



WESTALL
Secondary College

Middle School Handbook

iCreate



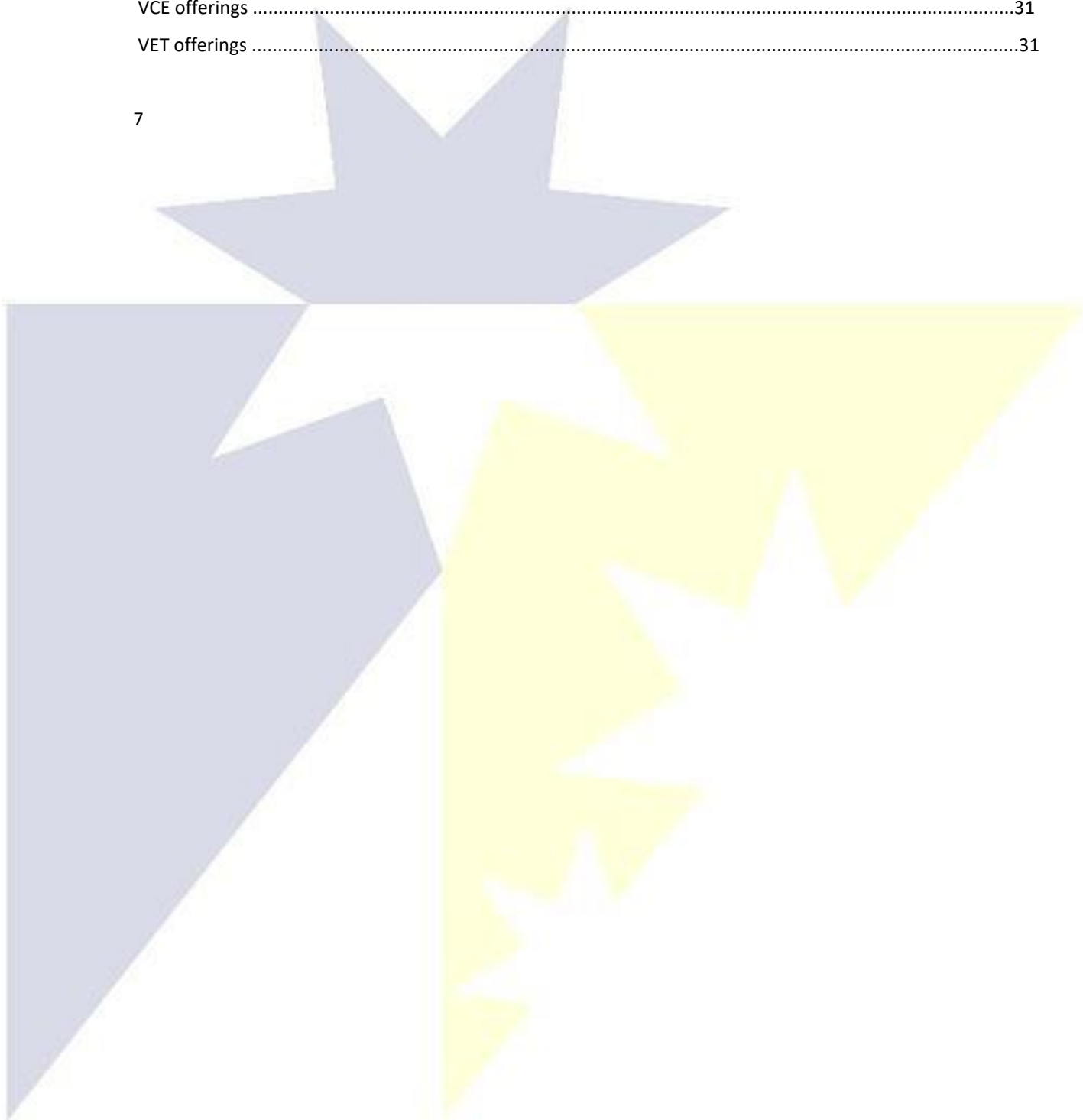
Learn the
WESTALL WAY

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Introduction

At Westall Secondary College, students participate in a diverse and rich program that is designed to challenge students to become involved in their own learning and make a commitment to their own self-improvement. Our intention is to motivate and prepare students for multiple pathways beyond Year 10, including the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL), Vocational Education and Training (VET).

