



WERRIBEE SECONDARY COLLEGE

Year 10
Handbook
2021

Guiding Statement

Our motto

Live worthily

Our vision

Werribee Secondary College is a leader in international education in the Victorian state education system. We implement the best quality educational practices evident throughout Australia and internationally.

The Werribee Secondary College community “lives worthily”. We are adaptable life-long learners, who are confident, creative and resilient individuals, empowered to shape the world in which we live.

Our mission

At Werribee Secondary College we strive for success in students’ chosen endeavours.

The College community provides a safe and caring environment where each student is valued. Our programmes equip students with the skills, knowledge and attitudes needed for the dynamic world after secondary education. We celebrate achievements, success and growth for all students.

College leaders, teachers and support staff adopt evidence-based best practice to generate a progressive 21st century educational setting. We enhance learning and develop digital literacy through the purposeful use of emerging technology. With a focus on realising optimal outcomes for learners, staff commit to continuous improvement through ongoing targeted professional development, peer collaboration and reflection.

At Werribee Secondary College we nurture the values of respect, cooperation, honesty, integrity, confidence, perseverance, resilience and responsibility. Driven by these ideals, the College community embraces cultural and social diversity. Students develop a strong sense of personal identity and global citizenship, enabling different cultural groups to interact, learn from each other and grow together.

Werribee Secondary College Year 10 Handbook

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Year 10 Introduction

Werribee Secondary College offers students a curriculum which is structurally differentiated to enable teachers to deliver a curriculum which better suits the needs of students. In addition to this, the Middle School (Years 9 and 10) Curriculum at the College provides students with the ability to select specific subjects within the elective program.

At Werribee Secondary College, Year 7 classes contain students working at a wide range of achievement levels.

Since 2000, Werribee Secondary College has organised students into Like Achievement Groups for Years 8 to 10. In these classes students work with other students who have demonstrated a similar level of achievement as themselves. Students work with one group for Mathematics and another group for English (and consequently for their other core subjects).

The performance of every student is reviewed each semester, using grades and teacher recommendations as key considerations, and students may be moved to a different Like Achievement Group for the following semester.

Part of the program requires teachers to prepare Literacy Focus Studies in core subjects. This is done to provide a suitable curriculum for students whose levels of achievement indicate that they may not successfully complete the learning outcomes within the mainstream program. Every student, regardless of the group into which they have been placed, can expect to receive a challenging yet achievable curriculum.

On-going monitoring of performance

Your child is not locked in to their current Like Achievement Group. Their performance is monitored by the Year Level Coordinator and Director of Middle School, and parents / guardians will be kept informed of their child's grades regularly via Compass. Grades are updated for every pieces of corrected work in all subjects. Student grades are treated confidentially, and each student is allocated a unique login and password; parents receive their own login and password.

It is important for all parents / carers and students to be aware that the College does not have automatic progression from one-year level to another. Students need to demonstrate a satisfactory level of achievement and high levels of attendance in order to be promoted. A copy of the College Promotion Policy appears later in this handbook.

Classroom teachers, the Middle School Team and other members of staff will closely monitor your child's progress and make contact with you if there are any issues which need addressing. Parents are encouraged to monitor their child's grades and to contact the relevant Year Level Coordinator or Sub-School Leader if they have any concerns.

Careers in Year 10

Year 10 is an important time for all students to investigate future course options and begin career planning for their lives beyond school. Throughout the year students undertake a variety of programs to assist them with this process and they are guided by staff in the careers office. Early in the year students complete "Career Voyage", a software computer program that allows students to individually make decisions highlighting their interests and provides them with an 'occupational interest profile' suggesting at least 20 jobs that might be considered for the future. In Term 2 all Year 10 students attend the 'Wyndham Careers Expo' where students are exposed to a large group of further education providers such as Universities, TAFE and private education colleges. Also at this event apprenticeship, training and occupation groups are available to answer student queries and provide an overview of different careers. In Term 2 and 3 students and parents are presented information about the senior school certificates at the College including the IB, VCE and VCAL. The Careers department run pre requisite subject sessions so students are able to make appropriate subject decisions for studies and careers beyond Year 12.

During classes students undertake individual career action plans to map out future possibilities as they choose a senior program that suits them. In Year 10 students also have the opportunity to complete a work experience placement. Students are encouraged to organise placements to gain 'first hand' knowledge of the workforce and develop an understanding of possible future careers.

The Careers Office provides individual assistance for students throughout their schooling and is open each day. Students are welcome to make appointments for career guidance and individual advice.

Jenny Devereux
Careers Counsellor

Year 10 Program

This handbook outlines the unit information for all subjects offered at Year 10.

There are two types of subjects at Year 10;

- Compulsory (core) subjects, and
- Electives

Core Subjects

In Year 10 the following units are core subjects for all students. More detail on each of the subjects is found in the 10 Core section of this handbook.

- **English or EAL (English as an Additional Language)** (Advanced, Mainstream or Foundation English) (IB Link)
- **Mathematics** (Accelerated, Advanced, Mainstream or Business Mathematics)
- **Humanities** (History, Geography)
- **Health and Physical Education**
- **Science**
- **Respectful Relationships**

Select Entry Program Students (SELP)

Are permitted to choose ONE VCE Science and one VCE Humanities as alternatives to Science and Humanities:

- **VCE Science** (Students may choose VCE Biology or VCE Psychology)
- **VCE Humanities** (Students may choose VCE History or VCE Economics)

Electives

As well as the core units, students choose two electives per semester. The time allocation for Electives is 4 periods per week per elective. Each elective subject is studied for ONE semester only.

Students selecting Language **must** undertake the study for two semesters. Students choosing a Language must have achieved a pass in that Language at Year 9.

Students who wish to select Music, **must** undertake the study for both semesters. Students choosing Music must have achieved a pass in Music at Year 9.

Selection of Electives

Student may select ANY combination of units, subject to the stipulations above.

Student selections will determine which studies actually operate. Students may be required to make alterations to their preliminary selections. If you have any further enquiries relating to the selection process, please do not hesitate to contact a member of the Middle School Team.

Final Advice

Some final points of advice before you make your selections:

- Seek advice from subject teachers, career counsellor, level coordinator and parents / carers
- Keep options open
- Select units that are of interest to you and that you are confident of coping with
- Talk to others about proposed choices, including your current classroom teachers

Year 10 IB Link Program

The Year 10 IB Link program has been developed as an entry point for students seeking to undertake the IB Diploma Programme in years 11 and 12. It focuses on enquiry-based assessments, extended investigations and the community, setting students up for success in the senior Diploma programme.

Learn more about the IB Link program in the following presentation:



2021 Year 10 IB LINK Program Werribee Secondary College

Year 10 IB Link English (Studies in language and literature)

[Go to this Sway](#)

College Promotion Policy

Statement:

Students at Werribee Secondary College are to satisfy academic and set attendance requirements before being considered for promotion to a higher year level.

Objective:

To promote a work ethic and College culture which encourages students to apply themselves and acknowledge personal responsibility for academic performance.

Rationale:

This College believes that:

- the promotion of students who have not applied themselves and have not met the minimum specified standards for a year level places them at risk academically.
- student commitment to effort and application can lead to success.

Goals:

To ensure that students:

- satisfy the minimum specified academic requirements before attempting the next year level.
- equate effort and application with success.

Implementation:

Setting minimum requirements.

At Werribee Secondary College students will be automatically promoted to the next year level between Years 7 and 10 upon:

- achieving an average score of 50% across both semesters for English
- achieving an average score of 50% across both semesters for Mathematics
- satisfactory completion of at least 70% of all other units attempted
- meeting the College's 90% attendance requirement
- Special consideration may apply on an individual basis for students in Years 7 to 10 who:
 - have a diagnosed learning disability,
 - experience difficulties accessing teaching and learning due to special circumstances.

Core Subjects

English

The English faculty at Werribee Secondary College works hard to create an environment which is engaging, creative and dynamic through the exploration of the key learning areas of literacy, language and literature.

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. The study of English is essential for the development of confident and informed lifelong learners. We strive to foster critical thinking and encourage students to analyse the world around them from a variety of different perspectives.

We support students to develop their knowledge of how language enables people to interact effectively, build and maintain their relationships, express and exchange their knowledge, skills, attitudes, feelings and opinions.

Aims:

Specifically, the English curriculum at Werribee Secondary College aims to ensure that students: learn to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts;

- have capacity to explore and develop complex ideas and issues orally, giving considered reasons for a point of view, using appropriate language to influence and engage the audience and listening actively and critically to the views of others;
- understand distinctive ways to communicate complex, ideas and information effectively through finished writing for different purposes and audiences, using language appropriately;
- discuss different perspectives on complex issues and themes and justify detailed and sophisticated interpretations in selected print and multimodal texts, including national and global issues;
- apply knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge;
- develop the capacity to discuss and analyse texts and language critically;

- have knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning;
- develop awareness and respect of cultural diversity within the community and how intercultural experiences influence attitudes, values and beliefs;
- apply selectively a range of creative thinking strategies to broaden their knowledge and engage with complex ideas;
- develop competency in ICT literacy.

English as an Additional Language (EAL)

The aims of English are ultimately the same for all students. However, EAL/D learners are simultaneously learning English as a language and the knowledge, understanding and skills of English as a new language. EAL/D students come from diverse backgrounds and may include overseas and Australian-born children whose first language is a language other than English as well as Aboriginal and Torres Strait Islander students whose first language is an Indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English.

Mathematics

Mathematics has its own value and beauty and the Australian Curriculum: Mathematics aims to instil in students an appreciation of the elegance and power of mathematical reasoning.

Mathematical ideas have evolved across all cultures over thousands of years, and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. Through the study of Mathematics students develop essential thinking skills. They learn to identify and to organise given information, to seek patterns and predict outcomes, to carry out procedures in routine and non-routine contexts, to identify and rectify errors, to justify and communicate their findings and to enjoy intellectual challenge.

Aims:

At Werribee Secondary College, our students are encouraged to persevere and take risks through the study of Mathematics. They aspire to learn independently, work collaboratively and through the use of logical reasoning become problem-solvers in their future endeavours and communities.

Business Mathematics (Alternative Compulsory Maths)

Essential mathematics aims to ensure that students develop useful mathematical and numerical skills for everyday life, work and as active citizens in a technological world. The students will study Number Operations, Fractions and Decimals, Percentages, Consumer Mathematics, Algebra, Measurement, The Pythagorean Rule, Probability and Trigonometry.

History

The History faculty at Werribee Secondary College maintains an environment that is engaging, exciting and diverse through the key learning skills of research, interpretation, evaluation and collaboration.

The study of History is vital to the learning and development of all young Australians. It encourages imaginative thinkers, creative expression and an appreciation and tolerance of both past and present cultures.

Two thousand years ago, a famous Roman philosopher and historian wrote,

'To be ignorant of what occurred before you were born is to remain always a child' (Marcus Tullius Cicero)

At Werribee Secondary College, we strive to use the study of History as one of many mediums to help our students take their formative steps into a confident, informed and empathic adulthood.

