

SUBJECT SELECTION HANDBOOK

YEAR 9

2023

WERRIBEE SECONDARY COLLEGE

Live Worthily





OUR MOTTO

Live worthily.

OUR VISION

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

We are adaptable life-long learners, who are confident, creative and resilient individuals, empowered to shape the world in which we live.

OUR MISSION

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

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

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

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



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YEAR 9 INTRODUCTION

This Year 9 handbook contains detailed information about the unit content, learning outcomes and assessment of learning outcomes for Year 9 in 2023.

There are two types of subjects at Year 9: Compulsory (core) subjects and Electives.

CORE SUBJECTS

In Year 9 the following units are core subjects for all students. More detail on each of the subjects is found in the core section of this handbook.

- **English** (SELP or Mainstream) **or EAL** (English as an Additional Language)
- **Mathematics**
- **Science**
- **Humanities** (History and Geography)
- **Health and Physical Education**
- **Commerce**
- **Digital Technologies**
- **RRP** (Respectful Relationships Pathways)

ELECTIVES

As well as the core units, students choose four units of electives for the year.

Students must select:

- 1 x **Arts** (Visual or Performing)
- 1 x **Design Technologies** (Various)
- 2 x Additional Selections (**Language, Outdoor Education or more of the above**)

Note: Select Entry (SELP) students **MUST** study a LOTE at Year 9.

Students selecting Language must undertake the language for two semesters. Students choosing a Language must have achieved a pass in that Language at Year 8.

If students choose Music, it can be studied for one semester.

SELECTION

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



COLLEGE PROMOTION POLICY

STATEMENT:

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

OBJECTIVE:

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

RATIONALE:

This College believes that:

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

GOALS:

To ensure that students:

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

IMPLEMENTATION:

Setting minimum requirements:

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

- achieving an average score of 50% across both semesters for English
- achieving an average score of 50% across both semesters for Mathematics
- satisfactory completion of at least 70% of all other units attempted
- meeting the College's 90% attendance requirement

Special consideration may apply on an individual basis Years 7-10 students who:

- have a diagnosed learning disability
- experience difficulties accessing teaching and learning due to special circumstances.



CORE SUBJECTS

ENGLISH

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

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. The study of English is essential for the development of confident and informed lifelong learners. We strive to foster critical thinking and encourage students to analyse the world around them from a variety of different perspectives. We support students to develop their knowledge of how language enables people to interact effectively, build and maintain their relationships, express and exchange their knowledge, skills, attitudes, feelings and opinions.

Aims:

Specifically, the English curriculum at Werribee Secondary College aims to ensure that students:

- Learn to speak, listen, read, view and write with enjoyment, purpose, effect and confidence in a wide range of contexts;
- Have capacity to explore and develop complex ideas and issues orally, giving considered reasons for a point of view, using appropriate language to influence and engage the audience and listening actively and critically to the views of others;
- Understand distinctive ways to communicate complex ideas and information effectively through finished writing for different purposes and audiences, using language appropriately;
- Discuss different perspectives on complex issues and themes and justify detailed and sophisticated interpretations in selected print and multimodal texts, including national and global issues;
- Apply knowledge of the ways in which language varies according to context, purpose, audience and content, and the capacity to apply this knowledge;
- Develop the capacity to discuss and analyse texts and language critically;
- Have knowledge of the ways textual interpretation and understanding may vary according to cultural, social and personal differences, and the capacity to develop reasoned arguments about interpretation and meaning;
- Develop awareness and respect of cultural diversity within the community and how intercultural experiences influence attitudes, values and beliefs;
- Apply selectively a range of creative thinking strategies to broaden their knowledge and engage with complex ideas;
- Develop competency in ICT literacy.



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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

MATHEMATICS

Mathematics has its own value and beauty and the Australian Curriculum: Mathematics, aims to instil in students an appreciation of the elegance and power of mathematical reasoning. Mathematical ideas have evolved across all cultures over thousands of years and are constantly developing. Digital technologies are facilitating this expansion of ideas and providing access to new tools for continuing mathematical exploration and invention. Through the study of Mathematics students develop essential thinking skills. They learn to identify and to organise given information, to seek patterns and predict outcomes, to carry out procedures in routine and non-routine contexts, to identify and rectify errors, to justify and communicate their findings and to enjoy intellectual challenge. Mathematics is composed of multiple but interrelated and interdependent concepts and systems which students apply beyond the mathematics classroom.

