

SUBJECT SELECTION HANDBOOK

YEAR 9

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>I respect my own right to learn and that of others, and I recognise my responsibility to become a lifelong learner.</i> |
| Identity | <i>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 myself and others.</i> |
| Community | <i>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.</i> |



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YEAR 9 INTRODUCTION

This Year 9 handbook contains detailed information about the unit content, learning outcomes and assessment of learning outcomes for Year 9 in 2024.

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

CORE SUBJECTS

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

- **English** (SELP or Mainstream) **or EAL** (English as an Additional Language)
- **Geosocial Systems and Societies** (core and inquiry)
- **Mathematics**
- **Science**
- **Health and Physical Education**
- **Digital Technologies**

ELECTIVES

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

Students must select:

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

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

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

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

SELECTION

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



CORE SUBJECTS

ENGLISH

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

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

Aims:

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

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



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

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

GEOSOCIAL SYSTEMS AND SOCIETIES: EMPOWERING EXPLORATION AND UNDERSTANDING

Core Subject:

Geosocial Systems and Societies presents a captivating journey through the realms of Civics, Business and Economics, Geography, and History. This interdisciplinary subject for levels 7 to 10 embraces the richness of these domains, fostering a holistic comprehension of the world's intricate tapestry. We aim to cultivate future-ready global citizens, equipped to catalyse positive change and contribute to a socially equitable and sustainable tomorrow. This subject serves as a platform for students to embark on a quest of inquiry, creativity, and critical thought.

Priorities and Rationale:

Our endeavour begins with the fundamental understanding that history, geography, civic engagement, and economics are intertwined threads in the fabric of society. The core curriculum units reflect this holistic perspective, harmonizing the insights from these subjects to build a comprehensive worldview. By exploring historical narratives, examining geographical landscapes, delving into civic responsibilities, and dissecting economic systems, students foster skills that transcend traditional disciplinary boundaries.

Themes and Exploration:

- **Holistic Lens:** Recognize the interconnectedness of history, geography, civics, and economics to construct a nuanced understanding of the world.
- **Empowerment:** Develop the ability to shape a sustainable future by contemplating the impact of individual actions on society and the environment.
- **Global Citizenship:** Actively engage as responsible global citizens, appreciating diversity and addressing global challenges.
- **Geographical Insights:** Utilize geographical concepts and methods to analyse and tackle environmental issues and transformations.
- **Historical Perspective:** Gain insights from history to appreciate the evolution of societies, fostering empathy for past experiences.
- **Civic Awareness:** Instil civic awareness, encouraging active participation in democratic processes and nurturing social responsibility.
- **Economic Literacy:** Learn about economic principles and their societal influence, fostering economic literacy and entrepreneurial spirit.

Inquiry Unit:

The Geosocial Systems and Societies Inquiry unit introduces students to the captivating world of self-guided exploration. Guided by their teachers, students in year 9 delve into selected themes, cultivating their inquisitive spirits and honing their research skills. The process is an enriching journey, where students formulate their research questions, navigate through information, and



synthesize findings. This inquiry process not only nurtures their academic growth but also hones essential life skills such as critical thinking, time management, and effective communication.

The Benefits of Inquiry:

By undertaking inquiry-based learning, students cultivate the following key benefits:

- **Deepened Understanding:** Through hands-on exploration, students engage deeply with concepts, fostering a profound comprehension of the subject matter.
- **Critical Thinking:** The inquiry process cultivates analytical skills, enabling students to dissect complex issues, assess evidence, and form well-founded conclusions.
- **Ownership of Learning:** Students take charge of their education, choosing research directions that resonate with their interests and curiosities.
- **Preparedness for Higher Education:** Inquiry-based learning parallels the methodologies of advanced academic pursuits, laying a strong foundation for IB, VCE, and post-secondary pathways.
- **Lifelong Skills:** Beyond academics, inquiry nurtures skills such as research proficiency, problem-solving, and effective communication, equipping students for success in their future endeavours.

In Geosocial Systems and Societies, students embark on an educational voyage that transforms learning into an exploration of possibilities. By weaving history, geography, civics, and economics, we forge citizens who embrace diverse perspectives and are primed to shape a better world.

