



MANSFIELD SECONDARY COLLEGE

2027 Year 8 Curriculum Handbook

15 View Street, Mansfield VIC 3722
PO Box 203, Mansfield VIC 3724
Ph: 03 5775 2022

mansfield.sc@education.vic.gov.au
www.mansfieldsc.vic.edu.au



2027 YEAR 8 CURRICULUM HANDBOOK

Contents

GENERAL INFORMATION	2
INTRODUCTION	2
ACADEMIC EXCELLENCE	2
STUDENT ASSESSMENT AND REPORTING	3
STUDENT SUPPORT	4
JUNIOR SECONDARY CURRICULUM	5
CO-CURRICULA ACTIVITIES	5
CORE SUBJECT INFORMATION	7
ENGLISH.....	7
MATHEMATICS	8
MATHEMATICS EXTENSION & SUPPORT.....	9
SCIENCE	11
SCIENCE – EXTENSION & ENRICHMENT.....	12
HUMANITIES.....	13
HEALTH.....	14
PHYSICAL EDUCATION.....	15
INDONESIAN	16
INDONESIAN EXTENSION	16
SEMESTER-BASED SUBJECT ROTATIONS.....	17
DIGITECH.....	17
PERFORMING ARTS – MUSIC & DRAMA	18
FOOD TECHNOLOGY	19
DESIGN	20



GENERAL INFORMATION

INTRODUCTION

Mansfield Secondary College is an isolated rural Secondary College with approximately 480 students across years 7-12. We are committed to all students achieving excellence in both academic and vocational streams of education and have achieved consistently strong academic outcomes.

At Mansfield Secondary College we value:

- Respect: for self, others and the environment
- Persistence: doing your best all the time
- Curiosity: an interest in the world and our learning

This booklet includes details of the subjects available for Year 8, the structure of the curriculum, support services and general school requirements.

Year 8 is a time for consolidation, development and preparation for Year 9. The curriculum structure at this level ensures that all students are exposed to a broad range of subjects which will prepare them for Year 9 where they will be able to choose from a range of electives.

ACADEMIC EXCELLENCE

Each student is encouraged to achieve their personal best and to develop a sense of pride in themselves, the College and their community. As well as enhanced in-class learning opportunities, students have the opportunity to pursue areas of individual interest and to develop a high level of competency by participating in a range of activities provided by the College and by external providers such as tertiary institutions and professional associations.

All classes provide differentiated activities and tasks, enabling students to work at their level and to aspire to complete extension work.



2027 YEAR 8 CURRICULUM HANDBOOK

STUDENT ASSESSMENT AND REPORTING

The 'progressive reporting' structure used at Mansfield Secondary College updates parents on how their child is progressing with their studies. 'Progressive reporting' builds throughout the year and provides students and parents with ongoing assessment of student learning. Parents are able to access results and feedback throughout the semester rather than waiting for a 'Semester Report' for indications on how their child is progressing.

Progressive Reporting

Progressive Reporting allows parents and the students to see:

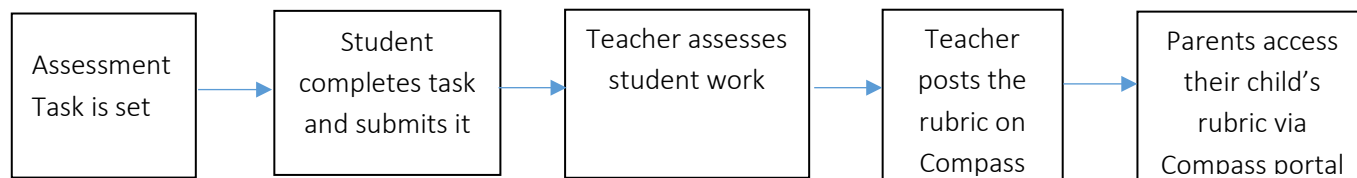
- What they have achieved
- What they need to improve and
- Suggested paths for improvement

Learning Tasks - posted throughout the semester (Years 7-10)

Each semester parents will receive a minimum of two 'learning task' assessments per subject. The 'report' is an assessment of a particular task against the Victorian Curriculum. A comment outlines what the student did well, areas for improvement, and how to achieve that improvement.

Learning tasks will be posted on the Compass parent portal.

