

SUBJECT SELECTION HANDBOOK

YEAR 10

2024

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 all the chosen endeavours of our students. We nurture the values of respect and responsibility. We **respect** and are **responsible** for embracing our identity and that of others; taking care of our local and global communities and valuing the right to learn.

We respect and are responsible for our:

Learning *I respect my own right to learn and that of others, and I recognise my responsibility to become a lifelong learner.*

Identity *I respect the diverse cultures, religions, languages, beliefs, genders, sexual orientation and the specific needs of those around me. I respect my own role within this community and take responsibility to show respect for both me and others.*

Community *I respect the local and global communities within which I live. I understand my responsibility in protecting these communities to ensure a safe and sustainable future in which everyone feels they belong.*



Dear Student and Parents,

Werribee Secondary College offers students a curriculum which is structurally differentiated to enable teachers to deliver a curriculum which better suits the needs of students. In addition to this, the Middle School (Years 9 and 10) Curriculum at the College provides students with the ability to select specific subjects within the elective program. The College facilitates English as an Additional Language (EAL), Select Entry Learning Program (SELP), International Baccalaureate Link (IB Link), Early VCE and VET commencement and Mainstream classes.

At Werribee Secondary College, the performance of every student is reviewed every 5 weeks with progress reporting and each semester, referring to grades and teacher recommendations as key considerations, and students may be moved to a different form group for the following semester.

On-going monitoring of performance:

Student grades are treated confidentially, and each student is allocated a unique login and password; parents receive their own login and password.

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

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

We look forward to working with you.

- ***Middle School Team***



CONTENTS

YEAR 10 PROGRAM	4
YEAR 10 IB LINK PROGRAM	5
CORE SUBJECTS	6
ENGLISH	6
ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)	7
GEOSOCIAL SYSTEMS AND SOCIETIES	7
HEALTH AND HUMAN RELATIONS & PHYSICAL EDUCATION	8
MATHEMATICS	8
SCIENCE	9
ELECTIVES	10
GEOSOCIAL SCIENCE AND CULTURE	
JOB READY	12
MONEY SMART	13
HUMAN RIGHTS & GLOBAL CITIZENS	14
CRIME & PUNISHMENT	15
THE CRIMINAL MIND	16
POWER DYNAMICS	18
THE MEANING OF LIFE	20
MODEL UN	21
CROSS-CURRICULAR	
CREATIVE ACTION & ADVOCACY	23
EARTH & ENVIRONMENTAL SCIENCE	23
DESIGN TECHNOLOGIES	
DESIGN TECHNOLOGIES: MATERIALS	25
DESIGN TECHNOLOGIES: UPCYCLE ME	26
DESIGN TECHNOLOGIES: FABULOUS FASHION	27
DESIGN TECHNOLOGIES: MATERIAL MODELLING & SCULPTURE	28
CONSTRUCTION & ENVIRONMENTAL TECH	29
GARDEN & LANDSCAPE DESIGN	30
DIGITAL TECHNOLOGIES (formerly ICT)	
APPLIED COMPUTING: DATA ANALYTICS	31
PROGRAMMING & GAME DEVELOPMENT	32
APPLIED DIGITAL TECHNOLOGIES	33
FOOD TECHNOLOGY	
EXPLORING FOODS	34
PADDOCK TO PLATE	35
HEALTH AND PHYSICAL EDUCATION	
HEALTH & HUMAN DEVELOPMENT	36
SPORTS SCIENCE	37
LANGUAGES OTHER THAN ENGLISH (LOTE)	
CHINESE LANGUAGE, CULTURE AND SOCIETY	39
CHINESE AS FIRST LANGUAGE	40
CHINESE AS SECOND LANGUAGE	41
JAPANESE	42
SPANISH	44
MATHEMATICS	
PRE MATHEMATICAL METHODS	45
PERFORMING ARTS	
DRAMA	46
MUSIC	47
MUSIC INDUSTRY	48
SCIENCE	
ADVANCED SCIENCE SKILLS	49
CHEMISTRY ADVANTAGE	50
PHYSICS ADVANTAGE	51
VISUAL ARTS	
VISUAL ARTS PRACTICES	52
ART MAKING AND PRESENTING	53
POTTERY AND CERAMICS	54
PAINTING & DRAWING	55
MULTIMEDIA SCULPTURE	56
DIGITAL AND PRINTED ART	57
PHOTOGRAPHY	58
GRAPHIC DESIGN	59
PHOTO MEDIA AND ANIMATION	60
ACADEMIC HONESTY AND INTEGRITY POLICY	61



YEAR 10 PROGRAM

This handbook outlines the unit information for all subjects offered at Year 10. There are two types:

- Compulsory (core) subjects
- Electives

CORE SUBJECTS

In Year 10 the following units are core subjects for all students. *(More detail in the Core section.)*

- **English** (*Mainstream, Applied English or IB Link*) **or EAL** (English as an Additional Language)
- **Mathematics** (*High, Mainstream, Mainstream Advantage*)
- **Humanities** (*Geosocial Systems and Societies*)
- **Health and Physical Education**
- **Science**

SELECT ENTRY PROGRAM STUDENTS (SELP)

Are permitted to apply for ONE VCE subject, which will align with elective choices.

ELECTIVES

As well as the core units, students participate in two electives per semester selected from six preferences made during subject selection. The time allocation for electives is five periods per week per elective. Each elective subject is studied for ONE semester only.

Students selecting Language, Music or Applied Digital Technologies **must** undertake the study for two semesters. Students choosing a Language, Music or Applied Digital Technologies must have achieved a pass in these subjects in Year 9.

Students applying for VCE early commencement must undertake the study for both semesters. They must have applied via the form provided by Middle School. This form must be filled out by the students, approved by parent(s)/guardian(s), and authorised by the appropriate staff member and handed to Middle School team for final approval. SELP students who don't choose a VCE early commencement in Science must choose at least one Science elective.

SELECTION OF ELECTIVES

Student may select ANY combination of units, subject to the stipulations above. Student selections will determine which studies actually operate. Students will choose preferences and reserves to enable staff to best fit their chosen electives in their timetable. This is not always possible and may require further consultation. Students may be required to make alterations to their preliminary selections. If you have any further enquiries relating to the selection process, please do not hesitate to contact a member of the Middle School Team.

FINAL ADVICE

Some final points of advice before you make your selections:

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



YEAR 10 IB LINK PROGRAM

The Year 10 IB Link program has been developed as an entry point for students seeking to undertake the IB Diploma Programme in Years 11 and 12.

It focuses on enquiry-based assessments, extended investigations and the community, setting students up for success in the senior Diploma programme. Learn more about the IB Link program in the following presentation:

<https://werribeesc.vic.edu.au/wp-content/uploads/2023/05/IB-Link-slide-presn-2023-Alamanda.pdf>





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 ensures that students:

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



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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

GEOSOCIAL SYSTEMS AND SOCIETIES

Geosocial Systems and Societies at Werribee Secondary College is a dynamic and comprehensive subject that interweaves History, Geography, Civics and Citizenship, and Business and Economics for students at levels 7 to 10. The subject aims to foster a holistic understanding of the world through the ages, empowering students to become agents of positive change for a socially just and sustainable future. It encourages active participation in regional and global citizenship and seeks to ignite curiosity, wonder, creativity, and critical thinking.

Key Themes and Objectives:

Holistic Understanding: Geosocial Systems and Societies emphasizes the interconnectedness of historical events, geographical landscapes, civic responsibilities, and economic systems to develop a comprehensive worldview.

Empowering Students: The subject equips students with the knowledge and skills to shape a better future, considering the impacts of their actions on society and the environment.

Global Citizenship: Through active participation and engagement, students are encouraged to become responsible global citizens, appreciating diverse cultures and understanding global challenges.

Geographical Thinking: Geographical concepts and methods are integrated to enable students to analyse and address environmental issues and changes effectively.

Historical Perspective: Understanding the lessons from history helps students appreciate the evolution of societies and encourages empathy for the experiences of previous generations.

Civic Awareness: Civics and Citizenship components instil civic awareness, encouraging students to understand and participate in democratic processes and promoting social responsibility.

Economic Literacy: Students learn about and explore economic principles and their impact on societies, fostering economic literacy and entrepreneurship.

Geosocial Systems and Societies offers an integrated multidisciplinary approach, equipping students with valuable skills, knowledge, and perspectives to become informed, engaged, responsible, and successful citizens of the world. By integrating diverse subjects, this innovative course prepares students to tackle real-world challenges and contribute positively to society.

In year 10, students undertake a series of inquiries as self-guided projects, scaffolded by their teachers. They will choose from selected themes, and develop their own explorations and research questions, which they will then follow through over the course of the unit. Specific knowledge and skills covered will prepare students for IB, VCE, and post-secondary pathways.



HEALTH AND HUMAN RELATIONS & PHYSICAL EDUCATION

This subject aims for students to develop an understanding of a variety of community health and social issues, sex, gender and power as well as personal safety and domestic violence. Students gain an understanding of road safety, including the costs and causes of road accidents, driver penalties and statistics. Students explore the impact of mental health, including strategies to maintain a good level of mental health, the types of mental illnesses that are prevalent and ways to treat and cope with mental illness. Students explore the topics of sex, gender and power and the impact it has on people within the community. Students gain an understanding of different rights and responsibilities around relationships and behaviours in the community and also learn about issues contributing to

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 will 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 will develop and refine leadership and collaboration skills whilst working in team sports and explore transferrable skills from previous movement experiences and create solutions to movement challenges. Units included during this year will include minor games, racquet sports, fitness, volleyball, invasion games and striking sports. These units are included to encourage students to choose future participation at a community level.

MATHEMATICS

Rationale

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

Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.

The Mathematics curriculum focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, reasoning, modelling and problem-solving. These capabilities enable students to respond to familiar and unfamiliar situations by employing mathematics to make informed decisions and solve problems efficiently.

Aims

The Mathematics curriculum aims to ensure that students:

- develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world.
- see connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts.
- acquire specialist knowledge and skills in mathematics that provide for further study in the discipline.



SCIENCE

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

Focus is placed on:

- Science Understanding: when a person selects and integrates appropriate science knowledge to explain and predict phenomena and applies that knowledge to new situations.
- Science Inquiry: involves identifying and posing questions, planning, conducting and reflecting on investigations, processing, analysing and interpreting evidence, and communicating findings.

The Year 10 IB Link program follows the same curriculum as Year 10 General Science, but greater emphasis is placed on skills that are needed across all IB subjects, such as academic research and planning for investigations.



