



# Middle School Handbook

# Contents

Introduction.....	4
Middle School Core Subjects.....	4
The Year 9 / 10 Electives Program.....	4
iCreate Electives Program .....	4
Subject selection process and timeline .....	5
Selection Process for all Year 9 and 10 students.....	5
Selecting your Year 9 & 10 Electives .....	5
Selecting your iCreate Elective .....	5
Year 9 Core Curriculum.....	6
English .....	6
English as an Additional Language .....	7
Mathematics .....	8
Science .....	9
Global Literacy (Humanities).....	10
Health, Physical Education and Sport.....	11
Year 10 Core Curriculum.....	12
English .....	12
English as an Additional Language .....	13
Mathematics .....	14
Science .....	15
Global literacy (Humanities).....	16
Year 9 & 10 Electives .....	17
BioGreen .....	17
Bridging EAL.....	17
Chinese.....	18
Design Arts .....	18
Electronics .....	19
Financial Literacy, Economics and the Law .....	19
Food Studies.....	20
Forensic Science .....	20
Horrible Histories .....	21
How the Mind and Body Tick .....	22
It's Lit! English your way.....	22
Maths and Numeracy Extension .....	23
Performing Arts.....	24
PhysChem.....	24

Physical Education Studies .....	25
Sport & Recreation.....	25
Visual Arts .....	26
iCreate .....	26
VCE Options .....	27
VET Options .....	27

# 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 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 for all Year 9 and 10 students

- Course selection documentation and supports become available during Term 3, Week 1.
- Course selection and planning assemblies occur during Term 3, Week 2.
- Parent and student information regarding course selection Tuesday 21<sup>st</sup> July, 2020
- Complete your subject selections online by Sunday, 2<sup>nd</sup> August.
- Thursday 6<sup>th</sup> August - counselling sessions for Year 8 students entering Year 9.
- Thursday 6<sup>th</sup> August - counselling sessions for Year 9 students entering Year 10.

## Selecting your Year 9 & 10 Electives

- 2021 Year 9 Students will enrol in one elective from the Year 9 & 10 electives list; this will run for the year.
- 2021 Year 10 Students will enrol in two electives from the Year 9 & 10 electives list; these will run for the year.

## Selecting your iCreate Elective

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.**

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:

Common Assessment Tasks  
Oral presentations  
Class work

## English as an Additional Language

*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, 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
- **Focused 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

<b>Assessment:</b>	Common Assessment Tasks
	Assignments
	Oral presentations
	Homework

# 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 & 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

# 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 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:

- Practical work and reports
- Common Assessment Tasks
- Classwork and homework tasks
- Topic Tests

## 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
- World War 1

### **Geography**

- Biomes and food security

### **Economics**

- Resource Allocation and Making Choices
- Consumer and Financial literacy

### **Civics and Citizenship**

- Justice and law in Australia
- Electoral processes

### **Assessment:**

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

# Health, Physical Education and 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
- 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 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 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:

Case study and data analysis  
Peer to Peer Coaching  
Fitness program

Participation in physical activities  
Skill assessment  
Tactical awareness

# Year 10 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 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 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:

Common Assessment Tasks  
Oral presentations  
Class work

## 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 adequately prepare students for the demands of VCE EAL
- 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:

#### SEMESTER 1

##### **1) Reading and Creating**

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.

##### **2) 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.

##### **3) 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.

##### **4) 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.

#### SEMESTER 2

##### **1) Reading and Comparing**

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

##### **2) 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 in persuasive texts.

##### **3) 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.

##### **4) 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.

# 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 & 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

# 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 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:

- Practical work and reports
- Common Assessment Tasks
- Topic Tests
- 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**

Concepts studied:

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

#### **Geography**

Concepts studied:

- Human wellbeing

#### **Economics and Business**

Concept studied:

- Creating and managing a business

### **Assessment:**

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

# 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

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, e.g. role-plays, presentations, interviews, group work and discussion
- Reading a variety of text types
- Comprehension and analysis activities
- Writing different text types, e.g. 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 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, stories and
- 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:** VCE - Studio Arts; Visual Communication Design; Product Design; Media Studies; Systems Engineering.