The Assessment and Feedback Process



Progress Report - twice a term

Twice a term (around every 5 weeks depending on term length), a Progress Report will be available on the Compass portal. These are a good way to monitor whether the student is completing homework regularly, meeting deadlines, putting in enough effort, and if the quality of their work is suitable.

Semester Report - end of each semester

At the end of each semester a summary report of student achievement will be posted on the Compass portal.

Parent Teacher interview sessions each semester

Parent Teacher Interviews will be held twice a year for all students.



STUDENT SUPPORT

Wellbeing

Mansfield Secondary College is committed to building a learning environment where all students feel safe and supported. MSC recognises the importance of developing students' resilience and social and emotional capabilities so that they can achieve their full academic potential. The College values of Respect, Persistence, and Curiosity provide a basis upon which appropriate programs and procedures are developed across the College.

The College has a team of staff who support students in their learning and participation in school life, these include:

- A team of **Year Level Coordinators** who monitor overall student progress and provide support to students when required
- A **Wellbeing Coordinator** who is responsible for overseeing the wellbeing of MSC students, providing support, developing programs and referring to external services where required
- An **Adolescent Health Nurse** (School Nursing Program) who offers general health-related information and advice to students and is available by appointment
- A **Mental Health Practitioner** (MHP) who provides mental health support to students. The MHP is accessed via the Wellbeing Coordinator
- Two **Student Wellbeing Officers** who provide counselling and support to students and assist with whole-school initiatives

At MSC we want to ensure that every student feels known and valued. Our **Homegroup program** gives students the opportunity to build a positive and supportive relationship with a teacher who they will see every day. Homegroup teachers play a vital role in understanding their students; their needs, goals and aspirations. The Homegroup curriculum addresses a range of wellbeing topics throughout the year.

At times students might require additional wellbeing support. MSC student support team members can make referrals to appropriate external support services. These may include, but are not limited to: psychologists, DET student support services, NESAY, North East Child & Adolescent Mental Health Service, Junction Support Services and Headspace. In all instances, MSC staff will aim to work collaboratively with families to achieve the best outcomes for students.

As a 'respectful relationships' school, MSC explicitly seeks to promote and model respect, positive attitudes and behaviours and teach students how to build healthy relationships, resilience and confidence.



2027 YEAR 8 CURRICULUM HANDBOOK

Specialist Services

To support student progress and development, Mansfield Secondary College has access to various onsite and visiting educational specialists. Your permission for referral, testing or support will be sought where a teacher considers that your child would benefit from these services. You may also request support through the class teacher if you have a specific concern regarding your child's social, emotional or educational needs.

- An Educational Psychologist is available to support students in a range of areas.
- Learning Support Staff are engaged in designing programs of enrichment or learning support as required and working with students within classrooms and in small groups.

These specialists work in partnership with parents, classroom teachers, teacher aides and specialist agencies to ensure that we provide our students with a diverse, responsive and supportive College environment.

JUNIOR SECONDARY CURRICULUM

Mansfield Secondary College's Year 8 curriculum represents a sequence of carefully planned and balanced learning experiences designed to meet the current and future needs of our students. At the core of our curriculum is the focus on literacy, numeracy and ICT. All subjects are aligned with the Victorian Curriculum.

Students will participate in mandated subjects (i.e. there are no elective subjects) and will participate in learning experiences in the core areas of Mathematics, English, Science, Humanities, Health and Physical Education and Indonesian as well as completing a range of subjects from Arts & Technology areas. These Art/Technology subjects are dependent on staffing and change from year to year.

CO-CURRICULA ACTIVITIES

Mansfield Secondary College provides a number of different avenues for students to pursue interests outside of the formal classroom. The College provides a range of camps and leadership programs, such as:

- Year 7-10 Snowsports Program, term 3
- Year 7 Howqua Camp
- Year 8-10 various Science Quantum opportunities
- Year 8 Rubicon Camp
- Year 8 Surf Camp
- Year 9 School for Student Leadership Program
- Year 9 Humanities Program
- Year 9 and 10 Indonesian Melbourne Trip
- Year 9 and 10 Agribusiness visits to local properties
- Year 9 and 10 Adventure Challenge camps and day trips throughout the year
- Year 9 and 10 Philosophy Camp
- Year 11 and 12 Outdoor Education camps and day trips throughout the year
- Year 11 Camp
- Year 12 VCE VM Camp