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

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



SCIENCE

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

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

HEALTH AND HUMAN RELATIONS & PHYSICAL EDUCATION

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

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

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



DIGITAL TECHNOLOGIES

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



YEAR 9 ELECTIVES

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

FOOD TECHNOLOGY

- [FOOD TECHNOLOGY](#)

LANGUAGES

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

- [CHINESE LANGUAGE](#)
- [JAPANESE AS A SECOND LANGUAGE](#)
- [SPANISH LANGUAGE](#)

DESIGN TECHNOLOGIES

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

- [DESIGN TECHNOLOGIES: MECHANICAL SYSTEMS](#)
- [DESIGN TECHNOLOGIES: TEXTILES – FASHION FUNDAMENTALS](#)
- [DESIGN TECHNOLOGIES: TEXTILES – CREATING WITH MATERIALS](#)
- [DESIGN TECHNOLOGIES: 3D PRINTING](#)
- [DESIGN TECHNOLOGIES: BUILDING AND ENVIRONMENTAL DESIGN](#)
- [GARDEN AND LANDSCAPE DESIGN](#)

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](#)

PHYSICAL EDUCATION

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

- [TEAM SPORTS](#)



VISUAL ARTS

- [CREATIVE ARTS](#)
- [MULTIMEDIA SCULPTURE](#)
- [POTTERY & CERAMICS](#)
- [PAINTING AND DRAWING](#)
- [DIGITAL AND PRINTED ART](#)
- [PHOTOGRAPHY](#)
- [GRAPHIC DESIGN](#)
- [PHOTO MEDIA AND ANIMATION](#)



FOOD TECHNOLOGY

What’s it all about?

This subject explores the dynamic world of food culture and cuisine, producing recipes traditions of many countries including Australia’s First Nations people, cooking with native ingredients. Through the course, students will develop a comprehensive understanding of the principles of food science and cooking techniques such as complex knife skills, recipe components and methods of cooking. Students will explore recent food trends and influences of food choices, adapting and cooking recipes that reflect that reflect a contemporary cuisine infused with the flavours of the diverse cuisines enhancing their food knowledge, preparation and cooking skills.

What will I learn?

TOPICS	TOPICS
<ul style="list-style-type: none"> Food Safety and Hygiene Food Cuisine and Culture Food Sensory Terminology and Recipe Basics 	<ul style="list-style-type: none"> Principles if Food Science and Cooking Methods Food and Sustainability The Design Process and Responding to a Design Brief
PRACTICAL MODULES	
<ul style="list-style-type: none"> Recipe Production Evaluating recipes: Dietary Analysis, Cooking Methods and Recipe Modification 	<ul style="list-style-type: none"> Food Sensory Analysis Comparative and Analysis – Ingredients

What type of things will I do?

Students will develop their culinary skills and knowledge, through a range of practical tasks, analysis and evaluation tasks, applying key theoretical concepts to practical application. The course work involves planning and producing a variety of recipes such as pasta’s, stir-fry’s, and healthy version of your favourite take-away. Further, food comparative and analysis tasks that enable students to experiment to identify and understand the functional properties of ingredients.

What can this lead to?

Food Science and Technology, Commercial Cookery, Nutrition and Dietetics and Hospitality.