The Middle School Program can be constructed from four curriculum areas:

Core Subjects, Year 9 / 10 Electives Program, iCreate Electives Program and VCE/VET programs.

Middle School Core Subjects

The compulsory studies provide a broad general education for all students. Courses have been designed in learning sequences that provide students with a specific learning focus for each term or semester. Course content has been reviewed and differentiated. Inclusive and direct instructional teaching approaches have been embedded into the coursework that is designed to encourage student engagement and to challenge them to operate and achieve a high level of attainment.

The Year 9 / 10 Electives Program

Provides students with an opportunity to pursue and develop understanding and expertise in areas of specific interest.

The electives align with the Victorian Curriculum learning statements.

iCreate Electives Program

The iCreate elective program provides the opportunity for students to pursue specific interests and develop expertise through an inquiry-based project. It also allows students to develop general capabilities as outlined in the Victorian Curriculum:

Critical and Creative thinking, Intercultural and Ethical Understanding, Personal and Social Capability.

Subject selection process and timeline

Selection Process for all Year 9 and 10 students

- Course selection documentation and supports become available during Term 2, Week 9.
- Course selection and planning assemblies occur during Term 3, Week 2.
- Parent and student information regarding course selection Tuesday 19th July 2022
- Complete your subject selections online by Sunday 31st July.
- Thursday 4th August - counselling sessions for Year 8 students entering Year 9.
- Thursday 4th August - counselling sessions for Year 9 students entering Year 10.

Selecting your Year 9 & 10 Electives

- 2023 Year 9 Students will enrol in one elective from the Year 9 & 10 electives list; this will run for the year.
- 2023 Year 10 Students will enrol in two electives from the Year 9 & 10 electives list; these will run for the year.

Selecting your iCreate Elective

Year 9 & 10 students will enrol in one elective from the iCreate electives list; this will run for the year.

Year 10 students have the option of selecting a VCE subject in place of a Year 9 & 10 Elective, providing that their results justify this selection.

Year 10 students have the option of selecting a VET program in place of an iCreate elective.

In order for a Year 10 student to be approved to study a VCE or VET subject, they must demonstrate their capacity to cope with the increased demands that will be placed on them. Senior School coordinators will take into account the student's grades, progress and semester reports, learning behaviours, and attendance data in conducting the approval process during course counselling. As a first step, interested students must discuss their suitability to study a VCE/VET subject with their Year Level Coordinator and Middle School Director of Learning. This needs to happen before selections are submitted online. Please be aware that additional costs are associated in completing VCE/VET subjects. For further information, see the VCE subject description in the Senior School Handbook and the External VET description handbooks.

Year 9 Core Curriculum

English

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society and plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia's future.

Goals:

- To build on the reading, writing, listening and speaking skills that have been the focus during Years 7 and 8.
- To further develop an appreciation of literary texts.
- To develop thinking and communication skills.

Content:

Reading and viewing:

Students develop skills to analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate ideas from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience.

Writing:

Students create a range of imaginative, informative and persuasive texts. They learn how to use a variety of language features to create different levels of meaning. They learn to edit their writing for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and improve their use of accurate spelling and punctuation. They develop their own style by experimenting with language features, stylistic devices, text structures and images.

Speaking and Listening:

Students make presentations and contribute actively to class and group discussions. When developing speaking Skills, students learn to justify their opinions and to develop and expand arguments.

Assessment:

Common Assessment Tasks
Oral presentations
Class work

English as an Additional Language

Students assigned to EAL are a diverse group, of different ages, at different stages of learning English, from differing first-language backgrounds and with varying amounts of education in their first language.

Goals:

- To enable students from a non-English speaking background to develop their ability to listen to, understand, speak, read and write the English language so they can use it effectively and confidently for a wide range of social and academic purposes
- To develop students' understanding of Australian society and cultures
- To enhance social skills, self-esteem and pride in their cultural heritage
- To develop learning-how-to-learn skills

Content:

Text Study

Students read or view novels, short stories and films (teachers call these 'texts') and complete different tasks relating to these which include:

Reading: decoding, inferring meaning and critically analysing texts

Text analysis: discussion and written responses

Writing: planning, creating and revising text

Oral Language: role plays, re-enactments of scenes and preparing formal presentations

Issues in the News and Persuasive Language

Students read and view news reports and articles about current issues in the world today. Students complete a variety of tasks that include:

Reading: decoding, inferring meaning, and critically analysing texts

Focused writing tasks: creating texts that express an opinion or give information about an issue.