Aims:

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

HISTORY

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

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

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

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

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



Aims:

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

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

GEOGRAPHY

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

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

There are two units of study in the Year 9 curriculum for Geography: Biomes and food security and Geographies of interconnections.

Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.



SCIENCE

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

The science curriculum covers Biological, Chemical, Physical, and Earth and Space Sciences. In each area, students focus on applying understanding of content in problem solving, designing and completing experiments to test hypothesis, and using science understanding to examine real-world issues. Topics covered are Matter, Chemical Reactions, Ecosystems, Control and Regulation, Plate Tectonics and Electricity. Assessment is conducted in a variety of formats and encompasses a range of skills.

HEALTH AND HUMAN RELATIONS

In this unit, students aim to develop their understanding of a variety of community health and social issues. Topics include: relationships, risk taking behaviours, cyber safety and sexual education. Students gain an understanding of the impact of various relationships, the importance of making positive risk-taking decisions, the negative outcomes of poor risk-taking decisions and identify how to be safe when online. Students also gain an understanding of puberty and the reproductive anatomy, contraceptive methods and STI's, also identifying how to prevent both pregnancy and STI's.

PHYSICAL EDUCATION

Physical education aims for students to develop and maintain a basic level of physical fitness. They perform motor skills, which are appropriate to specific games, activities and sports. Students evaluate individual and group tactics, skills and movement patterns and evaluate a range of programs and strategies designed to encourage participation in physical activity.

Students are also able to explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. Students compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own specialised movement skills and movement performances. They also work collaboratively to design and apply solutions to movement challenges.



COMMERCE

This unit focuses on the principles and practices of Australian democracy via the Australian political, government and legal systems. This subject identifies the key features of the Australian Government, including the responsibilities of the three levels of government, the houses of parliament, political parties and the ways that citizens are represented. It also explores the purposes of laws, the types of laws, the processes of changing current law, the role of police and the court system in upholding the law. Students examine the rights and responsibilities of citizens and values that are important to our society.

DIGITAL TECHNOLOGIES

In this subject, students build skills to create with and for digital technologies. The main units of studies include web design, coding, data visualisation and emerging technologies. In the web design unit, students build on their existing knowledge of HTML/CSS. They progressively become more skilled at identifying the steps involved in planning and creating solutions and learn to follow a problem-solving process to design, build and evaluate a website. The goal of the second unit is to introduce students to text-based programming language (either Python or JavaScript). In the data analytics unit, students look at data in a structured way using MS-Excel. Using the features and functions of Excel, they create graph and charts to present data. The last unit exposes students to emerging technologies.

RESPECTFUL RELATIONSHIPS AND PATHWAYS (RRP)

Respectful Relationships will be integrated into the daily Home Group program and aims to encompass as many aspects of wellbeing as possible. By incorporating the Respectful Relationships curriculum, and other Capabilities from the Victorian Curriculum, into a daily structure, students will develop the skills to build healthy relationships with each other and with themselves.

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

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



YEAR 9 ELECTIVES

Students choose **four** elective units for the year from the following learning areas. More detailed information on each subject can be found on each subject page. Note that some of the subjects have a cost involved for materials, excursions etc. See the Parent Contributions letter for the School Council policy.

FOOD TECHNOLOGY

- [Food Safari \(Food\)](#)
- [Hospitality \(Food\)](#)

LANGUAGES

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

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

DESIGN TECHNOLOGIES

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

- [Systems Engineering: Robotics](#)
- [Systems Engineering: Alternative Power](#)
- [Product Design & Technology: Mechanical Systems](#)
- [Product Design & Technology: Textiles – Fashion Fundamentals](#)
- [Product Design & Technology: Textiles](#)
- [Gardening](#)

PERFORMING ARTS

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

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



PHYSICAL EDUCATION

Students will study the physical, social, emotional and intellectual development of the individual through challenging outdoor activities.