ELECTIVES

Students choose **two electives per semester** from the following learning areas.

Please note that some subjects may have a cost involved for materials, excursions, etc.

GEOSOCIAL SCIENCE AND CULTURE

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

[JOB READY](#)

[MONEY SMART](#)

[HUMAN RIGHTS AND GLOBAL CITIZENS](#)

[CRIME AND PUNISHMENT](#)

[THE CRIMINAL MIND](#)

[POWER DYNAMICS](#)

[THE MEANING OF LIFE](#)

[MODEL UN](#)

CROSS-CURRICULAR

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

[CREATIVE ACTION AND ADVOCACY](#)

[EARTH AND ENVIRONMENTAL SCIENCE](#)

DESIGN TECHNOLOGIES

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

[DESIGN TECHNOLOGIES: MATERIALS](#)

[DESIGN TECHNOLOGIES: UPCYCLE ME](#)

[DESIGN TECHNOLOGIES: FABULOUS FASHION](#)

[DESIGN TECHNOLOGIES: MATERIAL MODELLING & SCULPTURE](#)

[CONSTRUCTION AND ENVIRONMENTAL TECH](#)

[GARDEN AND LANDSCAPE DESIGN](#)

DIGITAL TECHNOLOGIES (formerly ICT)

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

[APPLIED COMPUTING: DATA ANALYTICS](#)

[PROGRAMMING AND GAME DEVELOPMENT](#)

[APPLIED DIGITAL TECHNOLOGIES](#)

FOOD TECHNOLOGY

Food Technology subjects are a fantastic platform for exploring different cultures, traditions and future trends through food. Students consider the social, ethical and environmental impact of food production and explore sustainable options. Health and nutrition curriculum gives students the knowledge to make informed food selection choices. They design and create solutions to a wide range of needs and constraints using innovative ideas and solutions. Students learning progress and development, encompasses both practical tasks and theory components.

[EXPLORING FOODS](#)

[PADDOCK TO PLATE](#)



HEALTH AND PHYSICAL EDUCATION

The electives available for students to choose are aligned with the VCE curriculum for Physical Education and Health and Human Development. This is to support their transition from Year 10 into VCE. The subjects available can include both theory and practical components and are strongly advised if students wish to move into health or physical education pathway in their future.

[HEALTH AND HUMAN DEVELOPMENT](#)
[SPORTS SCIENCE](#)

LANGUAGES OTHER THAN ENGLISH (LOTE)

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

[LANGUAGE, CULTURE AND SOCIETY](#)
[CHINESE AS A FIRST LANGUAGE](#)
[CHINESE AS A SECOND LANGUAGE](#)
[JAPANESE](#)
[SPANISH](#)

MATHEMATICS

Elective option for mathematics.

[PRE-MATHEMATICAL METHODS](#)

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](#)
[MUSIC](#)
[MUSIC INDUSTRY](#)

SCIENCE

Elective option for Science.

[ADVANCED SCIENCE SKILLS](#)
[CHEMISTRY ADVANTAGE](#)
[PHYSICS ADVANTAGE](#)

VISUAL ARTS

Students develop skills in the use and exploration of a wide range of materials to enrich their visual vocabulary. Students learn to develop an awareness of artists, craftspeople and designers and realise their ideas through different visual arts practices using their imagination and various creative processes.

[VISUAL ART PRACTICES](#)
[ART MAKING AND PRESENTING](#)
[POTTERY AND CERAMICS](#)
[PAINTING AND DRAWING](#)
[MULTI-MEDIA SCULPTURE](#)
[DIGITAL AND PRINTED ART](#)
[PHOTOGRAPHY](#)
[GRAPHIC DESIGN](#)
[PHOTO MEDIA AND ANIMATION](#)



JOB READY

What's it all about?

This subject is hands-on, eye-opening and fun. The 21st century workplace is drastically different from the past and you will learn all about it so that you can develop a plan for your future. The class activities are designed for you to practise many of the skills that future employers are looking for: problem-solving, communication, individual reflection, teamwork and creativity to name a few. You will explore pathways and careers that align with your personality and passions. You will work in a fun, collaborative way to understand which job industries are growing, which ones are shrinking and why this is happening. Then, you will prepare yourself to achieve your goals!

What will I learn?

TOPIC 1	TOPIC 2
<ul style="list-style-type: none"> Explore your personality and passions and make a short, creative presentation to a small group of peers 	<ul style="list-style-type: none"> Investigate HOW the job market is changing in Australia by participating in hands on and collaborative class activities at school and at the Wyndham Tech School.
TOPIC 3	TOPIC 4
<ul style="list-style-type: none"> Explore a job of interest and interview somebody who currently works in it 	<ul style="list-style-type: none"> Participate in fun mock group interviews that require teamwork and communication Make your own professional Resume using graphic design software

What type of things will I do?

Examples of hands on activities might include programming a humanoid robot to communicate with humans in different work settings, as well as participating in mock interviews (both group and individual) so that you know how to stand out from other applicants.

What can this lead to?

University and TAFE courses in Accounting, Commerce, Marketing and Business Management.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Job Ready
YEAR 11	Economics Business Management
YEAR 12	Economics Business Management

Why choose this subject?

Choose this subject if you are interested in learning about Enterprise, Business strategies, Innovation, Investment and Marketing.



MONEY SMART

What's it all about?

Are you looking to become more financially independent? In this unit, students will learn about the importance of managing money personally and also in the business sector. Students will learn about being aware of bad debts, being a smart consumer, and the importance of financial literacy.

Students will gain foundation in investment options, financial markets, and investment planning.

Students will learn about the importance of entrepreneurship, going into business and developing a marketing campaign.

What will I learn?

TOPIC 1	TOPIC 2
<ul style="list-style-type: none"> Budgets How to budget How to move out of home & manage finances 	<ul style="list-style-type: none"> Share market Property market
TOPIC 3	
<ul style="list-style-type: none"> Consumer rights How to make better informed consumer choices 	

What type of things will I do?

Complete an investigation report which focuses in on a type of investment and what the benefits and issues are with that type of investment in the given economic climate, Budgeting assignment for moving out of home and Consumer rights project.

What can this lead to?

University and TAFE courses in Accounting, Finance, Banking, Insurance, Economics, Business, Politics, International Studies and Trading.

POSSIBLE PATHWAY

YEAR	COURSES OFFERED
YEAR 10	Money Smart
YEAR 11	Economics Business Management
YEAR 12	Economics Business Management

Why choose this subject?

Choose this subject if you are interested in learning about: Money, Finance, Banking, Investment and Economics.



HUMAN RIGHTS & GLOBAL CITIZENS

What’s it all about?

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

What will I learn?

TOPIC 1	TOPIC 2
<ul style="list-style-type: none"> • Important of Human rights • Universal Declaration of Human rights 	<ul style="list-style-type: none"> • Role of United Nations, Peace Keeping Forces and Active Citizenship
TOPIC 3	
<ul style="list-style-type: none"> • Australia’s Human Rights, Commonwealth Law and State Laws • Victoria’s Charter of Rights • Human Right’s issues and problems affecting the global world 	

What type of things will I do?

Complete a Human Rights Activity using Key Notes, Human Rights Organisation Research, Newspaper Article review and a range of workbook exercises. All assessment work is to be completed on students’ iPads.

What can this lead to?

University and TAFE courses in History, Sociology, Arts and Politics.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Human Rights and Global Citizens
YEAR 11	Global Politics
YEAR 12	Global Politics

Why choose this subject?

Choose this subject if you are interested in learning about Civil Rights, Activism, Protests, Politics and Leaders.



CRIME & PUNISHMENT

What's it all about?

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

What will I learn?

TOPIC 1	TOPIC 2
<ul style="list-style-type: none"> • Role of police to prevent crime, protect the community and preserve peace. 	<ul style="list-style-type: none"> • Range and implications of police powers including forensic procedures.
TOPIC 3	
<ul style="list-style-type: none"> • Rights of individuals in relation to criminal matters. • Analysis of criminal pre-trial procedures. • Effectiveness of sanctions. • Impact of crime on society. 	

What type of things will I do?

Workbook, assignment on police powers and the rights of the individual, report on forensic procedures, presentation on criminal trials and an extended response on the effectiveness of sanctions.

What can this lead to?

University and TAFE courses in Law, Criminology, Legal Administration. Court Personnel, Solicitor, Policing and Law Enforcement.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Crime and Punishment
YEAR 11	Legal Studies
YEAR 12	Legal Studies

Why choose this subject?

Choose this subject if you are interested in learning about Crime, Courts, Parliament, Dispute resolution and Justice.



THE CRIMINAL MIND

What’s it all about?

The criminal mind is a combination of psychology and law that focuses on the nature of crime and why it occurs, how it is perceived and how the criminal justice system and society responds to crime and deviancy.

What will I learn?

Students will learn about:

- Theories of crime and deviancy.
- The biology of the brain.
- The interaction between biology and the environment.
- How the criminal justice system responds to crime.
- Inequalities in criminal justice and the media.
- How to critically interpret crime data and statistics.

TOPIC 1	TOPIC 2
Nature vs Nurture. <ul style="list-style-type: none"> • Why do people commit crimes? • Biology of the brain. • Sociopaths and empathy. • Moral development. 	Punishment and Policing <ul style="list-style-type: none"> • Responses to crime. • Purposes of sentencing. • Institutionalization and recidivism. • Punishment vs Rehabilitation.
TOPIC 3	TOPIC 4
Social Factors <ul style="list-style-type: none"> • Institutionalised racism and vulnerable groups. • Youth crime and delinquency • Intergenerational trauma. 	Personal Inquiry <ul style="list-style-type: none"> • Personal inquiry into a criminological issue. • Students will research a topic and create a policy brief that will outline a problem, critique current approaches/policy and recommend evidence based solutions to the issue.

What type of things will I do?

During this elective, you will:

- Examine interesting case studies.
- Critique approaches to understanding criminal behaviour..
- Explore contemporary global and national issues.
- Analyse the criminal justice system.
- Compare responses to crime across time and place.
- Create a policy brief about an authentic issue of your choosing.



What can this lead to?

University and TAFE courses in:

- Criminology
- Policing
- Surveillance
- Corrections
- Social work
- Law
- Psychology
- Forensics
- Biology

POSSIBLE PATHWAY

YEAR	COURSES OFFERED
YEAR 10	
YEAR 11	Legal studies, Psychology, Biology.
YEAR 12	Legal studies, Psychology, Biology.

Why choose this subject?