Aims:

Specifically, the History curriculum at Werribee Secondary College aims to ensure that students from Year 7 through to Year 12 are encouraged to:

- Develop awareness and respect of cultural diversity throughout the ages and how they have impacted upon modern societies
- Develop the capacity to discuss, analyse and evaluate different types of historical texts
- Develop the confidence to publicly present their interpretations of historical events and concepts in front of their peers and to also listen and respect the diverse viewpoints of their peers
- Develop and express their creative and imaginative abilities through a diversity of engaging and challenging assessment items
- Develop an understanding and appreciation of how the sufferings and inspirations of previous generations have shaped our modern world and how we must do the same for future generations.

Geography

Priorities for the teaching and learning of Geography at Werribee Secondary College:

- Building a holistic understanding of the world.
- Empowering students to shape change for a socially just and sustainable future.
- Encouraging regional and global citizenship through active participation.
- Inspire curiosity, wonder, creativity and critical thinking.
- Developing geographical thinking using the key geographical concepts. (KGCs)
- Build competent, critical and creative users of geographical methods and skills.

There are two units of study in the Year 10 curriculum for Geography: Environmental change and management and Geographies of human wellbeing.

Environmental change and management focuses on investigating environmental geography through an in-depth study of a specific environment. The unit begins with an overview of the environmental functions that support all life, the major challenges to their sustainability, and the environmental worldviews - including those of Aboriginal and Torres Strait Islander Peoples - that influence how people perceive and respond to these challenges. Students investigate a specific type of environment and environmental change in Australia and one other country. They apply human-environment systems thinking to understand the causes and consequences of the change and geographical concepts and methods to evaluate and select strategies to manage the change.

Geographies of human wellbeing focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries, and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

Health and Human Relations

This subject aims for students to develop an understanding of a variety of community health and social issues. Topics include: health and illness in Australia, road safety, mental health and rights and responsibilities, respectful relationships.

Physical Education

Physical education aims for students to develop and maintain a basic level of physical fitness. They perform motor skills, which are appropriate to specific games, activities and sports. Students' evaluate individual and group tactics, skills and movement patterns and evaluate a range of programs and strategies designed to encourage participation in physical activity. As well as a fitness unit and minor games students will also be introduced to recreational activities such as golf, archery that may interest them for future participation at a community level.

Science

Science provides opportunities for students to develop an understanding of important scientific concepts and processes. This includes the practices used to develop scientific knowledge and the contribution of science to our culture and society. Scientific applications undermine the fabric of our society. The curriculum supports students in developing scientific knowledge and skills with which to make informed decisions about local, national and global issues and to participate, if they so wish, in STEM (Science, Technology, Engineering, Maths) careers.

The science curriculum emphasises six overarching ideas that provide a common approach to a scientific worldview and which can be applied to many areas of scientific understanding. These overarching ideas are Pattern, Order and Organisation; Form and Function; Stability and Change; Systems; Scale and Measurement; and Matter and Energy.

Respectful Relationships & Pathways

Respectful Relationships (formerly referred to as “Student Life” or “tutor groups”) aims to encompass as many aspects of wellbeing as possible. By incorporating the Respectful Relationships curriculum, and other Capabilities from the Victorian Curriculum, students will develop the skills to build healthy relationships with each other and with themselves.

Modern life seems to bring with it increasing demands on students’ time and energy, as well as the potential negative effects of things like social media and increased screen time, on top of all of the more long-established issues that are related to the pain of adolescence. It’s through StudentLife that we hope to foster the qualities of confidence, perseverance and resilience, as referenced in the school’s Guiding Statement.

During this time students are given a forum to explore topics like anxiety, social diversity, exam-stress and positive wellbeing strategies, and are also informed about opportunities that take place out of class. We know that a strong sense of community and connectedness is extremely beneficial for an individual’s wellbeing, so we encourage our students to get involved in as much as possible; to take charge of their wellbeing by utilising evidence-based strategies; seeking assistance when they need it; to push their boundaries by trying new experiences and embracing the possible discomfort that comes from trying something new and to accept failure as an inevitable part of life and probably one of the most valuable learning experiences you can have. Finally, they will have the chance to engage in Student Voice, by working alongside Student Leaders, and communicating their ideas for a better education for twenty-first century learners.

Year 10 Electives

Students choose **two electives per semester** from the following learning areas. More detailed information on each subject can be found on each subject page. Note that some of the subjects have a cost involved for materials, excursions, etc. See the parental Contributions Letter for the School Council Policy.

Commerce

Students are introduced to the legal and commercial sectors, and the 'world of work'.

- [Job Ready](#)
- [Money Smart](#)
- [Human Rights and Global Citizens](#)
- [Crime and Punishment](#)

Cross-Curricular

Students develop skills in terms of team work, collaboration, creative and critical thinking while enriching their community.

- [Creative Action and Advocacy](#)
- [This Island Earth](#)

Food Technology

Food Technology subjects are a fantastic platform for exploring different cultures, traditions and future trends through food. Students consider the social, ethical and environmental impact of food production and explore sustainable options.

Health and nutrition curriculum gives students the knowledge to make informed food selection choices. This enables them to lead healthy lifestyles during youth and in the future. The design process is followed for minor and major assignments; this gives students the opportunity to be creative problem solvers. They design and create solutions to a wide range of needs and constraints using innovative ideas and solutions.

- [Exploring Foods](#)
- [Paddock to Plate \(previously known as Hospitality\)](#)

Health and Physical Development

This subject aims for students to develop an understanding of a variety of community health and social issues. Topics include: health and illness in Australia, road safety, mental health and rights and responsibilities

Students will study the physical, social, emotional and intellectual development of the individual.

- [Health and Human Development](#)
- [Outdoor Education](#)
- [Sport Science](#)
- [Sport Performance](#)

Information and Communication Technologies

Students learn how to approach subject matter through Information and Communication Technologies.

- [Big Data and Visualisation](#)
- [Programming & Game Development](#)

Languages other than English

The emphasis in the Languages programs is to develop students' language competence using a range of realistic situations in which students can apply their own knowledge and understanding of the target language. Each language is studied as a two semester subject.

- [Chinese as a Second Language](#)
- [Japanese](#)

Materials and Technology

Students are introduced to design and creativity in technology. They develop their skills in using a variety of design techniques, tools and materials.

- [Timber Design \(Wood\)](#)
- [Unique Design \(Wood\)](#)
- [Mobile Robotic Systems](#)
- [Remote Control Systems](#)
- [Soft Toys \(Textiles\)](#)
- [Making Clothes \(Textiles\)](#)
- [Fabric Decoration \(Textiles\)](#)
- [Garden and Landscape Design](#)

Performing Arts

Students aim to develop their skills of performance using a wide range of techniques and approaches to the understanding of performing for an audience.

- [Drama](#)
- [Dance](#)
- [Music](#)
- [Music Industry](#)

Visual Arts

Students develop skills in the use and exploration of a wide range of materials to enrich their visual vocabulary.

- [Visual Art](#)
- [Studio Art](#)
- [Ceramics – Construction Design](#)
- [Ceramics – Sculptural Design](#)
- [3-Dimensional Art](#)
- [Printmaking](#)
- [Photography – Photographic Materials and Techniques](#)
- [Photography – Photo Media](#)

Visual Design Technologies (Arts)

Students learn how to approach design technology subject matter through imagination and creativity. They investigate and explore ideas and styles and apply the elements and principles of design theory. Visual design appreciation through knowledge and understanding is a key aim of these creative and technology based subject areas.

- [Fashion Design](#)
- [Graphic Design](#)
- [Animation Design](#)
- [Building Construction/Environmental Design](#)

Commerce

Job Ready

Do you want to nail your first job? Do you want to understand more about future career options that will suit your personality and passions and know how to get there? If so, then this subject is probably for you!

This subject is hands-on, eye-opening and fun. The 21st century workplace is drastically different from the past and you will learn all about it so that you can develop a plan for your future. The class activities are designed for you to practise many of the skills that future employers are looking for: problem-solving, communication, individual reflection, teamwork and creativity to name a few. Examples of hands on activities might include programming a humanoid robot to communicate with humans in different work settings, as well as participating in mock interviews (both group and individual) so that you know how to stand out from other applicants. Also, you will learn a bit about graphic design as you use special software to make a personalised resume that will stand out!

Along the way, you will visit the Wyndham Tech School and connect with workplaces using online technology that interest you the most.

Semester Unit

You will explore pathways and careers that align with your personality and passions. You will work in a fun, collaborative way to understand which job industries are growing, which ones are shrinking and why this is happening. Then, you will prepare yourself to achieve your goals!

Assessment

You will:

- Explore your personality and passions and make a short, creative presentation to a small group of peers
- Investigate HOW the job market is changing in Australia by participating in hands on and collaborative class activities at school and at the Wyndham Tech School.
- Explore a job of interest and interview somebody who currently works in it
- Participate in fun mock group interviews that require teamwork and communication
- Make your own professional Resume using graphic design software

Money Smart

Are you looking to become more financially independent? In this unit, students will learn about the need for budgeting and how to budget. Students will learn to become more financially independent by learning how to move out of home and manage their finances. Students will learn about the share market and the property market. They will complete an investigation report which focuses in on a type of investment and what the benefits and issues are with that type of investment in the given economic climate. Students will learn more about their consumer rights. They will learn how to make better informed consumer choices.

Semester Unit

In this unit, students will learn about the importance of managing money personally and also in the business sector. Students will learn about being aware of bad debts, being a smart consumer, and the importance of financial literacy. Students will gain foundation in investment options, financial markets, and investment planning. Students will learn about the importance of entrepreneurship, going into business and developing a marketing campaign.

Assessment

Students are expected to complete a Budgeting Assignment (moving out of home), an investment investigation and a consumer rights project. Students will be required to reflect on what they have learnt and how it applies to their lives. They will be asked to reflect on what they have learnt for their future lives. All assessment is designed to be both realistic and to allow the students to reflect on their own learning.

Human Rights and Global Citizens

Aims:

This elective takes you through the requisite skills and knowledge a middle school student needs to be aware of regarding the nature of individual human rights and as global citizens. This unit aims to help the students understand the meaning of human rights and examine the ways in which government, at a state and national level, functions to protect these rights, as individual citizens and as global citizens.

Semester Unit

In this unit, students will learn about understanding the importance of our Human Rights. They will investigate the Universal Declaration of Human Rights, the role of United Nations, Peace Keeping Forces and Active Citizenship. Students will gain knowledge about Australia's Human Rights, Commonwealth Law and State Laws including Victoria's Charter of Rights and explore current Human Rights issues and problems affecting the global world.

Assessment

Students are expected to complete a Human Rights Activity using Key Notes, Human Rights Organisation Research, Newspaper Article Review and a range of workbook exercises. All assessment work is to be completed on students' iPads.

Crime and Punishment

This subject develops knowledge and understanding of the Victorian Criminal Justice System. This unit aims to provide students with an understanding of aspects of criminal investigations and informs students of the rights individuals have when dealing with criminal matters. Further, this elective explores criminal pre-trial and trial procedures and critically examines different approaches towards punishment.

Semester Unit

On completion of this unit, students will be able to demonstrate an understanding of the role of police to prevent crime, protect the community and preserve peace. Students will explore the range and implications of police powers including forensic procedures. The rights of individuals will be investigated in relation to criminal matters and students will analyse criminal pre-trial and trial procedures along with the effectiveness of sanctions and the impact of crime on society.

Assessment

Students are expected to complete the following assessment tasks: Workbook, Assignment on police powers and the rights of the Individual, Report on forensic procedures, Presentation on criminal trials and an Extended Response on the effectiveness of sanctions.