Classroom discussions and debates

Oral presentations presenting a point of view

Mechanics of Language

Students develop their expression by improving spelling, grammar and punctuation, and by expanding their vocabulary.

Assessment:

Classroom learning activities

Oral presentations

Written assignments

Homework

Mathematics

Goals:

- Develop useful mathematical and numeracy skills for everyday life, work and as active and critical citizens in a technological world
- See connections and apply mathematical concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts
- Appreciate mathematics as a discipline – its history, ideas, problems and applications, aesthetics and philosophy.

Mathematics Level Description

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

Number & Algebra

- Students apply index laws with integer indices to a range of numerical expressions and extend this to algebraic expressions involving numbers and pro-numerals. They use indices to express very large and very small numbers in scientific notation, and apply this in measurement contexts.
- Students solve problems involving direct proportion and rates, and simple interest. They apply coordinate geometry to finding the distance between two points in the Cartesian plane, and the midpoint and gradient of a line segment joining two points.
- Students graph linear relations and solve linear equations, using tables of values, graphs and algebra. They graph simple non-linear relations such as parabolas, the reciprocal function, and circles at the origin, and solve simple related equations with and without the use of digital technology.

Measurement and Geometry

- Students find areas of composite shapes and the surface area and volumes of right prisms and cylinders. They solve problems involving very small and very large time scales and intervals, and use scientific notation in this context.
- Students use similarity, enlargement transformations and apply geometric reasoning to solve problems involving ratio and scale factors. They use Pythagoras theorem and trigonometry ratios to solve problems in the plane involving right angles triangles, and develop an understanding that these involve irrational real numbers, which are generally represented by rational approximations specified to a given accuracy.

Statistics and Probability

- Students list outcomes for two-step experiments involving selections with and without replacement, using arrays and tree diagrams, and determine related probabilities. They use Venn diagrams and two-way tables to calculate probabilities and relative frequencies from collected or given data to estimate probabilities. They identify issues and questions involving categorical and numerical data, use back-to-back stem-plots and histograms to describe and compare the distribution of data in terms of location (centre), spread and symmetry or skew.

Assessment:

- Common Assessment Tasks
- Topic Tests
- Problem Solving Tasks

Science

Goals:

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

Science Level Description

In Years 9 and 10, the curriculum focus is on explaining phenomena involving science and its applications.

Students work towards:

- Developing questions and hypotheses that can be investigated using a range of inquiry skills.
- Designing and developing appropriate methods for practical investigations.
- The ability to consider the reliability, precision, safety, fairness and ethics in their methods.
- Developing appropriate scientific language, so that they can communicate their findings and ideas when researching and investigating scientific concepts.

Biological sciences

- Explain the role of DNA and genes in cell division and genetic inheritance.
- Apply geological timescales to elaborate their explanations of both natural selection and evolution.
- Explore ways in which the human body as a system responds to its external environment.
- Investigate the interdependencies between biotic and abiotic components of ecosystems.

Chemical sciences

- Explain how the periodic table has been constructed.
- Compare the properties of a range of elements in the periodic table.
- Use atomic symbols and balanced chemical equations to summarise chemical reactions.
- Explain natural radioactivity in terms of atoms and energy change.
- Explain how different factors influence the rate of reactions.

Earth and space sciences

- Use the theory of plate tectonics to explain global patterns of geological activity and continental movement
- Evaluate the evidence for scientific theories that explain the origin of the Universe and the diversity of life on Earth.
- Explain global features and events in terms of geological processes and timescales, and describe and analyse interactions and cycles within and between Earth's spheres.

Physical sciences

- Give both qualitative and quantitative explanations of the relationships between distance, speed, acceleration, mass and force to predict and explain motion.
- Use the concepts of voltage and current to explain the operation of electric circuits.
- Use a field model to explain interactions between magnets.
- Explain the concept of energy conservation.

Assessment:

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

Global Literacy (Humanities)

Global Literacy is concerned with the condition of all human beings, no matter where they live, to function effectively in the global community. It promotes an understanding of what is happening around the world; about human imagination and expression and the products of cultures; the interrelations within and among global and cross-cultural communities; natural, social and technical worlds; and the values and histories underlying our way of life.