- [Outdoor Education](#)
- [Team Sports](#)

VISUAL ARTS

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

- [Creative Arts](#)
- [3-Dimensional Art](#)
- [Ceramics – Clay Fundamentals](#)
- [Ceramics – 3-Dimensional Design](#)
- [Painting and Drawing](#)
- [Printmaking](#)
- [Photography – Photographic Basics](#)
- [Photography – Photo Media](#)

VISUAL DESIGN TECHNOLOGIES (ARTS)

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

- [Building and Environmental Design](#)
- [Graphic Design](#)
- [Fashion Design](#)



FOOD TECHNOLOGY

FOOD SAFARI

During this semester the students will simulate travel around the world and try some new and different foods from countries such as Thailand, India, Greece, Italy and America just to name a few. Students will investigate how food sources have affected different cultures' eating habits. Students learn about the Aboriginal cuisine and the early influences on Australian food, including the influence of international cuisines and the diverse food trends we experience in Australia today. Students will complete a two-part assessment task. They will research a country and produce a dish from their chosen country. Students will cook each week using complex tools, equipment, machines, materials and ingredients. Students will continue to develop safe and hygienic work practices and enrich their development by applying a range of skills and techniques relevant to advanced production methods.

Students learning progress and development encompasses both practical tasks and a theory component.

Aims:

- Through both practical exercises and theory work, students will explore key topics such as: international cuisines, Australian bush tuckers, cooking methods and nutrition.
- Students will continue to enhance their cookery skills through a range of recipes such as burgers and dumplings.
- Safe and hygienic preparation of food.
- Evaluating the physical characteristics of foods - taste, texture and appearance.
- Knowledge of the materials, systems, components, tools and equipment to develop design ideas.
- The preservation, preparation, and presentation of healthy food.
- Implementing the design process.

Semester Unit

On completion of this unit, the student should be able to demonstrate competency in the following:

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

Assessment

- Recipe production, including written evaluations and a practical assessment
- Major Design Brief Assignment
- Course Work

This unit is recommended for students intending to continue their food studies into Year 10 and VCE.



HOSPITALITY (FOOD)

This subject explores the dynamic world of hospitality. Through the course, students will develop a comprehensive understanding of cooking techniques such as complex knife cutting skills, recipe components and methods of cooking. Students will explore recent food trends including the café and coffee culture, adapting and cooking recipes that reflect a contemporary cuisine infused with the flavours of the diverse cuisines enhancing their food knowledge, preparation and cooking skills that can be experienced in the forever-evolving hospitality industry.

Aims:

- Through both practical exercises and theory work, students will explore key topics such as: cooking methods, food preparation skills, packaging and labelling and food trends influenced by social behaviours of the millennial trendsetters.
- Students will continue to enhance their cookery skills through a range of recipes such as pasta, the healthy version of your favourite takeaway and stir fry's.
- Safe and hygienic preparation of food.
- Evaluating the physical characteristics of foods - taste, texture and appearance.
- Knowledge of the materials, systems, components, tools and equipment to develop design ideas.
- The preservation, preparation, and presentation of healthy food.
- Implementing the design process.

Semester Unit

On completion of this unit, the student should be able to demonstrate competency in the following:

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

Assessment

- Recipe production, including written evaluations and a practical assessment
- Major Design Brief Assignment
- Course Work

This unit is recommended for students intending to continue their food studies into Year 10 and VCE. It further provides the opportunity to develop key skills and understanding as a foundation for those interested in working in the hospitality industry.



LANGUAGES

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

Rationale:

The Language Department at Werribee Secondary College are teaching four foreign languages: Chinese, Japanese, Italian and Spanish to develop students' literacy repertoires and their capacity to communicate. The language teachers believe that student learning a foreign language will help students to strengthen their understanding of the nature of the language and culture that a foreign language brings with.

Learning a foreign language will not only broaden students' horizons about the personal, social, culture but employment opportunities as well, which are available in an increasingly interconnected and interdependent world.

Students are expected to develop intellectual, analytical and reflective capacities, and enhance creative and critical thinking in the real world.

Aims:

- Communicate in the language they are learning
- Understand the relationship between language, culture and learning
- Develop intercultural capacities
- Understand themselves as communicators.
- Use technology to complement and deepen their understanding.



CHINESE AS A SECOND LANGUAGE

Semesters 1 and 2

Students engage in cross-cultural communication and reflect on their own experiences in Chinese. They exchange information and ideas and share their life experiences. The themes and/topics include school life, leisure life, travel, etc. They use creative and expressive language in narratives such as role plays to express their imagination.

Students use Chinese for self-expression, to obtain information and present a point of view to others, identify subtle differences in word use and manipulate language for different purposes and audiences. Pinyin remains an important tool for learning the sound of new words, associating sounds with characters, and creating digital texts in characters.

Students will develop their thinking processes by reflecting and evaluating their own learning using peer assessment.

