (Competitive)	Personal Fitness
Table Tennis	Personal Fitness	Personal Fitness	Volleyball
Personal Fitness		AFL Football	Football Codes

Year 9

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
Volleyball (Competitive)	Badminton (Competitive)	Hockey (*) (Competitive)	Tennis (*)
Cricket (Competitive)	Soccer (Competitive)	Basketball (Competitive)	Baseball/Softball
Softball/Baseball (Competitive)	AFL Football (Boys Competitive)	Table Tennis (Competitive)	Cricket
Tennis (*) (Competitive)	Netball (Competitive)	Ultimate Frisbee (Competitive) /Softcrosse	Basketball
Netball/Basketball (Boys & Girls)	Hockey (*)	Personal Fitness	Badminton
Personal Fitness	Table Tennis	Football Codes	Girls AFL

- * There is an extra charge associated with these (*) electives. **These extra charges are required prior to confirmation of enrolment.**
- * Mouth guards and protective equipment are highly recommended for Football, Soccer, Basketball & Hockey and are the responsibility of the students – mouth guards are **compulsory in Hockey and AFL Football for interschool sport competition.**

Term Sport Descriptions

AFL Football

AFL Football includes contact skills whereby the students are taught to tackle and be tackled in an effective manner. Students are also taught to perform basic skills of the game including kicking, handpassing and marking under game conditions. A mouthguard is highly recommended for this sport and football boots also recommended. Students walk to Willison Park, 10 Culliton Avenue, Camberwell accompanied by a teacher.

Badminton

Badminton is a racquet sport played indoors in a similar manner to tennis. The students receive instruction on game skills, umpiring and scoring. They participate in doubles and singles matches and have the opportunity to be involved in interschool competition. Badminton is held at the CHS Assembly Hall (there are three courts in use). All equipment is provided at school.

Baseball

Students are given the opportunity to learn batting, throwing and catching skills as well as umpiring and team coaching strategies. They use regulation baseballs and are required to wear helmets at all times whilst batting, running and/or catching. Mouthguards are highly recommended. Students walk to Willison Park, 10 Culliton Avenue, Camberwell (800 metres) accompanied by a teacher. All equipment is provided by the school.

Basketball

Students are provided with instruction related to the game of basketball and given the opportunity to practise skills such as dribbling, shooting, passing and defending. Students are also required to umpire and score games throughout the term. All equipment is provided except mouthguards, which are highly recommended for competitive game situations and non-marking court shoes (essential).

Cricket

Students will participate in net sessions & practice game situations. During cricket sessions, students will be given instruction on batting, fielding and bowling, as well as being given ample opportunity to practice and develop these skills. Students will also receive education regarding umpiring, scoring, tactics and leadership with regard to the game of cricket. Students will walk 500 metres to Frog Hollow Reserve, Fordham Avenue, Camberwell accompanied by a teacher. All equipment is provided by the school, however students can bring their own if they wish.

Football Codes

Football Codes includes a range of football related sports such as Gaelic Football, American football, Touch rugby and AFL 9's. Some of the Football Codes involve contact whereby the students are taught to tackle and be tackled in an effective manner. Students are also taught to perform basic skills of the game including kicking, handpassing, throwing and marking under game conditions. A mouthguard is highly recommended for this sport and football are also recommended. Students walk to Willison Park, 10 Culliton Avenue, Camberwell accompanied by a teacher.

Handball/Softcrosse

Students are given the opportunity to participate and learn the key skills involved in Handball and Softcrosse. They will learn the rules of both sports and participate in competitive matches within the class. Venue for Handball/Softcrosse is held at Camberwell High School and all equipment is supplied.

Hockey

Students develop and practice the skills of hockey in learning activities, practise matches and interschool competition. Dribbling, stick control, shooting, defending, trapping and game sense skills will all be focussed on. Students will also be taught the rules of hockey and basic umpiring skills. Mouthguards and shin pads are highly recommended. All equipment is provided, however students can use their own sticks if they wish. Students walk 400 metres to Matlock Reserve, Clarinda Street, Canterbury accompanied by a teacher.

Netball

Students are taught the skills of netball including shoulder passing, bounce passing, dodging, shooting and defending. Students are again expected to umpire and understand the rules of the game. A mouthguard is highly recommended. Equipment is provided by the school.

Personal Fitness

Students will participate in circuits, complete basic fitness testing and undertake various running and fitness activities designed to improve the individuals' personal fitness. Personal Fitness is held in the Camberwell High School weights room and the running track in Riversdale Park. Students set goals and the teacher guides students through an appropriate program for individual development. Personal Fitness is a non-competitive sport. It is recommended students bring a hand towel and drink bottle.

Soccer

Students are coached and given the opportunity to develop the skills of soccer, including dribbling, ball control, defending, passing and game play. Students are also taught the rules of soccer and required to umpire. Students will walk 500 metres to Frog Hollow Reserve, Fordham Avenue, Camberwell accompanied by a teacher. All equipment is provided by the school except shin pads and mouthguards which are highly recommended.

Softball

Students have the opportunity to learn batting, fielding, pitching and throwing skills as well as umpiring and team coaching strategies. They use regulation softballs and are required to wear helmets at all times whilst batting, running and catching. Students will walk to Willison Park, 10 Culliton Avenue, Camberwell accompanied by a teacher. All equipment is provided by the school, however a mouthguard is highly recommended.

Table Tennis

Students are given instruction relating to the rules and skills of table tennis. They work on the forehand, backhand, serving and other specialist shots and participate in both singles and doubles matches. Students will play at CHS (hub area) and all equipment will be provided by the school.

Tennis

Students are provided with instruction in the game of Tennis. They work on developing their ground strokes, volleys and serving skills and are taught to use game sense during their singles and doubles matches. Students also learn the rules and scoring system of tennis and are expected to umpire matches in which their peers participate. Students will play at the East Camberwell Tennis Club and the Camberwell High tennis courts. Equipment is provided by the school.

Ultimate Frisbee

Students will learn the skills of Ultimate Frisbee which include the forehand, backhand throw and catch. Students also work on game play strategies and participate in practice games within the school. Rules and strategies are also taught as self-refereeing is an important facet of this game. Ultimate Frisbee is played in the school and equipment is provided by the school.

Volleyball

Students work on the skills of Volleyball which include the overhand/underhand serve, dig, set and spike. Students also work on game play strategies and participate in practice games and interschool sport. Rules and strategies are also taught. Volleyball is played in the Camberwell High School Sports Hall and equipment provided by the school.

