



**WESTALL**  
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# Middle School Course Guide 2019

The Victorian Curriculum Foundation–10 (F–10) sets out what every student should learn during their first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

*Australian Curriculum and Assessment Authority*

Provider: Department of Education & Training

CRICOS Number: 00861K

## 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), Victorian Certificate of Applied Learning (VCAL), 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 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 personal passions 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.***

## Selection Process & Timeline

### Selection process for all Year 9 and 10 students

- **Monday 18<sup>th</sup> June** - receive information about subjects and links to various course selection documentation
- **Tuesday 24<sup>th</sup> July** - Parent Information evening regarding course selection
- **Thursday 9<sup>th</sup> August** - Year 8 and 9 counselling interviews. **Completed subject selection form must be brought to your interview**

### Selecting Year 9 & 10 Electives

- Year 9 students need to select one elective from the Year 9 & 10 electives list; this will run for the whole year.
- Year 10 students need to select two electives from the Year 9 & 10 electives list; these will run for the whole year.

### Selecting iCreate Elective

- Year 9 & 10 students need to select one elective from the iCreate electives list; this will run for the whole year.

***Year 10 students have the option of selecting a VCE subject in place of a Year 9 & 10 Elective.***

***Year 10 students have the option of selecting a VET program as their iCreate elective.***

*If a student is interested in selecting a VCE or VET subject, you **need to discuss this with their family and speak with the middle school leadership team** (Year Level Coordinator and Director of learning - Middle School). This needs to happen before 3<sup>rd</sup> August 2018. **There are different costs and expectations involved with VCE and VET.** For further information, see the VCE subject description and the External VET description handbooks located on Compass (Community icon/School documentation/Subject selection 2019 and follow other links to subject selection form and appropriate sub-school course guides).*

## Middle School Curriculum Offerings

### **YEAR 9 CORE PROGRAM**

<b>Subject</b>	<b>Periods per week</b>	<b>Page</b>
English	3	5
English as an Additional Language	3	6
Mathematics	3	7
Science	3	8
Global Literacy / Humanities	3	9
Health, Physical Education and Sport	2	10

### **YEAR 10 CORE PROGRAM**

<b>Subject</b>	<b>Periods per week</b>	<b>Page</b>
English	3	11
EAL	3	12
Mathematics	3	13
Science	2	14
Global Literacy - Humanities	2	15

**YEAR 9 & 10 ELECTIVE PROGRAM – 3 periods per week**

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***iCreate ELECTIVE PROGRAM – 2 periods per week***

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# YEAR 9 CORE PROGRAM

## English

## Year 9

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 and viewing, writing, and listening and speaking skills that has 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 types of 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:

Common Assessment Tasks

Research projects and Essays

Oral presentations

Class work

*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 degrees 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, interpreting meaning, using texts for a purpose, critically analysing texts
- **Text analysis:** discussion and written responses
- **Writing:** composing and revising
- **Oral Language:** role plays / re-enactments of scenes
- **Oral presentations:** preparing formal presentations about the text

#### 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, interpreting meaning, using texts for a purpose, critically analysing texts
- **Focussed writing tasks:** news articles, letters expressing an opinion or giving information about an issue.
- **Classroom discussions**
- **Class debates**
- **Oral presentations presenting a point of view**

#### Writer's Workshop:

Students study a variety of writing styles and complete a range of tasks including:

- Reading to support writing
- Identifying and analysing the language appropriate to text style
- Thinking, planning and preparing for writing
- Drafting, editing, and revising writing

#### Assessment:

Common Assessment Tasks

Assignments

Oral presentations

Homework

**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 & 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:**

Common Assessment Tasks

Topic Tests

Problem Solving Tasks



**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 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:**

- Common Assessment Tasks
- Topic Tests
- Practical Reports
- Class work and homework tasks
- Topic Tests

**Goals:**

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.