2027 YEAR 8 CURRICULUM HANDBOOK

- Senior School Retreat Days
- Senior School Melbourne Careers Expo

We have embedded programs that utilize community partnerships to extend the learning environment and experiences beyond school grounds. Programs include:

- Australian School Based Apprenticeships (ASBA)
- Agribusiness program that has a large farm placement component
- Year 10 Work Experience program

Our strong sporting tradition is supported by our involvement in:

- Snowsports program - Term 3
- Interschool Snowsports competition -Term 3
- Round Robin sports during 1, 2 & 3
- Interschool Sports throughout the year
- Adventure Challenge (Years 9 & 10) & Outdoor & Environmental Studies (Years 11 & 12)



2027 YEAR 8 CURRICULUM HANDBOOK

CORE SUBJECT INFORMATION

ENGLISH

Length of course: Full year

Brief Description / Outline:

The Year 8 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online environments. Spelling, grammar, and punctuation are emphasised and strengthened throughout the duration of the year. Students experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts. The course and assessment tasks are differentiated to ensure students engage with and get the most out of the curriculum.

Students engage with a variety of texts for enjoyment and learning. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

Literary texts that support and extend students in Year 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Semester 1	- Text Studies - Presentation Skills - Language Analysis	- Differentiated Text Response - Classwork - Writing folio - Oral Presentation
Semester 2	- Text studies - Essay Writing - Language Analysis	- Differentiated Text Response - Classwork - Writing folio - Oral Presentation

Future Pathways:

Middle-school English and Literature.



2027 YEAR 8 CURRICULUM HANDBOOK

MATHEMATICS

Length of course: Full year

Brief Description:

The Year 8 Mathematics program has been developed to take into account that different students develop at different rates. The provided written work and activities cover a wide range of abilities, enabling extension opportunities for students as well as ensuring all students acquire the basic skills and concepts involved.

At the beginning of a topic, students will sit a pre-test that will determine where they need to start in the topic. The worksheets, exercises and activities will be selected so that individuals will be working at their level. A post-test will determine the progress made by the student.

The appropriate use of calculators and technology is an important skill that is necessary in Mathematics. In Year 8 it is assumed that students have access to a scientific calculator. Other technologies such as spreadsheets, geometry or statistical software may also be used, as appropriate.

Brief Course and Assessment outline:

	Course Outline*	Assessment Summary
Term 1	Index Laws Decimals Percentages	Pre & post tests
Term 2	Algebraic Expressions & Equations Probability & Fractions Irrational Numbers Congruency	Pre & post tests Written report
Term 3	Measurement (circle, compound Area, Volume & Prisms) Linear Relations	Pre & post test Project Investigation
Term 4	Space (3D) Algebra (Non-linear Relations) Data (Population & Samples) Problem Solving Time	Pre & post tests



2027 YEAR 8 CURRICULUM HANDBOOK

Future Pathways:

Year 8	Year 9	Year 10	Year 11	Year 12
Year 8 Maths	Year 9 Maths	Year 10 Numeracy Year 10 Core Maths Year 10 Enrichment Maths	VCE VM Numeracy Foundation Maths General Maths Maths Methods Specialist Maths (via Distance)	VCE VM Numeracy Foundation Maths General Maths Maths Methods Specialist Maths (via Distance)

MATHEMATICS EXTENSION & SUPPORT

Maths Catch-up

Every lunchtime Catch-up sessions are held, available for all students to access support. Students are encouraged to ask questions about work from class, get assistance with their weekly homework sheets or just use the productive environment to work on tasks.

Australian Mathematics Competition

The AMC is for students of all standards and year levels and is conducted in Term 3. Students are asked to solve thirty problems in 75 minutes. The problems get progressively more difficult and the last few are challenging to the most gifted student.

The aims of the competition are threefold:

- To highlight the importance of mathematics as a curriculum subject
- To give students an opportunity to discover talent in mathematics, by applying their problem-solving skills
- To provide resources for the classroom and to stimulate discussion about methods of solution

Mathematics Challenge for Young Australians

The Maths Challenge targets the top 20% of secondary students and Mansfield Secondary College has been involved in this problem-solving task for the last 15 years, with students achieving consistent excellent results. The Challenge (held during a consecutive 3-week period in Term 2) comprises six challenging problems.