Global Literacy provides a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to the social, political, economic and environmental challenges within our local and global communities. Exploration of these issues will be an opportunity for students to develop essential literacy skills and this will be an ongoing focus.

Concepts studied:

History

- Industrial Revolution
- World War 1

Geography

- Biomes and Food Security

Civics and Citizenship

- Justice and law in Australia
- Electoral Processes

Assessment:

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

Health, Physical Education and Sport

Goals:

To understand the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society.

Content:

The following topics will be covered:

Alcohol and other drugs	Food and nutrition	Health benefits of physical activity
Mental health and wellbeing	Relationships and sexuality	Safety
Challenge and adventure activities	Games and sports	Lifelong physical activities

Health Education

Term 1: Relationships & Sexuality

Term 2: Food Nutrition and the associated health benefits

Term 3: Alcohol and other drugs & Mental health and wellbeing

Term 4: Safety

Physical Education

Term 1: Fitness which will involve Pre & Post testing of all fitness components, undertaking Circuit Training and participating in different training methods

Term 2: Peer to Peer coaching in a chosen sport

Term 3: Athletics & swimming

Term 4: Minor Games, with a focus on fitness & game tactics

Sport Education

Term 1: Volleyball, Cricket, Tennis, Softball & Baseball.

Term 2: Netball, Hockey, Badminton & Football.

Term 3: Table Tennis, Basketball, Soccer

Term 4: Futsal, Ultimate, Lacrosse

Students are involved in several individual and team sports, which they will select each term. They learn the rules and procedures to enable them to participate in the various sports. Emphasis is placed on combining motor skills and tactical knowledge to improve individual and team performance. Students undertake a variety of roles when participating in sports such as umpire, coach, player and administrator and assume responsibility for the organisation of aspects of a sporting competition.

Assessment:

Case study and data analysis

Peer to Peer Coaching

Fitness program

Participation in physical activities

Skill assessment

Tactical awareness

Year 10 Core Curriculum

English

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Content:

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Speaking and Listening:

Students make presentations and contribute actively to class and group discussions. When developing speaking skills, students learn to justify their opinions and to develop and expand arguments.

Assessment:

Common Assessment Tasks
Oral presentations
Class work

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Students assigned to EAL are a diverse group, of different ages, at different stages of learning English, from differing first-language backgrounds and with varying amounts of education in their first language.

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Assessment:

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Number & Algebra

- Students expand, factorise, simplify and substitute into a wide range of algebraic expressions, including linear, quadratic, and exponential terms and relations, as well as simple algebraic fractions with numerical denominators.
- They solve related equations, linear inequalities and simultaneous linear equations, with and without the use of digital technology.
- They explore the connection between tabular, graphical and algebraic representations of non-linear relations, including circles with centres at any location in the Cartesian plane.

Measurement and Geometry

- Students solve problems involving surface area and volume for a range of objects, and follow proofs of key geometric results involving the application of congruence and similarity. They solve practical problems in two and three dimensions involving right angles triangles, Pythagoras theorem and trigonometry.

Statistics and Probability

- Students use quartiles and the interquartile range as a measure of spread, and construct and interpret boxplots to compare data sets. They relate box plots to corresponding dot plots and histograms.
- Students explore the association between two numerical variables using scatterplots, in particular with time as the independent variable.
- Students extend their work in probability to combinations of up to three events, using lists, tables, Venn diagrams, tree diagrams and grids as applicable to determine probabilities. They explore the concepts of conditional probability and independent events

Assessment

Common Assessment Tasks
Topic Tests
Problem Solving

Science

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- Compare the properties of a range of elements in the periodic table.
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- Explain natural radioactivity in terms of atoms and energy change.
- Explain how varied factors influence the rate of reactions.

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Evaluate the evidence for scientific theories that explain the origin of the Universe and the diversity of life on Earth.
- Explain global features and events in terms of geological processes and timescales and describe and analyse interactions and cycles within and between Earth's spheres.

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- Use the concepts of voltage and current to explain the operation of electric circuits.
- Use a field model to explain interactions between magnets.
- Explain the concept of energy conservation.