**Content:****History**

- Industrial Revolution
- World War 1
- Movement of Peoples during 1750-1900

**Geography**

- Biomes and food security
- Geographies of Interconnection - Tourism

**Economics**

- Resource Allocation and Making Choices
- Consumer and Financial literacy

**Civics and Citizenship**

- Products, marketing and the law

**Assessment:**

- Common Assessment Tasks
- Group work
- Oral presentations
- Class work and homework tasks
- Topic Tests

**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

Health benefits of physical activity

Mental health and wellbeing

Relationships and sexuality

Safety

Challenge and adventure activities

Games and sports

Lifelong physical activities

**Health Education**

Term 1: Relationships & Sexuality

Term 2: Food Nutrition and the associated health benefits

Term 3: Alcohol & other drugs & Mental Health & 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 a number of 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:**

- Common Assessment Tasks
- Case study and data analysis
- Participation in physical activities
- Peer to Peer Coaching
- Skill assessment
- Fitness program
- Tactical awareness

# YEAR 10 CORE PROGRAM

## English

## Year 10

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 and viewing, writing, and listening and speaking skills that have been the focus during Year 9.
- 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 types of 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:

Common Assessment Tasks

Research projects and Essays

Oral presentations

Class work

*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 adequately prepare students for the demands of VCE EAL
- To develop student's 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:****Reading:****Reading and Creating - SEMESTER 1**

On completion of this unit, the student should be able to produce creative responses and an analytical response to a text.

**Assessment:**

- An analytical text response essay
- Creative responses such as poetry, scripts, short stories, picture books, short films, letters or diary entries.

**Reading and Comparing - SEMESTER 2**

On completion of this unit, the student should be able to compare the presentation of ideas, issues and themes in two texts.

**Assessment:**

- A comparative analytical text response essay

**Language analysis of a persuasive text:**

On completion of this unit, the student should be able to analyse how argument and persuasive language can be used to position audiences in a persuasive text.

**Assessment:**

- Analysis of argument and language persuasive texts.

**Analysing and Presenting Argument:**

On completion of this unit, the student should be able to create their own texts intended to position audiences.

**Assessment:**

- A persuasive oral presentation intended to position an audience.

**Listening tasks:**

On completion of this unit, the student should be able to comprehend spoken texts.

**Assessment:**

- Short answer questions in response to spoken texts.

**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.

**Content:****Number & 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:** Common Assessment tasks

Topic Tests

Problem Solving

**Goals:**

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

**Science Level Description**

In Levels 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.

**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 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:** Common Assessment tasks

Practical work and reports

Homework tasks

Topic Tests

**Goals:**

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 Civics and Citizenship and 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**

Concepts studied:

- Australia at war – World War II
- Rights and freedoms 1945 – present
- The globalising world – political crisis

**Geography**

Concepts studied:

- Environmental change and management
- Human Wellbeing

**Economics and Business**

Concept studied:

- Managing a business

**Civics and Citizenship**

Concept studied:

- Laws – Citizens' rights and responsibilities

**Assessment:** Common Assessment Tasks  
Group work  
Oral presentations  
Class work and homework tasks  
Topic Tests



## **Year 9 & 10 Electives - Description**

### **Advanced Physical Education**

#### **Purpose:**

- To deepen understanding of the theory behind physical performance and participation in physical activity.
- To develop the knowledge and skills required to critically evaluate influences that affect performance and participation in physical activity.
- To prepare students for further learning or training in the physical education and/or sport fields.

#### **Content:**

The Advanced Physical Education elective includes both theoretical and practical elements of physical education, with a roughly even split of these. The theory of physical education includes:

- Influences on participation in physical activity
- The musculoskeletal system and movement
- The cardiorespiratory system at rest and during activity
- Energy systems and energy production
- Movement skills and how to improve them
- Training methods & programs, and how to implement these
- Links between physical activity, sport and health
- Contemporary issues associated with physical activity and sport

#### **Activities:**

Activities will include classroom-based and practical activities. Practical activities will be linked to theory and will allow students to deepen their understanding. This will include experiments and tests, for example, the effect that changing duration of an activity has on the maximal speed a person can maintain.