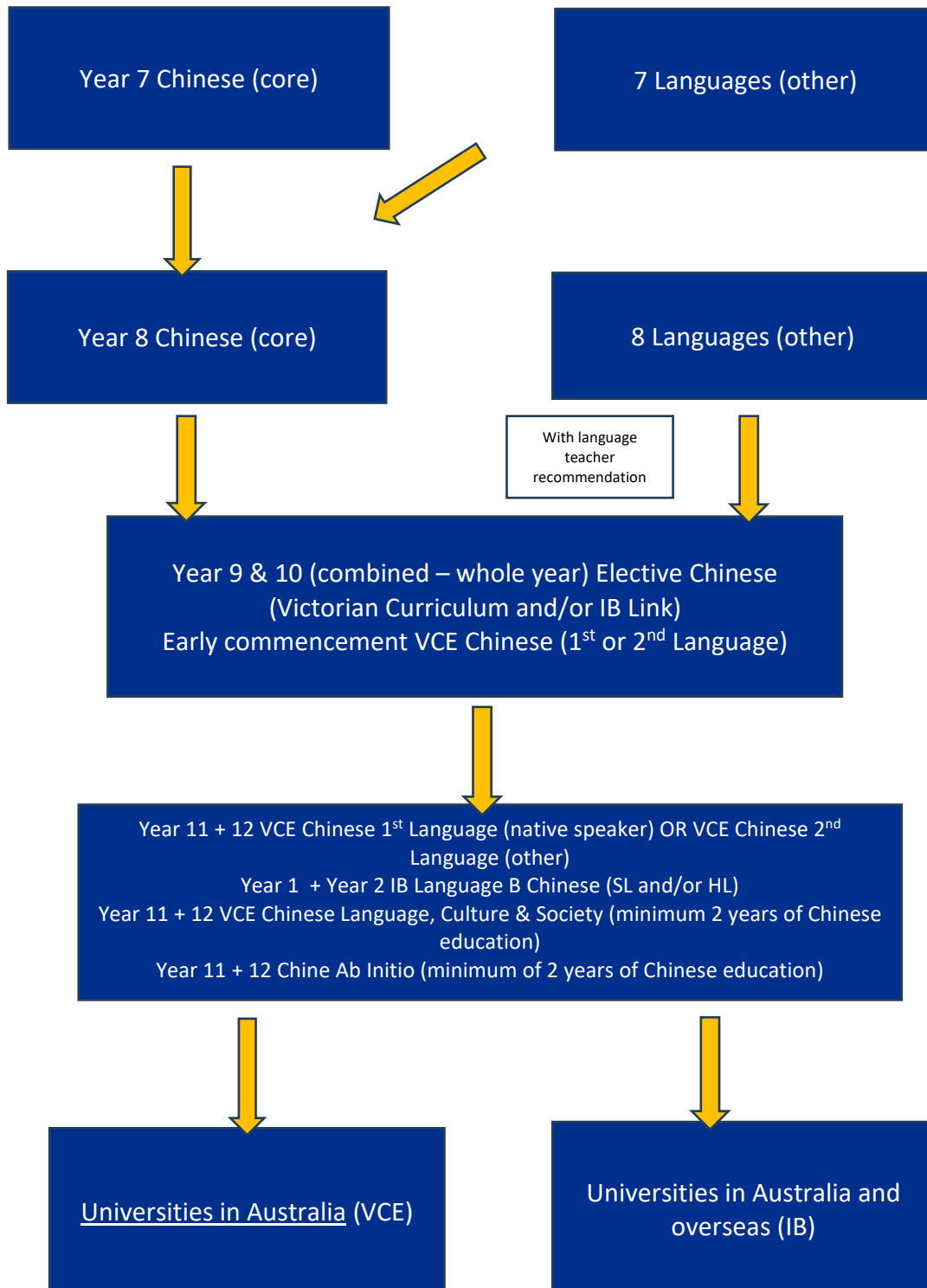
POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 9	Food Technology
YEAR 10	Exploring Foods
YEAR 10	Paddock to Plate
YEAR 11	Unit 1 and 2 VCE Food Studies
YEAR 12	Unit 3 and 4 VCE Food Studies
YEARS 11 & 12	VET Hospitality

Why choose this subject?

- Enjoyment of cooking.
- Exploring the functions and sensory properties of ingredients, to blend and create new flavours.
- Food Science.
- Healthy Eating.
- Cuisines and Culture.
- Sustainable Food Systems and Practices.



CHINESE LANGUAGE PATHWAY 2024





CHINESE LANGUAGE

What's it all about?

Students in Year 9 will be able to undertake this subject as an entry point for Chinese at later years, or as a continuation of their previous studies. By the end of the unit, students will be able to read selected texts with fluency, both silently and aloud; and be able to write and edit language in print and electronic forms using different text types, including: Informal letters, conversations, advertisements, interviews, and brochures. Students will also learn about the rich cultural heritage and history of China.

What will I learn?

TOPIC: Using Language to Communicate	TOPIC: Language and Culture
<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?

- Learning basic Chinese.
- Studying the history, tradition, culture and society in English.
- Listening, speaking, reading and writing in Chinese.

What can this lead to?

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 9	Chinese language.
YEAR 10	Chinese language, culture and society. Chinese Second Language Chinese First Language
YEAR 11 - 12	VCE Chinese Language, Culture and Society. VCE Chinese Second Language VCE Chinese First Language IB Chinese Language

Why choose this subject?

- Enjoy learning about other cultures.
- Would like to speak another language and learn more about your own in the process.
- Would like to enhance your future employment and social opportunities by being able to communicate in another language.
- Undertaken in English (50%) and Chinese (50%), providing easy access to a second language.



JAPANESE AS A SECOND LANGUAGE

What’s it all about?

Students will apply linguistic knowledge in a wide range of learning activities and will be exposed to a variety of text types in authentic contexts. They will also develop macro-skills (reading, listening, writing and speaking) in a communicative setting. Knowledge of Japanese character (*hiragana* and basic *kanji*) will be extended and students will learn another form of character (*katakana*). Students will appreciate how Japanese language and culture influences the Japanese society and its people. Students will also make comparisons with their own culture.

What will I learn?

TOPIC

- Hobbies and interests
- School life
- Weekend plans
- Locations (places and items)

What type of things will I do?

Course work, cultural research tasks, presentations, workshops, and excursions.

What can this lead to?