Assessment

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

- Listening & Speaking
- Reading
- Writing
- An inquiry based intercultural project
- Exam (SELP only)

ITALIAN AS A SECOND LANGUAGE

Semesters 1 and 2

Students will be able to read selected texts with fluency, both silently and aloud; and be able to write and edit language in print and electronic forms using the following text types: informal letter, conversation, advertisement and brochure. Students will learn to identify and use appropriate accent markers and punctuation. Students will write in linked paragraphs and produce extended text; and participate in role plays and brief conversations in Italian. Students will be covering the following topics areas: weather, transport, directions, customs, food, culture, shopping, films, songs, poems and art.

Assessment

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

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



JAPANESE AS A SECOND LANGUAGE

Prior learning: Students must have completed Japanese in Years 7 and 8.

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

Semester 1 and 2

Students will apply linguistic knowledge in a wide range of learning activities and will be exposed to a variety of text types in authentic contexts. They will also develop macro-skills (reading, listening, writing and speaking) in a communicative setting. Knowledge of Japanese character (*hiragana* and basic *kanji*) will be extended and students will learn another form of character (*katakana*). Learning topics include hobby, school life and weekend plans. Based on these topics, students will be able to use Japanese language to share their personal values and opinions.

In addition, they will broaden their cultural awareness through a variety of activities, such as a cultural research task, workshops and excursions. Students will appreciate how Japanese language and culture influences the Japanese society and its people. Students will also make comparisons with their own culture.

Assessment

Students are expected to complete tasks in their workbooks and on worksheets as well as online materials that are provided. Grades are determined by tests, assignments, class work and homework.

The key assessment tasks are:

- Mini tests (i.e. Vocabulary test)
- Speaking test
- Unit test
- Cultural research project/ presentation

SPANISH AS A SECOND LANGUAGE

Semesters 1 and 2

Students will be able to read selected texts with fluency, both silently and aloud; and be able to write and edit language in print and electronic forms using the following text types: Informal letter, conversation, advertisement, interview and brochure. Students will learn to identify and use appropriate accent markers and punctuation. Students will write in linked paragraphs and produce extended text; and participate in role plays and brief conversations in Spanish. Students will investigate the following topics: work, travel, directions, customs, food, culture, shopping, films and art.

Assessment

Students are expected to maintain a workbook of all tasks set for class work and homework. Grades are determined by tests and assignments on the following:

- Listening & Speaking
- Reading
- Writing
- An inquiry based intercultural project
- Exam (SELP only)



DESIGN TECHNOLOGIES

SYSTEMS ENGINEERING: ROBOTICS

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

Semester Unit

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

Assessment

Students are expected to maintain a workbook of all tasks set for class work and homework. The curriculum strands to be assessed are as follows and these are covered in the work tasks described above.

- Technologies and Society
- Technologies Contexts
- Creating Designed solutions



SYSTEMS ENGINEERING: ALTERNATIVE POWER

This is an introduction to Systems Engineering. Students will work through the Design Process to design, research, build, test and evaluate a working electronic system. They will develop a folio of work alongside manufacturing an electronic system. Various real-life aspects of electronics will be studied. Students will then learn the names and functions of various electronic components and equipment. Using this knowledge, students will produce and personalise their own electronic system. Possible examples could include a mini amplifier, flashing LED display or an electronic doorbell.

Semester Unit

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

Assessment

Students are expected to develop and maintain a design folio with all set tasks as part of their homework. It will be assessed against the criteria provided with each task.

The curriculum strands assessed are as follows and these are covered in the work tasks described above.

- Technologies and Society
- Technologies Contexts
- Creating Designed solutions



PRODUCT DESIGN AND TECHNOLOGY: MECHANICAL SYSTEMS

This is an introduction both Systems Engineering and Product Design and Technology. Students investigate mechanical systems. They learn to understand the concepts, principles, and components of simple mechanical systems. They learn to undertake the product design process. Possible project examples include a model elevator, a hydraulic crane, gearboxes, pulley systems or mechanical Lego models.

Assessment

- Technologies and Society
- Technologies Contexts
- Creating Designed solutions

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



PRODUCT DESIGN AND TECHNOLOGY: TEXTILES – FASHION FUNDAMENTALS

Students develop their knowledge of how to design and the vocabulary and skills associated with the making of clothes. Students experience a range of techniques needed to produce garments. This then enables them to evaluate suitability of materials, techniques and design of products to suit the function.