**Assessment:** Common Assessment Tasks

# Astronomy

**Purpose** - This subject provides an in depth introduction into the universe in which we live. We will take a look at the different scales of size and distance in the universe, the different objects we see in the night sky (as well as those we can't see!). Further, this subject will be incorporating various topics that are directly related to studies in the following VCE subjects:

- Physics
- Chemistry
- Biology
- Environmental Science

## **Content:**

### **Knowledge:**

- The structure of the universe on a large scale including galaxies, clusters, superclusters and the size of the known universe
- Stars and their life-cycles
- Life in the universe, how does our planet and solar system support life? Are there any chances of finding life elsewhere in the universe?
- Observation of the universe: Telescopes, Binoculars and Computers
- The Nature of Space and Time

### **Skills:**

- Scientific research skills including the opportunity to participate in large scale research projects online!
- Observing skills: learning how to use computer software and real life telescopes to collect data and make predictions and conclusions about stars and planets.
- Creating research questions and synthesising knowledge through

### **Activities:**

- Using telescopes and computer software to view the night sky from different locations around the world
- Practical investigations

**Assessment:** Common Assessment Tasks

## Bridging EAL

Targeted at students with additional EAL needs.

**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, but currently have low level English skills. 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:**

Areas of study are:

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

### **Activities:**

- Speaking and listening activities eg. role-plays, presentations, interviews, group work and discussion
- Reading a variety of text types
- Comprehension and analysis activities
- Writing different text types eg. journal entries, personal letters, blogs, emails, letters to the editor, essays, reports, scripts, biographies, etc.

**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, 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

**Assessment:** Common Assessment Tasks

## Electronics

**Purpose** – This elective covers basic electrical and electronic theory and practice. It provides an introduction to how these devices and systems are used in the development of Robotic equipment.

**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:

- the building and testing to destruction of small structures
- the construction of small projects from a variety of materials that display a range of properties
- the construction of mechanisms utilising alternative energy systems

**Activities:**

- Design & Construction Projects
- Building Circuits

**Assessment:** Common Assessment Tasks

## English and Literacy Assistance

**Purpose:**

The English Assist elective aims to:

- Address each student's individual English learning needs.
- Improve the language skills of students through various thinking, reading, writing and speaking activities.

**Content:**

The focus will be on:

- Improving reading comprehension
- Improving grammar, spelling and punctuation
- Extending students' vocabulary

**Assessment:**

The award for satisfactory completion for this course is based on a decision that the student has demonstrated achievement of the set outcomes for the course. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The extension programs are offered for one semester. Students will, however, have the opportunity to choose an extension program for two semesters depending on their progress and assessment.

Common Assessment Tasks

## English and Literacy Extension

### Purpose:

The English Enhancement elective aims to:

- Enable those students who are interested in studying VCE English to further improve the skills that are required to do well in Years 11 and 12.
- Extend the language skills of students through various thinking, reading, writing and speaking activities.
- Cover advanced topics that are not included in Year 10 English.

### Content:

The focus will be on:

- Developing the capacity to express ideas, which means students learn how to use language to inform, persuade or explain to an audience.
- Developing the necessary analytical skills to effectively respond to a variety of texts, meaning that students learn to recognise the structures and features of a range of texts and demonstrate understanding of how authors use these elements for particular purposes.
- The development of an appropriate metalanguage to discuss their own and others' texts.

### Assessment:

The award for satisfactory completion for this course is based on a decision that the student has demonstrated achievement of the set outcomes for the course. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

Common Assessment Tasks

## Environmental Science

A subject that leads into VCE Environmental Science.

### Purpose:

Provide students with an introduction to the field of Environmental Science. To allow the students to have an in-depth understanding of the environment and the issues arising.

### Content:

Why is there such an emphasis on sustainability? Why do humans need to save energy?

Environmental Science enables students to understand Earth as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students explore how the relationships between these systems produce environmental change over a variety of timescales. They investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change.

**Activities:** Plan and undertake investigations  
Collect and analyse data  
Evaluate research  
Examine case studies and Media analysis

**Assessment:** Common Assessment Tasks

## Financial Literacy, Economics and the Law

**Purpose:** Explores the role and importance of making responsible and informed decisions about consumer issues and managing money and assets. How these decisions affect the individual's and the community's quality of life, sense of security and awareness of future options and the overall economic wellbeing of society is considered. Foster the interest of students in the disciplines of finance, accounting, and business. To educate and inform students of their roles and rights in the criminal and civil law. To provide a way for students to be aware of the role of laws in our society, and the responsibilities of the citizens and the officers of the Government. 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.