Choose this subject if you are interested in learning about:

- Authentic real-world issues.
- The criminal justice system.
- Psychology.
- Human nature.
- Biology.



POWER DYNAMICS

What’s it all about?

In society there are power dynamics all around us. Students will learn about power and how it is obtained at an individual level, group level and between different countries. Students will have the opportunity to investigate real world examples of their own choice to demonstrate their learning.

What will I learn?

Power dynamics and individuals	Power dynamics and groups
<ul style="list-style-type: none"> Defining power Different types of power including social, cultural, economic, political Theories of power including functionalist and Marxist (conflict), social interactionist theories of power How do individuals obtain data and how do they use it? Applying these theories of power to real world examples. 	<ul style="list-style-type: none"> How to groups within society arise? Examples of powerful groups within society and how they use their power Examining real world examples to determine whether group power structures can be changed
Power dynamics and countries	
<ul style="list-style-type: none"> Examining how countries gain power on the international stage Factors that limit a nation’s power on the international stage International law and national sovereignty Applying theories to international real world examples (country level) 	

What type of things will I do?

- Investigating real world examples to answer questions – both individually and as groups.
- Sharing your ideas with the class to discuss the issues.
- Investigating issues that are relevant to you.
- Using evidence to formulate opinions.
- Learning how to strategically investigate.
- Critically analysing the views of others.

What can this lead to?

University and TAFE courses in:

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Humanities
YEAR 11	Economics, Sociology, Geography, History, Legal Studies, Theory of Knowledge
YEAR 12	Economics, Sociology, Geography, History, Legal Studies, Theory of Knowledge



Why choose this subject?

Choose this subject if you are interested in learning about:

- Thinking about how society works.
- Investigating issues relevant to you through different perspectives.
- How to weigh up evidence to support a conclusion.
- Your own ability to affect the world you live in.



THE MEANING OF LIFE

What's it all about?

'The meaning of life' is a class about exploring what the purpose of existence is, based on the views of historical figures and societies. Students delve into philosophical inquiries and analyse how various cultures and times have interpreted the essence of humanity.

What will I learn?

<p>Topic 1: There is meaning.</p> <ul style="list-style-type: none"> Students explore historical perspectives of 'supernaturalism' and 'religion' within two different cultures. To do so, students learn about the creation of art, law, literature, and meaning. 	<p>Topic 2: There might be meaning?</p> <ul style="list-style-type: none"> Students analyse the concepts of 'Ikigai' and 'Raison d'être' in order to understand how Japan and France view 'subjective purpose'. In doing so, students learn about a range of factors that can affect meaning, including age; generational divide; and societal expectations.
<p>Topic 3: I don't know if there's meaning.</p> <ul style="list-style-type: none"> Students look at the concept of 'objectivity' in meaning by learning about 'ethical dilemmas', such as whether actions can be objectively right or wrong. In doing so, they look at laws and rules from a range of societies, cultures, and religions. 	<p>Topic 4: There isn't meaning.</p> <ul style="list-style-type: none"> Students look at Asian perspectives of nothingness, including 'kū', 'mu', 'śūnyatā', 'ki mu ron', and 'gen gaku' (Sanskrit, Mahayana Buddhism, Madhyamaka, Neo-Daoism). Through these shared multicultural understandings, students investigate whether life is meaningless.

What type of things will I do?

Students perform research and analysis of different historical sources from philosophers, historians, psychologists, and others. They are encouraged to debate and develop their own opinions.

What can this lead to?

University and TAFE courses in Humanities and the Social Sciences, Philosophy and History.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 11	Philosophy, History, Geography
YEAR 12	Philosophy, History, Geography

Why choose this subject?

Choose this subject if you are curious, open to discussion, and interested in hearing about a range of cultures, societies, and perspectives.



MODEL UN

What's it all about?

"Meeting jaw to jaw is better than to war" - Winston Churchill.

Do you hate conflict and often find yourself playing the role of mediator, or peacemaker? Do you have an interest in, or would like to learn more about, contemporary global affairs? By **studying** this introduction to international relations and diplomacy, you'll consider the most pressing questions we face today, culminating in a simulation of the UN Security Council (UNSC), and a historical overview of how we got here. You'll explore the historical origins of these diplomatic instruments and get to approach global issues that range all the way across: questions of war, peace and power dynamics on the world stage, causes and possible remedies for global poverty, food insecurity, gender inequality and injustice.

What will I learn?

WHEN DIPLOMACY ENDS, WAR BEGINS (1899-1939)	WW2 & THE UNITED NATIONS
<ul style="list-style-type: none"> The Hague Peace Conferences (1899, 1907) The Paris Peace Conference (1919-1920) and Treaties The League of Nations Appeasement and Collective Security in the 1920s and 1930s 	<ul style="list-style-type: none"> WW2 Declaration and Wartime Conferences 'Victory' over Fascism: VE and VP Days The London Conference and Nuremburg Trials The Paris Peace Conference and Treaties (1946-1947) The United Nations Charter, Human Rights, and the UDHR
GLOBAL EFFORTS FOR A BETTER WORLD	MODEL UN CONFERENCE
<ul style="list-style-type: none"> Cold War disarmament and nuclear de-proliferation efforts UN Social and Health Efforts: UNHCR, Rights of the Child, The ILO Development, UNER and UNSECO 	<ul style="list-style-type: none"> Global Issues of the 21st Century Global Case Study Research and Planning MUN Protocols and Guidelines MUN Conference Simulation Looking forward: the future of peace

What type of things will I do?

Process information to suggest solutions, collaborate in teams to achieve a shared goal, research, analyse and evaluate historical and contemporary sources, discuss ideas, issues, and perspectives, listen and reflect on guest presentations, participate in a Model United Nations Conference.

Develop your General Capabilities to enhance learning across all subjects through:

- Critical and Creative Thinking.
- Ethical.
- Intercultural.
- Personal and Social.
- Literacy.



What can this lead to?

University courses in Political Science, Global Politics, International Relations, History.
Co-curricular involvement in debating, public speaking, Regional MUNs, The Evatt Competition (preliminary rounds, semi-finals, Victorian Grand Final, National Finals).

POSSIBLE PATHWAY

YEAR	COURSES OFFERED
YEAR 10	Model UN
YEAR 11	Modern History (VCE) History (IBDP) Global Politics (VCE/IBDP) Legal Studies (VCE)
YEAR 12	Modern History (VCE) History (IBDP) Global Politics (VCE/IBDP) Legal Studies (VCE)

Why choose this subject?

Choose this subject if you are interested in:

- engaging with important international issues of our time, from global warming to terrorism, aid to intervention.
- developing skills in public speaking, research, and negotiation.
- becoming a better team-player and leader.



CREATIVE ACTION & ADVOCACY

What’s it all about?

“You don’t have to change the world - just change your world.” These words from Joan Trumpauer Mulholland are what the *Creative Action and Advocacy* elective is all about! Joan is a civil rights activist who spent her whole life speaking up for the rights of others, even as a teenager. This subject is about understanding real world issues from different perspectives, learning special communication techniques, and then designing a media advocacy plan to help make the world a better place.

What will I learn?

TOPIC 1	TOPIC 2
<ul style="list-style-type: none"> An understanding of the United Nations Sustainable Development Goals and how to bring them to life through advocacy and action projects. 	<ul style="list-style-type: none"> You will learn the tips and tricks that media producers and activists use to develop communications that really make people stop, think and question themselves – the aim is for you to learn how to change people’s minds.

What type of things will I do?

Research in relation to activists as well as global and local issues. Analysis of media products such as photography and moving image to communicate messages and advocate for change. Advocacy project - speak out on an issue that is important to you via creative media. Action project- Organise and participate in a project to make change in your community.

You might try to change minds by making awareness videos, documentaries, social media campaigns, podcasts, radio programs, online articles, advertisements, blogs – the choice is yours. You will follow this up by taking action and leading by example.

What can this lead to?

University and TAFE courses in Education (Teaching), Community projects, Environmental management, Environmental policy, Transport Planning, Surveying and Resource Management.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Creative Action & Advocacy Model United Nations
YEAR 11	IB – Creativity, Action and Service component IB – Global Politics / History VCE – Politics / History / Legal Studies
YEAR 12	As above

Why choose this subject?

Choose this subject if you are interested in learning about how to be an active and engaged global citizen. This subject is designed to help you see your own place in this world and to empower you to take action to help solve local, national and global issues.



EARTH & ENVIRONMENTAL SCIENCE

What's it all about?

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

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

What will I learn?

EARTH IN SPACE	DYNAMIC EARTH
<ul style="list-style-type: none"> Evidence of the formation of the Universe How stars and their satellites form Why we have seasons, and how they diversity of life on Earth 	<ul style="list-style-type: none"> The structure of the Earth Evidence supporting our understanding of the structure and age of the Earth Various cycles which occur within, and upon the surface of, the Earth
EARTH'S SYSTEMS	HUMAN EARTH
<ul style="list-style-type: none"> The various interconnected systems of Earth, and how they interact Processes essential for the existence, and maintenance, of life on Earth How energy moves through, and between systems, including aspects of thermodynamics and how they relate to life 	<ul style="list-style-type: none"> How human and Earth interactions have given rise to civilisations How human exploitation of Earth's services and functions has changed over time The impact of modern rates of resource consumption on the capacity for Earth to sustain life as we have come to know it

What type of things will I do?

The subject will be delivered using an online platform, and will include fieldwork, laboratory activities, literature research, and tutorials delivered in class.

What can this lead to?

University and TAFE courses in Physics, Earth Science, Astronomy, Geography, Climate Science and Paleoscience.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Earth and Environmental Science
YEAR 11	Environmental Science (VCE) Environmental Systems and Societies (IBDP) Physics (VCE/IBDP)
YEAR 12	Environmental Science (VCE) Environmental Systems and Societies (IBDP) Physics (VCE/IBDP)

Why choose this subject?

Choose this subject if you are interested in learning about Science through an applied context.



DESIGN TECHNOLOGIES: MATERIALS

What's it all about?

In this subject, students will research and re-design a product by modifying and improving an existing product. Students develop skills by using a variety of tools with a wide range of materials, such as wood and plastic. When designing, students will generate a range of alternative possibilities and justify their preferred option. To communicate their designs, students will develop three freehand sketches in three-dimensional drawings with annotations. Students will then make the product using a variety of hand/power/machine tools and materials. The product needs to meet the functionality that is outlined in the design brief. The design and technology processes and product both need to be related to ergonomics, sustainability and environmental impact. Students also need to complete a finished product evaluation.

What will I learn?