Assessment:

- Practical work and reports
- Common Assessment Tasks
- Topic Tests
- Homework tasks

Global Literacy (Humanities)

Global Literacy is concerned with providing a framework for students to examine the complex processes that have shaped the modern world and to investigate responses to different challenges including people's interconnections with the environment.

In Economics and Business, students explore the systems that shape society, with a specific focus on legal and economic systems. Students learn about Australia's role in global systems and are encouraged to appreciate democratic principles and to contribute as active, informed and responsible citizens.

In History and Geography, students explore the processes that have shaped, and which continue to shape different societies and cultures, to appreciate the common humanity shared across time and distance, and to evaluate the ways in which humans have faced and continue to face different challenges. Exploration of these issues will be an opportunity for students to develop essential literacy skills and this will be an ongoing focus.

Content:

History

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

Geography

- Human wellbeing

Economics and Business

- Creating and managing a business

Assessment:

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

Year 9 & 10 Electives

Art

Purpose:

Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Content

Students develop art works in through the exploration of art forms both three and two dimensional these include painting, drawing, ceramics, sculpture, printmaking, installation and performance art.

Explore and express

- Explore visual arts practices and styles as inspiration to develop a personal style

Visual art practice

- Explore how artists manipulate materials, techniques, technologies and processes

Present and perform

- Students create, present, analyse and evaluate displays of artwork considering how ideas can be communicated to an audience

Respond and interpret

- Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences

Assessment: Visual Diary Folio Written response

BioGreen

A subject that leads into VCE Biology and Environmental Science.

Purpose:

An introduction and emphasis on skills and knowledge in preparation for VCE Biology and Environmental Science.

Content:

Semester 1 focuses on an introduction of VCE Biology. Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment

Semester 2 focuses on an introduction of VCE Environmental Science. Environmental science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments and analyses the functions of both living and non-living elements that sustain Earth systems.

Activities: Plan and undertake practical investigations
Examine case studies and media analysis

Collect and analyse data

Assessment: Common Assessment Tasks

Bridging EAL

Targeted at students with additional EAL needs.

Purpose - The aim of running this subject is to provide extra support for EAL students who will most likely choose VCE when they reach Year 11. By completing Bridging EAL, they will develop their abilities in English to a level where they are more prepared to access learning in their VCE subjects.

Content:

English for everyday and academic purposes
English literature
English for the workplace

English for self-expression
English in the media

Activities:

Speaking and listening activities, including role-plays, presentations, interviews, group work and discussion
Reading a variety of text types
Comprehension and analysis activities
Planning, writing and editing different text types, including journal entries, poems/songs, personal letters, children's books, letters to the editor, essays, reports, scripts and biographies

Assessment: Common Assessment Tasks

Chinese

Purpose:

To develop the confidence to communicate, referring to implicit and some explicit language modelling and in response to prompting. To learn to have conversations at different levels.

Content:

- Compare and contrast aspects of life in the LOTE-speaking country with those in multicultural Australia and other countries
- Develop strategies for maximising and extending the skills and knowledge and cultural understanding acquired
- Extend interactions to exchange information and opinions on topics such as leisure, relationships, study, careers and the media, and issues of concern to young people such as environmental issues, the impact of technology, and globalisation
- Practise using language in an increasing range of contexts; for example, in the community, and begin to manipulate language to express personal meanings

Activities:

- A wide range of listening, speaking, reading and writing tasks
- Tasks on intercultural understandings
- Common Assessment Tasks on the topics studied during the semester

Design Arts

Pushing creative boundaries. In design arts, students will develop skills with technology to make art that communicates with audiences. Activities include investigating various technical mediums alongside of methods of production to create designs from concept to product. In understanding contemporary design applications, design thinking and the use of technology, they will use tools to make and construct models and results as 2D, 3D and 4D outcomes. Student will use design thinking, design and technologies knowledge and understanding, processes and production skills to produce designed solutions to identified needs.

Purpose

- Students use design processes to conceive and perceive ideas and stories
- Students will learn the use of technologies, techniques, materials, and processes relevant to design and production
- Students engage with critical and creative thinking skills, Design languages, knowledge of Design Arts theories and practices
- Students look to innovations and history to understand traditions and cultural influences on designs
- To enable confidence, curiosity, imagination, enjoyment and a personal aesthetic through Design Arts application and production

Students will have the opportunity to create designed solutions in two of these contexts:

- Media studies – Film and Animation
- Photography – Digital and Darkroom
- 3D design – CAD/CAM and Sculpture
- Product design – Fashion and Form

Assessment

Common Assessment Tasks

Folio

Written response

Pathways: VCE - Studio Arts; Visual Communication Design; Product Design; Media Studies; Systems Engineering.