The aims of the Challenge include:

- Encouraging students to attempt interesting and unfamiliar problems
- Fostering a greater interest in and awareness of the power of mathematics
- Allowing the discovery of the joy of solving problems in mathematics
- Identifying talented young Australians, recognising their achievements and providing support that will enable them to reach their own levels of excellence



Enrichment Program for Young Australians

The Enrichment Program, written and organised by the Australian Maths Trust, is a six-month program that commences in April. It comprises comprehensive student and teacher support notes. The materials are designed to be a systematic structured course over the duration of the program and which students are intended to keep for on-going reference.

The Enrichment Program is not run in formal classes but is available to interested students who wish to study areas of mathematics outside the normal curriculum.



2027 YEAR 8 CURRICULUM HANDBOOK

SCIENCE

Length of course: Full year

Brief Description / Outline:

The key topics of living systems, growth and reproduction are investigated including a study of cells as the basic unit of life. The concept of energy underlines the key topics of energy use, physical and chemical change; elements, compounds and mixtures; rocks and mining. Students finish off the year with a study of forensics.

Students are expected to work scientifically by selecting and using a range of equipment, collecting data accurately, presenting data in appropriate ways and drawing conclusions and relating them to the aim of the investigation being undertaken.

Assessment is based on key criteria and progression through these criteria can be tracked from year to year. Knowledge and skills are demonstrated across a range of differentiated tasks. These include topic tests, practical logbook, Scientific posters, extended investigations and oral presentations.

Brief Course and Assessment outline:

	Course Outline *	Assessment Summary
Term 1	Living Systems: circulatory, respiratory, digestive, reproductive	1. Science Understanding 2. Planning and Conducting Investigations 3. Analysing and Evaluating information 4. Communication 5. Collaboration
Term 2	The Basic Unit of Life: Cells States of Matter Elements and Compounds	
Term 3	Substances React: Chemical Change The Rock cycle and Mining	
Term 4	Energy transformations Extended Investigation: Forensic Science	

Future Pathways:

Year 8	Year 9	Year 10	VCE
Year 8 Science	Year 9 Science Sky High Science* Psychology*	Year 10 Science Sky High Science* Psychology*	Biology Chemistry Physics Psychology

*May be taken as either a Year 9 or Year 10 elective.



2027 YEAR 8 CURRICULUM HANDBOOK

SCIENCE – EXTENSION & ENRICHMENT

Mansfield Secondary College provides many opportunities for high achieving students to be extended and enriched. Students at each year level are identified using our data or through teacher recommendation.

Big Science Competition

This international competition tests critical thinking and problem-solving skills as well as science knowledge. The competition is organised by Australian Science Innovations, a not-for-profit organisation committed to providing high quality science extension programs that inspire, challenge and raise the aspirations of students in science. The results of this competition are often used to offer students other opportunities and residential programs and camps.

Website: [Australia Science Innovations » Big Science Competition \(asi.edu.au\)](https://asi.edu.au)



2027 YEAR 8 CURRICULUM HANDBOOK

HUMANITIES

Length of course: Full year

Brief Description / Outline:

The Year 8 Humanities curriculum divides the year into two semesters of subjects, to study History and Geography separately.

History is studied in Semester 1, with students exploring Medieval History, diving into the worlds of the Vikings, European medieval society, and life in Japan under the shogun. Students compare and contrast historical events, identify change and continuity throughout the ages, and investigate significant thinkers and leaders.

Geography is studied in Semester 2. Students explore the physical geography of landforms, landscapes and natural hazards. In a practical and outdoor environment, students get to see, experience and map landscapes on the Year 8 Rubicon camp in Term 4.

Assessment: assessment tasks in Humanities are varied and diverse, given the wide range of topics and skills covered under the different Humanities curriculum. Students complete three Common Assessment Tasks in each semester. All tasks are differentiated, to meet students where they are at, whether that is providing extension to push students to higher-order thinking, or supporting students by providing alternative pathways for them to demonstrate their knowledge.



2027 YEAR 8 CURRICULUM HANDBOOK

HEALTH

Length of course: Full year

Brief Description / Outline:

In this unit, students investigate physical, mental and social experiences in the adolescent stage of the lifespan. They take part in activities to develop their personal identity and values, and the importance of fitness components in various sports. They analyse influences on personal and family food selection and identify major nutritional needs for growth and activity.

Students also identify risk-taking behaviours and harm-minimization strategies. Students identify the health concerns of young people and the strategies and health resources that are designed to improve their health.

