



# Middle School Handbook

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## INTRODUCTION

At Westall Secondary College, students participate in a diverse and rich program that is designed to challenge students to become involved in their own learning and make a commitment to their own self-improvement. Our intention is to motivate and prepare students for multiple pathways beyond Year 10, including the Victorian Certificate of Education (VCE), VCE Vocational Major and Vocational Education and Training (VET).

The Middle School Program can be constructed from four curriculum areas:

Core Subjects, Year 9 / 10 Electives Program, iCreate Electives Program and VCE/VET programs.

## MIDDLE SCHOOL CORE SUBJECTS

The compulsory studies provide a broad general education for all students. Courses have been designed in learning sequences that provide students with a specific learning focus for each term or semester. Course content has been reviewed and differentiated. Inclusive and direct instructional teaching approaches have been embedded into the coursework that is designed to encourage student engagement and to challenge them to operate and achieve a high level of attainment.

## THE YEAR 9/10 ELECTIVES PROGRAM

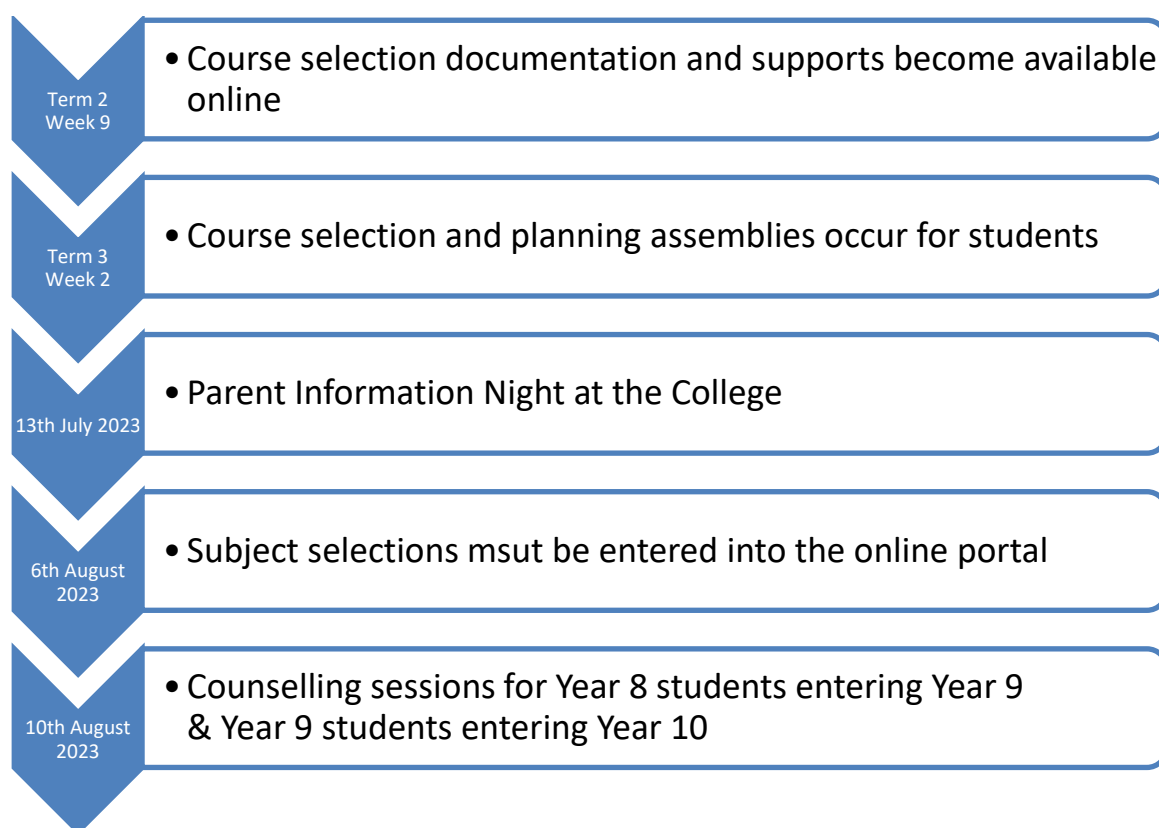
Provides students with an opportunity to pursue and develop understanding and expertise in areas of specific interest. The electives align with the Victorian Curriculum learning statements.

## iCREATE ELECTIVES PROGRAM

The iCreate elective program provides the opportunity for students to pursue specific interests and develop expertise through an inquiry-based project. It also allows students to develop general capabilities as outlined in the Victorian Curriculum; Critical and Creative thinking, Intercultural and Ethical Understanding, Personal and Social Capability.

# SUBJECT SELECTION PROCESS AND TIMELINE

## SELECTION PROCESS



## SELECTING 9/10 ELECTIVES

- 2024 Year 9 Students will enrol in **one elective** from the Year 9 & 10 electives list; this will run for the year.
- 2024 Year 10 Students will enrol in **two electives** from the Year 9 & 10 electives list; these will run for the year.

## SELECTING iCREATE

Year 9 & 10 students will enrol in one elective from the iCreate electives list; this will run for the year.