**Content:** What kind of consumer am I? Consumers and the marketplace, how to be a smart shopper, consumer rights and responsibilities, earning an income, managing your money, financial services, personal investment, the global consumer, impact of technology, responsible gambling.

In regards to the law aspect of this subject, an introduction to legal and non-legal rights, an awareness of their legal rights and responsibilities, an introduction to Criminal Law and aspects like crimes against the person and property and related defences, an introduction to police powers and their rights when questioned or arrested, an introduction to the court system and criminal and civil courts. How do trials work, what do juries do? Why do they wear funny clothes and wigs? And, the roles of lawyers and barristers.

**Activities:** Students will produce a short video explaining how talking to someone about money helped them achieve a financial goal

Make 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

Comparing movie trials to the real thing

Worksheets and booklets

**Assessment:** Common Assessment Tasks

## Food Technology

**Purpose:**

Food technology provides students with the opportunity to expand on their food preparation knowledge and skills in highly specialised areas.

**Content:**

Students are involved in menu planning, food costing, food photography and recipe development, and consider the role of nutrition and food selection in enhancing product appeal. Many practical and investigative tasks require students to work in cooperative team environments.

Complex food production processes are covered including, pastry making, yeast doughs, egg foams and meringues. The skills developed in Food Technology will form a foundation for future study in Hospitality Kitchen Operations offered as a VCAL and VCE subject, while also increasing students understanding of healthy eating and nutritional meal planning.

**Activities:** Practical and Investigative tasks

**Assessment:** Common Assessment Tasks

## 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:**

Practical Investigation  
DNA Models

Role Playing  
Laboratory Reports

Construction of Models

**Assessment:** Common Assessment Tasks

## How the Mind and Body Tick

A subject that leads into VCE Psychology and VCE Health and Human Development

**Purpose:** Provide students with an introduction to the field of Psychology and Health and Human Development. To explore why Psychology is a science and how the study has changed our understanding of the world. To explore various aspects of health and look at how we develop as humans over time.

**Content:** Psychology and Health and Human Development 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:

- Sport Psychology: Using what we know about people to maximise performance in sport - motivation, self-confidence, stress and relaxation, goal setting
- Forensic Psychology: Understanding why people commit crimes, and how we can help to solve and prevent them - criminal profiling, stalking, dangerousness, and the role of the psychologist in the courtroom
- Clinical Psychology: How psychologists are able to help people who have problems such as depression, anxiety and schizophrenia
- Health: Mobility, morbidity and individual and community health issues
- Human Development: How the mind and body grow and change over time
- Biology: An introduction to the Biological components of Psychology and Health & Human Development

**Activities:** Plan and undertake investigations, collect and analyse data, Evaluate research, Examine case studies and Media analysis

**Assessment:** Common Assessment Tasks

## Maths and Numeracy Extension

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

- Critical thinking skills
- 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, 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 (Melb Uni)
- Treasure hunt
- Who wants to be a millionaire
- Maths Magic event
- Making models etc.

**Assessment:** Common Assessment Tasks



## 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:

Students have the opportunity to engage in some of the following activities:

- 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

### Activities:

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

## Sports Academy

### 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:

The Sport Academy Program elective in Year 9 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

- To explore the conventions of a particular style and demonstrate development of a personal style.
- To demonstrate technical competence in the use of skills, techniques and processes.
- To extend skills in the use of technology to generate and refine ideas for solutions to set work briefs
- To define the communication need, purpose and audience of a given brief (the work briefs will respond to a range of briefs representative of different fields of practice such as information, environmental and product design.)
- To explore media as a part of the Visual Communication Design process.
- To become competent in a range of techniques and skills including reversals, montage and solarisations.
- To explore digital imaging within the art form to enhance imagery.