Semester Unit

Students develop skills in hand and machine sewing which are used in the manufacture of garments such as pants, skirts, shorts and bags. They will also develop skills in the tie dying process to create clothing. They develop skills in making informed choices about the appropriateness of materials and skills through practical and applied knowledge. Students develop an understanding of design of functional products (clothes which can be worn and washed). They develop the understanding that for a product to be a successful “design”, functionality, aesthetics, social, cultural, economic and environmental issues and industrial practices of design are taken into consideration.

Assessment

Students are to maintain a workbook containing all set classroom tasks.

It is assessed against the criteria provided with each task.

The curriculum strands assessed are as follows and these are covered in the work tasks described above.

- Technologies and Society
- Technologies Contexts
- Creating Designed solutions



PRODUCT DESIGN AND TECHNOLOGY: TEXTILES

In the process of designing and making a useful product for a specific purpose, students will learn practical skills that are transferable to the home and wider community. Skills associated with textile production, specific to the making of **individual fabric products that incorporate sustainability, upcycling, functionality and technological innovation**. Students will increase their ability to evaluate the suitability of materials, techniques and design of products to suit the user. They will explore how technology has assisted design evolution and will become efficient in the prescribed digital software used throughout the course (Procreate, SulptGL, Smart Draw, Padlet etc.).

Semester Unit

Students develop knowledge, vocabulary and skills in hand and machine sewing, which they will use in the manufacture of three-dimensional objects, furnishings and client based textile products. Students create an understanding of design of functional products (e.g. toys designed with safety considerations for age groups and their durability).

Assessment

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

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



GARDENING

Gardening aims to expose students to a series of topics related to the environment through both theoretical and practical learning. Students will be equipped with the skills and knowledge to further enhance their understanding of plant studies and features of Horticulture in relation to the world around them and sustainable gardening practices.

Semester Unit

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

Assessment

Assessment includes:

- Workbook – consists of notes that relate to the practical application of plant growth, seedlings, growing vegetables and planting shrubs around the college.
- Projects - Plant Studies and Horticulture.
- Practical work - active participation in all components such as gardening and soil preparation for planting.



PERFORMING ARTS

DRAMA

The Drama course aims to introduce students to the basic elements of Drama, stagecraft and performance, all the while building students' confidence in both performance and group work. The focus in Drama is 'learning through doing,' so activities undertaken are of a practical nature. We cover topics such as improvisation and script work. The unit is also influenced by the interests of the students within the class.

Semester Unit

Students create drama from a range of stimulus materials including poetry, images, brainstorming and scripts. They use aesthetic and individual conventions for performing to particular audiences. Students deepen their understanding of expressive skills in Drama to develop their use of expression and communication. They develop and express opinions both orally and in written journals about their own and others' use of theatrical skills using appropriate drama discourse.

Assessment

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

- Workbook/Journal
- Performance Self-Reviews and reflections
- A variety of performances in pairs and groups.
- Class participation



DANCE

In this unit students will be studying the elements of dance including rhythm, timing, flexibility and technique. Students investigate the significance of dance in different cultures in order to demonstrate an understanding of the way dance works are made in particular cultural and historical contexts.

Semester Unit

Students are introduced to the world of dance. Students develop an understanding, through structured ensemble performances, of how dance works by organising dance elements and applying appropriate skills, techniques and processes. In addition to this they are required to plan, select and modify dance presentations for particular occasions, taking into account factors such as purpose, space, materials and equipment. Students maintain a journal which allows them to use appropriate language to describe the way dance is organised and used as a medium to express ideas and feelings. Students consistently watch and evaluate dance performances in a variety of styles.

Assessment

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

- Ensemble Performance/Practical Class participation/Group Warm-up
- Cultural Dance Investigation report/Practical class reflections



MUSIC

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

Semesters 1 and 2

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

Assessment

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



PHYSICAL EDUCATION

OUTDOOR EDUCATION

Students undertake a variety of recreational and adventure activities. Depending upon booking availability this may include: Surfing, Kayaking, Rock Climbing, Abseiling, Mountain Bike Riding, Camping Skills, Orienteering, Basic Safety/First Aid plus other activities as deemed appropriate.

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

Non-swimmers are advised not to select this unit.

Semester Unit

The unit focuses on developing many skills in the students, for example:

- Develop organisation skills/practical skills
- Develop teamwork/trust/cooperation
- Experience activities that may lead to out of school participation

Assessment

Students are expected to satisfactorily complete the following:

- Participation and Skill Development
- Assignment and Risk Management Strategies
- Cooperation and Teamwork



TEAM SPORTS

Students will study and participate in a variety of Team Sports. Throughout the semester, students will investigate the origins and history of team sports. They will design and implement a modified training program. A variety of team sport games will be undertaken where students incorporate their skills, demonstrate drills and strategize movement during play. Umpiring, coaching and leadership roles will be undertaken. Students will develop ways to transfer skills from one sport to another and the importance of fair play.