Year 10 students have the option of selecting a VCE subject in place of a Year 9 & 10 Elective, providing that their results justify this selection. Year 10 students have the option of selecting a VET program in place of an iCreate elective. However, in order for a Year 10 student to be approved to study a VCE or VET subject, they must demonstrate their capacity to cope with the increased demands that will be placed on them. Senior School coordinators will take into account the student's grades, progress and semester reports, learning behaviours, and attendance data in conducting the approval process during course counselling. As a first step, interested students must discuss their suitability to study a VCE/VET subject with their Year Level Coordinator and Middle School Director of Learning. This needs to happen before selections are submitted online. Please be aware that additional costs are associated in completing VCE/VET subjects. For further information, see the VCE subject description in the Senior School Handbook and the External VET description handbooks.

# YEAR 9 CORE CURRICULUM

## ENGLISH

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. It is through the study of English that individuals learn to analyse, understand, communicate, and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training, and the workplace. It helps them become ethical, thoughtful, informed, and active members of society and plays an important part in developing the understanding, attitudes, and capabilities of those who will take responsibility for Australia's future.

### **Goals:**

- To build on the reading, writing, listening, and speaking skills that have been the focus during Years 7 and 8.
- To further develop an appreciation of literary texts.
- To develop thinking and communication skills.

### **Content:**

#### *Reading and viewing:*

Students develop skills to analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate ideas from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

#### *Writing:*

Students create a range of imaginative, informative and persuasive texts. They learn how to use a variety of language features to create different levels of meaning. They learn to edit their writing for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and improve their use of accurate spelling and punctuation. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

#### *Speaking and Listening:*

Students make presentations and contribute actively to class and group discussions. When developing speaking skills, students learn to justify their opinions and to develop and expand arguments.

### **Assessment:**

Assessments may include oral presentations, creative tasks and essays.

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Students assigned to EAL are a diverse group, of different ages, at different stages of learning English, from differing first-language backgrounds and with varying amounts of education in their first language.

### Goals:

- To enable students from a non-English speaking background to develop their ability to listen to, understand, speak, read and write the English language so they can use it effectively and confidently for a wide range of social and academic purposes
- To develop students' understanding of Australian society and cultures
- To enhance social skills, self-esteem, and pride in their cultural heritage

### Content:

#### Text Study

Students read or view novels, short stories and films (teachers call these 'texts') and complete different tasks relating to these which include:

- Reading: decoding, inferring meaning and critically analysing texts
- Text analysis: discussion and written responses
- Writing: planning, creating and revising text
- Oral Language: role plays, re-enactments of scenes and preparing formal presentations

#### Issues in the News and Persuasive Language

Students read and view news reports and articles about current issues in the world today. Students complete a variety of tasks that include:

- Reading: decoding, inferring meaning, and critically analysing texts
- Focused writing tasks: creating texts that express an opinion
- Classroom discussions and debates
- Oral presentations presenting a point of view

#### Mechanics of Language

Students develop their expression by improving spelling, grammar, and punctuation, and by expanding their vocabulary.

### Assessment:

Assessments may include oral presentations, written assignments, reports, debates, or creative tasks.

## MATHEMATICS

Mathematics provides students with access to important mathematical ideas, knowledge, and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

### Goals:

- Develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- See connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- Appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

### Content:

#### *Number and Algebra*

Students apply index laws with integer indices to a range of numerical expressions and extend this to algebraic expressions involving numbers and pro-numerals. They use indices to express very large and very small numbers in scientific notation and apply this in measurement contexts. Students solve problems involving direct proportion and rates, and simple interest. They apply coordinate geometry to finding the distance between two points in the Cartesian plane, and the midpoint and gradient of a line segment joining two points. Students graph linear relations and solve linear equations, using tables of values, graphs and algebra. They graph simple non-linear relations such as parabolas, the reciprocal function, and circles at the origin, and solve simple related equations with and without the use of digital technology.

#### *Measurement and Geometry*

Students find areas of composite shapes and the surface area and volumes of right prisms and cylinders. They solve problems involving very small and very large time scales and intervals and use scientific notation in this context. Students use similarity, enlargement transformations and apply geometric reasoning to solve problems involving ratio and scale factors. They use Pythagoras theorem and trigonometry ratios to solve problems in the plane involving right angles triangles and develop an understanding that these involve irrational real numbers, which are generally represented by rational approximations specified to a given accuracy.

#### *Statistics and Probability*

Students list outcomes for two-step experiments involving selections with and without replacement, using arrays and tree diagrams, and determine related probabilities. They use Venn diagrams and two-way tables to calculate probabilities and relative frequencies from collected or given data to estimate probabilities. They identify issues and questions involving categorical and numerical data, use back-to-back stem-plots and histograms to describe and compare the distribution of data in terms of location (centre), spread and symmetry or skew.

### Assessment:

Assessment may include topic tests or problem solving tasks.



## SCIENCE

In Years 9 and 10, the curriculum focus is on explaining phenomena involving science and its applications.

Students work towards:

- Developing questions and hypotheses that can be investigated using a range of inquiry skills.
- Designing and developing appropriate methods for practical investigations.
- The ability to consider the reliability, precision, safety, fairness and ethics in their methods.
- Developing appropriate scientific language, so that they can communicate their findings and ideas when researching and investigating scientific concepts.