TOPIC 1	TOPIC 2
<ul style="list-style-type: none"> Design Folio Development 	<ul style="list-style-type: none"> Design, produce and evaluate products
TOPIC 3	TOPIC 4
<ul style="list-style-type: none"> Sustainability and Environmental Design 	<ul style="list-style-type: none"> Working with a range of tools and materials

What type of things will I do?

Investigate, produce and evaluate products. Students select their own area of interest and can build their own brand.

What can this lead to?

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Any Technology/Design course
YEAR 11	VCE Product Design and Technology
YEAR 12	VCE Product Design and Technology

Why choose this subject?

Choose this subject if you would like a career in Design Technologies, Graphics, Engineering and Urban design.



DESIGN TECHNOLOGIES: UPCYCLE ME

What's it all about?

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 sustainability 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.).

What will I learn?

TOPIC 1	TOPIC 2
<ul style="list-style-type: none"> Weaving & Dye 	<ul style="list-style-type: none"> Wood Design
TOPIC 3	TOPIC 4
<ul style="list-style-type: none"> Upcycled Garment 	<ul style="list-style-type: none"> Upcycled Product (Toy)

What type of things will I do?

Explore design technologies and innovation through creative upcycled products.

What can this lead to?

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Any Design Technology Course
YEAR 11	VCE Product Design and Technology
YEAR 12	VCE Product Design and Technology

Why choose this subject?

Students who are interested in sustainable design, emerging design and working within the design industry.



DESIGN TECHNOLOGIES: FABULOUS FASHION

What’s it all about?

Skills specific to the making of a fashion garment, eight accessories for a client are developed. These skills are transferable to the home and wider community. The client can be the student her/himself. Students will increase their ability to evaluate the suitability of materials, techniques and design of products to suit the user. Students use the Design Process, which develops their knowledge of how to design and the vocabulary of skills and textile production and design. Students are able to incorporate emerging technologies into their design like 3D Printing and Circuitry

What will I learn?

TOPIC 1	TOPIC 2
• Garment Design and Development	• Millinery (Hat Design)
TOPIC 3	TOPIC 4
• Design Portfolio and Fashion Drawings	• Jewellery Design and Creation

What type of things will I do?

Garment Creation, Production and complimentary accessories and folio development.

What can this lead to?

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Any Design Technology course
YEAR 11	VCE Product Design and Technology
YEAR 12	VCE Product Design and Technology

Why choose this subject?

Students who are interested in Design and working within the Textile industry.



DESIGN TECHNOLOGIES: MATERIAL MODELLING & SCULPTURE

What’s it all about?

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 fabric sculpture and novelty furnishings, such as fabric collage and tote bags are developed. Students will increase their ability to evaluate the suitability of materials, techniques and design of products to suit the user.

What will I learn?

TOPIC 1	TOPIC 2
<ul style="list-style-type: none"> Fabric Sculpture 	<ul style="list-style-type: none"> Textile/Resin/Wood Accessory creation
TOPIC 3	TOPIC 4
<ul style="list-style-type: none"> Design Portfolio 	<ul style="list-style-type: none"> Fabric Collage

What type of things will I do?

Folio development, Armature, Resin Design and Material Sculpture.

What can this lead to?

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Any Design Technology course
YEAR 11	VCE Product Design and Technology
YEAR 12	VCE Product Design and Technology

Why choose this subject?

Students who are interested in Design and working within the Design industry.



CONSTRUCTION & ENVIRONMENTAL TECH

What's it all about?

In the Building Construction and Environmental Technologies curriculum, students create quality designed solutions across a range of technologies contexts. Students consider the economic, environmental, and social impacts of technological change and how the choice and use of technologies may contribute to a sustainable future. Students also consider the ethical, legal, aesthetic, and functional factors that inform their design and construction processes.

Through Design and Technologies, students plan and manage projects from 2D conception to 3D realisation. They apply design and systems thinking and design processes to investigate ideas, generate and refine ideas, plan, and manage, produce, and evaluate designed solutions.

What will I learn?

TOPIC 1	TOPIC 2
<ul style="list-style-type: none"> Manual and Digital Drawing Environmental and Industrials Design. 	<ul style="list-style-type: none"> Design Elements and Principles Folio Production
TOPIC 3	TOPIC 4
<ul style="list-style-type: none"> Sustainability in Design Technologies 	<ul style="list-style-type: none"> Model Construction.

What type of things will I do?

Investigate, plan and create environmentally aesthetic and sustainable architectural/ negative space designs.

What can this lead to?

University and TAFE courses in:

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Building Construction/Enviro Design
YEAR 11	VCE Product Design Technologies VCE Graphic Design
YEAR 12	VCE Product Design Technologies VCE Graphic Design

Why choose this subject?

Choose this subject if you are interested in learning about: Engineering, Building Construction and Landscape Design.



GARDEN & LANDSCAPE DESIGN

What’s it all about?

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

What will I learn?

TOPIC 1	TOPIC 2
<ul style="list-style-type: none"> Principles of good landscape design 	<ul style="list-style-type: none"> Investigate issues such as how to plant a ‘water wise’ garden; explore choices in types of plants taking into account factors such as local conditions, climate & position in a garden

What type of things will I do?

Students will be able to undertake garden practice and design skills.

What can this lead to?

University and TAFE courses in:

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Garden and Landscape Design
YEAR 11	Environmental Science
YEAR 12	Environmental Science

Why choose this subject?

Choose this subject if you are interested in learning about Gardening, Landscape Design, Equipment Maintenance, Sustainable Practices and Project Management.



APPLIED COMPUTING: DATA ANALYTICS

What’s it all about?

This subject introduces students to the fundamentals of data analysis. They learn what data analysts do, what tools they use to process data, and how they apply their skills. Students gain an understanding of the data analysis cycle, which includes data collection, cleaning, analysis, manipulation, and presentation of data to communicate a message. This subject provides students with an insight of the data-driven decision-making processes used across a wide range of industries.

What will I learn?

TOPICS	TOOLS
<ul style="list-style-type: none"> Data collection, manipulation, and presentation Data visualisation techniques 	<ul style="list-style-type: none"> Visualisation using advance MS-Excel features. Data analysis using Tableau

What type of things will I do?

You will learn about the entire data cycle including different types of data available online. Using MS-Excel and Tableau features you will learn to manipulate data and present your findings to an audience. We would also visit Wyndham Tech School to learn about the Wyndham council’s *Smart Cities* project.

What can this lead to?

University and TAFE courses in Data Analytics, Information Technology, AI & Machine Learning and Data Science.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Applied Computing: Data Analytics
YEAR 11	VCE Applied Computing
YEAR 12	VCE Applied Computing: Data Analytics

Why choose this subject?

Choose this subject if you are interested in careers that require skills in data analysis, data sciences, MS-Excel and data-driven decision making across a wide range of industries.

This elective is recommended for students who plan to do IB Diploma.



PROGRAMMING & GAME DEVELOPMENT

What's it all about?

This subject introduces programming with three different media – learning to program games, desktop applications and interactive webpages. In the Game Development unit of study, students gain an understanding of the Unity 3D game engine and C# programming language. They learn various gaming concepts such as object animation, projectiles, colliders, physics, sound, prefabs, importing assets, particle systems, water effects, explosions, textures, materials, shaders, lighting, tracking and waypoints. In the web development unit of study, students learn JavaScript programming. By the end of the unit, students will be able to build a dynamic webpage using a combination of HTML, CSS, and JavaScript.

What will I learn?

TOPICS	TOOLS
<ul style="list-style-type: none"> Design and develop an interactive webpage. Design and develop a game Understand and interpret algorithms 	<ul style="list-style-type: none"> Programming language – HTML/CSS/JavaScript Unity 3D and C#

What type of things will I do?

Learn to interpret algorithms, learn and build dynamic webpages, learn to program 3D games using Unity game engine.

What can this lead to?

University and TAFE courses in Game Design and Development, Software Engineering and Computer Science.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Programming and Game Development
YEAR 11	Applied Computing
YEAR 12	Applied Computing: Software Development

Why choose this subject?

Choose this subject if you are interested in learning about computer game development, developing webpages and Cybersecurity.



APPLIED DIGITAL TECHNOLOGIES

What's it all about?

This program opens the door to entry-level employment opportunities in digital and technology skills across businesses in preparation for work. On completion of this course, students will receive *Certificate II in Applied Digital Technologies (ICT20120)*. Students can take credit for this subject to pursue further training and education. The certificate can be continued at the senior levels as a VET subject. Unlike other electives, this is a full-year subject. It is made up of twelve (12) units of competencies, mandated by The Australian Skills Quality Authority (ASQA).

What will I learn?

TOPICS	TOPICS
<ul style="list-style-type: none"> Contribute to the Health and Safety of self and others Participate in sustainable work practices Operate Digital Devices 	<ul style="list-style-type: none"> Use Digital Technologies to communicate in a work environment Protect own personal online profile from cyber security threats Use business software applications
TOPICS	TOPICS
<ul style="list-style-type: none"> Operate software application packages Use computer operating system and hardware. Operate Digital Media Technology packages 	<ul style="list-style-type: none"> Connect hardware peripherals. Protect devices from spam and destructive software Protect devices from spam and destructive software

What type of things will I do?

Students learn basic computer operation skills, digital literacy skills which includes using range of software applications across various businesses.

What can this lead to?

University and TAFE courses in Information Technology

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Applied Digital Technologies <i>Certificate II in Applied Digital Technology ICT20120</i>
YEAR 11	VET: Information Technology <i>Certificate III in Information Technology ICT30120</i>
YEAR 12	VET: Information Technology <i>Certificate III in Information Technology ICT30120</i>

Why choose this subject?

Choose this subject if you are interested in refining your digital literacy skills which are pre-requisites for most entry level positions across businesses.



EXPLORING FOODS

What's it all about?

Through both practical exercises and theory work, students will explore key topics such as: the digestive system, how to make healthy food choices to prevent diet related disease, the functional properties of food and sustainability. Students will consider special dietary needs and ways of improving their own diet. They will learn the importance of eating healthy with consideration to the specific nutrients and their food sources, required across life spans that support optimal growth, development and maintaining good health. Students will also look at the Guide to Healthy Eating Guidelines and analyse how effective they are for the Australian population.

What will I learn?

TOPICS	TOPICS
<ul style="list-style-type: none"> • Safe & hygienic preparation of food • Evaluating the physical characteristics of food – taste, texture, aroma and appearance • The preservation, preparation and presentation of healthy food • The functional & nutritional properties of food 	<ul style="list-style-type: none"> • Knowledge of the materials, systems, components, tools and equipment to develop design ideas • Implementing the design process
TOPIC	
<ul style="list-style-type: none"> • The digestive system 	

What type of things will I do?