Semester Unit

The unit focuses on developing many skills in the students, for example:

- Develop organisation skills/practical skills
- Develop teamwork/collaboration/cooperation
- Experience leadership opportunities through coaching and umpiring

Assessment

Students are expected to satisfactorily complete the following:

- Understanding movement through a team sports folio
- Participation in practical classes
- Collaboration through group leadership and coaching skills



VISUAL ARTS

CREATIVE ARTS

This subject aims to provide students with a broad experience of various 2D and 3D Art forms through a creative and thematic approach. Students explore numerous tools, materials, techniques and working methods. Emphasis is placed on developing an understanding of basic art elements and design principles and investigating Art in an historical context.

Semester Unit

Students develop skills and understanding of the creative process through an exploration of drawing, printmaking, ceramics, sculpture and mixed media. Themes and concepts are also explored to enhance student expression. Through an understanding of the art elements and principles of design, students evaluate their own art making and interpret and analyse other artists' work. Students are encouraged to be self-disciplined and develop personal creativity to enrich their visual perceptions and expressions.

Assessment

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

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

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

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

- Practical Production Folio; Students are expected to complete a series of practical works which demonstrate an exploration of ideas, design, skills, techniques and processes.
- Critical / Historical Studies; Students are expected to complete a series of written tasks which demonstrate an ability to interpret and analyse works from contemporary and historical contexts.
- Sketchbook planning and developments



3-DIMENSIONAL ART

This subject aims to provide students with a broad experience of various 3D Art forms through a creative and thematic approach. Students explore numerous tools, materials, techniques and working methods. Emphasis is placed on developing an understanding of basic art elements and design principles and investigating Art in an historical context.

Semester Unit

Students develop skills and understanding of the creative process through an exploration of drawing and sculpture using mixed media and recycled materials. Themes and concepts are also explored to enhance student expression. Through an understanding of the art elements and principles of design, students evaluate their own art making and interpret and analyse other artists' work. Students are encouraged to be self-disciplined and develop personal creativity to enrich their visual perceptions and expressions.

Assessment

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

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

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

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

- Practical Production Folio; Students are expected to complete a series of practical works which demonstrate an exploration of ideas, design, skills, techniques and processes.
- Critical / Historical Studies; Students are expected to complete a series of written tasks which demonstrate an ability to interpret and analyse works from contemporary and historical contexts.
- Sketchbook planning and developments.



CERAMICS: CLAY FUNDAMENTALS

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

Semester Unit

Students develop skills in the hand building techniques of coil, pinch, mould and slab construction. A range of both sculptural and functional forms are designed and created. Themes and concepts are also explored to enhance student expression. Students are encouraged to be self-disciplined and develop personal creativity to enrich their materials and techniques understanding as well as expression. Students observe research and critically discuss contemporary, historical and cultural examples of ceramic works.

Assessment

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

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

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

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

- Practical Studio Production; Students complete a series of practical works which demonstrate an exploration of ideas, design, skills, techniques and processes.
- Critical / Historical Studies; Students complete a series of written tasks which demonstrate an ability to interpret and analyse works from contemporary and historical contexts.
- Sketchbook planning and developments.



CERAMICS: 3-DIMENSIONAL DESIGN

Students are introduced to the fundamentals of hand building ceramic construction. Students investigate and explore ideas, skills and techniques to create original works. They are encouraged to explore a variety of designing processes and the application of the elements and principles of design. Students develop skills in evaluating the work of Ceramic artists. In Semester 2, students will undertake an extended and advanced curriculum allowing them to further enhance previously acquired and developed skills.

Semester Unit

Students develop skills in the hand building techniques of coil, pinch, mould and slab construction. A range of both sculptural and functional forms are designed and created. Themes and concepts are also explored to enhance student expression. Students are encouraged to be self-disciplined and develop personal creativity to enrich their materials and techniques understanding as well as expression. Students observe research and critically discuss a range of contemporary, historical and cultural examples of ceramic works.

Assessment

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

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

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

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

- Practical Studio Production; Students are expected to complete a series of practical works which demonstrate an exploration of ideas, design, skills, techniques and processes.
- Critical / Historical Studies; Students are expected to complete a series of written tasks which demonstrate an ability to interpret and analyse works from contemporary and historical contexts.
- Sketchbook planning and developments.