Design Technologies- Woodwork

Purpose

Students communicate and document projects, including marketing for a range of audiences. They independently and collaboratively apply sequenced production and management plans when producing designed solutions. They select and use appropriate technologies skilfully and safely to produce quality designed solutions suitable for the intended purpose.

Content

- Students develop design briefs and investigate a range of material, tools and equipment to develop design ideas.
- They apply thinking, creativity and innovation to develop sophisticated design ideas.
- Students work to safely test, select and justify appropriate technologies and processes to make design solutions.
- Students evaluate design ideas using success criteria
- Students produce project plans individually and collaboratively taking into consideration time, cost, risk and production processes

Assessment:

Digital Design Portfolio

Design Production

Electronics

Purpose

This elective covers basic electrical and electronic theory and practice. It introduces constructing, and testing of electronic devices and systems.

Content:

Related theory work will cover topics such as: circuit and housing design; material and component usage and function; fault finding techniques; theory of electronics; OHS issues associated with the electronics industry.

These projects will include:

- Building and testing to destruction of electronic circuits
- Construction of small projects from a variety of materials that display a range of properties
- Construction of mechanisms utilising modern technologies.

Activities:

- Design & Construction Projects
- Building Circuits

Assessment:

- Common Assessment Tasks

Financial Literacy, Economics and the Law

Purpose

This elective explores the role and importance of making responsible and informed decisions about consumer issues and managing money and assets. It aims to foster the interest of students in the disciplines of finance, accounting, and business and to educate and inform the students of their roles and rights in the criminal and civil law. For most young people the legal system is a scary thing. This unit of work will open their eyes to how courts work through excursions, course work, and guest speakers and provide a way for students to be aware of the role of laws in our society and the responsibilities of citizens and the officers of the Government.

Content

The focus will be on economics and the global community, consumer rights and responsibilities, earning an income, managing your money, banking, financial services, personal investment, impact of technology, introduction to legal and non-legal rights, what are your rights and responsibilities, criminal law and crimes against the person and property and related defences. Police powers and a person's rights when questioned or arrested. The court system and criminal and civil courts. It will aim to answer questions such as How do trials work? What do juries do? Why do barristers wear funny clothes and wigs? What is the role of lawyers and barristers?

Activities:

- Develop a multimedia product that promotes financial literacy
- ASX Share-market game
- Guest speakers from community legal centres
- Excursions to the Magistrates court, Parliament house, Legal/Justice System Centres and Old Melbourne gaol
- Mock trials and Budgeting using excel
- Comparing movie trials to the real thing
- Worksheets, structured questions and booklets

Assessment:

- Common Assessment Tasks

Food Studies

Purpose

Food Studies provides students with the opportunity to develop their food knowledge, preparation and cooking skills in a commercial kitchen. It allows students to explore the creative design aspect of Food Technology, through designing their own menus and recipes. Food Studies gives students a taste of a pathway into VCE Food Studies, VET Hospitality and other hospitality work.

Content

Students learn through both theory and mostly practical context, with topics such as:

- Cooking using basic and more complex cookery methods, such as baking, pan-frying and deep frying.
- Cooking using advanced food preparation techniques, such as laminating pasta and emulsifying sauces
- Selecting and cooking cultural dishes
- Healthy Eating and cooking
- Hospitality Businesses (e.g. Food Trucks)
- Food Ethics and Sustainability
- Cooking with native Australian ingredients

Activities:

Practical classes
Design Tasks

Tasting and Sensory Analysis
Theory classes

Assessment:

Practical Assessments

Common Assessment Tasks (Design Tasks)

Forensic Science

Purpose:

To develop scientific knowledge and apply different disciplines of science such as biology, chemistry, psychology and physics to criminal and civil laws.

Content:

- Inquiry is the integration of process skills, the application of scientific content and critical thinking to solve problems.
- Science is the method of observation and investigation used to understand our world.
- Biological evidence contains discrete pieces of information that makes every organism unique.
- Science ideas evolve as new information is uncovered.
- Matter, including forensic evidence, can be described, organized, classified, and analysed and can be used to identify individual suspects.
- Evidence can be analysed for its chemical components to uncover characteristics that are not always directly observable and thus can give insight into a crime.
- Laws, including due process, are designed to protect the rights of all citizens.