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

What can this lead to?

University and TAFE courses in Food Studies, Food Science and Technology, Food Technology and Nutrition.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Exploring Foods
YEAR 11	Food Studies Health and Human Development VET Hospitality
YEAR 12	Food Studies Health and Human Development VET Hospitality

Why choose this subject?

Choose this subject if you are interested in learning about making healthy food choices and cooking healthy recipes.



Paddock to Plate

What's it all about?

Through both practical tasks and theory based course work, this subject explores the journey food takes to get from the farm to your plate, investigating the different types of farming and how the agricultural industry contributes to a continued food supply for the vast and diverse population. Students explore seasonally available produce and how to make food choices that are good for you and the environment. Students will also learn about job roles in the Hospitality industry, discovering the wide variety of skills and knowledge required for this diverse industry. Students will develop skills in preparation and cooking techniques and an understanding of the design process.

What will I learn?

TOPICS	TOPICS
<ul style="list-style-type: none"> • Safe & hygienic preparation of food • Evaluating the physical characteristics of foods – taste, texture, aroma and appearance • The preservation, preparation and presentation of healthy food 	<ul style="list-style-type: none"> • Knowledge of the materials, systems, components, tools and equipment to develop design ideas • Implementing the design process
TOPIC	
<ul style="list-style-type: none"> • The social, ethical and sustainable factors of food production 	

What type of things will I do?

Students will continue to enhance their cookery skills through recipes such as chicken burritos, homemade fettuccine with carbonara sauce, salt and pepper calamari and cappuccino cupcakes.

What can this lead to?

University and TAFE courses in Information Technology

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Paddock to Plate
YEAR 11	Food Studies VET Hospitality
YEAR 12	Food Studies VET Hospitality

Why choose this subject?

Choose this subject if you are interested in learning about food studies.



HEALTH & HUMAN DEVELOPMENT

What's it all about?

This subject explores the physical, social, emotional and intellectual development of the individual throughout the human lifespan. Embarking on how these health dimensions correlate with the determinants of health, in reference to income, education and geographical location. Students explore the dynamic concepts of health and wellbeing and its many dimensions. They learn about the physical and social responsibilities of planning for pregnancy and caring for an infant. Students demonstrate their understanding on the developmental milestones during childhood and adolescence by planning, designing and creating their own children's picture storybook.

What will I learn?

TOPICS	TOPICS
<ul style="list-style-type: none"> The concept of Health and Wellbeing The areas of Human Development 	<ul style="list-style-type: none"> The Human Lifespan Pregnancy and prenatal development Infancy and childhood development
TOPIC	
<ul style="list-style-type: none"> Youth Health & Wellbeing 	

What type of things will I do?

Make a children's picture storybook, analyse case studies, view media linked to health, design information sheets, look at relevant data, research health issues, review health resources, look at lifestyle influences on health and develop personal reflections in regards to health.

What can this lead to?

University and TAFE courses in Allied Health, Health Science, Health Information Management, Human and Community Services.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Health and Human Development
YEAR 11	Health and Human Development
YEAR 12	Health and Human Development

Why choose this subject?

Choose this subject if you are interested in learning about Health, Development, Nutrition, Disease / Illness and Lifespan Health.



SPORTS SCIENCE

What's it all about?

This subject aims to provide students with an introduction to VCE Physical Education through an applied science subject. The subject provides students with the opportunity to apply knowledge learnt in theory classes into a practical setting. Students will gain an understanding of designing and implementing fitness training programs and the role of being a coach. It is strongly recommended if students wish to study Physical Education in VCE that they choose this semester subject.

What will I learn?

TOPICS	TOPICS
<ul style="list-style-type: none"> Musculoskeletal system Cardiorespiratory system Energy systems 	<ul style="list-style-type: none"> Components of fitness Different methods of training Skills analysis, practice & feedback
TOPIC	
<ul style="list-style-type: none"> Science behind sport 	

What type of things will I do?

Participation in weekly practical classes and develop a gym program.

What can this lead to?

University and TAFE courses in Physical Education and Sport Science, Health, Physical Education & Sport, Physical Education and Sport Science, Exercise and Sports Science.

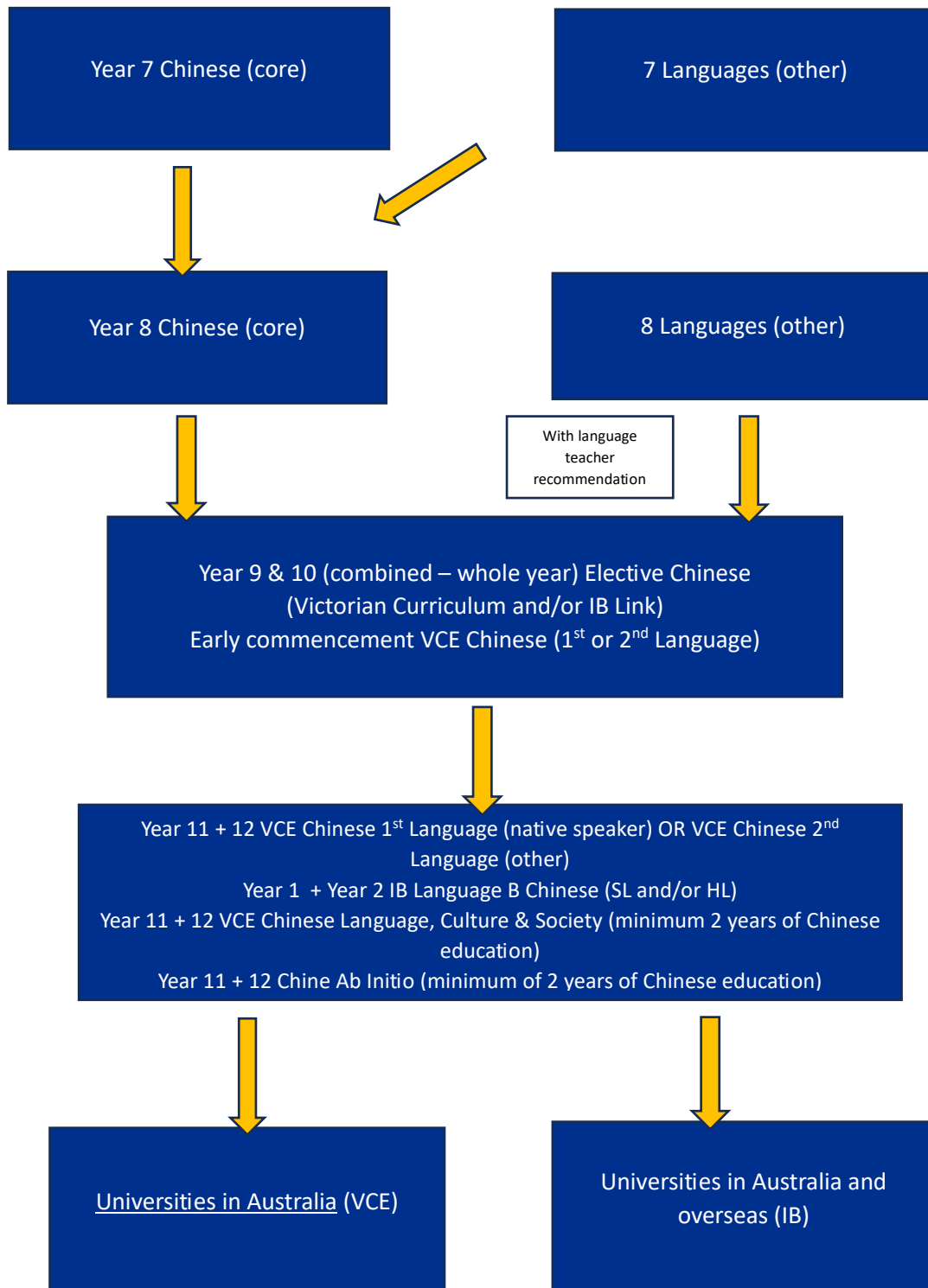
POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Sports Science
YEAR 11	Physical Education VET Sport and Recreation
YEAR 12	Physical Education VET Sport and Recreation

Why choose this subject?

Choose this subject if you are interested in learning about the science behind sport.



CHINESE LANGUAGE PATHWAY 2024





CHINESE LANGUAGE, CULTURE AND SOCIETY

What's it all about?

This is a new subject which started in 2017 as a VCE language course. Students are required to use 50% English and 50% Chinese to complete school assessments for Unit 1-4 in Year 11 and 12 as well as final VCE exams.

What will I learn?

TOPIC 1	TOPIC 2
<ul style="list-style-type: none"> Chinese history, traditions, culture and ancient and modern Chinese societies. 	<ul style="list-style-type: none"> Listening, speaking, reading and writing skills in Chinese language.

What type of things will I do?

1. Learning basic Chinese.
2. Studying the history, tradition, culture and society in English.

What can this lead to?

University and TAFE courses in VCE and VCAL.

For personal interests, future career and travelling, etc.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Yes
YEAR 11	Yes
YEAR 12	Yes

Why choose this subject?

Choose this subject if you are interested in learning about 1) language, history, culture, career and travelling. 2) 50% in English, your own language, makes it possible that you will achieve more easily and higher.



CHINESE AS FIRST LANGUAGE

What's it all about?

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes in VCE school assessments as well as the final VCE exams. Each outcome is described in terms of key knowledge and skills that require students to develop the skills of listening, speaking, reading and writing.

What will I learn?

TOPIC 1	TOPIC 2
<ul style="list-style-type: none"> Chinese language skills in listening, speaking, reading and writing 	<ul style="list-style-type: none"> Chinese literature works Chinese history, culture and society

What type of things will I do?

- Study Chinese literature and arts.
- Develop the higher capacity of listening, speaking, reading and writing.

What can this lead to?

University and TAFE courses in professions such as education, translation, diplomatic jobs, travelling industry etc as well as for personal interest of Chinese literature and arts.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Chinese as First Language: Pre VCE
YEAR 11	Chinese as First Language VCE subject
YEAR 12	Chinese as First Language VCE subject

Why choose this subject?

- Cultural Connection:** Studying Chinese as a first language allows students to connect deeply with their heritage, culture, and roots. It enables them to communicate effectively with family members, relatives, and communities who primarily speak Chinese.
- Linguistic Proficiency:** Learning Chinese as a first language equips students with native-level proficiency, allowing them to express complex ideas, emotions, and concepts in a language they have been exposed to since childhood.