Cross-Curricular

Creative Action and Advocacy

“You don’t have to change the world - just change your world.” These words from Joan Trumpauer Mulholland are what the *Creative Action and Advocacy* Elective is all about! Joan is a civil rights activist who spent her whole life speaking up for the rights of others, even as a teenager. In this elective, you will have the opportunity to work collaboratively and find ways that you can change people’s minds by being creative. You will pick a cause you are passionate about, create an action plan, and make a change! You will speak out by using creative media skills to create awareness of your chosen issue – perhaps you will make a video, a podcast or design a thought-provoking social media campaign. This subject is about understanding real world issues from different perspectives, learning special communication techniques, and then designing a media advocacy plan to help make the world a better place.

Semester Unit

You will develop an understanding of the United Nations Sustainable Development Goals and how to bring them to life through advocacy and action projects. Advocacy is a process of speaking out. To be an advocate is to be somebody whom speaks out on behalf and in support of others to influence decisionmakers (people who are in charge or in control). Have you ever felt frustrated about something because you believed nobody was paying attention? You will learn about some of the ways we communicate and persuade others. In particular, you will learn the tips and tricks that media producers and activists use to develop communications that really make people stop, think and question themselves – the aim is for you to learn how to change people’s minds. You might try to change minds by making awareness videos, documentaries, social media campaigns, podcasts, radio programs, online articles, advertisements, blogs – the choice is yours. You will follow this up by taking action and leading by example.

Assessment

Performance assessment will be in the form of practical and theoretical related tasks

Theory will include:

- Research in relation to activists as well as global and local issues
- Analysis of media products such as photography and moving image to communicate messages and advocate for change

Practical tasks will include:

- Advocacy project - speak out on an issue that is important to you via creative media
- Action project- Organise and participate in a project to make change in your community

If you are keen to understand the world around you and ready to look for ways that you can make a difference, then this program is designed for you.

This Island Earth

“The nitrogen in our DNA, the calcium in our teeth, the iron in our blood, the carbon in our apple pies were made from the interiors of collapsing stars.... We are star stuff” – Carl Sagan

Humans are intrinsically tied to the world around us, but do our interactions with it threaten its capacity to provide for future generations?

This Island Earth is an interdisciplinary subject that bridges the Sciences and the Humanities. Across four modules, this subject covers everything from the Big Bang, to the formation of stars and solar systems, to the dynamic nature of the Earth and its systems, the role of the Earth in supporting human civilisations and, finally, the impact that human activities have on the habitability of the planet itself.

The subject will be delivered using an online platform, and will include fieldwork, laboratory activities, literature research, and tutorials delivered in class. There are two major assessments across the subject, and several smaller formative tasks to support and facilitate learning. This subject supports learning in the following areas of VCE and IBDP: Biology (VCE and IBDP), Environmental Science (VCE), Environmental Systems and Societies (IBDP), Physics (VCE), Geography (VCE and IBDP). The tools and assessment methods (which are scaffolded) are used in Universities across Australia today (including research methodology, report writing, and the use of online tools).

The content may support pathways associated with any of the Sciences and Geography, and the interdisciplinary approach will support the development of skills essential to post-secondary academic success, and the broader goal of supporting students to develop as empowered and informed citizens of a functioning democracy.

The modules, and the core content for each are listed below:

Module 1: Earth in Space

Students will explore:

- Evidence of the formation of the Universe
- How stars and their satellites form
- Why we have seasons, and how they affect the diversity of life on Earth

Module 2: Dynamic Earth

Students will explore:

- The structure of the Earth
- Evidence supporting our understanding of the structure and age of the Earth
- Various cycles which occur within, and upon the surface of, the Earth

Module 3: Earth's systems

Students will explore:

- The various interconnected systems of Earth, and how they interact
- Processes essential for the existence, and maintenance, of life on Earth
- How energy moves through, and between systems, including aspects of thermodynamics and how they relate to life

Module 4: Human Earth

Students will explore:

- How human and Earth interactions have given rise to civilisations
- How human exploitation of Earth's services and functions has changed over time
- The impact of modern rates of resource consumption on the capacity for Earth to sustain life as we have come to know it

Food Technology

Exploring Foods

Through both practical exercises and theory work, students will explore key topics such as: the digestive system, how to make healthy food choices to prevent diet related disease, the functional properties of food and sustainability.

Students will continue to enhance their cookery skills through recipes such as; caramel banana crepes, Thai beef salad and spaghetti and meatballs.

There is a heavy emphasis on practical cookery and developing an understanding of the design process. The course is designed to assist students with a career in the Food Industry. This unit is recommended for students intending to select VCE Food Studies.

- Safe and hygienic preparation of food
- Evaluating the physical characteristics of foods - taste, texture and appearance
- Knowledge of the materials, systems, components, tools and equipment to develop design ideas.
- The preservation, preparation, and presentation of healthy food
- The social, ethical and sustainable factors of food production
- Implementing the design process

Semester Unit

On completion of this Unit the student should be able to demonstrate competency in:

- Safe and hygienic preparation of food
- Evaluating the physical characteristics of foods - taste, texture and appearance
- Knowledge of the materials, systems, components, tools and equipment to develop design ideas.
- The functional and nutritional properties of food
- The digestive system
- Implementing the design process

Assessment

Assessment includes:

- Production Tests & Evaluations
- Major Design Brief Assignment
- Course Work

Unit Fee: An additional fee applies to this subject. Please refer to 'Selection of Electives' sheet.

Paddock to Plate

This subject explores the journey food takes to get from the farm to your plate. Students explore seasonally available produce and how to make food choices that are good for you and the planet. Students will also learn about job roles in the Hospitality industry, discovering the wide variety of skills and knowledge required for this diverse industry. Students will develop skills in preparation and cooking techniques and an understanding of the design process. This unit is recommended for students wishing to select VCE Food Studies or contemplating a career in the Hospitality industry.

Students will continue to enhance their cookery skills through recipes such as; Chicken Burritos, Homemade Fettuccine with Carbonara sauce, salt and pepper calamari and cappuccino cupcakes.

Semester Unit

On completion of this Unit the student should be able to demonstrate competency in:

- Safe and hygienic preparation of food
- Evaluating the physical characteristics of foods - taste, texture and appearance
- Knowledge of the materials, systems, components, tools and equipment to develop design ideas.
- The preservation, preparation, and presentation of healthy food
- The social, ethical and sustainable factors of food production
- Implementing the design process

Assessment

Assessment includes:

- Production Tests & Evaluations
- Major Design Brief Assignment
- Course Work

Unit Fee: An additional fee applies to this subject. Please refer to 'Selection of Electives' sheet.

Health and Physical Development

Health and Human Development

Students will study the physical, social, emotional and intellectual development of the individual throughout the human lifespan. They will explore the dynamic concept of health and wellbeing and its many dimensions. They will learn about the physical and social responsibilities of planning for pregnancy and caring for an infant. An optional component of this course is the 'ready or not tot' virtual baby that students can elect to take home in order to experience some of responsibly required to take care of a baby. Students can demonstrate their understanding of childhood development milestones by designing and making their own children's picture story book. The topics covered in this course are an ideal pathway for students interested in pursuing Health and Human Development in VCE.

Semester Unit

On completion of this unit students will be able to demonstrate an understanding of:

- The concept of health and wellbeing
- The areas of Human Development
- The Human Lifespan
- Pregnancy and prenatal development
- Infancy and childhood development
- Youth health and wellbeing

Assessment

- Course work
- Baby Think It Over Parenting Assignment
- Childhood Development Story Book Assignment

Outdoor Education

Depending upon booking availability this subject aims to provide students with a variety of recreational activities that may include: Surfing, Kayaking, Sailing, Stand-up Paddle boarding, Rock Climbing, Abseiling, Bushwalking, Camping Skills, Navigation, Basic Safety/First Aid, Environmental impact issues, plus other activities as deemed appropriate.

For ocean-based activities The Department of Education and Training requires all students to satisfactorily complete a swim test in flat water. Students who are unable to complete this test will not be allowed to participate in the ocean-based activities.

[Watch this video to learn more](#)

Non-swimmers are advised not to select this unit.

Semester Unit

The activities focus on developing many skills in the students:

- to develop organisation skills/practical skills
- to develop teamwork/trust/cooperation
- to experience activities that may lead to out of school participation
- to develop an awareness of the environment and impact on it from recreation.

Assessment

Assessment includes:

- Participation and Skill Development
- Assignment and Risk Management Strategies
- Cooperation and Teamwork
- Environment impact assignment

Unit Fee:

An additional fee applies to this subject. Please refer to the 'Selection of Electives' sheet.

Students will be unable to attend excursions until the full payment of fees has been received by the College.

Sports Science

This subject aims to provide students with an introduction to VCE Physical Education through an applied science subject. Students will cover the musculoskeletal system, cardiorespiratory system, energy systems, as well as components of fitness and different methods of training. The subject provides students with the opportunity to apply knowledge learnt in theory classes into a practical setting. Students will gain an understanding of designing and implementing fitness training programs and the role of being a trainer. It is strongly recommended if students wish to study Physical Education in VCE that they choose this semester subject.

[Watch this video to learn more](#)

Semester Unit

In this course, students are introduced to the human body and how it moves. Students examine the skeletal, muscular, cardiovascular and respiratory systems and use this knowledge to develop their own fitness training programs. Students gain an understanding of the science behind sport and physical activity and learn about how to apply sport science principles to their own sporting lives.

Assessment

Assessment includes:

- Participation in weekly practical classes
- Development of a Gym Program
- Assessment tasks for each theory topic
- Booklets to complete during theory classes.
- Major Assignment on an Athlete and their training

Sport Performance

(This is a new subject for 2021)

This subject aims to provide students with an introduction to the concepts covered in VCE Physical Education. Students will be able to gain an insight into the strategies that athletes use in order to improve performance. The subject provides students with the opportunity to explore a variety of topics in theory classes and use practical sessions to apply the content. Students will develop leadership and communication skills through working in various teams to demonstrate their understanding in a variety of settings. It is strongly recommended if students wish to study Physical Education in VCE that they choose this semester subject.

[Watch this video to learn more](#)

Semester Unit

In this course, students are introduced to skill acquisition and the ability to classify motor skills. Students will undertake a movement analysis and in a practical setting will provide feedback and error correction to improve the performance of a teammate. Students will investigate the impact of feedback and practice type on performance and understand the stages of learning when participating in physical activity. Students will develop an understanding of the different types of coaching where they will investigate a range of coaches and what makes them successful in order to apply these skills in a group setting. Students will also gain an insight into how psychology impacts on performance in sport. They will be introduced to a range of strategies that elite athletes use to improve their performance and apply these in a practical setting.

Assessment

Assessment includes:

- Participation/Reflections in weekly practical classes
- Movement Analysis Report
- Classifying Skills Quiz
- Group Coaching Assignment
- Coaching Research Task
- Sport Psychological How to Guide

Information and Communication Technologies

Big Data and Visualisation

This is the age of “big data”. Data analytics is increasingly embraced by retailers, financial services firms, insurers, healthcare organizations, manufacturers, energy companies and other mainstream enterprises. It allows business, researchers and analysts make better and faster decisions.