**Goals:**

- To develop understanding and skills in the four dimensions of Science
- To participate in research and experimental investigations

**Content:**

*Biological sciences*

- Explain the role of DNA and genes in cell division and genetic inheritance.
- Apply geological timescales to elaborate their explanations of both natural selection and evolution.
- Explore ways in which the human body as a system responds to its external environment.
- Investigate the interdependencies between biotic and abiotic components of ecosystems.

*Chemical sciences*

- Explain how the periodic table has been constructed.
- Compare the properties of a range of elements in the periodic table.
- Use atomic symbols and balanced chemical equations to summarise chemical reactions.
- Explain natural radioactivity in terms of atoms and energy change.
- Explain how different factors influence the rate of reactions.

*Earth and space sciences*

- Use the theory of plate tectonics to explain global patterns of geological activity and continental movement.
- Evaluate the evidence for scientific theories that explain the origin of the Universe and the diversity of life on Earth.
- Explain global features and events in terms of geological processes and timescales and describe and analyse interactions and cycles within and between Earth's spheres.

*Physical sciences*

- Give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass, and force to predict and explain motion.
- Use the concepts of voltage and current to explain the operation of electric circuits.
- Use a field model to explain interactions between magnets.
- Explain the concept of energy conservation.

**Assessment:**

Assessment may include practice work, reports, topic tests, classwork and homework tasks.

## GLOBAL LITERACY (HUMANITIES)

Global Literacy is concerned with the condition of all human beings, no matter where they live, to function effectively in the global community. It promotes an understanding of what is happening around the world; about human imagination and expression and the products of cultures; the interrelations within and among global and cross-cultural communities; natural, social and technical worlds; and the values and histories underlying our way of life.

Global Literacy provides a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to the social, political, economic and environmental challenges within our local and global communities. Exploration of these issues will be an opportunity for students to develop essential literacy skills and this will be an ongoing focus.

### **Concepts studied:**

#### *History*

- Industrial Revolution
- Australians at War (World War 1)

#### *Geography*

- Biomes and Food Security
- Civics and Citizenship

#### *Civics and Citizenship*

- Government and Democracy
- Law and Citizens

### **Assessment:**

Assessment may include written reports, oral presentations, source analysis, topic tests and roleplay.

## HEALTH, PHYSICAL EDUCATION & SPORT

### Goals:

To understand the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.

### Content:

The following topics will be covered:

Alcohol and other drugs	Food and nutrition	Safety
Mental health and wellbeing	Health benefits of physical activity	Lifelong physical activities
Challenge and adventure activities	Games and sports	

#### *Health Education*

Term 1: Relationships & Sexuality

Term 2: Food Nutrition and the associated health benefits

Term 3: Alcohol and other drugs & Mental health and wellbeing

Term 4: Safety

#### *Physical Education*

Term 1: Fitness which will involve Pre & Post testing of all fitness components, undertaking Circuit Training and participating in different training methods

Term 2: Peer to Peer coaching in a chosen sport

Term 3: Athletics & swimming

Term 4: Minor Games, with a focus on fitness & game tactics

#### *Sport Education*

Term 1: Volleyball, Cricket, Tennis, Softball & Baseball.

Term 2: Netball, Hockey, Badminton & Football.

Term 3: Table Tennis, Basketball, Soccer

Term 4: Futsal, Ultimate, Lacrosse

Students are involved in several individual and team sports, which they will select each term. They learn the rules and procedures to enable them to participate in the various sports. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students undertake a variety of roles when participating in sports such as umpire, coach, player and administrator and assume responsibility for the organisation of aspects of a sporting competition.

### Assessment:

Assessment may include case studies, data analysis, participation in physical activities, Peer to Peer coaching, skill assessment, fitness program development and tactical awareness assessment.

# YEAR 10 CORE CURRICULUM

## WHAT IS THE VOCATIONAL PATHWAYS PROGRAM (VPP)?

The Vocational Preparation Program (VPP) is a 'hand-on' program for Year10 students who have ambitions to transition into the VCE Vocational Major (VCE VM) in Year 11. Students who undertake the Vocational Preparation Program (VPP) are more likely to be interested in going to on training at TAFE, doing an apprenticeship, or transitioning into employment post-secondary studies.

### **What is the Structure of the Vocational Preparation Program?**

Students in the Vocation Preparation Program (VPP) complete different electives as compared to mainstream Year10 students. Instead of doing the core subjects of science and global literacy students complete Personal Development Skills and Work Related Skills which provide both a background and a pathway into completing the VCE Vocational Major in Yr11.

**Please Note: Only students who are VPP students will complete these subjects described above.**

## ENGLISH

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### **Goals:**

- To build on the reading, writing, listening, and speaking skills that have been the focus during Year9.
- To further develop an appreciation of literary texts.
- To develop thinking and communication skills.