## Electronics

### Purpose

This elective covers basic electrical and electronic theory and practice. It provides an introduction to 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

## 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. Foster the interest of students in the disciplines of finance, accounting, and business. To educate and inform the students 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 and course work and guest speakers.

### 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. How do trials work, what do juries do? Why do barristers wear funny clothes and wigs? The role of lawyers and barristers.

### 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
- Comparing movie trials to the real thing
- Worksheets, structured questions and booklets

**Assessment:** Common assessment Tasks

## Food Studies

### **Purpose:**

Students are given the opportunity to expand on their food preparation knowledge and skills in both a domestic and commercial setting.

### **Content:**

Students learn how to plan and develop recipes and menus, and consider the role of nutrition and food selection in enhancing product appeal. Practical and investigative tasks require students to work with partners enhancing communication and conflict resolution processes.

Food production processes include, pastry making, yeast products, meringues and complex processes. The skills developed will form pathways for VCE Food Studies, commercial cookery and hospitality skills leading to the possibility of work in the industry.

### **Activities:**

Practical and Investigative processes, excursions to manufacturing and industry.

### **Assessment:**

- Common Assessment Tasks
- Practical assessments

## 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

## Horrible Histories

*"Those that fail to learn from history, are doomed to repeat it."*

**Winston Churchill**

### **Purpose:**

The History Extension elective 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 (20<sup>th</sup> Century and Revolutions) 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. The study of History promotes the understanding of societies, events, movements and developments that have shaped humanity from earliest times.

The History Extension elective will expose students to fundamental historical knowledge needed to understand our world and ourselves, as well participate as active, informed and responsible citizens. History Extension will be useful for students wanting to develop skills necessary for future education. 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.

### **Content:**

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

### **Assessment:**

- Common assessment tasks
- Group work
- Oral presentations
- Individual research tasks
- Class work and homework

## 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:** A look at mobility, morbidity and individual and community health issues
- **HUMAN DEVELOPMENT:** A look at how the mind and body grow and change over time
- **BIOLOGY:** An introduction to the Biological components of Psychology and Health and HHD

### **Activities**

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

**Assessment:** Common assessment tasks

## It's Lit! English your way

A subject that lets students read a variety of different texts, including video games, comic books, novels, films, TV shows and anime.

### **Purpose:**

Students choose texts based on a specific theme, with a different theme each term. By choosing a theme instead of a text, students are able to focus on a range of texts that they choose to look at.

### **Content:**

Each term is centred around a theme, such as 'Dystopia', 'Heroes and Villains' and 'Racial Justice and Injustice'. We will chat to you about a few texts but ultimately, you decide what you work on – as long as it fits the theme!

### **Activities:**

This is a no test, no timed condition CATs subject. You will create a portfolio each semester based on your understanding and reflection on the theme. Better yet, the folio is made up of medium you choose.

## 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 (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

- 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

## PhysChem

A subject that leads into VCE Physics and Chemistry.

### 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

## Physical Education Studies

### 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:

- Influences on participation in physical activity
- Body systems and movement
- 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

### Activities:

Activities will include a roughly even split of 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 of, for example, the effect that changing duration of activity has on the maximal speed a person can maintain.

**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

- 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*

iCreate



For iCreate subject choices, see the separate 'iCreate Handbook 2019' 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	Legal Studies
Biology	Mathematics - General
Business Management	Mathematics - Methods
Chinese (first language)	Physical Education
Environmental Science	Product Design
Food Studies	Psychology
Geography	Studio Arts
Health & Human Development	Systems Engineering
History: 20 <sup>th</sup> Century	Visual Communication Design

### Activities

For further information, see the VCE subject description handbook located on compass.

## 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
- Etc.

### Activities

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