POSSIBLE PATHWAY

YEAR

COURSES OFFERED

YEAR 9

Japanese as a Second Language

YEAR 10

Japanese as a Second Language

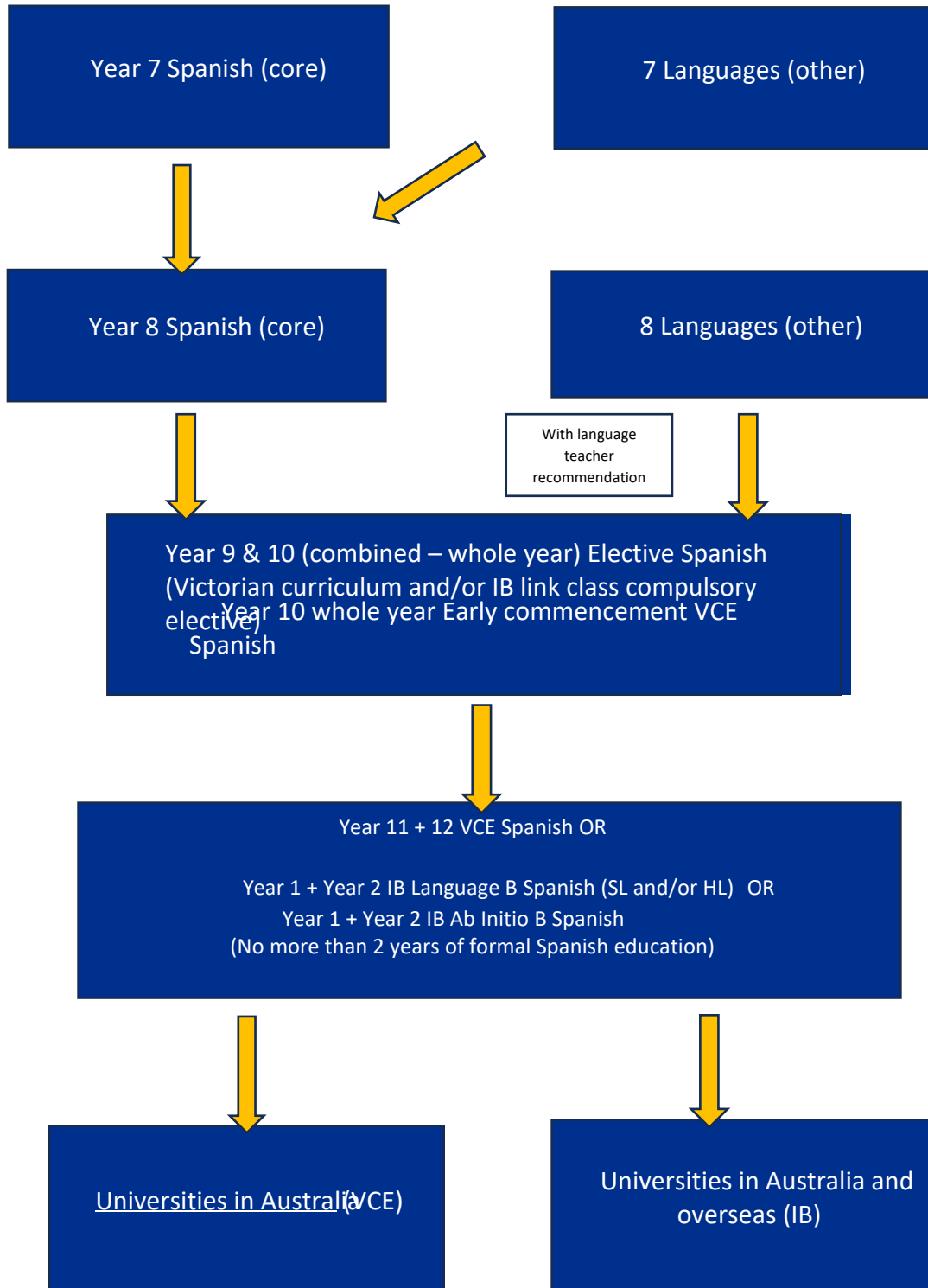
YEAR 11 - 12

Why choose this subject?

- I enjoy learning about other cultures.
- I would like to speak another language and learn more about my own in the process.
- I would like to enhance my future employment and social opportunities by being able to communicate in another language.



SPANISH LANGUAGE PATHWAY 2024





SPANISH LANGUAGE

What's it all about?

Students will be able to read selected texts with fluency, both silently and aloud; and be able to write and edit language in print and electronic forms using different text types, including informal letters, conversations, advertisements, interviews, and brochures. Students will learn to identify and use appropriate accent markers and punctuation, will write in linked paragraphs and produce extended text, and participate in role plays, film productions and brief conversations in Spanish.

What will I learn?