### **Content:**

#### *Reading and viewing:*

Students develop skills to analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate ideas from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

#### *Writing:*

Students create a range of imaginative, informative, and persuasive texts. They learn how to use a variety of language features to create different levels of meaning. They learn to edit their writing for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts. They also

improve their use of accurate spelling and punctuation. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

*Speaking and Listening:*

Students make presentations and contribute actively to class and group discussions. When developing speaking skills, students learn to justify their opinions and to develop and expand arguments.

**Assessment:**

Assessments may include oral presentations, creative tasks, and essays.

## ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Students assigned to EAL are a diverse group, of different ages, at different stages of learning English, from differing first-language backgrounds and with varying amounts of education in their first language.

### Goals:

- To enable students from a non-English speaking background to develop their ability to listen to, understand, speak, read and write the English language so they can use it effectively and confidently for a wide range of social and academic purposes
- To develop students' understanding of Australian society and cultures
- To enhance social skills, self-esteem and pride in their cultural heritage
- To develop learning-how-to-learn skills

### Content:

#### Text Study

Students read or view novels, short stories and films (teachers call these 'texts') and complete different tasks relating to these which include:

- Reading: decoding, inferring meaning and critically analysing texts
- Text analysis: discussion and written responses
- Writing: planning, creating and revising text
- Oral Language: role plays, re-enactments of scenes and preparing formal presentations

#### Issues in the News and Persuasive Language

Students read and view news reports and articles about current issues in the world today. Students complete a variety of tasks that include:

- Reading: decoding, inferring meaning, and critically analysing texts
- Focused writing tasks: creating texts that express an opinion
- Classroom discussions and debates
- Oral presentations presenting a point of view

#### Mechanics of Language

Students develop their expression by improving spelling, grammar and punctuation, and by expanding their vocabulary.

### Assessment:

Assessments may include oral presentations, written assignments, reports, debates, or creative tasks.

# MATHEMATICS

## Goals:

- Develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- See connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- Appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

## *Mathematics Level Description*

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. The curriculum also provides students, as life-long learners, with the basis on which further study and research in mathematics and applications in many other fields are built.

### *Number and Algebra*

Students expand, factorise, simplify and substitute into a wide range of algebraic expressions, including linear, quadratic, and exponential terms and relations, as well as simple algebraic fractions with numerical denominators. They solve related equations, linear inequalities and simultaneous linear equations, with and without the use of digital technology. They explore the connection between tabular, graphical and algebraic representations of non-linear relations, including circles with centres at any location in the Cartesian plane.

### *Measurement and Geometry*

Students solve problems involving surface area and volume for a range of objects and follow proofs of key geometric results involving the application of congruence and similarity. They solve practical problems in two and three dimensions involving right angles triangles, Pythagoras theorem and trigonometry.

### *Statistics and Probability*

Students use quartiles and the interquartile range as a measure of spread, and construct and interpret boxplots to compare data sets. They relate box plots to corresponding dot plots and histograms. Students explore the association between two numerical variables using scatterplots, in particular with time as the independent variable. Students extend their work in probability to combinations of up to three events, using lists, tables, Venn diagrams, tree diagrams and grids as applicable to determine probabilities. They explore the concepts of conditional probability and independent events.

## **Assessment**

Assessment may include topic tests or problem solving tasks.

# SCIENCE

## Goals:

- To develop understanding and skills in the four dimensions of Science
- To participate in research and experimental investigations

## Science Level Description

In Years 9 and 10, the curriculum focus is on explaining phenomena involving science and its applications. *Students work towards:*

- Developing questions and hypotheses that can be investigated using a range of inquiry skills.
- Designing and developing appropriate methods for practical investigations.
- The ability to consider the reliability, precision, safety, fairness and ethics in their methods.
- Developing appropriate scientific language, so that they can communicate their findings and ideas when researching and investigating scientific concepts.

### *Biological sciences*

- Explain the role of DNA and genes in cell division and genetic inheritance.
- Apply geological timescales to elaborate their explanations of both natural selection and evolution.
- Explore ways in which the human body as a system responds to its external environment.
- Investigate the interdependencies between biotic and abiotic components of ecosystems.

### *Chemical sciences*

- Explain the periodic table has been constructed.
- Compare the properties of a range of elements in the periodic table.
- Use atomic symbols and balanced chemical equations to summarise chemical reactions.
- Explain natural radioactivity in terms of atoms and energy change.
- Explain how varied factors influence the rate of reactions.

### *Earth and space sciences*

- Use the theory of plate tectonics to explain global patterns of geological activity and continental movement Evaluate the evidence for scientific theories that explain the origin of the Universe and the diversity of life on Earth.
- Explain global features and events in terms of geological processes and timescales and describe and analyse interactions and cycles within and between Earth's spheres.

### *Physical sciences*

- Give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass, and force to predict and explain motion.
- Use the concepts of voltage and current to explain the operation of electric circuits.
- Use a field model to explain interactions between magnets.
- Explain the concept of energy conservation.

## Assessment:

Assessment may include practice work, reports, topic tests, classwork and homework tasks.



## GLOBAL LITERACY (HUMANITIES)

Global Literacy is concerned with providing a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

In Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped, and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges. Exploration of these issues will be an opportunity for students to develop essential literacy skills and this will be an ongoing focus.