### Content:

#### Creating and making

Students apply decision making skills to find the most effective way to implement ideas, design, create and make art works devised from a range of stimuli, demonstrating a personal style. They independently and collaboratively apply their knowledge and understanding to design, create and produce art works influenced by the style of a particular artists or cultures. Students use a range of traditional and contemporary media, materials, equipment and technologies.

#### Exploring and responding

Students observe, research and discuss a range of contemporary, traditional, stylistic, historical and cultural examples of art works in the disciplines or forms in which they are working.

They analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of art works created by a range of artists and made in particular times and cultural contexts.

- Students make and present visual communications, which explore themes, issues and ideas.
- Students use the visual communication production process to develop and present visual communications appropriate to a brief
- Students evaluate the purposes and content of visual communications and respond in ways appropriate for particular audiences, for example the Annual Arts Show
- The analysis of the characteristics and the role of visual communications in different cultural contexts will also be researched.
- Students learn processes & procedures in black and white photography, from 35mm camera handling through to enlargement of images.
- Students study the photographer as artist and explore photojournalism with a focus on developing analysis and interpretive skills.
- **Students must have a 35mm camera to undertake this unit.**
- A range of scaffolded tasks introduce the necessary skills required to commence and successfully complete student work briefs.
- Learning and teaching strategies are centred on the development of visual literacy. Students learn to create and read visual artworks.
- The formal analysis of visual artworks from specific historical and cultural contexts is supported by a range of thinking and writing tools including continuum lines, Y charts, Venn diagrams and an analysis of notes table.

**Activities:** Visual Diary  
Folio  
Final Presentation  
Workbook  
Photographic/Art appreciation

**Assessment:** Common Assessment Tasks

## VCE Options

**Targeted at students who demonstrate the capabilities and work ethic to undertake a Unit 1/2 study.**

**Purpose:**

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

Students can choose to study from the following Unit 1/2 subjects:

Accounting Biology Business Management Food and Technology General Maths Health & Human Development Mathematical Methods	Physical Education Psychology Specialist Mathematics Studio Arts Systems Engineering Visual Communication Design
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**Activities and assessment:**

For further information, see *The Senior School Student Handbook* located on Compass (Community/School Documentation/Subject Selection 2019/Sub-school Course Guides).

## **iCreate Electives - Description**

### **Aviation**

**Purpose:** Offer students a pathway into the Aviation industry. This program will involve a partnership with Moorabbin Airport and will cover all aspects of the aviation industry including the pathway to becoming a pilot.

**Content:**

- Engineering
- Tourism
- Air Traffic Control
- Becoming a Pilot
- Air Host/Hostess
- Ground Traffic and Cargo
- The Business of running an airline

**Activities:**

- Excursions to Moorabbin Airport
- Flying in a plane and on a simulator
- Building a Plane
- Introduction to Pilot's Licence

### **# Code**

**Purpose:** Code powers our digital world. Every website, smartphone app, computer programme, calculator and even microwave relies on code in order to operate. This makes coders the architects and builders of the digital age. This subject aims to provide the opportunity to learn how to create games using “drag and drop” code blocks or java script.

**Content:**

- Digital technology skills
- Coding language
- Problem solving
- Designing, producing and evaluating
- Creative thinking

**Activities:**

- Web Design and making apps
- Guest speakers
- Developing and evaluating computer games
- Online tutorials: Code.org; Khan Academy, [www.gethopscotch.com](http://www.gethopscotch.com)

## Construction and Technology

**Purpose:** If you want to improve the environment and communal spaces around the school through the successful use of Design and Technology, this is for you. You will investigate best Design Practice through excursions to local destinations, where award winning designers have created uniquely designed special spaces. Be inspired by other landscaped areas and then use your drawing skills & Computer Aided Design to produce accurate design proposals to submit to appropriate school committees for approval. You will assist in the selection of tools and materials required for each project and effectively evaluate the success of the learning process and the landscaped areas. There will also be the opportunity to volunteer your time in local schools, parks and gardens and here at Westall.