TOPIC: Using Language to Communicate	TOPIC: Language and Culture
<ul style="list-style-type: none"> • Work • Travel • Directions • Global and social issues 	<ul style="list-style-type: none"> • Customs and traditions • Food • Shopping • Film and Art

What type of things will I do?

- Role plays and interviews.
- Listening, speaking, reading, and writing in Spanish.
- Study Spanish literature and arts.

What can this lead to?

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 9	Spanish
YEAR 10	Spanish
YEAR 11 - 12	VCE Spanish IB Language B Spanish

Why choose this subject?

- Enjoy learning about other cultures and traditions.
- Would like to speak another language and learn more about your own in the process.
- Would like to enhance your future employment and social opportunities by being able to communicate in another language or travel abroad for work or leisure to one of the 22 countries where Spanish is an official language.



DESIGN TECHNOLOGIES: MECHANICAL SYSTEMS

What’s it all about?

This is an introduction both Systems Engineering and Product Design and Technology. Students investigate mechanical systems. They learn to understand the concepts, principles, and components of simple mechanical systems. They learn to undertake the product design process.

What will I learn?

TOPIC	TOPIC
<ul style="list-style-type: none"> Automata mechanical design. 	<ul style="list-style-type: none"> Names and function of various electronic components and equipment
TOPIC	TOPIC
<ul style="list-style-type: none"> Mechanical elements How to design and produce a motorised robot platform 	Skateboard design

What type of things will I do?

Possible project examples include a model elevator, a hydraulic crane, gearboxes, pulley systems or mechanical Lego models.

What can this lead to?

University and TAFE courses in engineering.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 9	Mechanical Systems
YEAR 10	Systems Engineering Materials
YEAR 11 - 12	Systems Engineering Physics Product Design and Technology - Materials

Why choose this subject?

- I am interested in pursuing a career in STEM which could include Computing, Digital Technology, Design or Engineering.
- I want to learn about computer software.
- I want to learn how to code.
- I am interested in engineering.



TEXTILES – FASHION FUNDAMENTALS

What’s it all about?

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

What will I learn?

TOPIC	TOPIC
<ul style="list-style-type: none"> Hand and machine sewing skills 	<ul style="list-style-type: none"> Tie dying process to create clothing
TOPIC	TOPIC
<ul style="list-style-type: none"> Develop skills in making informed choices about the appropriateness of materials 	<ul style="list-style-type: none"> Design of functional products

What type of things will I do?

Hand sew, machine sewing and tie dying.

What can this lead to?

University and TAFE courses in Textiles, Fashion, Visual Merchandising.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 9	Textiles – Fashion Fundamentals
YEAR 10	Fashion Textiles Textiles Design
YEAR 11 - 12	Product Design and Technology – Textiles VET Certificate II in Applied Fashion

Why choose this subject?

- I am interested in pursuing a career in Fashion Design or Design industries that use textiles as a medium.
- I want to learn about surface embellishment.
- I enjoy stencilling.
- I want to learn how to sew and use a sewing machine.



DESIGN TECHNOLOGIES: TEXTILES – CREATING WITH MATERIALS

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 suitability of materials, techniques and design of products to suit the user. They will explore how technology has assisted design evolution and will become efficient in the prescribed digital software used throughout the course (Procreate, SulptGL, Smart Draw, Padlet etc.).

What will I learn?

TOPIC	TOPIC
<ul style="list-style-type: none"> Hand and machine sewing skills 	<ul style="list-style-type: none"> Tie dying process to create clothing
TOPIC	TOPIC
<ul style="list-style-type: none"> Develop skills in making informed choices about the appropriateness of materials 	<ul style="list-style-type: none"> Design of functional products

What type of things will I do?

Produce a 3-dimensional textile object, develop knowledge, vocabulary and skills in hand and machine sewing.

What can this lead to?

University and TAFE courses in Textiles, Fashion, Visual Merchandising.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 9	Textiles
YEAR 10	Fashion Textiles Textiles Design
YEAR 11 - 12	Product Design and Technology – Textiles VET Certificate II in Applied Fashion

Why choose this subject?

- I am interested in pursuing a career in Fashion Design or Design industries that use textiles as a medium.
- I want to learn about surface embellishment.
- I enjoy stencilling.
- I want to learn how to sew and use a sewing machine.



DESIGN TECHNOLOGIES: 3D PRINTING

What’s it all about?

3D Printing is an exciting new subject which explores the emerging technology of 3D design and 3D building to create unique products with our Bambu 3D Printers. Students will learn how to design seamlessly in CAD and transfer this design into a 3D model.

They will also study design and engineering principles for example, leverage to ensure the success of their product.