Brief Course and Assessment outline:

Course Outline	Assessment Summary
Values and Relationships	Bookwork assessment task Wellbeing beliefs and values Personal identification
Fitness components	Training program assignment Muscle and skeletal systems Types of fitness
Nutrition	Weekly eating plan Nutrient identification Balanced diet
Sexual education	Assignment on healthy relationships/Media influence Marketing
Drug Education	Assessment on drug of interest Legal illegal Classification of drugs



2027 YEAR 8 CURRICULUM HANDBOOK

PHYSICAL EDUCATION

Length of course: Full year

Brief Description / Outline:

In Physical Education students perform complex movement and manipulative skills, measure their own fitness and physical activity levels, and identify factors that influence motivation to be physically active. They combine the use of skills, strategies, and tactics to improve their understanding of performance needs in major sports.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Term 1	Swimming Athletics Game Sense	Vic Swim standards Athletic Sports Rules and participation
Term 2	Netball Aussie Rules Fitness training Soccer	Participation Participation Bio Tech Participation
Term 3	Badminton Table Tennis Soft Cross Indoor Hockey Korfball	Understanding of rules – class work Understanding of rules – class work Understanding of rules – class work Understanding of rules – class work Understanding of rules – class work
Term 4	Basketball Volleyball Softball Cricket Swimming	



2027 YEAR 8 CURRICULUM HANDBOOK

INDONESIAN

Length of course: Full year

Brief Description / Outline:

Semester 1:

Students study classroom objects, ages, telling the time, days of the week, months, daily routine and family. Bali is the cultural focus, including its history, culture, traditions and family lifestyle. Much of this is taught through traditional stories. Classroom activities include songs, games, listening comprehensions, written exercises, role plays, written projects and tests.

Semester 2:

This unit focuses on Indonesia's regional diversity. Traditional stories deepen understanding of a variety of traditional Indonesian housing styles. Students design and describe their dream home. They study traditional costumes, the occasions for which they are worn and how this influences Indonesian fashion today, parts of the body and what people look like. Classroom activities include a fashion parade, songs, games, listening comprehensions, written exercises, interviews, written projects and tests.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Semester 1	Ask and answer questions in Indonesian about classroom objects, ages, times, days, months, and family members. Study daily routine in Indonesia, Balinese family life, Balinese culture, the history of Bali and traditional stories.	Weekly homework sheets Role play in Indonesian Daily routine written project Cultural knowledge test Listening test Written test
Semester 2	Learn to say who owns something, pronouns, describe people, houses and their surroundings. Study traditional Indonesian house styles and stories, traditional and western clothing, parts of the body, describe people's appearance and what they are wearing, take part in 'dress ups' and finish with a fashion parade	Weekly homework sheets Family written project Dream home written project Interview about family and dream home Cultural knowledge test Listening test Written test

Future Pathways: Year 9 Indonesian

INDONESIAN EXTENSION

Participation in on-line language learning activities and competitions. If time permits, students undertake a research project on an Indonesian cultural topic of their choice.



SEMESTER-BASED SUBJECT ROTATIONS

Students complete the following subjects from The Arts & The Technologies on a rotational basis. They complete 2 of these subjects each semester.

DIGITECH

Length of course: One semester

Brief Description / Outline: In DigiTech students learn basic digital technology skills, digital citizenship, digital data and problem solving. Students will start off by learning how to effectively manage file systems digitally, etiquette on digital communication, vetting digital sources and the importance of copyright. They will then learn on how data is managed and presented using digital tools. Students will also look at how programs are developed to create solutions to problems and begin to develop their own program.

Brief Course and Assessment outline:

	Course Outline	Assessment Summary
Topic 1	Introduction to Digital Technology Students will learn: • Effective file management • Digital Responsibility • Email etiquette • Function parts of a computer • Advanced use of search engines • Digital literacy skills ○ File management ○ Backups	Students will curate an annotated digital portfolio demonstrating an understanding of cyber safety, digital citizenship, literacy skills and their digital footprint
Topic 2	Digital Data Students will learn: • How digital data is transmitted and stored • Phishing and how to avoid it • Binary representation of data • Collecting, organising and displaying data digitally	Students will collect and analyse data digitally and create a visually appealing way of presenting data
Topic 3	Digital Solutions Students will learn: • What an algorithm is • Problem-solving using algorithms • How to plan a digital solution • Building their own digital solution	Students will follow the digital design process of: planning, building, testing and refining to create a digital solution for either entertainment or educational purposes