### **Content:**

#### *History*

- Australia at war – World War II
- Rights and freedoms 1945 – present

#### *Geography*

- Human wellbeing

#### *Economics and Business*

- Creating and managing a business

### **Assessment:**

Assessment may include written reports, oral presentations, source analysis, topic tests and roleplays.

## PERSONAL DEVELOPMENT SKILLS (Only VPP students complete this subject to replace Science as a core subject)

**Goals:** The VPP Personal Development Skills (PDS) structure is designed to develop students' knowledge, skills and attributes that lead to self-development and community engagement through:

- family, social, community and environmental responsibilities
- resilience, self-esteem & interpersonal skills
- health and wellbeing
- civics and citizenship
- critical and creative thinking
- planning and organising school community activities and/or projects

### **Assessment:**

On the completion of this unit, students will have engaged in a range of collaborative, project-based tasks and activities related to the above-mentioned areas. The knowledge-based component will be assessed through formal written submissions and the skills via classroom and project-based teacher observations.

## WORK RELATED SKILLS (Only VPP students complete this subject to replace Global Literacy as a core subject)

**Goals:** The VPP Work Related Skills (WRS) structure is designed to develop employability skills knowledge and attributes valued and required within volunteer and work environments as preparation for employment.

Students engage in a variety of tasks and experiences to development employability skills and allows for opportunity to

- research and consider a range of employment and vocational learning pathways.
- build their knowledge of employability knowledge and skills
- develop practical knowledge and skills in work performance, creating CVs and interviewing.
- Engage in work related projects within the school community

### **Assessment:**

On the completion of this unit, students will have engaged in a range of classroom and practical based activities and project-based tasks related to the above-mentioned areas. The knowledge-based component will be assessed through formal written submissions and the skills via classroom and project-based teacher observations.

# YEAR 9 & 10 ELECTIVES

## BIOGREEN

A subject that leads into VCE Biology and Environmental Science.

**Purpose:** An introduction and emphasis on skills and knowledge in preparation for VCE Biology and Environmental Science.

**Content:**

Semester 1 focuses on an introduction of VCE Biology. Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment.

Semester 2 focuses on an introduction of VCE Environmental Science. Environmental science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems.

**Activities:**

- Plan and undertake practical investigations
- Collect and analyse data
- Examine case studies and media analysis

**Assessment:** Common Assessment Tasks

## BRIDGING EAL

**Purpose:** The aim of running this subject is to provide extra support for EAL students who will most likely choose VCE when they reach Year 11. By completing Bridging EAL, they will develop their abilities in English to a level where they are more prepared to access learning in their VCE subjects.

**Content:**

- English for everyday and academic purposes
- English literature
- English for the workplace
- English for self-expression

**Activities:**

- Speaking and listening activities, including role-plays, presentations, interviews, group work and discussion
- Reading a variety of text types
- Comprehension and analysis activities
- Planning, writing and editing different text types, including journal entries, poems/songs, personal letters, children's books, letters to the editor, essays, reports, scripts and biographies

**Assessment:** Common Assessment Tasks

## CHINESE

**Purpose:** To develop the confidence to communicate, referring to implicit and some explicit language modelling and in response to prompting. To learn to have conversations at different levels.

**Content:**

- Compare and contrast aspects of life in the LOTE-speaking country with those in multicultural Australia and other countries
- Develop strategies for maximising and extending the skills and knowledge and cultural understanding acquired
- Extend interactions to exchange information and opinions on topics such as leisure, relationships, study, careers and the media, and issues of concern to young people such as environmental issues, the impact of technology, and globalisation
- Practise using language in an increasing range of contexts; for example, in the community, and begin to manipulate language to express personal meanings

**Activities:**

- A wide range of listening, speaking, reading and writing tasks
- Tasks on intercultural understandings
- Common Assessment Tasks on the topics studied during the semester

## DESIGN ARTS

Pushing creative boundaries. In design arts, students will develop skills with technology to make art that communicates with audiences. Activities include investigating various technical mediums alongside of methods of production to create designs from concept to product. In understanding contemporary design applications, design thinking and the use of technology, they will use tools to make and construct models and results as 2D, 3D and 4D outcomes. Student will use design thinking, design and technologies knowledge and understanding, processes and production skills to produce designed solutions to identified needs.

**Purpose:**

- Students use design processes to conceive and perceive ideas and stories
- Students will learn the use of technologies, techniques, materials, and processes relevant to design and production
- Students engage with critical and creative thinking skills, Design languages, knowledge of Design Arts theories and practices
- Students look to innovations and history to understand traditions and cultural influences on designs
- To enable confidence, curiosity, imagination, enjoyment and a personal aesthetic through Design Arts application and production

Students will have the opportunity to create designed solutions in two of these contexts:

Media studies – Film and Animation  
Photography – Digital and Darkroom  
3D design – CAD/CAM and Sculpture  
Product design – Fashion and Form

**Assessment**            Common Assessment Tasks, Folio, Written response

**Pathways:** Studio Arts; Visual Communication Design; Product Design; Media; Systems Engineering.

## DESIGN TECHNOLOGIES - WOODWORK

**Purpose:** Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.

**Content:**

- Students develop design briefs and investigate a range of material, tools and equipment to develop design ideas.
- They apply thinking, creativity and innovation to develop sophisticated design ideas.
- Students work to safely test, select and justify appropriate technologies and processes to make design solutions.
- Students evaluate design ideas using success criteria
- Students produce project plans individually and collaboratively taking into consideration time, cost, risk and production processes

**Assessment:** Digital Design Portfolio, Design Production

## ELECTRONICS

**Purpose:** This elective covers basic electrical and electronic theory and practice. It introduces constructing and testing of electronic devices and systems.