What will I learn?

• Fundamentals of 3D Printing	• Design Principles and Linkage Theory
• Desk Caddy Designing	• 3D Creature Design

What can this lead to?

University and TAFE courses in:

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

Why choose this subject?

Choose this subject if you are interested in learning about 3D Printing, Designing, Creating, STEM and Engineering.



DESIGN TECHNOLOGIES: BUILDING & ENVIRONMENTAL DESIGN

What’s it all about?

In Design Technology, students develop the skills and practice to communicate ideas and messages in visual communications. Visual communication design practice includes the use of design thinking skills and design as a process. Drawing conventions and the use of design elements and principles are the primary components of the visual language that students use to represent concepts, in relation to a specific purpose and audience.

What will I learn?

TOPIC	TOPIC
<ul style="list-style-type: none"> Investigate the work and practices of a range of Australian and international designers 	<ul style="list-style-type: none"> Drawing conventions, design elements and principles, skills, techniques and processes

What type of things will I do?

Use materials, media, methods and technologies to plan and make visual communications for specific purposes and audiences. Manual and Digital Drawing Methods; Students will create Visual Communications in specific design fields of Environmental and Industrials Design. Research. Model Construction.

What can this lead to?

TAFE and University Courses in Building and Construction & Architecture, Graphic Design, Advertising & Marketing, Interior Design, Industrial design, 3D Modelling Design, Web Page Designer, Civil Engineering & Mechanical Engineering, Magazine and Layout Designer, Fashion Design, Landscape Design.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 9	Building and Environmental Design
YEAR 10	Building Construction/Environmental Design
YEAR 11 - 12	Visual Communication Design

Why choose this subject?

- I like to draw and design in problem solving ideas for a creative solution.
- I want to learn more about Design and look at the how, where and why design is needed every day in what we use and do.
- I enjoy being creative at problem solving and want to further my creative ability using the Computer in 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 and 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.



DRAMA

What’s it all about?

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

What will I learn?

TOPIC	TOPIC
<ul style="list-style-type: none"> • Improvisation • Short Film 	<ul style="list-style-type: none"> • Script work

What type of things will I do?

Team building exercises, developing creativity, brainstorming, script writing, rehearsing, performing, improvising, analysing and evaluating theatre, memorising lines, creating and portraying character and interpreting stimulus material. Performance Self-Reviews and reflections. A variety of performances in pairs and groups.

What can this lead to?

Acting, Directing, Teaching, Script Writing, Strong Interpersonal Skills, Communications in the ARTS, Public Speaking, Singing, Performing and Community Arts Officer.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 9	Drama
YEAR 10	Drama
YEAR 11 - 12	Theatre Studies

Why choose this subject?

Choose this subject if you are interested in learning about: Acting, the history of theatre, problem solving, developing creativity, honing analytical skills, working collaboratively, developing interpersonal and intrapersonal skills, the rehearsal process, performance, building confidence, the ability to focus, think on your feet and communicate effectively with an audience.

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.

What will I learn?

TOPIC	TOPIC
<ul style="list-style-type: none"> Language of music: pitch, duration, dynamics, volume, tempo, tone colour, instrumentation, tonality, articulation. 	<ul style="list-style-type: none"> Music principles and/or conventions
TOPIC	TOPIC
<ul style="list-style-type: none"> Features of music such as: voice, instruments, objects, body percussion, recorded sounds, technologies for recording, sequencing and manipulation of sounds 	<ul style="list-style-type: none"> Technologies for presenting performances: eg. Microphones, speakers

What type of things will I do?

Develop instrumental skills, Rehearse, Plan and Prepare for performances.

What can this lead to?

Advertising/jingle writer, Arranger, Composer, Conductor, Entertainer, Musician (singer or instrumentalist), Music Director, Music Programmer/Sampler, Music Software Designer, Music Teacher, Music Therapist, Orchestra Musician, Sound Engineer.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 9	Music
YEAR 10	Music Music Industry
YEAR 11 - 12	Music Performance VET Certificate III in Music Performance VET Certificate III in Music Sound Production

Why choose this subject?

- I love listening to and playing music.
- I would like to learn more of the craft of composing, writing and recording original music.
- I am interested in how music is composed.
- I am interested in how sound can have an effect on an audience.



TEAM SPORTS

What's it all about?

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

What will I learn?

TOPIC	TOPIC
• Origins and history of team sports	• Coaching

What type of things will I do?

Understand movement through a team sports folio; Participation in practical classes; Collaboration through group leadership and coaching skills.

What can this lead to?