Semester Unit

In this course, students are introduced to the concept of “big data”. Most organisations store huge amounts of data in large databases. In this unit, students are introduced to many database concepts. They develop skills required to create tables, design queries and generate reports. In the second part of this unit, students collect raw data from a range of sources, learn techniques to extract useful information, create their own summary table, use spreadsheet features to convert this into meaningful information and visualise data to communicate their message.

Students examine the data breach that happen within an organisation and the security controls that are used to prevent the data breaches.

Assessment

- Big Data Worksheets
- Database solutions for a small business
- Infographic project.

Programming and Game Development

This subject aims to provide students with computer programming skills while learning to create 3D games. In this course students learn C# programming language with Unity 3D Game Design. They will learn to implement various gaming concepts such as object animation, projectiles, colliders, physics, sound, prefabs, importing assets, particle systems, water effects, explosions, textures, materials, shaders, lighting, tracking and waypoints.

Assessment

- Level design (3D world)
- Folio of programming exercise
- A game design and development project

Languages other than English

The emphasis in the Languages Other than English (LOTE) program is to develop students' language competence using a range of realistic situations in which students can apply their own knowledge and understanding of the target language. Students will be exposed to many activities and in which they will use the target language and different text types in authentic contexts. Students will be exposed to body language skills, analyse visual texts and enhance listening, reading, speaking and writing skills. Students will also be able to develop their thinking process by reflecting and evaluating their own learning using peer assessment. Students will be able to demonstrate understanding of cultural influences on the ways people behave and use the language. Students will be able to use the language to share and compare their personal values and opinions.

Rationale

The Language Department at Werribee Secondary College are teaching four foreign languages: Chinese, Japanese, Italian and Spanish.

Students acquire communication skills in these languages. They develop understanding about the role of languages and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. A bilingual or plurilingual capacity is the expectation of our language department. Through learning languages other than English.

Aims

- Communicate in the language they are learning
- Understand the relationship between language, culture and learning
- Develop intercultural capacities
- Understand themselves as communicators.

Chinese

In Year 10, Chinese Faculty will run Chinese as First Language, Chinese as Second Language and Language, Culture and Society as VCE courses.

1. Language, Culture and Society

Many Werribee Secondary School students start to learn Chinese from Year 7. The course of Language, Culture and Society started from 2017, designing for non-Chinese background students of their Chinese learning. Students who do this course will use 50% English and 50% Chinese to study Chinese language as well as Chinese culture and society.

Levels of achievement

Units 1 and 2: Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

2. Chinese as Second Language

Semesters 1 and 2

Students will be able to read selected texts with fluency, both silently and aloud. Students will be able to write and edit language in print and electronic forms using the following text types: informal letter, conversation, diary entry and magazine articles. The themes/topics include traditions, customs, cities and media. Students will learn to identify and use appropriate accent markers and punctuation. Students will write in linked paragraphs and produce extended texts. Students will be able to participate in role plays and brief conversations in Chinese. Students will focus on character writing practice of short paragraphs.

Optional: students can choose to also take the Certificate II as part of this course. See Certificate II in Applied Chinese for more details.

Assessment

Students are expected to maintain a workbook of all tasks set for class work and homework as well as the following specific activities:

- Listening & Speaking
- Reading
- Writing
- An inquiry based intercultural project
- Examination

3. Chinese as First language

Structure:

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

Assessment

Students are expected to maintain a workbook of all tasks set for class work and homework as well as the following specific activities:

- Listening & Speaking
- Reading
- Writing
- An inquiry based intercultural project
- Examination

Japanese

Year 10 Prior Learning: Students should have completed Japanese in Years 7, 8 and 9.

Rationale

Students acquire communication skills in Japanese. Based on the knowledge and contents they learned in Year 7, 8 and 9 levels, they develop understanding about the role of language and culture in communication. Their reflections on language use and language learning are applied in other learning contexts.

Learning languages broadens students' horizons about the personal, social, cultural and employment opportunities that are available in an increasingly interconnected and interdependent world. The interdependence of countries and communities requires people to negotiate experiences and meanings across languages and cultures.

Overview

By the end of Level 10, students use Japanese to share information, experiences and views related to their social worlds using rehearsed and spontaneous language. They use correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others.

In addition, students produce informative and imaginative texts, appropriate to audience and purpose, in a wide range of format, such as diary entries, letters and brochures. Students understand the functions of the different scripts within text, for example, hiragana for grammatical elements; *katakana* for borrowed words and some onomatopoeia; and *kanji* for nouns, verbs, adjectives and some adverbs.

Aims

The study of Japanese Year 10 develops the knowledge, understanding and skills to ensure that students:

- communicate in the language they are learning
- understand the relationship between language, culture and learning
- develop intercultural capabilities
- understand themselves as communicators.

Assessments

- Mini test (i.e. Vocabulary test)
- Unit test
- Research task/ project

Materials and Technology

Timber Design (Wood)

This subject aims to develop students' manual skills by using a variety of tools with a wide range of wood, metal and plastic materials. Students will research and re-design a product for a client or end-user needs by modifying and improving existing products.

Semester Unit

When designing, students will generate a range of alternative possibilities and justify their preferred option. In order to communicate their designs, students will develop three freehand sketches in three-dimensional drawings with annotations. Students will then make the product using a variety of hand/power/machine tools and materials. The product needs to meet the functionality that is outlined in the design brief. The design and technology processes and product both need to be related to ergonomics, sustainability and environmental impact. Students also need to complete a finished product evaluation

Assessment

Students are expected to develop and maintain a workbook with all set tasks completed. It will all be assessed against the criterion provided with each task.

The main tasks are:

1. Investigating and Designing
2. Producing
3. Analysing and Evaluating

Unit Fee: An additional fee applies to this subject. Please refer to 'Selection of Electives' sheet.

Unique Design (Wood)

This subject is a form of developing students' creativity, skills and knowledge in designing in technology. Students' will be using manual skills by using a variety of tools with a wide range of wood and other alternative materials to design products for clients.

Semester Unit

When designing, students will generate a range of alternative possibilities and justify their preferred option. In order to communicate their designs, students will develop three freehand sketches in three-dimensional drawings with annotations. Students will then make the product using a variety of hand/power/machine tools and materials. The product needs to meet the functionality that is outlined in the design brief. The designed products both need to be related to ergonomics, sustainability and environmental impact. Students also need to complete a finished product evaluation.

Assessment

Students are expected to develop and maintain a workbook with all set tasks completed. It will all be assessed against the criterion provided with each task.

The main tasks are:

1. Investigating and Designing
2. Producing
3. Analysing and Evaluating

Unit Fee: An additional fee applies to this subject. Please refer to 'Selection of Electives' sheet.

Mobile Robotic Systems

This is an introduction to Systems Engineering. Students will work through the Systems Design process to design, research, build, test and evaluate a working mobile robot. They will develop a digital folio of work as they manufacture a robotic vehicle. Various real-life aspects of robotics will be studied, including their control systems, coding and sensors. Students will then learn the names and functions of various electronic components and equipment and use this knowledge to produce an electronic control system for a robot. They will learn how to program the control system using flowcharts or code. They will also learn about mechanical elements and use this to design and produce a motorised robot platform.

Semester Unit

Students will work individually to produce a robot that is programmable. They will research and design a prototype model. Students will then use a variety of electronics and plastic construction techniques to produce a working robotic vehicle. The model will be powered by a small DC power source, and personalised, with various sensors, actions, lights and sounds.

Assessment

Students are expected to maintain a folio of all tasks set for classwork and homework as well as the following specific activities:

1. Technology and Society – looking at the impact of robotics on society
2. Technology Contexts – investigating electronics, mechanics and coding necessary to produce robots.
3. Creating Designed Solutions – designing, building and testing a robotic system

Unit Fee: An additional fee applies to this subject. Please refer to 'Selection of Electives' sheet.

Remote Control Systems

This is an introduction to Systems Engineering. Students will work through the Systems Design process to design, research, build, test and evaluate a working remote-control system. They will develop a folio of work alongside manufacturing a system. Various real-life applications and types of remote controls will be investigated. Students will then learn the names and functions of various electronic components and equipment. Students use this knowledge to produce and personalise their own remote-control system. They will learn how to program the control system to do whatever they desire using code.

Semester Unit

Students will work individually to produce their own remote-control system. They will research and design and simulate a prototype model. Students will then use a variety of electronics and plastic construction techniques along with programming to produce a system that can be controlled by remote. The model will be powered by a small DC power source, and personalised, with various actions, lights and sounds.

Assessment

Students are expected to maintain a digital folio of all tasks set for classwork and homework as well as the following specific activities:

1. Technology and Society – looking at the impact of remotely controlled systems on society
2. Technology Contexts – investigating electronics, mechanics and coding necessary to produce remote controlled systems.
3. Creating Designed Solutions – designing, building and testing a remote controlled system.

Unit Fee: An additional fee applies to this subject. Please refer to 'Selection of Electives' sheet.

Soft Toys (Textiles)

In the process of designing and making a useful product for a specific purpose, students will learn practical skills that are transferable to the home and wider community. Skills associated with textile production, specific to the making of **soft toys** and (novelty furnishings, such as character cushions) are developed. Students will increase their ability to evaluate the suitability of materials, techniques and design of products to suit the user.

Semester Unit

Students develop knowledge, vocabulary and skills in hand and machine sewing, which they will use in the manufacture of soft toys such as balls, teddy bears, animals, and furnishings such as character cushions to suit specific clients. Students create an understanding of design of functional products (e.g. toys designed with safety considerations for age groups and their durability).

Assessment

Students should maintain a workbook/folio containing all set classroom tasks.

1. **Technology and Society**- Students should increase their awareness of social, environmental and economic factors in products that people buy and use.10%
2. **Technologies Contexts** – Through the Production of three-dimensional textile objects for a specific purpose, students use specialised techniques, and the awareness of the properties of the materials used.10%
3. **Creating Designed solutions** – involves Investigation, Generating ideas, Producing, Evaluating and Planning and managing their major project to create a major designed solution.80%

Unit Fee: An additional fee applies to this subject. Please refer to 'Selection of Electives' sheet.

Making Clothes (Textiles)

Skills specific to the making of a **fashion garment** for a client are developed. These skills are transferable to the home and wider community. The client can be the student her/himself.

Students will increase their ability to evaluate the suitability of materials, techniques and design of products to suit the user. Students use the Design Process, which develops their knowledge of how to design and the vocabulary of skills & textile production and design.

Semester Unit

Students further develop skills in hand and machine sewing which they will use in the manufacture of a garment. This then develops the skill to evaluate suitability of materials, techniques and design of products to suit the function.

Students develop an understanding of design of functional products (clothes that they can wash and wear.) They develop the understanding that for a product to be a successful “design”, functionality, aesthetics, social, cultural, economic and environmental issues are important in industrial practices.

Assessment

Students should maintain a workbook/folio containing all set classroom tasks.

1. **Technologies and society:** Students should increase their awareness of social, environmental and economic factors in products that people buy and use.10%
2. **Technologies Contexts:** Through the Production of a garment for a specific purpose, students use specialised techniques, and the awareness of the properties of the materials used.10%
3. **Creating Designed solutions:** involves Investigation, Generating ideas, Producing, Evaluating and Planning and managing their major project to create the designed solution.80%

Unit Fee: An additional fee applies to this subject. Please refer to ‘Selection of Electives’ sheet.