PAINTING AND DRAWING

Students are introduced to a range of painting and drawing materials, techniques and approaches to subject matter. Students investigate and explore ideas and styles through the study of varied designing processes and the application of the elements and principles of design. Art appreciation through knowledge and understanding is a key aim.

Semester Unit

Students develop skills and understanding of the creative process through an exploration of drawing and painting materials and techniques. Themes and concepts are also explored to enhance student expression. Through an understanding of the elements and principles of design, students evaluate their own art making and interpret and analyse other artists' work. Students are encouraged to be self-disciplined and develop personal creativity to enrich their visual perceptions and expressions.

Assessment

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

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

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

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

- Practical Production Folio; Students are expected to complete a series of practical works which demonstrate an exploration of ideas, design, skills, techniques and processes.
- Critical / Historical Studies; Students are expected to complete a series of written tasks which demonstrate an ability to interpret and analyse works from contemporary and historical contexts.
- Sketchbook planning and developments.



PRINTMAKING

Students are introduced to a range of printmaking techniques. They learn how to approach subject matter through imagination and creativity. They investigate and explore ideas and styles and apply the elements and principles of design. Art appreciation through knowledge and understanding is a key aim.

Semester Unit

Students develop skills and understanding of the creative process through an exploration of printmaking materials and techniques. Students are introduced to the basic techniques and processes of relief and intaglio printing. Creating and making art works involves imagination and experimentation, planning and the application of the elements and principles of art. Students evaluate their own art making and interpret and analyse other artists' work.

Assessment

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

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

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

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

- Practical Production Folio; Students are expected to complete a series of practical works which demonstrate an exploration of ideas, design, skills, techniques and processes.
- Critical / Historical Studies; Students are expected to complete a series of written tasks which demonstrate an ability to interpret and analyse works from contemporary and historical contexts.
- Sketchbook planning and developments.



PHOTOGRAPHY: PHOTOGRAPHIC BASICS

Students are introduced to the methods and principles of black and white and/or digital photography. In Photography, students are encouraged to develop an understanding of photographic techniques both traditional and contemporary. Understanding of appropriate terminology is an integral component of the course for student confidence to discuss process and art works.

Semester Unit

Students are encouraged to experiment in their development of analogue and digital art works. They will be required to work independently in order to explore and refine skills. Students will learn about the camera, composition and darkroom and/or digital processes. Students will also develop and explore a variety of techniques, including exploring Photoshop, traditional photograms, hand colouring, lighting, superimposing and overlaying images. Practical works will be undertaken through either a controlled studio setting, or field work. Emphasis is placed on developing an understanding of appropriate terminology, design elements and principles and aesthetic appreciation of work.

Assessment

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

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

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

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

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



PHOTOGRAPHY: PHOTO MEDIA

Students are introduced to the methods and principles of analogue and digital processes in contemporary photography. In Photo Media, students are encouraged to develop an understanding of digital photographic techniques along with other contemporary media applications such as stop motion/video. Students will also explore analogue photographic processes and mixed media techniques whilst learning how to make these traditional techniques relevant in a digital design process. Understanding of appropriate terminology is an integral component of the course for student confidence to discuss process and art works.

Semester Unit

Students are encouraged to experiment in their development of traditional and contemporary photographs. They will be required to work independently in order to explore and refine skills. Students will learn about the camera, composition, digital workflow and digital processes using current technology. Students will also develop and explore a variety of techniques, including digital manipulation, overlays and mixed media techniques. Students will explore relevant software applications such as Adobe Photoshop. Practical works will be undertaken through either a controlled studio setting, or field work. Emphasis is placed on developing an understanding of appropriate terminology, design elements and principles and aesthetic appreciation of work.

Assessment

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

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

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

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

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



VISUAL DESIGN TECHNOLOGIES (ARTS)

BUILDING AND ENVIRONMENTAL DESIGN

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

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

Semester Unit

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

Assessment

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

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

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

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

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



GRAPHIC DESIGN

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

Semester Unit

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

Assessment

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

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

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

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

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



FASHION DESIGN

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

Semester Unit

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

Assessment

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

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

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

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

- History of Fashion.
- Design Elements and Principles.
- Methods, Media and Materials.
- Designing individual Fashion using Copic Markers and ICT



WERRIBEE SECONDARY COLLEGE ACADEMIC HONESTY & INTEGRITY POLICY

Rationale

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

Scope of this policy

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

A. Academic Honesty – What it is

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

Assignments and coursework are designed to enable students to learn and demonstrate new ideas; grading and marking are designed to provide feedback on how students have progressed. Therefore, for the results and feedback to hold meaning, all assessment needs to result from the students own achievements and effort.