University and TAFE courses in Outdoor Education and Environmental Science, Outdoor and Sustainability Education, Outdoor and Environmental Education, Sport, Physical and Outdoor Education.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 9	Team Sports
YEAR 10	Sport Performance Sport Science Physical Education
YEAR 11 - 12	Physical Education VET Sport and Recreation

Why choose this subject?

- I enjoy exercising and playing sport.
- I want to improve my personal fitness.
- I have an interest in coaching.



CREATIVE ARTS

What’s it all about?

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

What will I learn?

TOPIC	TOPIC
<ul style="list-style-type: none"> Drawing, printing, ceramics, sculpture, mixed media 	<ul style="list-style-type: none"> Art elements Principles of design

What type of things will I do?

Students evaluate their own art making and interpret and analyse other artists’ work.

What can this lead to?

University and TAFE courses in Art and Art History.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 9	Creative Arts
YEAR 10	Visual Art Art Making and presenting Ceramics Pottery and Ceramics Multimedia sculpture
YEAR 11 - 12	Visual Communication Design (Art) Art Making and Exhibiting Certificate III in Visual Arts IB Visual Arts

Why choose this subject?

- To further my studies in the Visual Arts, extending on using drawing to communicate ideas and extend the creative process, using my imagination.
- Extend on and learn new techniques and skills in painting, printmaking, drawing and ceramics.
- I enjoy learning about different Art Styles and artists and how they work and create.



MULTIMEDIA SCULPTURE

What’s it all about?

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

What will I learn?

TOPIC	TOPIC
<ul style="list-style-type: none"> Drawing, sculpture using mixed media and recycled materials 	<ul style="list-style-type: none"> Art elements Principles of design

What type of things will I do?

Students evaluate their own art making and interpret and analyse other artists’ work.

What can this lead to?

University and TAFE courses in Art and Art History.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 9	Multimedia Sculpture
YEAR 10	Visual Art Practices Art Making and Presenting Pottery and Ceramics Multimedia sculpture
YEAR 11 - 12	Visual Communication Design (Art) Art Making and Exhibiting Certificate III in Visual Arts IB Visual Arts

Why choose this subject?

- To further my studies in the Visual Arts, extending on using drawing to communicate ideas and extend the creative process, using my imagination.
- Extend on and learn new techniques and skills in painting, printmaking, drawing and ceramics.
- I enjoy learning about different Art Styles and artists and how they work and create.



POTTERY AND CERAMICS

What’s it all about?

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

What will I learn?

TOPIC	TOPIC
<ul style="list-style-type: none"> Hand building techniques of coil, pinch, mould and slab construction. 	<ul style="list-style-type: none"> Art elements Principles of design

What type of things will I do?

A range of both sculptural and functional forms are designed and created. Students observe, research and critically discuss contemporary, historical and cultural examples of ceramic works.

What can this lead to?

University and TAFE courses in: Artist Sculptor, Designer, 3D Imaging and Design, Ceramic Designer / Industrial Designer, Furniture Designer / Technology Materials.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 9	Pottery and Ceramics
YEAR 10	Pottery and Ceramics
YEAR 11 - 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 ceramics.



PAINTING AND 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?

TOPIC	TOPIC
<ul style="list-style-type: none"> • Exploration of drawing and painting materials and techniques 	<ul style="list-style-type: none"> • Art elements • Principles of design

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 9	Painting and Drawing
YEAR 10	Visual Art Practices Art Making and Presenting
YEAR 11 - 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.



DIGITAL AND PRINTED ART

What's it all about?

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

What will I learn?

TOPIC	TOPIC
<ul style="list-style-type: none"> • Exploration of printmaking techniques • Basic techniques and processes of relief and intaglio printing 	<ul style="list-style-type: none"> • Art elements • Principles of design

What type of things will I do?

Students are expected to complete a series of practical works which demonstrate an exploration of ideas, design, skills, techniques and processes.

Students are expected to complete a series of written tasks which demonstrate an ability to interpret and analyse works from contemporary and historical contexts.

Sketchbook planning and developments.

What can this lead to?

University and TAFE courses in Fine Art and Visual Art.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 9	Digital and Printed Art
YEAR 10	Visual Art Practices Art Making and Presenting Digital and Printed Art
YEAR 11 - 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 printmaking.

PHOTOGRAPHY

What's it all about?

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

What will I learn?

TOPIC	TOPIC
<ul style="list-style-type: none"> Analogue and digital art works Photoshop, traditional photograms, hand colouring, lighting, superimposing, overlaying images 	<ul style="list-style-type: none"> Camera, composition and darkroom and/or digital processes

What type of things will I do?

A series of design explorations; Completion of a series of practical works which demonstrates an exploration of ideas, designs, skills, techniques and processes.