Fabric Decoration (Textiles)

This unit offers the development of skill in making bags and/or furnishings with fabric decoration techniques for a client. These skills are transferable to the home and wider community.

The client can be the student her/himself. Students will increase their ability to evaluate the suitability of materials, techniques and design of products to suit the user.

Students use the Design Process, through which they develop the knowledge of how to design and the vocabulary and skills associated with textile production including the treatment and enhancement of fabrics. To make simple textile products such as pillows, cushions, bags, aprons or dog coats, students will treat fabric with chosen decoration techniques e.g. Digital embroidery. Students experience a range of techniques needed to produce decorated textile products. This then enables them to evaluate suitability of materials, techniques and design of products to suit the function.

Semester Unit

Students develop skills in hand and machine sewing as well as decoration techniques such as tie dyeing, appliqué, screen-printing, hand and machine (including digital machine) embroidery, chenille and fabric painting. The treated fabrics are then manufactured into textile furnishings such as cushions, small blankets, fashion accessories and bags. Students develop skills in making informed choices about the appropriateness of materials and skills through practical and applied knowledge. They also develop an understanding of design of functional products (which can be used to carry something, sit on and be washed.). They develop the understanding that for a product to be a successful “design”, functionality, aesthetics, social, cultural, economic and environmental issues and industrial practices of design are taken into consideration.

Assessment

Students should maintain a workbook/folio containing all set classroom tasks.

1. **Technologies and society:** Students should increase their awareness of social, environmental and economic factors in products that people buy and use.10%
2. **Technologies Contexts:** Through the Production of a decorated textile Manchester item for a specific purpose, students use specialised techniques, and the awareness of the properties of the materials used.10%
3. **Creating Designed solutions:** involves Investigation, Generating ideas, Producing, Evaluating and Planning and managing their major project to create the designed solution.80%

Unit Fee: An additional fee applies to this subject. Please refer to ‘Selection of Electives’ sheet.

Garden and Landscape Design

This subject aims to provide students with a basic knowledge of gardening and landscaping issues. This unit comprises a theoretical and practical component. It includes study/use of equipment, planting, design, landscaping, pruning, fertilising, propagation and garden upkeep.

Semester Unit

Students will be able to undertake garden practice and design skills. Students explore principles of good landscape design. They consider issues such as how to plant a 'water wise' garden and explore choices in types of plants taking into account factors such as local conditions, climate and position in a garden.

Assessment

Assessment includes:

- Classwork
- Project
- Practical work - active participation in all classes

Performing Arts

Drama

The aim of this unit is to further build upon the basic elements of Drama and stagecraft that students developed in Year 9 Drama. It is designed for students who have a genuine interest in the Performing Arts and wish to continue with dramatic studies at the senior level. A strong foundation in the dramatic arts will be developed, as well as allowing students scope for specialised interests to be pursued. Topics covered include: Greek Theatre/Mask, Realism, Expressionist Theatre, Verbatim Theatre and Analysing a Play in Performance.

Semester Unit

Students initiate, conceptualise and develop dramatic ideas individually and in groups. They are expected to develop the ability to communicate and write about their ideas by using appropriate theatrical discourse. Students interpret and understand the cultural and historical influences on theatre and the development of ideas through past conflicts and identity. They are also encouraged to express, extend, alter and transform expressive skills for group workshops and performance. Students will also have the opportunity to attend an excursion to view a professional play and analyse the performance.

Assessment

Students are expected to maintain a workbook of all tasks set for class work and homework as well as the following specific activities:

1. Performances: Script interpretation, Devised Group performances and Script Writing.
2. Stagecraft: Design Tasks
3. Professional Performance Analysis
4. Class participation

Dance

In this unit students will study a variety of dances from a range of performance styles. They will develop an understanding of the relationship between the meaning of a dance and how this is conveyed through the arrangement of movement into a structure or form.

Semester Unit

At a more advanced level than year 9, students continue to develop an understanding, through structured ensemble performances, of how dance works by organising dance elements and applying appropriate skills, techniques and processes. In this unit students form a professional learning team. As a collective unit they are required to choreograph, plan, select and modify a dance which they will perform to various audiences. During the organisation of their performance, students are required to take into account factors such as purpose, space, materials and equipment. Students will also maintain a journal which allows them to use appropriate language to describe the way dance is organised and used as a medium to express ideas and feelings. Students also have the opportunity to attend an excursion to experience a professional dance performance.

Assessment

Students are expected to maintain a workbook of all tasks set for class work and homework as well as the following specific activities:

1. Workbook/Journal
2. Ensemble Performance
3. Practical Class participation
4. Warm-Up.
5. Choreography creation.
6. Dance Styles presentation.

Unit Fee: An additional fee applies to this subject. Please refer to 'Selection of Electives' sheet.

Music

The music course is designed to develop the intellectual, aesthetic and cultural understanding of the value and importance of music. Through creating, interpreting and analysing works, students will learn about and apply musicianship. Students will enhance already existing musical skills through performance. The focus for this subject will be performance, aural comprehension/analysis and theory, composition and Use of technology.

Semesters 1 and 2 (Music is expected to be studied for both semesters)

Students will develop an understanding of the language of music, for example, pitch (melody and harmony), duration (rhythm, time and metre), dynamics and volume, tempo, tone colour, texture/timbre, instrumentation, tonality, articulation. Students will develop an understanding of music principles and/or conventions. They analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of music, including: voice, instruments (acoustic, electronic, digital), objects (for example, washboard, gourd), body percussion, recorded sounds, technologies for recording, sequencing and manipulating sounds, technologies for presenting performances; for example, microphones, speakers.

Assessment

- Performance assessment will be in the form of performances in class as well as in the Music department's public concert platforms
- Aural comprehension/analysis, theory and composition assessment will involve completion of set tasks in and out of class time
- Use of Technology will be demonstrated in setting up and using a PA and the computer

Unit Fee: An additional fee applies to this subject. Please refer to the 'Selection of Electives' sheet. This will cover the cost of access to the e-learning website that provides support in analysis and aural work, as well as the cost of specialist instruction. This fee must be paid upon registration and prior to the commencement of the course.

Music Industry

The music course is designed to develop the intellectual, aesthetic and cultural understanding of the value and importance of music. Through creating, interpreting and analysing works, students will learn about and apply musicianship. Students will enhance already existing musical skills through performance. The focus for this subject will be performance, aural comprehension/analysis and theory, composition and Use of technology.

As part of this course, students are able to choose to complete a partial VET Certificate in Music Industry which will contribute credits to VCE and VCAL. The certificate can be continued at the senior levels as a VET subject and it also prepares students for VCE Music or IB Music.

Semesters 1 and 2 (Music Industry is expected to be studied for both semesters)

Students will develop an understanding of the language of music, for example, pitch (melody and harmony), duration (rhythm, time and metre), dynamics and volume, tempo, tone colour, texture/timbre, instrumentation, tonality, articulation Students will develop an understanding of music principles and/or conventions. They analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of music, including: voice, instruments (acoustic, electronic, digital), objects (for example, washboard, gourd), body percussion, recorded sounds, technologies for recording, sequencing and manipulating sounds, technologies for presenting performances; for example, microphones, speakers.

Assessment

- Performance assessment will be in the form of performances in class as well as in the Music department's public concert platform
- Aural comprehension/analysis, theory and composition assessment will involve completion of set tasks in and out of class time
- Use of Technology will be demonstrated in setting up and using a PA and the computer

Unit Fee: An additional fee applies to this subject. Please refer to the 'Selection of Electives' sheet. This will cover the cost of access to the e-learning website that provides support in analysis and aural work, as well as the cost of specialist instruction. This fee must be paid upon registration and prior to the commencement of the course. Students who choose to participate in and complete the VET Certificate II in Music Industry will pay a fee of \$120 which cover costs involved in offering the course through our provider.

Visual Arts

Visual Art

This subject introduces students to the aims of IB Visual Arts and is also suitable for students considering studying VCE Art and Studio Arts. It encourages artistic development and appreciation. Students develop skills in the use and exploration of a wide range of materials to enrich their visual vocabulary. They investigate a range of Visual Art forms and develop artistic skills to produce works of quality. Students interpret and respond to Art as it relates to culture and history.

Semester Unit

Students develop skills and understanding of materials and techniques through experimentation. Themes and concepts are explored through creative and imaginative developments. Areas of study include mixed media, drawing, painting, printmaking and 3D art works. Students are encouraged to be self-disciplined and develop personal creativity to enrich their visual perceptions and expressions. Interpretation of art works is a skill developed in this course.

Assessment

Explore and Express Ideas: Students will explore, imagine, experiment and express ideas, concepts, themes, values, beliefs, observations and experiences in artworks that they view and make.

Visual Arts Practice: Students develop understanding of skills by exploring, selecting, applying and manipulating techniques, technologies and processes. Conceptualising, planning and designing artworks.

Present and Perform: Students create, exhibit, discuss, analyse artworks and consider the intention of artworks and curators. Students consider the relationship between artist intentions and audience engagement and interpretation.

Respond and Interpret: Students analyse, evaluate, interpret and reflect upon meanings, beliefs and values in artworks. Students examine artworks in historical and cultural contexts.

- Art Folio and Studio Works; Completion of a series of practical works which investigate media, techniques and imaginative development of ideas.
- Written Responses/Test; Completion of written tasks demonstrating interpretation skills and Art as it relates to culture and history.

Studio Art

This subject introduces students to the aims of VCE and IB Studio Arts. Students develop skills in the use and exploration of a wide range of materials to enrich their visual vocabulary. Effective art practices are encouraged through the design process. Students interpret and respond to art practices and art works.

Semester Unit

Students develop skills and understanding of materials and techniques through a thematic approach to subjects which are then presented as a cohesive folio of works. Areas of study include mixed media, drawing, painting, printmaking and 3D art works. Through an understanding of the elements and principles of design, students evaluate their own art making as well as the art making of other artists. Students are encouraged to be self-disciplined and develop personal creativity to enrich their visual perceptions and expressions.

Assessment

Explore and Express Ideas: Students will explore, imagine, experiment and express ideas, concepts, themes, values, beliefs, observations and experiences in artworks that they view and make.

Visual Arts Practice: Students develop understanding of skills by exploring, selecting, applying and manipulating techniques, technologies and processes. Conceptualising, planning and designing artworks.

Present and Perform: Students create, exhibit, discuss, analyse artworks and consider the intention of artworks and curators. Students consider the relationship between artist intentions and audience engagement and interpretation.

Respond and Interpret: Students analyse, evaluate, interpret and reflect upon meanings, beliefs and values in artworks. Students examine artworks in historical and cultural contexts.

- Art Folio and Studio Works; Completion of a series of practical works which explore design and using a range of media and techniques.
- Written Responses/Test; Students are expected to complete a series of written tasks which demonstrate an ability to interpret and analyse artworks in different mediums and cultural contexts. Students also begin to consider galleries and conservation of art works.

Ceramics – Construction Design

Students are introduced to the fundamentals of hand building ceramic construction and to create sculptural and functional forms. Students investigate and explore ideas, skills and techniques to create original works. They are encouraged to explore a range of designing processes and the application of the elements and principles of design. Students develop skills in evaluating the work of Ceramic artists.