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

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

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

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

- a. Plagiarism—this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment.
- b. Collusion—this is defined as supporting academic misconduct by another candidate, for example, allowing one’s work to be copied or submitted for assessment by another.
- c. Duplication of work—this is defined as the presentation of the same work for different assessment components and/or DP core requirements.



- d. Misconduct during an examination (for example, taking unauthorized material into an examination, behaviour that disrupts the examination or distracts other students, or communicating with another student).
 - e. Any other behaviour that gains an unfair advantage for a student or that affects the results of another student (for example, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination via any form of communication/media).
- ("Article 20", 2014, IBO)*

Some examples of the forms that academic misconduct can take

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

Referencing

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

Examples of MLA 7 style referencing

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

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

ROLES AND RESPONSIBILITIES

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

Expectations of Heads of College

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



Expectations of the Senior Years Program Coordinator

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

Expectations of Heads of Faculty

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

Expectations of the Teachers

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

Expectations of the Student

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

Expectations of Parents/Guardians

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



PROCESS FOR SUSPECTED ACADEMIC MISCONDUCT

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

Years 7-10

First Incident:

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

Second Incident:

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

Third Incident:

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

Senior Years (Year 11 and 12)

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

Step 1. Reporting alleged breaches of academic honesty

- The Year-level Coordinator is the initial point of contact for reports of breaches of academic honesty.
- Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or an external party such as a tutor.
- Allegations should be handled sensitively and may need to be kept confidential.
- On receipt of an allegation, the student's work will not be accepted for assessment, pending the conduct of an investigation by the school.
- The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.



Step 2. Preliminary investigation

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

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

Step 3. Investigation

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

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

Relevant evidence includes

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

If this investigation suggests there is any substance to any allegation

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



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

The student may be asked to

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

Step 4: Decision-making

The decision-maker

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

- It is important that the decision-maker is not the investigator of the allegations.
- The material gathered during the investigation should be provided to the decision-maker, including evidence (if any) that suggests the allegations are not proven, as well as any responses the student provided during the course of the investigation.
- If the decision-maker forms an independent view that the evidence against the student is insufficient to justify a meeting or hearing, the decision-maker should confirm in writing to the student that no further action will be taken.
- If the decision-maker considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a hearing or meeting should be convened.
- The decision-maker should reserve their judgment until they have heard from the student at the meeting or hearing.
- The principal (decision-maker) will apply the following principles to make the decision regarding alleged breaches of rules:
 - The decision-maker must act fairly and without bias
 - The student must receive at least 24 hours' written notice of the meeting or hearing conducted by the decision-maker.

Before the hearing or meeting

The student must be given notice which include the following:

- the date, time, place and likely duration of the meeting or hearing
 - the allegation/s against the student
 - the names of all decision-makers
 - advice that the student may bring a support person to the meeting or hearing
 - the name of a contact person if the student has queries about the meeting or hearing
 - a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing
 - the possible outcomes, including penalties VCE and VCAL Administrative Handbook 2019 Scored assessment: School-based Assessment 85
- It is generally appropriate, depending on the age and circumstances of the student, to allow a parent, guardian or other support person to be present at any interview, meeting or hearing



- The meeting or hearing should be conducted at the school, in an environment that is not intimidating for the student, but that is appropriate given the nature of the allegation/s

At the hearing or meeting

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

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

Possible penalties include

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

After the meeting or hearing

The school must write to the student to confirm:

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

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



How this document is communicated

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

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

The librarian will conduct a session about academic honesty at the beginning of each school year. Senior staff will meet at the beginning of each year to discuss implementation and monitoring of the Academic Honesty Policy. All teachers will provide further guidance to students on the implementation of the Academic Honesty Policy.

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

Review of this policy

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

Works Cited

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

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

VCE and VCAL Administrative Handbook, 2019.PDF

Appendices

Appendix 1: Electronic Version

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

Appendix 2: WSC Academic Honesty Process

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

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

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

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

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

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

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

Appendix 3. Acknowledgement of the Academic Honesty Policy Form

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

[Acknowledgement of the Academic Honesty Policy](#)