CHINESE AS SECOND LANGUAGE

What's it all about?

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

What will I learn?

TOPIC 1	TOPIC 2
<ul style="list-style-type: none"> Chinese language skills in listening, speaking, reading and writing. 	<ul style="list-style-type: none"> Chinese literature works Chinese history, culture and society

What type of things will I do?

Learning the Chinese language and develop the skills of listening, speaking, reading and writing.

What can this lead to?

University and TAFE courses in professions such as education, translation diplomatic, travelling industry etc as well as for personal interest of learning a different language.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Chinese as Second Language
YEAR 11	Chinese as Second Language VCE
YEAR 12	Chinese as Second Language VCE

Why choose this subject?

- Global Opportunities: Learning Chinese as a second language opens doors to immense career opportunities in an increasingly interconnected world. China's economic growth and global influence make proficiency in Chinese a valuable asset for international business, trade, and diplomacy.
- Cultural Enrichment: Studying Chinese as a second language provides insight into one of the world's oldest and richest cultures. Students gain a deeper understanding of Chinese literature, history, philosophy, and art, enhancing their cultural awareness and cross-cultural competence.



JAPANESE

What's it all about?

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

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

What will I learn?

TOPIC	TOPIC
<ul style="list-style-type: none"> Hobbies and interests 	<ul style="list-style-type: none"> Describing personality and appearance
TOPIC	TOPIC
<ul style="list-style-type: none"> Activities you can do in Japan (4 seasons) 	<ul style="list-style-type: none"> Giving directions (Travelling)

What type of things will I do?

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

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

What can this lead to?

University and TAFE courses in:

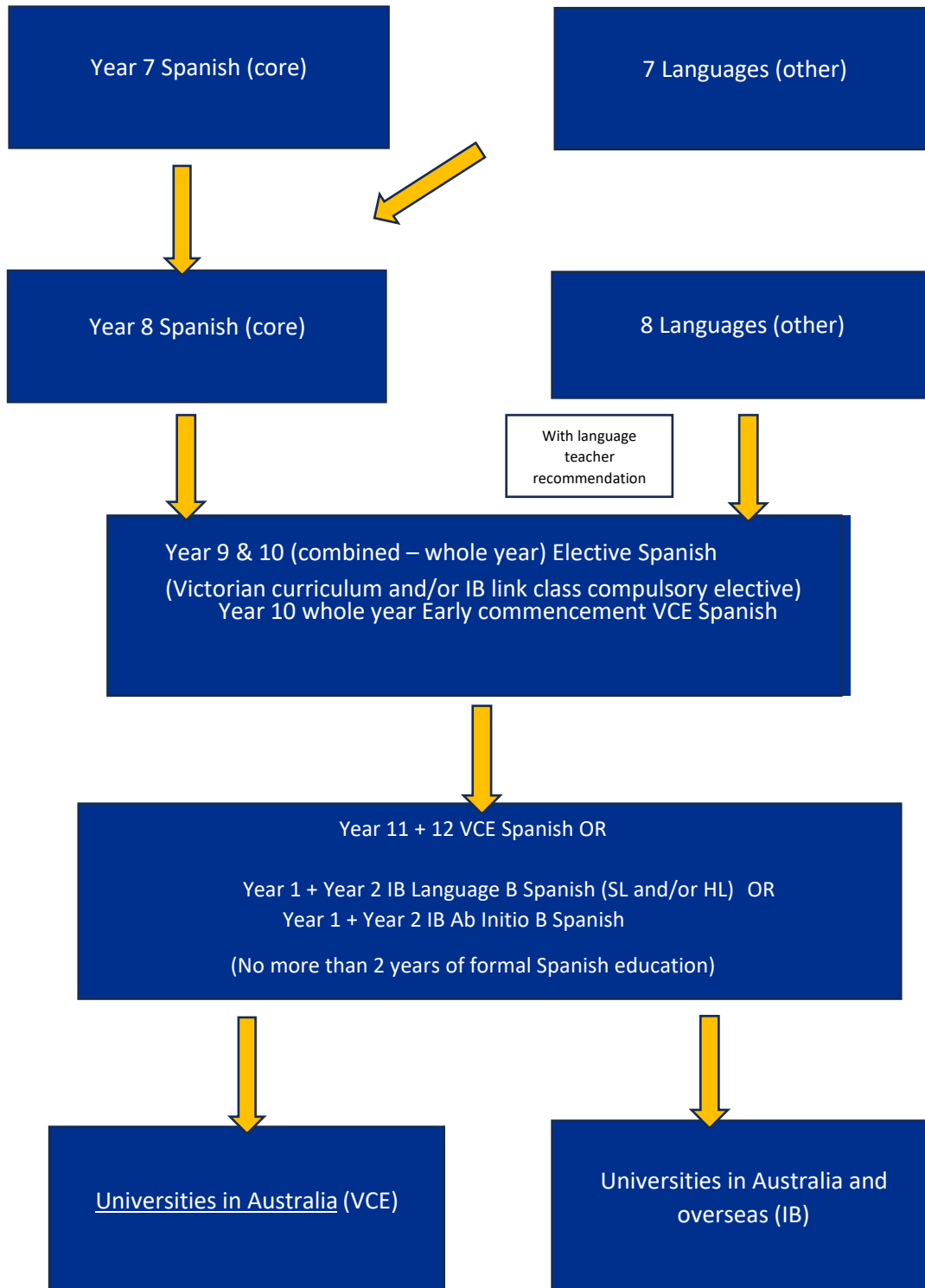
POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Japanese
YEAR 11	
YEAR 12	

Why choose this subject?

Choose this subject if you are interested in learning about Japanese language and culture.



SPANISH LANGUAGE PATHWAY 2024





SPANISH

What's it all about?

The Spanish Year 10 course has a sense of connectedness, giving students' confidence in improving their Spanish through practice, respecting diversity through social awareness, engagement in dance, music and film and teaching each other an aspect of Spanish culture they can connect with.

In this course, students develop skills in speaking Spanish while working collaboratively with other students.

What will I learn?

TOPIC	TOPIC
<ul style="list-style-type: none"> The leisure guide to great destinations 	<ul style="list-style-type: none"> Food, restaurants, special diets and preparing dinner for a party with the class.
TOPIC	TOPIC
<ul style="list-style-type: none"> 21st Century illnesses and how to strengthen your mind and body to combat them. 	<ul style="list-style-type: none"> Events and inventions that changed the world and personal anecdotes (stories from the past)

What type of things will I do?

By the end of Level 10, students should be able to use Spanish to share information, experiences and views related to their social worlds using rehearsed and spontaneous language using correct pronunciation, including that of borrowed words, and adopt appropriate rhythm and phrasing to allow for others. In addition, it will give them a firm foundation in Year 11 and 12 to complete Spanish at VCE level or IBO Spanish B.

What can this lead to?

University and TAFE courses in:

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Spanish
YEAR 11	VCE Spanish IBO Spanish Language
YEAR 12	VCE Spanish IBO Spanish Language

Why choose this subject?

Choose this subject if you:

- Are interested in learning about Spanish language and culture.
- Have already invested 3 years of learning the language in Secondary school, why not go all the way.
- Wish to extend your job opportunities here in Australia and abroad.



PRE MATHEMATICAL METHODS

What's it all about?

The aim of this elective is to assist students in year 10 to reach the appropriate curriculum level in the Number & Algebra strand. Students who do not reach the appropriate level in the Number & Algebra strand (where at least level 9 should be achieved by the end of year 9) will have the opportunity, by selecting this course, to improve their understanding and skills. Students who successfully complete this course will be setting themselves up for transition into VCE Mathematical Methods Units 1&2 or IB Mathematics.

What will I learn?

Patterns and Algebra	Linear and Non-Linear Relationships
<ul style="list-style-type: none"> Expanding and factorising brackets Index laws 	<ul style="list-style-type: none"> Equations and inequalities Lines and linear equations Simultaneous equations Quadratics

What type of things will I do?

This course will only tackle topics that are aligned with Mathematical Methods Units 1&2 and IB Mathematics study designs. The course will be tailored according to students' needs.

What can this lead to?

This course leads to Mathematical Methods Units 1&2 or IB Mathematics. Either or both of these courses are often tertiary requirements.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 11	Mathematical Methods Units 1 and 2 IB Mathematics
YEAR 12	Mathematical Methods Units 3 and 4 IB Mathematics

Why choose this subject?

The course is designed for students who:

- Have not reached Victorian Curriculum level 9 at the end of year 9 in Number & Algebra (VCMNA).
- Are interested in improving their overall algebraic and linear skills.
- Would like to further boost their confidence when tackling mathematics questions.



DRAMA

What's it all about?

The aim of this unit is to further build upon the basic elements of Drama and stagecraft that students developed in Year 9 Drama. It is designed for students who have a genuine interest in the Performing Arts and wish to continue with dramatic studies at the senior level. A strong foundation in the dramatic arts will be developed, as well as allowing students scope for specialised interests to be pursued.

What will I learn?

TOPIC 1	TOPIC 2
<ul style="list-style-type: none"> • Create a Film Parody - Students will learn how to create a film that imitates a genre that they are interested in. They will learn different camera and editing techniques, how to storyboard and how to write a long script. 	<ul style="list-style-type: none"> • Create a stage performance – Students will learn how to create a stage performance based on a script of their choosing. Students will learn production roles such as set, costume, props, lighting, sound and publicity.
TOPIC 3	
<ul style="list-style-type: none"> • Analyse a Professional Performance - Students will be required to attend a professional performance where they need to watch for all the production roles. They will complete a SAC based on this performance. 	

What type of things will I do?

Performances: Script interpretation, Devised Group performances and Script Writing; Production role tasks.

Professional Performance Analysis attend an excursion to view a professional play and analyse the performance.

What can this lead to?

University and TAFE courses in Performing Arts, Acting, Creative Arts, jobs that require you to do public speaking and think on your feet.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Drama
YEAR 11	Theatre Studies
YEAR 12	Theatre Studies

Why choose this subject?

Choose this subject if you are interested in learning about Set Design, Lighting and tech, Costume Design, Acting, Performance. Also, if you want to improve your public speaking skills and ability to come up with ideas on the spot.



MUSIC

What's it all about?

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.

(Music is expected to be studied for both semesters)

What will I learn?