2027 YEAR 8 CURRICULUM HANDBOOK

Future Pathways:

Year 9&10 Electives	Year 11	Year 12
Coding Robotics	Applied Computing	Algorithmics (HESS) Applied Computing (Data Analytics) Applied Computing (Software Development)

PERFORMING ARTS – MUSIC & DRAMA

Length of course: One semester

Brief Description / Outline:

Students build on their performance skills in keyboard and guitar. This also provides a learning platform for theory knowledge including scales, chords and aural work. Rhythm reading and drumming is also undertaken with a study of African drumming and an assignment on non-pitched instruments. Creative work includes notated and original rhythmic compositions on a variety of instruments, which are performed and evaluated. Listening to a range of musical styles and analysing elements of music is also covered.

Brief Course and Assessment outline:

Course Outline	Assessment Summary
Performance skills Theory development Rhythmic development Creative work Listening and Analysis	Guitar and keyboard performances Worksheets, tests and ICT music programs. Assignment and performances Original compositions Sequential listening activities

Future Pathways:

Year 8	Year 9&10 Electives	Year 11	Year 12
Year 8 Performing Arts (1 semester)	Music* Music Technology Unit 1&2 VCE Music (Early-Entry)**	Unit 1&2 VCE Music Unit 3&4 VCE Music	Unit 3&4 VCE Music

*Music may be taken at Year 9, Year 10 or in both years. Music Technology may be completed only once across Years 9 and 10.

**Year 10 only



2027 YEAR 8 CURRICULUM HANDBOOK

FOOD TECHNOLOGY

Length of course: One semester

Brief Description / Outline:

Students build on skills and knowledge acquired in Year 7 food technology. Students learn the importance of producing food safely and hygienically and within a time frame. New kitchen appliances and equipment are introduced and used as part of the production classes. Meals and snacks are planned, produced and evaluated, taking into consideration healthy eating principals and the dietary needs of adolescents. Living skills such as reading food labels, food ordering and shopping are also addressed.

Brief Course and Assessment outline:

Course Outline	Assessment Summary
Topic 1: Food safety and hygiene	Test
Topic 2: Basic nutrition and menu planning	Design briefs
Topic 3: Recipe basics and cooking techniques	Practical observation
Topic 4: Properties and use of foods within each of the five food groups	Research project Practical observation

Future Pathways:

Year 9 & Year 10 Electives	Year 11	Year 12
Food for Celebrations Paddock to Plate Foods of the World Food: Healthy Choices Students may complete 2 of these 4 options across Year 9 & 10.	Food Studies Units 1&2	Food Studies Units 3&4



2027 YEAR 8 CURRICULUM HANDBOOK

DESIGN

Length of course: One semester

Brief Description / Outline: In Year 8 Materials Technology, students develop creativity, problem-solving and technical skills using contemporary design and manufacturing technologies. Students learn to design products using 2D and 3D Computer-Aided Design (CAD) software before manufacturing their designs using laser cutters and 3D printers. They follow the design process to investigate, generate, produce and evaluate design solutions while developing an understanding of safe workshop practices and emerging technologies.

Skills Students Develop

- 2D and 3D Computer-Aided Design (CAD)
- Digital design and prototyping
- 3D printing and laser cutting
- Basic electronics
- Design thinking and problem solving
- Safe use of tools, equipment and workshop technologies
- Evaluation and refinement of design solutions

Brief Coursework / Assessment Outline:

Project	Skills Developed/Assessed	Assessment Summary
Fidget Spinner	3D CAD modelling, 3D printing & the design thinking process.	Multi modal Assessment (Practical & Portfolio)
Personalised Name Tag	3D CAD modelling, laser cutting & the design thinking process.	Multi modal Assessment (Practical & Portfolio)
Edge-Lit Sign	2D CAD modelling, laser cutting, basic electronics & the design thinking process.	Multi modal Assessment (Practical & Portfolio)

Pathways:

Subject Pathways:	Career Pathways
• Visual Communication & Design • Materials Technology • Cut and Create (Plastics)	• Designer (Industrial, Product, Furniture, etc.) • CAD Drafter / CAD Technician • 3D Printing & Laser Cutting Specialist