**Content:**

Related theory work will cover topics such as: circuit and housing design; material and component usage and function; fault finding techniques; theory of electronics; OHS issues associated with the electronics industry.

*These projects will include:*

Building and testing to destruction of electronic circuits  
Construction of small projects from a variety of materials that display a range of properties  
Construction of mechanisms utilising modern technologies.

**Activities:**

Design & Construction Projects  
Building Circuits

**Assessment:** Common Assessment Tasks

## FINANCE AND THE LAW

**Purpose:** This elective explores the role and importance of making responsible and informed decisions about consumer issues and managing money and assets. It aims to foster the interest of students in the disciplines of finance, accounting, and business and to educate and inform the students of their roles and rights in the criminal and civil law. For most young people the legal system is a scary thing. This unit of work will open their eyes to how courts work through excursions, course work, and guest speakers and provide a way for students to be aware of the role of laws in our society and the responsibilities of citizens and the officers of the Government.

### **Content:**

The focus will be on economics and the global community, consumer rights and responsibilities, earning an income, managing your money, banking, financial services, personal investment, impact of technology, introduction to legal and non-legal rights, what are your rights and responsibilities, criminal law and crimes against the person and property and related defences. Police powers and a person's rights when questioned or arrested. The court system and criminal and civil courts. It will aim to answer questions such as How do trials work? What do juries do? Why do barristers wear funny clothes and wigs?

### **Activities:**

- Develop a multimedia product that promotes financial literacy
- ASX Share-market game
- Guest speakers from community legal centres
- Excursions to the Magistrates Court, Parliament house, Legal/Justice System Centres and Old Melbourne gaol
- Mock trials and Budgeting using excel
- Worksheets, structured questions and booklets

**Assessment:** Common Assessment Tasks

## FOOD STUDIES

**Purpose:** Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating

### **Content:**

Basic commercial cookery, espresso making, and catering with a focus on accredited training units covering food safety, occupational health and safety and knife techniques .

**Assessment:** Student would complete a project that covers a practical component and accredited assessment practice units from Hospitality and Commercial Cookery. An understanding of the terminology needed for future studies in TAFE level qualifications will be covered including the process for enrolment and how the paperwork is filled out.

## FOODS OF THE FUTURE (PADDOCK TO PLATE)

**Purpose:** Analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating.

**Content:** The learning activities that students would engage in would be horticulture setting up a fruit and vegetable garden. Students then produce food from the garden using varied preserving techniques and practical activities. Students engage in a variety of practical classes where they would use the food, they have produced in varying methods of cookery including food processing such as homemade cheeses, fresh herbs, meats, and preserves from produce they have grown.

**Assessment:** Students would complete a project that covers the production of growing local ingredients and cooking from paddock to plate. They would research local foods that will need to be developed in the future to replace animal protein products using plant-based options to feed the populations of the future.

## FORENSIC SCIENCE

**Purpose:** To develop scientific knowledge and apply different disciplines of science such as biology, chemistry, psychology, and physics to criminal and civil laws.

**Content:**

- Inquiry is the integration of process skills, the application of scientific content and critical thinking to solve problems.
- Science is the method of observation and investigation used to understand our world.
- Biological evidence contains discrete pieces of information that makes every organism unique.
- Science ideas evolve as new information is uncovered.
- Matter, including forensic evidence, can be described, organized, classified, and analysed and can be used to identify individual suspects.
- Evidence can be analysed for its chemical components to uncover characteristics that are not always directly observable and thus can give insight into a crime.
- Laws, including due process, are designed to protect the rights of all citizens.

**Activities and assessment:** Practical Investigation, Role Playing, Construction of DNA Models, Laboratory Reports, Common Assessment Tasks

## HOW THE MIND AND BODY FUNCTION

A subject that leads into VCE Physical Education and VCE Psychology

### **Purpose:**

- Provide students with an introduction to the field of Physical Education and Psychology.
- To deepen understanding of the theory behind physical performance and participation in physical activity.
- To explore why Psychology is a science and how the study has changed our understanding of the world.

### **Content:**

Physical Education and Psychology encompass how the human mind and body work and develop. It is the study of human behaviour and development. It is about people, and why we do what we do.

In this subject we will look at:

- Psychology
- Body systems and movement
- Energy systems and energy production
- Biomechanics

### **Activities:**

Activities will include a combination of classroom-based and practical activities. Practical activities will be linked to theory and will allow students to deepen their understanding.