### Content

1. Design for the Westall school environment.
  2. Design for a community environment at a local Primary School or other community group.
  3. Design for your home environment - an individual project for yourself.
- **Design & Project Management,** Computer Aided Design (CAD), safe use of both hand-held and power tools, Landscaping tools & processes.
  - **Range of Materials:** Wood, metal, plastics, brick, pavers and concreting.
  - **Range of Systems:** Electrical - low voltage lighting, Hydro – water collection, storage, drainage, irrigation, and also mechanical systems.
  - **Creative landscaping:** Ergonomics & Sustainable development, tree planting for wind protection & shade, garden bed design, mulching and pathways.

An outdoor furniture project for the school environment and a personal project to take home will be integral to this course.

### Activities

- 3D printing/models
- Indoor/Outdoor Furniture
- Large 3d Sculptures

**Purpose:** To provide students with a forum of starting their own business from scratch. Students come up with an idea of what they could produce to sell themselves. This subject provides methods and techniques for developing the ideas into solid business models.

Outcome – students will develop a business model, which in following years, should demonstrate growth.

### Content

- Opening up the idea
- Finding out what really motivates the founder
- Working out an entrepreneurial design
- Discovering potential in what exists already
- Function instead of convention
- Recombining what already exists
- Turning work into fun and entertainment
- Business Plan Concepts
  - Organisational Structure,
  - Operational Plan,
  - Marketing Plan
  - Financial Plan

### Activities

- Guest speakers of entrepreneurs
  - Development of a Business Plan
  - Participate in market research forums
  - Development of Product
  - Participate in Youth Citizen Entrepreneurship Competition
- Or
- Participate in Plan Your Own Enterprise Competition

## Martial Arts (Taekwondo)

**Purpose:** Originating in Korea, Taekwondo has become the most commonly practiced martial art in the world, receiving the honor of being adopted as an Olympic sport in 2000. Taekwondo combines the benefits of learning a martial art with the cardio workout you get from doing a sport or at the gym.

It improves physical fitness, flexibility, general well-being and the poise of those who practice it. The benefits of taekwondo reach far beyond the physical; enabling practitioners to improve self-esteem and confidence, and encouraging modesty and generosity through intense training of both the mind and the body.

**Content:** We will hold grading twice a year at the end of each semester to examine what the student has learnt throughout the semester. Students will be assessed on their taekwondo skills, and the written assessment that has been set by the Department of Education and Tae Kwon Do Australia, to allow students to advance through the belt levels, from a beginner's white belt, all the way to a certified black belt.

These gradings are a test of knowledge to see if a student has the necessary skills to advance to a higher belt level. The test includes poomsae, a pattern or form made up of various stances, blocks, kicks and strikes; set self-defense actions; one-step sparring; set combination kicks; sparring; board breaking and terminology (Korean terms of taekwondo actions). Students must have 90% attendance to sit for the grading.

### Activities

- Understanding the History and Philosophy of Taekwondo
- Physical and Mental Training
- Grading for various belts and levels

## Master the Westall Cafe

Are you a champion baker or budding chef? This program will allow you to demonstrate your creative skills by preparing delicious products designed around particular themes for not only yourself but for other students and community groups to sample and enjoy as well.

**Purpose:** To understand catering in a café and the business side of running a café/restaurant. Master the art of coffee making and sweet/savory catering. Students will grow, harvest, prepare and share fresh seasonal food and to help positively influence their food choices in the future. Students will spend some time each week with the up keep of the garden, harvest the seasonal produce as well as the cooking and sharing of food. There will also be a focus on the ethical concerns in the food industry and how the community can positively influence this.

Students will be able to:

- Grow their produce
- Establish and maintain a vegetable garden.
- Understand the plant and flower function

**Content:**

- Marketing and Business
- Cooking skills and catering
- Coffee Art and Making
- Cakes, Sweets and Baking
- Savory Delights
- Build and maintain a fruit, vegetable and herb garden, which will drive the cooking lessons, based on the seasonal produce.
- Practical approach to the design of a garden.
- Learn about different plant propagation techniques
- Look at different methods of producing food in a garden.