TOPIC	TOPIC
<ul style="list-style-type: none"> Language of music (pitch, duration, dynamics, volume, tempo, tone colour, texture/timbre, instrumentation, tonality, articulation) 	<ul style="list-style-type: none"> Music principles and/or conventions
TOPIC	
<ul style="list-style-type: none"> How to analyse, interpret, compare and evaluate the stylistic, technical, expressive and aesthetic features of music 	

What type of things will I do?

Research, rehearse, analyse, compose and perform music.

What can this lead to?

University and TAFE courses in: Music, Fine Arts (Music Theatre), Contemporary Music Performance; Music (Song writing); Music (Composition & Music Production); Music (Classical); Music Performance and Entertainment Management.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Music
YEAR 11	Music Performance VET Certificate III in Music Industry (Performance)
YEAR 12	Music Performance VET Certificate III in Music Industry (Performance)

Why choose this subject?

Choose this subject if you are interested in learning about: Music listening/appreciation, Music Performance and musicianship, Music Technology, Online music research, Composing, arranging and recording.



MUSIC INDUSTRY

What's it all about?

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

As part of this course, students are able to choose to complete a partial VET Certificate in Music Industry which will contribute credits to VCE and VC-VM.

(Music Industry is expected to be studied for both semesters)

What will I learn?

TOPIC	TOPIC
<ul style="list-style-type: none"> Language of music (pitch, duration, dynamics, volume, tempo, tone colour, texture/timbre, instrumentation, tonality, articulation) 	<ul style="list-style-type: none"> Music principles and/or conventions
TOPIC	
<ul style="list-style-type: none"> How to analyse, interpret, compare & evaluate the stylistic, technical, expressive and aesthetic features of music 	

What type of things will I do?

Performances, setting up and using a PA and the computer, Aural comprehension/analysis, theory and composition.

What can this lead to?

University and TAFE courses in Music Industry, Music, Audio, Audio Production, Music Production, Song writing and Music Production, Audio Engineering.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Music Industry
YEAR 11	Music Performance IB Music VET Certificate III in Music Industry (Sound Production)
YEAR 12	Music Performance IB Music VET Certificate III in Music Industry (Sound Production)

Why choose this subject?

Choose this subject if you are interested in learning about music.



ADVANCED SCIENCE SKILLS

What's it all about?

The Advanced Science Skills elective is a practical based subject which focuses on the development of technical laboratory and experimental design skills. This elective is an inquiry course which will require students to “act and think like scientists” to investigate the world around them. In this elective, students will utilise technology, research, problem-solving and critical-thinking skills to enhance their understanding and application of scientific reasoning.

What will I learn?

TOPIC 1	TOPIC 2
<ul style="list-style-type: none"> Technical Laboratory Skills 	<ul style="list-style-type: none"> Independent Research Project & Presentation

What type of things will I do?

Use laboratory equipment appropriately, develop research, problem-solving and critical thinking skills, design and conduct research project.

What can this lead to?

University and TAFE courses in all Science fields, for example: Biomedical Science, Biological Science, Chemical Engineering, Environmental Science, Forensic Science, Food and Nutrition, Health Science, Laboratory Technology, Pharmaceutical Sciences

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Science Chemistry Advantage
YEAR 11	IB Sciences VCE Sciences
YEAR 12	IB Sciences VCE Sciences

Why choose this subject?

Choose this subject if you are interested in learning about Scientific Inquiry, Research Skills. This elective is particularly useful for students planning to undertake IB or VCE Sciences.



CHEMISTRY ADVANTAGE

What's it all about?

This elective is designed to extend students beyond the core chemistry course of Year 10 science and to prepare them for VCE or IBDP Chemistry.

The topics covered are atomic structure, periodic table trends, quantitative Chemistry and practical chemistry.

This is a highly practical elective that teaches students a range of laboratory skills using equipment and chemicals central to true chemical analysis.

The assessments will include the creation of a film on the periodic table, a student designed practical investigation to compare the effectiveness of laundry detergents, graded practical investigations and tests.

What will I learn?

TOPIC 1	TOPIC 2
• Atomic Structure and Periodic Table Trends	• Quantitative /Practical Chemistry

What type of things will I do?

Use laboratory equipment appropriately, develop research, problem-solving and critical thinking skills, design and conduct experiments.

The theory will cover atomic structure and how this relates to trends observed within the periodic table. The relationship between elements within the periodic table and the relative masses of chemical elements will lead into quantitative chemistry.

What can this lead to?

University and TAFE courses in: Chemical Sciences

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Science (core) Chemistry Advantage (elective)
YEAR 11	IB Chemistry VCE Chemistry
YEAR 12	IB Chemistry VCE Chemistry

Why choose this subject?

Choose this subject if you are considering chemistry in either VCE or IB. It is designed to allow current students to move beyond the Year 10 curriculum and gain a head start on Senior Chemistry.

This elective does not replace Year 10 core science or Year 11 Chemistry but does provide students an opportunity to determine if they wish to continue with Senior Chemistry.



PHYSICS ADVANTAGE

What's it all about?

Physics is a pre-requisite area for many tertiary science fields, and this area has experienced growth over the last couple of years.

In the jump from Year 10 to Year 11, many students are initially overwhelmed at the increased level of academic rigour and sophisticated thinking that is required. This unit is designed to bridge the gap between Years 10 and allow students to enrich their studies in Physics.

Students also particularly require numeracy support and practice to succeed in all senior sciences; this unit will focus on those necessary numeracy skills.

This elective will also support general science principles of experimental design, data analysis and safe laboratory practices, all of which are a focus in VCE and IB curriculum.

What will I learn?

TOPIC 1	TOPIC 2
<ul style="list-style-type: none"> Investigating Electric Circuits 	<ul style="list-style-type: none"> Application of motion

What type of things will I do?

Use laboratory equipment appropriately, develop research, problem-solving and critical thinking skills, design and conduct experiments.

What can this lead to?

University and TAFE courses in Physical Sciences, Engineering, Robotics and AI, Astronomy and Space, Lasers and photonics, Climate Science and Meteorology.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Science (core) Physics Advantage (elective)
YEAR 11	IB Physics VCE Physics
YEAR 12	IB Physics VCE Physics

Why choose this subject?

Choose this subject if you are considering Physics in either VCE or IB. It is designed to allow current students to move beyond the Year 10 curriculum and gain a head start on Senior Physics. This elective does not replace Year 10 core science or Year 11 Physics but does provide students an opportunity to determine if they wish to continue with Physics at a senior level.



VISUAL ARTS PRACTICES

What's it all about?

Students develop skills and understanding of materials and techniques through experimentation. Themes and concepts are explored through creative and imaginative developments. Areas of study include mixed media, drawing, painting, printmaking and 3D art works.

Students are encouraged to be self-disciplined and develop personal creativity to enrich their visual perceptions and expressions. Interpretation of art works is a skill developed in this course.

What will I learn?

EXPLORE & EXPRESS IDEAS	VISUAL ARTS PRACTICE
<ul style="list-style-type: none"> Explore, imagine, experiment and express ideas, concepts, themes, values, beliefs, observation and experience in artworks 	<ul style="list-style-type: none"> Develop an understanding of skills by exploring, selecting, applying and manipulating techniques, technologies and processes Conceptualising, planning and designing artworks
PRESENT & PERFORM	RESPOND & INTERPRET
<ul style="list-style-type: none"> Create, exhibit, discuss, analyse artworks and consider the intention of artworks and curators Consider the relationship between artist intentions and audience engagement and interpretation 	<ul style="list-style-type: none"> Analyse, evaluate, interpret and reflect upon meanings, beliefs and values in artworks Examine artworks in historical and cultural contexts

What type of things will I do?

Art Folio and Studio Works; Completion of a series of practical works which investigate media, techniques and imaginative development of ideas.

What can this lead to?

University and TAFE courses in Art, Art & Design, Visual Arts, Fine Art, Visual Arts and Design.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Visual Arts Practices
YEAR 11	Art Making and Exhibiting Visual Communication Design VET Certificate III in Visual Arts IB Visual Arts
YEAR 12	Art Making and Exhibiting Visual Communication Design VET Certificate III in Visual Arts IB Visual Arts

Why choose this subject?

Choose this subject if you are interested in learning about Art.



ART MAKING AND PRESENTING

What's it all about?

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

What will I learn?

EXPLORE & EXPRESS IDEAS	VISUAL ARTS PRACTICE
<ul style="list-style-type: none"> Explore, imagine, experiment and express ideas, concepts, themes, values, beliefs, observation and experience in artworks 	<ul style="list-style-type: none"> Develop an understanding of skills by exploring, selecting, applying and manipulating techniques, technologies and processes Conceptualising, planning and designing artworks
PRESENT & PERFORM	RESPOND & INTERPRET
<ul style="list-style-type: none"> Create, exhibit, discuss, analyse artworks and consider the intention of artworks and curators Consider the relationship between artist intentions and audience engagement and interpretation 	<ul style="list-style-type: none"> Analyse, evaluate, interpret and reflect upon meanings, beliefs and values in artworks Examine artworks in historical and cultural contexts

What type of things will I do?

Art Folio and Studio Works Completion of a series of practical works which investigate media, techniques and imaginative development of ideas.

What can this lead to?

University and TAFE courses in Art, Art & Design, Visual Arts, Fine Art, Visual Arts and Design.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Art Making and Presenting
YEAR 11	Art Making and Exhibiting Visual Communication and Design Vet Certificate III in Visual Arts IB Visual Arts
YEAR 12	Art Making and Exhibiting Visual Communication and Design Vet Certificate III in Visual Arts IB Visual Arts

Why choose this subject?

Choose this subject if you wish to complete a practical art folio using different artforms, processes and techniques.



POTTERY AND CERAMICS

What's it all about?

Students are introduced to the fundamentals of hand building ceramic construction and to create sculptural and functional forms. Students investigate and explore ideas, skills and techniques to create original works. They are encouraged to explore a range of designing processes and the application of the elements and principles of design. Students develop skills in evaluating the work of Ceramic artists. Students are encouraged to be self-disciplined and develop personal creativity to enrich their materials and techniques understanding as well as expression.

What will I learn?

EXPLORE & EXPRESS IDEAS	VISUAL ARTS PRACTICE
<ul style="list-style-type: none"> Explore, imagine, experiment and express ideas, concepts, themes, values, beliefs, observation and experience in artworks 	<ul style="list-style-type: none"> Develop an understanding of skills by exploring, selecting, applying and manipulating techniques, technologies & processes Conceptualising, planning and designing artworks
PRESENT & PERFORM	RESPOND & INTERPRET
<ul style="list-style-type: none"> Create, exhibit, discuss, analyse artworks and consider the intention of artworks and curators Consider the relationship between artist intentions & audience engagement and interpretation 	<ul style="list-style-type: none"> Analyse, evaluate, interpret and reflect upon meanings, beliefs and values in artworks Examine artworks in historical and cultural contexts

What type of things will I do?