**Assessment:** Common Assessment Tasks

## LIT HISTORIES

“Those that fail to learn from history, are doomed to repeat it.” **Winston Churchill**

**Purpose:** The Lit Histories elective combines elements of both history and literature and aims to:

- Extend literacy skills through various thinking, reading, writing, and speaking activities.
- Teach independent study and research skills and strategies.
- Develop analytical skills through problem solving, developing questions, constructing arguments, analysing artefacts and documents, as well as exploring contested ideas and different perspectives.
- Enhance the interdisciplinary skills of critical and creative thinking, which are transferable to other subjects and the workforce.
- Provide an opportunity to explore more advanced topics not covered in core classes.
- Enable those who are interested in studying VCE History (20th Century and Revolutions) or VCE Literature to further acquire skills and knowledge that are necessary for success in Years 11 and 12.

History is a disciplined process of investigation into the past that develops students' curiosity and imagination. This elective embeds literacy skills with the study of history to help students understand, synthesise and communicate historical content knowledge. The study of History promotes the



understanding of societies, events, movements, and developments that have shaped humanity from earliest times. The Lit Histories elective will expose students to fundamental historical knowledge needed to understand our world and ourselves, as well participate as active, informed, and responsible citizens. This elective will be useful for students wanting to develop skills necessary for future education and there is a strong concentration on the development of reading, writing, and research skills to enable students to effectively communicate orally and in written form.

### **Sample Content:**

Content is selected based on student choice and interest but has covered the below topics in previous years:

Myths and Legends  
Heroes and Villains  
Crime and Punishment  
Justice and Injustice  
Historical Investigation (Guided Inquiry Project)

As part of their study, students will engage with a variety of different texts, including video games, comic books, novels, films, TV shows, and anime.

**Assessment:** Common Assessment tasks, Group work, Oral presentations, Individual research tasks, Creative tasks, Class work and homework

## **MATHS AND NUMERACY EXTENSION**

**Purpose:** This program aims to provide greater freedom for exploring mathematics and increase intellectual satisfaction. Through a range of fun and engaging activities students will share and develop:

- Critical thinking skills which can be taught and learned
- Speaking, listening and general communication skills
- Social relationships
- Cultural understanding
- Mathematical literacy, thinking and problem solving in an open and flexible approach
- Conceptual structures that support mathematical understanding and thinking
- Confidence, curiosity, imagination, enjoyment through experimentation and communication
- Capacity to work in teams

### **Content:**

Students will have the opportunity to pursue their areas of interest in the discipline of Mathematics which is made relevant through modelling using real life examples, involving community in their learning by linking content to practical tasks (painter, handyman, Alex, electrician, carpenter, plumber, etc.). This program contains engaging activities to encourage students to learn visually through trails. Being systematic, using generalising, visually and using analogy is being developed through regular exposure to problem solving strategies.

The content of the program will include a range of activities designed to:

- improve problem solving skills
- capture and transmit knowledge
- improve understanding of linguistic problems
- interpersonal ability to work corporately in a group
- build social relationships between students of all cultures
- learn cross-cultural communication skills

**Activities:**

Students will prepare for taking part in activities including:

- Maths Talents Quest
- Maths Challenge
- Australian Maths Competition (Uni of Canberra)
- State-wide Maths Games Day
- ICAS Maths Competition (NSW Uni)
- School Maths Competition (Mel Uni)
- Treasure hunt
- Who wants to be a millionaire
- Maths Magic event
- Making models etc.

**Assessment:** Common Assessment Tasks

## MEDIA ARTS

**Purpose:** In the digital age, most of us are watching and listening to different media types – like television, film, social media, and advertising – therefore, Media is a subject that has become more important to students academically, socially, and for their futures. In Media Studies, students participate in creative collaboration and communication through media tools and techniques. Students create a range of media projects, use creative visual techniques as well as focus on visual literacy. Students engage in character design, animation, graphic design, film, and television.

**Content:**

- Exploring ‘Identity and Self – The Teen Years’
- Students select a form of media each semester and undertake research
- Students develop a cohesive portfolio of work
- Enhance skills in teamwork, reading and writing, research, and creative and critical thinking.

**Activities & Content:**

- Planning & Research of Key Media Creators
- Creating a Creative Portfolio – Writing Proposal, Exercises and Production
- Graphic Design – Advertising and/or Logo Creation
- Video Game Development
- Music Video Production
- Character Design & Animation
- Film and Television
- Group-work & Collaboration

**Assessment:** Written Assessments

**Pathways:** VCE Media Studies, University - Business Management, Arts, Fine ArtS

## PATISSERIE

**Purpose:** This subject covers basic food safety, preparing savoury and sweet dishes that leads to a career in pastry making and baking, design and production ensures students have knowledge of cooking independently in a commercial and domestic kitchen in a team environment.

**Content:** Students learn how to work with a partner to prepare dishes in a challenging environment which covers literacy and numeracy. The course covers products that will lead to a pathway working in a café/bakery, commercial environment.

**Assessment:** Common Assessment Tasks, Practical Observations & Workbook

## PERFORMING ARTS

**Purpose:** To engage in a range of performing arts styles including music, dance, drama and theatre. To engage in musical activities such as performing, composing, arranging, researching, developing and applying music technologies and drama/theatre practices. To develop music and drama appreciation skills through studying a variety of musical and drama styles and to experience these through listening, composing, planning and performance activities. To develop aural skills, which are required to hear, recognise and identify instrumental timbres and general musical features. To develop skills and understanding in dance and drama.