**Activities:**

- Research regarding the seasons for growing specific fruit and vegetables
- Garden maintenance
- Harvesting of produce
- Designing of cooking schedule
- Researching of recipes
- Cooking
- Sharing and eating of food
- Catering for local groups
- Coffee Course
- Selling products within the school
- Establishment and maintenance of a vegetable garden,
- INVESTIGATE THE BEST POSITION FOR PLANT GROWTH
  - Green house
  - Types of soils
  - Position in the garden (sun, shade, under cover)
- Working with the local council
- Working with the home tech team



## Outdoor Adventures

**Purpose:** This program provides students with the skills and knowledge to safely participate in activities in outdoor and local environments and to respect and value diverse environments.

**Content:** This study enables students to:

- develop experience-based relationships with, and knowledge of, outdoor environments
- develop skills, knowledge and behaviours that promote safe and appreciative interaction with outdoor environments
- experience Australian cultural practices through outdoor and adventure activities

The program encourages students to explore the world in which they live and to become involved in their local communities. It provides them with the skills required to become independent, life-long learners who are confident, responsible and reliable.

This program is concerned with the ways humans interact with and relate to, outdoor and local environments.

Activities undertaken could include: camp experience, daytrips, surfing, rock climbing, bushwalking, canoe touring, cycle touring, swimming activities, and participation in community projects.

**Activities:** Challenge and adventure activities addresses how individuals participate in a variety of physical activities designed to challenge them physiologically, behaviourally and socially in diverse contexts and environments.

Challenge and adventure activities include initiative games, movement challenges (as individuals and in teams or groups), recreational activities in natural and outdoor settings and navigational challenges.

Lifelong physical activities - these activities can include swimming, yoga, Pilates, bushwalking, cycling and resistance training.

## Publishing

**Purpose:** To produce a professional publication that demonstrates an effective use of creativity, technology and communication skills.

**Content:** Students will develop a publishing project that incorporates the technology of their own choice. The project could incorporate the following:

- Writing and proof reading
- Recording and editing
- Planning and developing a design brief
- Journalistic skills, including researching, finding resources, interviewing, writing, proof reading.
- Time management skills including setting and meeting deadlines
- ITC and technological skills (desktop, website, video publishing)
- Understanding of audience and purpose
- Graphic design
- Interacting with others

**Activities:**

- Communicating, learning and gaining feedback from experts in the field of publishing through Incursions/excursions, guest speakers and demonstrations.

## Singing, Dance and Drama

**Purpose:** Students will be able to:

- Build self-esteem and challenge their own creativity through drama
- Use voice, facial expression, movement and space to imagine and improvise characters and situations
- Students discuss characters and situations in drama they make, perform and view.
- Listen to a music piece and clap the rhythm
- Listen to a music piece and identify the melody as mainly either legato or staccato
- Listen to a music piece and identify the highest and lowest note
- Identify a music piece as either in 2/4 or 3/4 time
- Sing the following scale C (with and without accompaniment)
- Learn strategies to warm their voice up before performing a song
- Learn strategies to open their lungs up, so they can reach the high and low notes appropriately
- Stand in an appropriate position to maximise singing ability and voice progression
- Choose two songs that they feel best represent their emotions or feelings about a particular topic
- Relate to the songs in an expressive manner by performing the songs using expressions to show emotion
- Identify notes and keys related to particular songs
- Draw basic scales (C) on music paper and learn to read music
- Express themselves and their emotions through dance
- Use gestures and body movements to react and respond to the world around them
- Explore and learn about dance in different cultures.
- Explore ways of moving in response to stimulus
- Explore movements to express feelings, emotions, ideas and observations

**Content:** At the end of the term, the students will present drama that communicates ideas and stories.

At the end of the term, students are able to:

- perform a dance piece that they have created with their peers and guided by their teacher through expressive movement
- perform a song of their choice in an appropriate manner to maximise voice projection and listen to a piece of music to identify the melody and rhythm.