Semester Unit

Students develop skills in the hand building techniques, and there is an emphasis on the process of firing and glazing the ceramic work. Sculptural and functional forms are designed and created by students. Themes and concepts are also explored through design briefs to provide practical solutions to working models. Students are encouraged to be self-disciplined and develop personal creativity to enrich their materials and techniques understanding as well as expression. Students research and critically discuss a range of contemporary, historical and cultural examples of ceramic works.

Assessment

Explore and Express Ideas: Students will explore, imagine, experiment and express ideas, concepts, themes, values, beliefs, observations and experiences in artworks that they view and make.

Visual Arts Practice: Students develop understanding of skills by exploring, selecting, applying and manipulating techniques, technologies and processes. Conceptualising, planning and designing artworks.

Present and Perform: Students create, exhibit, discuss, analyse artworks and consider the intention of artworks and curators. Students consider the relationship between artist intentions and audience engagement and interpretation.

Respond and Interpret: Students analyse, evaluate, interpret and reflect upon meanings, beliefs and values in artworks. Students examine artworks in historical and cultural contexts.

- Art Folio and Studio Works; Students are expected to complete a series of practical works which demonstrate an exploration of ideas, design, skills, techniques and processes.
- Written Responses/Test; Students are expected to complete a series of written tasks which demonstrate an ability to interpret and analyse ceramic works from contemporary and historical contexts.

This subject prepares students for future studies in IB Visual Arts, VCE Art, Studio Arts, Media Studies and Visual Communication Design.

Unit Fee: An additional fee applies to this subject. Please refer 'Selection of Electives' sheet.

Ceramics – Sculptural Design

Students investigate and explore ideas, skills and techniques to create original works. They are encouraged to explore a range of designing processes and the application of the elements and principles of design. Students develop skills in evaluating the work of Ceramic artists.

Semester Unit

Students develop skills in the hand building techniques, and there is an emphasis on the process of firing and glazing the ceramic work. Sculptural and functional forms are designed and created by students. Themes and concepts are also explored through design briefs to provide practical solutions to working models. Students are encouraged to be self-disciplined and develop personal creativity to enrich their materials and techniques understanding as well as expression. Students research and critically discuss a range of contemporary, historical and cultural examples of ceramic works.

Assessment

Explore and Express Ideas: Students will explore, imagine, experiment and express ideas, concepts, themes, values, beliefs, observations and experiences in artworks that they view and make.

Visual Arts Practice: Students develop understanding of skills by exploring, selecting, applying and manipulating techniques, technologies and processes. Conceptualising, planning and designing artworks.

Present and Perform: Students create, exhibit, discuss, analyse artworks and consider the intention of artworks and curators. Students consider the relationship between artist intentions and audience engagement and interpretation.

Respond and Interpret: Students analyse, evaluate, interpret and reflect upon meanings, beliefs and values in artworks. Students examine artworks in historical and cultural contexts.

- Art Folio and Studio Works; Students are expected to complete a series of practical works which demonstrate an exploration of ideas, design, skills, techniques and processes.
- Written Responses/Test; Students are expected to complete a series of written tasks which demonstrate an ability to interpret and analyse ceramic works from contemporary and historical contexts.

Unit Fee: An additional fee applies to this subject. Please refer 'Selection of Electives' sheet.

3-Dimensional Art

This subject introduces students to the aims of VCE Art and Studio Arts, whilst encouraging artistic development. Students develop skills in the use and exploration of a wide range of materials to enrich their visual vocabulary. They investigate a range of Art forms and develop artistic skills to produce works of quality. Students interpret and respond to Art as it relates to culture and history.

Semester Unit

Students develop skills and understanding of materials and techniques through experimentation. Themes and concepts are explored through creative and imaginative developments. Areas of study include mixed media, drawing design, and 3D art works. Students are encouraged to be self-disciplined and develop personal creativity to enrich their visual perceptions and expressions. Interpretation of art works is a skill developed in this course.

Assessment

Explore and Express Ideas: Students will explore, imagine, experiment and express ideas, concepts, themes, values, beliefs, observations and experiences in artworks that they view and make.

Visual Arts Practice: Students develop understanding of skills by exploring, selecting, applying and manipulating techniques, technologies and processes. Conceptualising, planning and designing artworks.

Present and Perform: Students create, exhibit, discuss, analyse artworks and consider the intention of artworks and curators. Students consider the relationship between artist intentions and audience engagement and interpretation.

Respond and Interpret: Students analyse, evaluate, interpret and reflect upon meanings, beliefs and values in artworks. Students examine artworks in historical and cultural contexts.

- Art Folio and Studio Works; Completion of a series of practical works which investigate media, techniques and imaginative development of ideas.
- Written Responses/Test; Completion of written tasks demonstrating interpretation skills and Art as it relates to culture and history.

Printmaking

This subject aims to develop student skills in a variety of printmaking techniques. Students will approach subject matter through imagination and creativity. They are encouraged to explore new ideas and equipment and apply the elements and principles of design. Students will gain and understanding of the development of printmaking and make aesthetic judgements about art.

Semester Unit

Students explore printmaking materials and techniques including multi-coloured relief prints, etching and screen printing. They are encouraged to take a professional approach to this study, working in a similar format to the VCE and IB Visual Arts, Art and Studio Arts study design. Creating and making art works involves imagination and experimentation, planning and the application of the elements and principles of art. Students investigate the development of printmaking in historical and contemporary contexts, and interpret and analyse other artists' work.

Assessment

Explore and Express Ideas: Students will explore, imagine, experiment and express ideas, concepts, themes, values, beliefs, observations and experiences in artworks that they view and make.

Visual Arts Practice: Students develop understanding of skills by exploring, selecting, applying and manipulating techniques, technologies and processes. Conceptualising, planning and designing artworks.

Present and Perform: Students create, exhibit, discuss, analyse artworks and consider the intention of artworks and curators. Students consider the relationship between artist intentions and audience engagement and interpretation.

Respond and Interpret: Students analyse, evaluate, interpret and reflect upon meanings, beliefs and values in artworks. Students examine artworks in historical and cultural contexts.

- Art Folio and Studio Works; Students are expected to complete a series of practical works which demonstrate an exploration of ideas, design, skills, techniques and processes.
- Written Responses/Test; Students are expected to complete a series of written tasks which demonstrate an ability to interpret and analyse artworks in different mediums and cultural contexts.

Photography – Photographic Materials and Techniques

This unit develops competence in a wide range of skills and techniques related to analogue and digital photography. Emphasis is placed upon folio development and learning of specific photographic techniques. In this unit of Photography, students are encouraged to develop an understanding of photographic techniques both traditional and contemporary. Understanding of appropriate terminology is an integral component of the course for student confidence to discuss process and art works.

Semester Unit

Students are encouraged to explore a range of photography techniques in their development of their analogue and digital art works. They will be required to learn specific skills in relation to operating a DSLR camera, experimenting with darkroom silver gelatin prints and Photoshop techniques. They are required to work independently in order to explore and refine skills. Students will learn about the camera, camera alternatives, composition, lighting, constructing images and darkroom and/or digital processes; and will also investigate a variety of explorative techniques within and outside the darkroom (relevant to VCE preparation). Practical works will be undertaken through either a controlled studio setting or field work. Emphasis is placed on developing an understanding of appropriate terminology, design elements and principles; and aesthetic appreciation of photography.

Assessment

Explore and Express Ideas: Students will explore, imagine, experiment and express ideas, concepts, themes, values, beliefs, observations and experiences in artworks they view and make.

Visual Arts Practice: Students develop understanding of skills by exploring, selecting, applying and manipulating techniques, technologies and processes. Conceptualising, planning and designing artworks.

Present and Perform: Students create, exhibit, discuss, analyse artworks and consider the intention of artworks and curators. Students consider the relationship between artist intentions and audience engagement and interpretation.

Respond and Interpret: Students analyse, evaluate, interpret and reflect upon meanings, beliefs and values in artworks. Students examine artworks in historical and cultural contexts.

- A series of design explorations; Completion of a series of practical works which demonstrates an exploration of ideas, designs, skills, techniques and processes.
- A folio of finished art works;
- Written tasks/Test; Completion of a series of written tasks/ reports which demonstrate students' ability to interpret, analyse art works in different mediums and cultural contexts.

Unit Fee: An additional fee applies to this subject. Please refer to 'Selection of Electives' sheet.

Photography – Photo Media

Photo Media develops competence in a wide range of skills and techniques related to analogue and digital photography as well as examining and producing Media materials. Emphasis is placed upon folio development and experimentation. In Photo Media, students are encouraged to develop an understanding of issues involving the media and their effect on society, and exploring, on a practical level, aspects of the media industry by following a creative photographic process using both analogue and traditional materials and techniques. Students will have the opportunity to plan, direct, film, photograph and edit their work as well as study the way in which photography and film are used to communicate ideas and information in our society. Understanding of appropriate terminology is an integral component of the course for student confidence to discuss process and art works.

Semester Unit

Students are encouraged to experiment in their development of black and white and digital art works. They will be required to choose a specific theme and work independently in order to explore relative ideas, materials and techniques. In preparation for Unit 1 studies, Students will follow a design process encompassing ideas related to VCE Studio Arts and Media Studies subjects. Students will learn about the camera, composition and constructing images. They will experiment with darkroom and/or digital processes; and will extend these skills as they relate them to their specific themes. In addition, students will develop folio work based on their own individual theme or topic. Practical works will be undertaken through either a controlled studio setting, or field work.

Assessment

Explore and Express Ideas: Students will explore, imagine, experiment and express ideas, concepts, themes, values, beliefs, observations and experiences in artworks that they view and make.

Visual Arts Practice: Students develop understanding of skills by exploring, selecting, applying and manipulating techniques, technologies and processes. Conceptualising, planning and designing artworks.

Present and Perform: Students create, exhibit, discuss, analyse artworks and consider the intention of artworks and curators. Students consider the relationship between artist intentions and audience engagement and interpretation.

Respond and Interpret: Students analyse, evaluate, interpret and reflect upon meanings, beliefs and values in artworks. Students examine artworks in historical and cultural contexts.

- A series of design explorations; Completion of a series of practical works which demonstrates an exploration of ideas, designs, skills, techniques and processes.
- A folio of finished art works.
- Written tasks/Test; Completion of a series of written tasks/ reports which demonstrate students' ability to interpret, analyse art works in different mediums and cultural contexts.

Unit Fee: An additional fee applies to this subject. Please refer to 'Selection of Electives' sheet.

Visual Design Technologies (Arts)

Fashion Design

In both making and responding, students engage with the key knowledge and skills of visual communication design practices. Students explore the practices of a diversity of designers, and investigate the role of visual communication design in different societies, cultures and contexts. Through the study of designers and their practices, students will gain an understanding of the knowledge and skills that are used to plan and make visual communications.

Semester Unit

Students explore their knowledge and understanding of visual communication design practices as both designers and audiences. As students' progress through the Visual Communication Design curriculum, their knowledge and understanding of different design fields increases as they view and develop a range of styles of visual communication. They discover new ways of communicating and presenting their ideas through the use of new methods and technologies. Students tailor the presentation of their ideas to meet the needs of specific audiences. They apply critical thinking to reflect on their ideas and use of design elements, design principles, materials, methods, media and technologies.

Students develop skills and understanding of the creative process through an exploration of design processes, materials and techniques. They will develop skills in areas such as investigation, marketing, design format and layout. Creating and making visual product designs involves imagination and experimentation, planning and the application of the elements and principles of design. Students investigate / research the development of fashion design in contemporary, international and local society.