Sketch ideas for original artworks, make final artworks, keep a visual diary, undertake creative thinking exercises, write reflective evaluations, look at and discuss art, trial different mediums.

What can this lead to?

University and TAFE courses in Fine Art and Visual Arts.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Pottery and Ceramics
YEAR 11	Art Making and Exhibiting VET Certificate III in Visual Arts IB Visual Arts
YEAR 12	Art Making and Exhibiting VET Certificate III in Visual Arts IB Visual Arts

Why choose this subject?

Choose this subject if you are interested in learning about Sculpture, Pottery, Drawing, Studio Process, Art History.



PAINTING & DRAWING

What's it all about?

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.

What will I learn?

EXPLORE & EXPRESS IDEAS	VISUAL ARTS PRACTICE
<ul style="list-style-type: none"> Explore, imagine, experiment and express ideas, concepts, themes, values, beliefs, observation and experience in artworks 	<ul style="list-style-type: none"> Develop an understanding of skills by exploring, selecting, applying and manipulating techniques, technologies and processes Conceptualising, planning and designing artworks
PRESENT & PERFORM	RESPOND & INTERPRET
<ul style="list-style-type: none"> Create, exhibit, discuss, analyse artworks and consider the intention of artworks and curators Consider the relationship between artist intentions and audience engagement and interpretation 	<ul style="list-style-type: none"> Analyse, evaluate, interpret and reflect upon meanings, beliefs and values in artworks Examine artworks in historical and cultural contexts

What type of things will I do?

Students examine artworks in historical and cultural contexts. Complete a practical Production folio.

What can this lead to?

University and TAFE courses in Fine Art.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Painting and drawing
YEAR 11	Visual Communication Design (Art) Art Making and Exhibiting Certificate III in Visual Arts IB Visual Arts
YEAR 12	Visual Communication Design (Art) Art Making and Exhibiting Certificate III in Visual Arts IB Visual Arts

Why choose this subject?

Extend on and learn new techniques and skills in Art.



MULTIMEDIA SCULPTURE

What’s it all about?

This subject introduces students to the aims of VCE Art and Studio Arts, whilst encouraging artistic development. Students develop skills in the use and exploration of a wide range of materials to enrich their visual vocabulary. They investigate a range of Art forms and develop artistic skills to produce works of quality. Students interpret and respond to Art as it relates to culture and history. Students are encouraged to be self-disciplined and develop personal creativity to enrich their visual perceptions and expressions. Interpretation of art works is a skill developed in this course.

What will I learn?

EXPLORE & EXPRESS IDEAS	VISUAL ARTS PRACTICE
<ul style="list-style-type: none"> Explore, imagine, experiment and express ideas, concepts, themes, values, beliefs, observation and experience in artworks 	<ul style="list-style-type: none"> Develop an understanding of skills by exploring, selecting, applying and manipulating techniques, technologies and processes: Conceptualising, planning and designing artworks
PRESENT & PERFORM	RESPOND & INTERPRET
<ul style="list-style-type: none"> Create, exhibit, discuss, analyse artworks and consider the intention of artworks and curators. Consider the relationship between artist intentions and audience engagement and interpretation 	<ul style="list-style-type: none"> Analyse, evaluate, interpret and reflect upon meanings, beliefs and values in artworks Examine artworks in historical and cultural contexts

What type of things will I do?

Sketch ideas for original artworks, make final artworks, keep a visual diary, undertake creative thinking exercises, write reflective evaluations, look at and discuss art, trial different mediums.

What can this lead to?

University and TAFE courses in Fine Art and Visual Arts.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Multimedia sculpture
YEAR 11	Art Making and Exhibiting Visual Communication Design VET Certificate III in Visual Arts IB Visual Arts
YEAR 12	Art Making and Exhibiting Visual Communication Design VET Certificate III in Visual Arts IB Visual Arts

Why choose this subject?

Choose this subject if you are interested in learning about Arts.



DIGITAL AND PRINTED ART

What's it all about?

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

What will I learn?

EXPLORE & EXPRESS IDEAS	VISUAL ARTS PRACTICE
<ul style="list-style-type: none"> Explore, imagine, experiment and express ideas, concepts, themes, values, beliefs, observation and experience in artworks 	<ul style="list-style-type: none"> Develop an understanding of skills by exploring, selecting, applying and manipulating techniques, technologies and processes Conceptualising, planning and designing artworks
PRESENT & PERFORM	RESPOND & INTERPRET
<ul style="list-style-type: none"> Create, exhibit, discuss, analyse artworks and consider the intention of artworks and curators Consider the relationship between artist intentions and audience engagement and interpretation 	<ul style="list-style-type: none"> Analyse, evaluate, interpret and reflect upon meanings, beliefs and values in artworks Examine artworks in historical and cultural contexts

What type of things will I do?

Multi-coloured relief prints, etching and screen printing.

What can this lead to?

Further study in the creative arts, any course or career which requires creative thinking and problem solving skills, Fine Arts degrees and diplomas, Careers in Design, Art and Illustration.

POSSIBLE PATHWAY

YEAR	COURSES OFFERED
YEAR 10	Digital and printed Art
YEAR 11	Art Making and Exhibiting Visual Communication Design IB Visual Arts
YEAR 12	Art Making and Exhibiting Visual Communication Design IB Visual Arts

Why choose this subject?

Choose this subject if you are interested in learning about Drawing, Art History, Printmaking, Painting.



PHOTOGRAPHY

What's it all about?

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

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 principals and aesthetic appreciation of photography.

What will I learn?

EXPLORE & EXPRESS IDEAS	VISUAL ARTS PRACTICE
<ul style="list-style-type: none"> Operating a DSLR camera Experimenting with darkroom silver gelatin prints 	<ul style="list-style-type: none"> Photoshop techniques
PRESENT & PERFORM	RESPOND & INTERPRET
<ul style="list-style-type: none"> Camera, camera alternatives, composition, lighting, constructing images, darkroom and/or digital processes 	<ul style="list-style-type: none"> Analyse, evaluate, interpret and reflect upon meanings, beliefs and values in artworks Examine artworks in historical and cultural contexts

What type of things will I do?

Take photographs, develop images, use computers to change imagery, analyse photographs from different time periods, create a visual diary to develop concepts and learn how to annotate them.

What can this lead to?

University and TAFE courses in Arts, Fine Art, Bachelor of Design Arts, Creative Arts, Photography and Digital Imaging, Graphic Design, Media Communications.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Photography
YEAR 11	Art Making and Exhibiting Visual Communication Design IB Visual Arts
YEAR 12	Art Making and Exhibiting Visual Communication Design IB Visual Arts

Why choose this subject?

Choose this subject if you are interested in learning about Photography, Art, Media, Film, new and old Photography techniques.



GRAPHIC DESIGN

What's it all about?

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.

What will I learn?

EXPLORE & EXPRESS IDEAS	VISUAL ARTS PRACTICE
<ul style="list-style-type: none"> • Product/Packaging Design. • Logo Design/Typography. 	<ul style="list-style-type: none"> • Magazine Cover Designs. • Illustration Design
PRESENT & PERFORM	RESPOND & INTERPRET
<ul style="list-style-type: none"> • Design Elements and Design Principles. 	<ul style="list-style-type: none"> • Professional Practices. • Methods, Media and Materials.

What type of things will I do?

Investigate

What can this lead to?

University and TAFE courses in Arts, Fine Art, Bachelor of Design Arts, Creative Arts, Photography and Digital Imaging, Graphic Design and Media Communications.

Textile Designer, Fashion Designer, Pattern Maker, Dressmaker / Tailor.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Graphic Design
YEAR 11	Visual Communication and Design
YEAR 12	Visual Communication and Design

Why choose this subject?

Choose this subject if you are interested in learning about Design and Materials.



PHOTO MEDIA AND ANIMATION

What’s it all about?

This subject aims to introduce students to a range of digital and hand drawing systems, techniques and software programs to create drawings or visual communications within the theme of animated design. Students investigate the visual communications of others. This is done so that they can define using the visual communication language the elements, principles, audience, client, constraints and considerations in what creates good design found in visual communications of an animated type.

What will I learn?

EXPLORE & EXPRESS IDEAS	VISUAL ARTS PRACTICE
<ul style="list-style-type: none"> History of Animation/Past Techniques. Media in context Photography in Media 	<ul style="list-style-type: none"> Stop Motion/Flip Card Animation. Short films
PRESENT & PERFORM	RESPOND & INTERPRET
<ul style="list-style-type: none"> Found object Animation Clay animation 	<ul style="list-style-type: none"> Analyse, evaluate, interpret and reflect upon meanings, beliefs and values in artworks Examine artworks in historical and cultural contexts

What type of things will I do?

Black, white and colour digital photography. Exploring animation processes.

What can this lead to?

University and TAFE courses in Arts, Fine Art, Bachelor of Design Arts, Creative Arts, Photography and Digital Imaging, Graphic Design and Media Communication

POSSIBLE PATHWAY

YEAR	COURSES OFFERED
YEAR 10	Photo Media and Photography
YEAR 11	Art Making and Exhibiting Visual Communication Design VET Certificate III in Screen & Media IB Visual Arts Media Studies
YEAR 12	Art Making and Exhibiting Visual Communication Design VET Certificate III in Screen and Media IB Visual Arts Media Studies

Why choose this subject?

Choose this subject if you are interested in learning about Media and film.



ACADEMIC HONESTY AND INTEGRITY POLICY

Rationale

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

Scope of this policy

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

A. Academic Honesty – What it is

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

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

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

Refer also to the following policies:

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

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

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

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

(“Article 20”, 2014, IBO)



Some examples of the forms that academic misconduct can take:

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

Referencing

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

Examples of MLA 7 style referencing

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

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

ROLES AND RESPONSIBILITIES

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

Expectations of Heads of College

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

Expectations of the Senior Years Program Coordinator

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



Expectations of Heads of Faculty

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

Expectations of the Teachers

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

Expectations of the Student

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

Expectations of Parents/Guardians

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

PROCESS FOR SUSPECTED ACADEMIC MISCONDUCT

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



Years 7-10

First Incident:

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

Second Incident:

1. The teacher will inform the year level coordinator, record the incident on Compass as 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.
- 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](#)