### Activities

Improvisations, performing dance

Movement in response to various stimuli, dance, peer teaching, choreography

Song performance, clapping rhythms and peer observations

## Sport Development

### Purpose

- The acquisition of movement skills, concepts and strategies will enable students to confidently, competently and creatively participate in a range of physical activities. This is the foundation for lifelong physical activity participation.
- Students also acquire an understanding of the science behind how the body moves. In doing so, they develop an appreciation of the significance of physical activity and sport both in Australian society and globally.
- Movement is a powerful medium for learning, through which students can acquire, practise and refine personal, behavioural, social and cognitive skills.
- It provides opportunities for students to develop skills, self-efficacy and dispositions to advocate for, and positively influence, their own and others' health and wellbeing.
- Healthy, active living includes promoting physical fitness, healthy body weight, psychological wellbeing, cognitive capabilities and learning. A healthy, active population improves productivity and personal satisfaction, promotes pro-social behaviour and reduces the occurrence of chronic disease. Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

Sport Development aims to develop the knowledge, understanding and skills to enable students to:

- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts and settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes

### Content:

- Students are involved in a number of individual and team sports.
- 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.

### Activities could come from the following areas:

- Active play and minor games-Through minor games students are challenged to practise skills, including social skills, in a simple game situation.
- Fundamental movement skills
- Games and sports
- Rhythmic and expressive movement activities

## STEM

### Purpose:

- Students develop an understanding that science is about achieving knowledge through investigating, experiments, discussions and communicating ideas.
- Students learn to problem-solving and investigate
- Students learn to design, build and test the research question.

**Content:** Students investigate various topics of interest, such as, Botany, Neurology, Marine Biology, Animal Behaviour Anthropology, Astronomy, Zoology, and use various tools to collect, organize and record their experimental findings using correct formats.

Students design, build and test, their topic of interest, such as, Rotor Egg Drop, Bottle Rocket, Bridge Building, Elastic Launched Glider. Science categories covered will include Forensic Science, Nanotechnology, Human Science, Robotics and Electronics

### Activities:

- Challenges such as Rotor Egg Drop, Bottle Rocket, Bridge Building, Elastic Launched Glider.
- Mini-challenges such as paper airplane building and tower building.
- Enter their design in external competitions such as the 'Science talent search'

## Study Space (Year 11 & 12 students only)

**Purpose:** Study Space and tutoring is an opportunity for senior school students to maximize their learning to manage their study program. It is designed to promote success in the VCE. Students develop key personal learning skills in managing time and resources to complete work set by their subject teachers, as well as preparation for SACs and exams. Support is also provided to students by specialized teachers and university tutors, available for individual and group tuition, as well as access to programs. A 40+ Club is also available for those that are capable and are aspiring to 40+ studyscores in one or more Unit 3/4 subject. Students are expected to work both autonomously, as well as having the opportunity to collaborate and work with small teams of students for peer support.

**Content:** Students bring work to this program every Wednesday and use the time to revise and complete class work, homework, assessment tasks, revision, and prepare for exams.

### Activities

- Study skills sessions
- Guest and motivational speakers
- Tutoring
- Exam preparation
- Study techniques
- Edrolo

## Visual Arts and Media

**Purpose:** A hands-on program where students are given the freedom to explore their own creative ideas using both two- and three-dimensional media. Students develop skills in using materials, processes, techniques and technology. They also gain confidence and independence working individually and collaboratively.

**Content:** Students are given the opportunity to develop skills in a Visual Arts area they are passionate about. The focus of this program is for students to be able to create, make, express, explore the visual arts in a stimulating and relaxed environment. Students will gain first-hand experience working with professional artists, participating in visual arts workshops, and viewing a range of exhibition spaces.

**Activities:**

Sculpture and ceramics

Metalwork and casting

Digital and traditional photography

Textiles and garment construction

Printmaking: stencilling, tee shirt transfers

Painting and drawing

Visual Communication Design

Film, TV, video production

Computer based animation, stop motion, hand drawn, cut out, special effects

## VET Options

**Purpose:**

To offer students an opportunity to complete a VET subject.

**Content:**

Students can choose to study from the following VET subjects:

VET - Hospitality

VET - Sport and Recreation

VET - Health

VET - Aviation Diploma

VET - Business Administration

External VETs

**Activities:**

For further information, see *The External VET description handbook* located on compass.