Assessment

Explore and Represent Ideas: Exploring and experimenting with ideas and representations in Visual Communication Designs for different audiences and purposes.

Visual Communication Design Practices: Developing and refining understanding, skills, techniques, technologies and processes in Visual Communication Design.

Present and Perform: Developing and refining Visual Communication Designs for different audiences and purposes. Considering the relationship between designer's intentions, audience characteristics and needs.

Respond and Interpret: Analysing and evaluating Visual Communication Designs for different audiences and purposes in different contexts.

- History of Fashion.
- Design Elements and Design Principles.
- Methods, Media and Materials.
- Professional Practice.
- Designing individual fashion; Using Copic Markers and ICT.

Graphic Design

Visual Communication Design conveys ideas and information to an audience through visual language. In Visual Communication Design students develop conceptual and aesthetic understandings about design solutions in the world around them. The ideation and visualisation of ideas and observational drawing are the basis for researching and developing visual communication designs. Design thinking which involves the application of creative, critical and reflective techniques, is fundamental to learning in Visual Communication Design. Students learn about design, and the role of the visual communication designer and their contribution to society.

Semester Unit

Students explore their knowledge and understanding of visual communication design practices as both designers and audiences. As students' progress through the Visual Communication Design curriculum, their knowledge and understanding of different design fields increases as they view and develop a range of styles of visual communication. They discover new ways of communicating and presenting their ideas through the use of new methods and technologies. Students tailor the presentation of their ideas to meet the needs of specific audiences. They apply critical thinking to reflect on their ideas and use of design elements, design principles, materials, methods, media and technologies.

Assessment

Explore and Represent Ideas: Exploring and experimenting with ideas and representations in Visual Communication Designs for different audiences and purposes.

Visual Communication Design Practices: Developing and refining understanding, skills, techniques, technologies and processes in Visual Communication Design.

Present and Perform: Developing and refining Visual Communication Designs for different audiences and purposes. Considering the relationship between designer's intentions, audience characteristics and needs.

Respond and Interpret: Analysing and evaluating Visual Communication Designs for different audiences and purposes in different contexts.

- Product/Packaging Design.
- Logo Design/Typography.
- Magazine Cover Designs.
- Illustration Design
- Design Elements and Design Principles.
- Professional Practices.
- Methods, Media and Materials.

Animation Design

This subject aims to introduce students to a range of drawing systems, techniques and software programs to create drawings or visual communications within the theme of animated design.

Students investigate the visual communications of others. This is done so that they can define using the visual communication language the elements, principles, audience, client, constraints and considerations in what creates good design found in visual communications of an animated type.

Semester Unit

Students develop skills in the creative process of using the visual communication design process which has four aspects. A brief that gives the stated problem is to be solved, followed by research for ideas and inspiration, the creation of ideas and the refinement of an idea into the making of a finished design suitable to the brief. Students are expected to investigate the various ways to create animations with the current software available. They are also expected to complete a visual analysis of existing designs or advertisements to identify the elements and principles of good design. Students are expected to build up an understanding of how designers create and make visual communications especially by experimenting with animation cells.

Assessment

Explore and Represent Ideas: Exploring and experimenting with ideas and representations in Visual Communication Designs for different audiences and purposes.

Visual Communication Design Practices: Developing and refining understanding, skills, techniques, technologies and processes in Visual Communication Design.

Present and Perform: Developing and refining Visual Communication Designs for different audiences and purposes. Considering the relationship between designer's intentions, audience characteristics and needs.

Respond and Interpret: Analysing and evaluating Visual Communication Designs for different audiences and purposes in different contexts.

- History of Animation/Past Techniques.
- Stop Motion/Flip Card Animation.
- Manga Design Animation

[Building Construction/Environmental Design](#)

In Visual Communication Design, students develop the skills and practice to communicate ideas and messages in visual communications. Visual communication design practice includes the use of design thinking skills and design as a process. Drawing conventions and the use of design elements and principles are the primary components of the visual language that students use to represent concepts, in relation to a specific purpose and audience. Students investigate the work and practices of a range of Australian and international designers, from different times, places and cultures.

Making in the Visual Communication Design curriculum (VCD) involves the communication of ideas and information through the use of drawing conventions, design elements and principles, skills, techniques and processes. Students communicate concepts through generating and making visual communications in different forms and styles. They use materials, media, methods and technologies to plan and make visual communications for specific purposes and audiences.

Semester Unit

Students develop an understanding of visualisation and communication by using drawing conventions. They communicate and present concepts and ideas using a range of materials, media, methods and technologies in two-dimensional (2D) and three-dimensional (3D) formats.

Assessment

Explore and Represent Ideas: Exploring and experimenting with ideas and representations in Visual Communication Designs for different audiences and purposes.

Visual Communication Design Practices: Developing and refining understanding, skills, techniques, technologies and processes in Visual Communication Design.

Present and Perform: Developing and refining Visual Communication Designs for different audiences and purposes. Considering the relationship between designer's intentions, audience characteristics and needs.

Respond and Interpret: Analysing and evaluating Visual Communication Designs for different audiences and purposes in different contexts.

- Manual and Digital Drawing Methods; Students will create Visual Communications in specific design fields of Environmental and Industrials Design.
- Research.
- Model Construction.

Parent Contributions to the College ICT Levy & Materials and Services Charges

Year 10

Dear Parent/Guardian,

Werribee Secondary College believes it is essential that all students under our care have access to the resources needed to maximise the ability of teachers to teach and of students to learn. For this to happen, the College Council requires parents/guardians to make a contribution in the form of a Materials and Services charges. The Department of Education and Training (DET) funding to schools meets the minimum requirements, but is not adequate to fund all the resources that are required to provide for such items as:

ICT Levy

- Specialist Computer Suites
- Computer Print Consumables
- ICT Infrastructure
- ICT Technical Support

Materials and Services Charges

- Additional class sets to supplement the standard Book List texts which would otherwise be bought by parents
- Provision of materials in the static arts (e.g. art, ceramics, photography)/performing arts (e.g. music, drama) plus technologies (e.g. food, wood, metal, plastics, electronics, graphics, engines)
- Project materials
- Library resources
- Science/technology equipment
- Photocopies

The DEECD's regulations permit schools to levy charges on parents/guardians to cover the shortfall in funding. This additional funding is essential and College Council determines the charges each year. Parents/guardians are notified prior to the course confirmation days.

Payments can be made through a variety of methods. Special payment arrangements can be made should there be difficulties with lump sum payment. In those circumstances enquiries would be directed to the Business Manager.

Amanda Mullins
Principal

Damian Marinaro
College Council President

Academic Honesty and Integrity Policy

GUIDING STATEMENT

Our Motto

Live worthily.

Our Vision

Werribee Secondary College is a leader in international education in the Victorian state education system. We implement the best quality educational practices evident throughout Australia and internationally.

The Werribee Secondary College community “lives worthily”. We are adaptable life-long learners, who are confident, creative and resilient individuals, empowered to shape the world in which we live.

Our Mission

At Werribee Secondary College we strive for success in students’ chosen endeavours.

The College community provides a safe and caring environment where each student is valued. We celebrate achievements, success and growth for all students. Our programmes equip students with the skills, knowledge and attitudes needed for the dynamic world after secondary education.

College leaders, teachers and support staff adopt evidence-based best practice to generate a progressive 21st century educational setting. We enhance learning and develop digital literacy through the purposeful use of emerging technology. With a focus on realising optimal outcomes for learners, staff commit to continuous improvement through ongoing targeted professional development, peer collaboration and reflection.

At Werribee Secondary College we nurture the values of respect, cooperation, honesty, integrity, confidence, perseverance, resilience and responsibility. Driven by these ideals, the College community embraces cultural and social diversity. Students develop a strong sense of personal identity and global citizenship, enabling different cultural groups to interact, learn from each other and grow together.

WERRIBEE SECONDARY COLLEGE ACADEMIC HONESTY AND INTEGRITY POLICY

Rationale

The Academic Honesty Policy provides a framework to ensure that the values and expectations which relate to the academic work and professional work ethic at Werribee Secondary College is upheld at all times. The values and expectations of the students and staff relate to the school values and guiding statement. Academic honesty requires one to behave in a manner that supports our school values and guiding statement. All members of the Werribee Secondary College community are required to know and comply with this policy.

Scope of this policy

This policy applies to all assessments across all subjects and all year levels at Werribee Secondary College.

A. Academic Honesty – What it is

Academic honesty is a set of principles that inform the values of honest and responsible behaviour in an academic setting.

Assignments and coursework are designed to enable students to learn and demonstrate new ideas; grading and

marking are designed to provide feedback on how students have progressed. Therefore, for the results and feedback to hold meaning, all assessment needs to result from the students own achievements and effort.

All policies and procedures that relate to academic honesty at Werribee Secondary College align with the policies and procedures set by the Department of Education Victoria. Refer also to the following policies:

1. Werribee Secondary College Assessment Policy
2. Student Engagement and Wellbeing policy

B. Academic Misconduct – What it is – What it can look like

Academic misconduct is behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- a. Plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- b. Collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another.
- c. Duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements.
- d. Misconduct during an examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other students, or communicating with another student).
- e. Any other behaviour that gains an unfair advantage for a student or that affects the results of another student (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).
(*"Article 20", 2014, IBO*)

Some examples of the forms that academic misconduct can take

- Presenting segments of or whole works by another person as your own.
- Including quotes and materials from another's works within your own without adequate acknowledgement.
- Paraphrasing the work or ideas of another person without adequate acknowledgement.
- Copying work and ideas from another student - within OR without the College community.

Referencing

Werribee Secondary College educates its staff and students on the importance of Copyright and respecting the works and ideas of others. One method of respecting original owners of works and ideas is to acknowledge the source of information by correct referencing. The College currently uses Modern Language Association 7th edition (MLA 7) as its preferred style of referencing.

Examples of MLA 7 style referencing

Intext Citation: (Rowling. 21-26) Works Cited List: Rowling, J.K. Harry Potter and the Goblet of Fire. London: Bloomsbury, 2004. Print.

Intext Citation: (Sutherland) Works Cited List: Sutherland, Natalie. "What Qualification Should You Take On?" Training.com.au. N.p., 9 Dec. 2016. Web. 21 Nov. 2018.

ROLES AND RESPONSIBILITIES

It is the role of the whole College community to understand, respect and practice academic honesty. The whole College community encompasses the Principals, teachers, education support staff, librarians, students and parents.

Expectations of Heads of College

- Establish and maintain a current academic honesty policy.
- Provide teachers with effective training opportunities.
- Support teachers and students to adhere to the school's academic honesty policy.
- Share with legal guardians the aim of the academic honesty policy.
- Ensure everybody understands academic honesty and consequences for students if they engage in academic misconduct.

Expectations of the Senior Years Program Coordinator

- Ensure that the school's academic honesty policy is aligned with the Senior Years Program (eg. VCE and IB) expectations and undergoes a periodic review. See Appendix for processes and forms.
 - Ensure that teachers, candidates and legal guardians are aware of senior program requirements concerning academic honesty.
- Agree with all senior teachers an internal calendar of all due dates for the receipt/submission of candidates' assessment material.
- Ensure candidates and invigilators are provided with relevant information about the conduct of examinations and related assessments.