A folio of finished art works; Completion of a series of practical works which demonstrates an exploration of ideas, designs, skills, techniques and processes.

Written tasks; Completion of a series of written tasks/ reports which demonstrate students' ability to interpret, analyse art works in different mediums and cultural contexts.

What can this lead to?

Photographer / Photo Journalist (Travel), Forensic Photographer/ Police Force/ Defence, Photography Teacher, Advertising /Graphic Designer, Filmmaker / Television / Media, Fashion Photographer.

POSSIBLE PATHWAY

YEAR	COURSES OFFERED
YEAR 9	Photography
YEAR 10	Photography Photo Media and Animation
YEAR 11 – 12	Visual Communication Design (Art) Art Making and Exhibiting Certificate III in Visual Arts IB Visual Arts

Why choose this subject?

- I enjoy photography.
- I like creating digital images.
- I want to develop skills in taking great shots.
- I want to learn how to capture interesting images.
- I want to learn more about creative photography apps.



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?

TOPIC	TOPIC
<ul style="list-style-type: none"> Investigate the work and practices of a range of Australian and international designers 	<ul style="list-style-type: none"> Drawing conventions, design elements and principles, skills, techniques and processes

What type of things will I do?

Product/Packaging Design; Logo Design/Typography, Magazine Cover Designs and Illustration Design.

What can this lead to?

TAFE and University Courses in Building and Construction & Architecture, Graphic Design, Advertising & Marketing, Interior Design, Industrial design, 3D Modelling Design, Web Page Designer, Civil Engineering & Mechanical Engineering, Magazine and Layout Designer, Fashion Design, Landscape Design.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 9	Graphic Design
YEAR 10	Building Construction/Environmental Design
YEAR 11 - 12	Visual Communication Design

Why choose this subject?

- I like to draw and design in problem solving ideas for a creative solution.
- I want to learn more about Design and look at the how, where and why design is needed every day in what we use and do.
- I enjoy being creative at problem solving and want to further my creative ability using the Computer in Design



PHOTO MEDIA AND ANIMATION

What's it all about?

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

What will I learn?

TOPIC	TOPIC
<ul style="list-style-type: none"> • Analogue and digital art works • Photoshop, traditional photograms, hand colouring, lighting, superimposing, overlaying images 	<ul style="list-style-type: none"> • Camera, composition and darkroom and/or digital processes • Animation techniques

What type of things will I do?

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

What can this lead to?

Graphic Designer / Fashion Designer, Illustrator, Computer Artist / Designer, Animation artist, Stage Designer for Theatre, iPad Artist

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 9	Photo Media and Animation
YEAR 10	Photography Photo Media and Animation
YEAR 11 – 12	Visual Communication Design Art Making Exhibiting Certificate III in Visual Arts IB Visual Arts

Why choose this subject?

- I enjoy photography.
- I like creating digital images.
- I want to develop skills in taking great shots.
- I want to learn how to capture interesting images.



WERRIBEE SECONDARY COLLEGE ACADEMIC HONESTY & INTEGRITY POLICY

Rationale

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

Scope of this policy

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

A. Academic Honesty – What it is

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

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

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

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

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

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

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



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

Some examples of the forms that academic misconduct can take

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

Referencing

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

Examples of MLA 7 style referencing

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

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

ROLES AND RESPONSIBILITIES

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

Expectations of Heads of College

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



Expectations of the Senior Years Program Coordinator

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

Expectations of Heads of Faculty

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

Expectations of the Teachers

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

Expectations of the Student

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

Expectations of Parents/Guardians

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



PROCESS FOR SUSPECTED ACADEMIC MISCONDUCT

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

Years 7-10

First Incident:

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

Second Incident:

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

Third Incident:

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

Senior Years (Year 11 and 12)

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

Step 1. Reporting alleged breaches of academic honesty

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



Step 2. Preliminary investigation

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

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

Step 3. Investigation

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

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

Relevant evidence includes

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

If this investigation suggests there is any substance to any allegation

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



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

The student may be asked to

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

Step 4: Decision-making

The decision-maker

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

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

Before the hearing or meeting

The student must be given notice which include the following:

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



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

At the hearing or meeting

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

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

Possible penalties include

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

After the meeting or hearing

The school must write to the student to confirm:

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

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



How this document is communicated

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

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

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

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

Review of this policy

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

Works Cited

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

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

VCE and VCAL Administrative Handbook, 2019.PDF

Appendices

Appendix 1: Electronic Version

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

Appendix 2: WSC Academic Honesty Process

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

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

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

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

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

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

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

Appendix 3. Acknowledgement of the Academic Honesty Policy Form

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

[Acknowledgement of the Academic Honesty Policy](#)