**Content:**

- Arranging and performing selected musical compositions and dance/drama pieces.
- Using Music technology to compose and notate original compositions;
- Examining the purposes of Music, Dance and Drama in various contexts;
- Analysing listening and performance examples in class.
- Skills Presentation - Performance Assessment
- Skills Development - Assessments in Aural Skills and Music, Dance, Drama in Context
- Folio - Assessments of Research Project and Composition

**Assessment:** Common Assessment Tasks

## PHYSICHEM

**Purpose:** An introduction and emphasis on skills and knowledge in preparation for VCE Physics and Chemistry.

**Content:**

Semester 1 focuses on an introduction of VCE Chemistry. Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes.

Semester 2 focuses on an introduction of VCE Physics. Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

**Activities:** Plan and undertake Practical Investigations

**Assessment:** Common Assessment Tasks

## SPORT & RECREATION

**Purpose:**

- To further develop practical skills and tactical knowledge in Sporting Activities
- To provide an environment where students gain an understanding and an opportunity to explore and develop a sports science approach to a sport of choice in the context of analysis and training
- To expand students understanding and enjoyment of sporting activities through the opportunity to gain coaching and adjudicating knowledge, experience and qualifications.
- To provide an opportunity to learn health literacy and promote teamwork with the overall aim of promoting positive wellbeing

**Content:**

This elective has a sport specific focus. Students participate in sessions that involve the development of skills, tactical and strength & conditioning in their specific sport. Students may also develop coaching and adjudicating skills with the possibility of obtaining qualifications in these areas.

**Activities:**

- Involvement and completion of a training diary
- Demonstration of Practical skills
- Demonstration of basic adjudication knowledge and skills

**Assessment:** Common Assessment Tasks

## VISUAL ARTS

**Purpose:** Students analyse and evaluate how artists communicate ideas and convey meaning in artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. Students select and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks. Students analyse artworks and exhibitions from different cultures, times and places. Students explore how ideas in art making are interpreted by audiences.

**Content:**

Students explore a range of media and materials, both three and two dimensional these include painting, drawing, ceramics, sculpture and printmaking.

*Explore and Express Ideas*

Explore visual arts practices and styles as inspiration to develop a personal style

*Visual art practices*

Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works

*Present and Perform*

Students create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience

*Respond and Interpret*

Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences

**Assessment:** Visual Diary, Folio, Written response

**Pathways:** VCE Studio Arts, VCE Visual Communication Design, Product Design, Media Studies



For iCreate subject choices, see the separate 'iCreate Handbook' or visit <http://icreatewestall.com> for more information.

## VCE Options

### Purpose:

To offer high-performing students an opportunity to complete units towards achieving their Victorian Educational Certificate (VCE).

### Content:

Students can choose to study from the following subjects:

Accounting Biology Business Management Chinese (first language) Environmental Science Food Studies Geography Health and Human Development History: 20 <sup>th</sup> Century	Legal Studies Mathematics- General Mathematics- Methods Physical Education Product Design Psychology Studio Arts Systems Engineering Visual Communication Design
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For further information, see the VCE subject description handbook located on the webpage.

## VET Options

### Purpose:

To offer students an opportunity to complete a VET subject.

### Content:

Students can choose to study from the following VET subjects:

Offered onsite at WSC: VET – Hospitality VET – Parks & Gardens (SBAT) VET – Sport & Recreation	External VETs include: VET – Aviation Diploma VET – Business Administration VET – Health VET – Building and Construction
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For further information, see *The External VET description handbook* located on the webpage.

## What is Vocational Preparation Program (VPP)?

The Vocational Preparation Program (VPP) is a 'hand-on' program for Year 10 students who have ambitions to transition into the VCE Vocational Major (VCE VM) in Year 11. Students who undertake the Vocational Preparation Program (VPP) are more likely to be interested in going on training at TAFE, doing an apprenticeship, or transitioning into employment post-secondary studies.

### What is the Structure of the Vocational Preparation Program?

Students in the Vocational Preparation Program complete both classroom-based subjects in areas of Literacy, Numeracy, Personal Development and Careers over a 3-day period. On the other 2-days students complete a School-based Apprenticeship (SBAT) where they engage in industry work and complete vocational study in their chosen industry field. A summary of the program components is outlined below:

### **SBAT**

The School Based Apprenticeship and Traineeship (SBAT) component of the Vocational Preparation Program involves the students undertaking 1-day of paid work and 1-day vocational study over the course of a normal week. Students are provided with a range of SBAT opportunities where they decide which to complete.

The list of SBAT opportunities is growing, however current SBATs completed by students include: *Certificate II in Horticulture, Certificate II in Supply Chain Logistics, Certificate II in Food processing, Certificate II in Warehousing/Retail & Certificate II in Childcare.*

The program guidelines are that the student attends at the workplace 13 hours/week which is made up of 7 hours paid work and 6 hours of formal structured training. The program completion also contributes to VCE Vocational Major qualification which VPP students will most likely enrol in the next year.