Expectations of Heads of Faculty

- Ensure that academic honesty skills (correct citing, good researching etc) are included within the curriculum.
- Promote and support academic honesty within their team of teachers.
- Set clear expectations for course work and assignments and provide guidance to staff and students.
- Be a role model of academic integrity to other teachers and staff.

Expectations of the Teachers

- Set clear expectations for assignments and provide guidance to students on how to correctly cite the sources they have consulted.
- Discuss and promote the benefits of submitting assignments that are correctly referenced.
- Devote time to teach and practice these skills – making them “second nature”
- Be a role model - make sure all shared materials (handouts, presentations etc.) are correctly referenced.
- Design assignments that do not lend themselves to academic misconduct
- Assess student work objectively to the best of their ability.

Expectations of the Student

- Understand that academic honesty is inherent to best academic practice.
- Ensure that all work follows the guidelines of best academic honesty practices.
- Utilise the support provided to adhere to best academic practice.
- Correctly and adequately acknowledge sources.
- Understand academic honesty and the potential consequences of academic misconduct.

Expectations of Parents/Guardians

- Support their student.
- Understand academic honesty and the potential consequences of academic misconduct.
- Be aware of and understand the internal procedures taken by the College to confirm authenticity of work.

PROCESS FOR SUSPECTED ACADEMIC MISCONDUCT

In a school setting, most acts of academic dishonesty are not intentional. The Werribee Secondary College community believes in seizing those opportunities to teach integrity, responsibility and honesty as such those incidents are teachable moments. If there is a suspected case of academic dishonesty, the following steps will be taken if the Academic Honesty Policy has been breached.

Years 7-10

First Incident:

1. The teacher will inform the year level coordinator, record the incident on Compass as a first offence and inform the parents through a chronicle entry.
2. The class teacher will meet with the student to talk with them about the reasons for the possible misconduct.
3. The student will receive individual support in learning how, when and where to cite. In this instance, the teacher will explain why the student's behaviour is academically dishonest and work out how to solve the problem, eg. re-submit work, or come to a better understanding of academic honesty.
4. The year-level coordinator will monitor the occurrence in case it is a problem across the board.

Second Incident:

1. The teacher will inform the year level coordinator, record the incident on Compass as a the second offence and inform the parents through a chronicle entry.
2. Parents will be contacted and the teacher will hold a meeting with both the parents and the student to discuss the incident and come up with a solution.
3. The student will attend a lunchtime detention where they will be asked to resubmit the assessment.
4. If the student fails to attend the lunchtime detention, the assessment will remain ungraded.

Third Incident:

1. The teacher will inform the year level coordinator, record the incident on Compass as the third offence and inform the parents through a chronicle entry.
2. Parents will be contacted and the teacher and the year-level coordinator will hold a meeting with both the parents and the student to discuss the incident and come up with a solution.
3. The student will attend an after-school detention.
4. This offence requires consultation with the sub-school director. Work that is plagiarised may not meet the assessment criteria so it may remain ungraded and could affect the overall grade level achievement.

Senior Years (Year 11 and 12)

(The following process is aligned with the VCAA rules on school-based assessments)

Step 1. Reporting alleged breaches of academic honesty

- The Year-level Coordinator is the initial point of contact for reports of breaches of academic honesty.
- Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or an external party such as a tutor.

- Allegations should be handled sensitively and may need to be kept confidential.
- On receipt of an allegation, the student's work will not be accepted for assessment, pending the conduct of an investigation by the school.
- The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

Step 2. Preliminary investigation

On receipt of an allegation, the year-level coordinator will,

- Assess the allegation and conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation.
- Detailed records of the preliminary investigation should be kept and may be used in any later decision-making.
- If further investigation is required, the case will be escalated to principal class or delegate (sub-school director). The school may decide if it is appropriate to appoint an external person to carry out the investigation and report back to the school.

Step 3. Investigation

The purpose of the investigation is to determine whether there is any substance to an allegation that a student has breached rules for academic honesty (or VCAA School-based Assessment rules or IB Assessment rules). In this case,

- The evidence should be put to a decision-maker for determination whether the allegations are proven, or not proven.
- The investigator must approach the investigation with an open mind, and act fairly and without bias. They should consider any allegation against the student, the evidence of anyone who might have something relevant to say about an allegation, and any documents or information that may shed light on whether an allegation has substance or not. Some or all of the information and evidence gathered during the investigation may show that the allegations against the student are unfounded
 - this evidence should not be discounted.
- The investigation may include discussions with the study teacher supervising the assessment and any other witnesses, including other students.

Relevant evidence includes

- Any instructions given to students by the teacher about the conditions under which the School-based Assessment (or IB assessment) was to be undertaken (including the VCAA examination rules)
- The student's work if an allegation relates to the use of unauthorised notes or cheating or copying from other students, copies of those notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material
- Samples of other work by the student for comparison, if relevant
- The teacher's record of authentication
- The teacher's opinion about the student's work
- Accurate notes of conversations with witnesses, the teacher and the student

If this investigation suggests there is any substance to any allegation

- The student should be informed in writing of the nature of the allegation, and be invited to attend an interview to respond to the allegation.
- Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to the interview.
- The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.
- If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.
- The student's parents or guardians may be advised of the nature of the allegations, depending on the school's policy in relation to reporting discipline matters.

- If the allegation raises the suggestion that a student has submitted work that is not their own, the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own and/or was completed in accordance with VCAA requirements (or IB requirements)

The student may be asked to

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of their other work
- complete, under supervision, a supplementary assessment task related to the original task.

Step 4: Decision-making

The decision-maker

The principal (decision-maker) has the authority to decide if a student has breached the rules for academic honesty. The principal may wish to make the decision following receipt of a report from a staff member or other person appointed to carry out the investigation. Alternatively, the principal may wish to delegate their authority to make decisions about alleged breaches of VCAA examination and authentication rules to a hearing panel formed by senior staff members appointed by the principal. The following are required for the decision making:

- It is important that the decision-maker is not the investigator of the allegations.
- The material gathered during the investigation should be provided to the decision-maker, including evidence (if any) that suggests the allegations are not proven, as well as any responses the student provided during the course of the investigation.
- If the decision-maker forms an independent view that the evidence against the student is insufficient to justify a meeting or hearing, the decision-maker should confirm in writing to the student that no further action will be taken.
- If the decision-maker considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a hearing or meeting should be convened.
- The decision-maker should reserve their judgment until they have heard from the student at the meeting or hearing.
- The principal (decision-maker) will apply the following principles to make the decision regarding alleged breaches of rules: - The decision-maker must act fairly and without bias

-The student must receive at least 24 hours' written notice of the meeting or hearing conducted by the decision-maker.

Before the hearing or meeting

The student must be given notice which include the following:

- the date, time, place and likely duration of the meeting or hearing
 - the allegation/s against the student
 - the names of all decision-makers
 - advice that the student may bring a support person to the meeting or hearing
 - the name of a contact person if the student has queries about the meeting or hearing
 - a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing
 - the possible outcomes, including penalties VCE and VCAL Administrative Handbook 2019 Scored assessment: School-based Assessment 85
- It is generally appropriate, depending on the age and circumstances of the student, to allow a parent, guardian or other support person to be present at any interview, meeting or hearing
- The meeting or hearing should be conducted at the school, in an environment that is not intimidating for the student, but that is appropriate given the nature of the allegation/s

At the hearing or meeting

At the meeting or hearing, the principal or delegate (decision-maker) must explain the purpose of the meeting or hearing to the student, and confirm the allegation/s against the student and the possible outcome,

- The decision-maker may ask questions of the student.
- The student must be given the opportunity at the meeting or hearing to respond to the evidence against them and to ask questions of any witnesses present at the meeting or hearing
- The decision-maker must consider all evidence and submissions carefully, including the student's response, and whether the allegation/s (and the student's defence) is supported by evidence that is relevant and credible
- The decision-maker must take into account all relevant factors and no irrelevant factors
- The decision-maker must decide on the balance of probabilities whether the allegation/s is proven – the allegation/s does not have to be proven beyond reasonable doubt
- The decision-maker must decide, in relation to an allegation/s found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate.

Possible penalties include

- a verbal or written warning
 - detention or suspension
 - refusal to consider the student's work, but giving the student the opportunity to re-submit the work if there is sufficient time before the due date for submission of results according to the assessment schedule (IB or VCAA).
 - refusal to accept the part of the student's work found to have been completed in contravention of assessing body's (IB or VCAA) rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit or IB course.
 - refusal to accept any part of the work, awarding an N for the outcomes
- The decision-maker should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's capacity to appeal the decision to the VCAA.
 - The decision maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.
 - The college will follow recommended sanctions and penalties by the relevant assessing body, eg. VCAA, IB

After the meeting or hearing

The school must write to the student to confirm:

- the findings of the decision-maker in relation to the allegation/s against the student (setting out each allegation, and corresponding decision)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed
- information about the student's right to appeal to the VCAA, including that the appeal must be lodged no later than 14 days after the student receives written notice of the decision from the school.

The school should retain all material related to the allegation/s, in case the student wishes to appeal a decision.

How this document is communicated

This Academic Honesty Policy has been developed collaboratively with staff at Werribee Secondary College in accordance with VCAA and IB regulations.

All students will receive a copy of the Academic Honesty Policy upon enrolment for new students or confirmation of subjects for continuing students. An explanation of the policy at the beginning of each year will take place during Senior Years assembly.

The librarian will conduct a session about academic honesty at the beginning of each school year.

Senior staff will meet at the beginning of each year to discuss implementation and monitoring of the Academic Honesty Policy. All teachers will provide further guidance to students on the implementation of the Academic Honesty Policy.

The Academic Honesty Policy will be published on the Werribee Secondary College website, on Compass on the School Documentation page and at Senior Years information sessions.

Review of this policy

This policy will be reviewed and updated in 2022 by the staff at Werribee Secondary College.

Works Cited

“Article 20: Candidates suspected of academic misconduct.” General regulations: Diploma Programme. Cardiff: International Baccalaureate Organization, 2014. PDF.

IB learner profile. N.p.: International Baccalaureate Program, 2013. PDF.

VCE and VCAL Administrative Handbook, 2019.PDF

Appendices

Appendix 1: Electronic Version

[WSC Authentication Form for all Assessments](#). This form is shared to all senior years teachers.

Appendix 2: WSC Academic Honesty Process

Step 1. All students will receive a copy of the Academic Honesty Policy upon confirmation of enrolment for new students or confirmation of subjects for continuing students.

Step 2. Senior staff will meet at the beginning of each year to discuss implementation and monitoring of the Academic Honesty Policy.

Step 3. A staff briefing will be conducted each year to ensure that all staff (current and new) understand the policy and processes involved.

Step 4. An explanation of the policy at the beginning of each year will take place during Senior Years assembly.

Step 5. All teachers will provide further guidance to students on the implementation of the Academic Honesty Policy.

Step 6. The librarian will conduct a session about academic honesty at the beginning of each school year. This process will be reinforced in each of the subjects.

Step 7. The Academic Honesty Policy will be published on the Werribee Secondary College website, on Compass on the School Documentation page and at Senior Years information sessions.

Appendix 3. Acknowledgement of the Academic Honesty Policy Form

This electronic form must be submitted by all students at the start of each year. This form is shared to the Senior Years Team.

[Acknowledgement of the Academic Honesty Policy](#)