Activities and assessment:

Practical Investigation
Construction of DNA Models
Common Assessment Tasks

Role Playing
Laboratory Reports

How the Mind and Body Functions

A subject that leads into VCE Physical Education and VCE Psychology

Purpose

Provide students with an introduction to the field of Physical Education and Psychology.

To deepen understanding of the theory behind physical performance and participation in physical activity.

To explore why Psychology is a science and how the study has changed our understanding of the world.

Content

Physical Education and Psychology encompass how the human mind and body work and develop. It is the study of human behaviour and development. It is about people, and why we do what we do.

In this subject we will look at:

- Psychology
- Body systems and movement
- Energy systems and energy production
- Biomechanics

Activities:

Activities will include a combination of classroom-based and practical activities. Practical activities will be linked to theory and will allow students to deepen their understanding.

Assessment: Common Assessment Tasks

Lit Histories

“Those that fail to learn from history, are doomed to repeat it.” **Winston Churchill**

Purpose:

The Lit Histories elective combines elements of both history and literature and aims to:

- Extend literacy skills through various thinking, reading, writing, and speaking activities.
- Teach independent study and research skills and strategies.
- Develop analytical skills through problem solving, developing questions, constructing arguments, analysing artefacts and documents, as well as exploring contested ideas and different perspectives.
- Enhance the interdisciplinary skills of critical and creative thinking, which are transferable to other subjects and the workforce.
- Provide an opportunity to explore more advanced topics not covered in core classes.
- Enable those who are interested in studying VCE History (20th Century and Revolutions) or VCE Literature to further acquire skills and knowledge that are necessary for success in Years 11 and 12.

History is a disciplined process of investigation into the past that develops students' curiosity and imagination. This elective embeds literacy skills with the study of history to help students understand, synthesise and communicate

historical content knowledge. The study of History promotes the understanding of societies, events, movements, and developments that have shaped humanity from earliest times. The Lit Histories elective will expose students to fundamental historical knowledge needed to understand our world and ourselves, as well participate as active, informed, and responsible citizens. This elective will be useful for students wanting to develop skills necessary for future education and there is a strong concentration on the development of reading, writing, and research skills to enable students to effectively communicate orally and in written form.

Sample Content:

Content is selected based on student choice and interest but has covered the below topics in previous years:

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

As part of their study, students will engage with a variety of different texts, including video games, comic books, novels, films, TV shows, and anime.

Assessment:

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

Maths and Numeracy Extension

Purpose

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

- Critical thinking skills which can be taught and learned
- Speaking, listening and general communication skills
- Social relationships
- Cultural understanding
- Mathematical literacy, thinking and problem solving in an open and flexible approach
- Conceptual structures that support mathematical understanding and thinking
- Confidence, curiosity, imagination, enjoyment through experimentation and communication
- Capacity to work in teams

Content

Students will have the opportunity to pursue their areas of interest in the discipline of Mathematics which is made relevant through modelling using real life examples, involving community in their learning by linking content to practical tasks (painter, handyman, Alex, electrician, carpenter, plumber, etc.). This program contains engaging activities to encourage students to learn visually through trails. Being systematic, using generalising, visually and using analogy is being developed through regular exposure to problem solving strategies.

The content of the program will include a range of activities designed to

- improve problem solving skills
- capture and transmit knowledge
- improve understanding of linguistic problems
- interpersonal ability to work corporately in a group
- build social relationships between students of all cultures
- learn cross-cultural communication skills

Activities

Students will prepare for taking part in activities including:

- Maths Talents Quest
- Maths Challenge
- Australian Maths Competition (Uni of Canberra)
- State-wide Maths Games Day
- ICAS Maths Competition (NSW Uni)
- School Maths Competition (Mel Uni)
- Treasure hunt
- Who wants to be a millionaire
- Maths Magic event
- Making models etc.

Assessment:

- Common Assessment Tasks

Media Arts

Purpose

In the digital age, most of us are watching and listening to different media types – like television, film, social media, and advertising – therefore, Media is a subject that has become more important to students academically, socially, and for their futures. In Media Studies, students participate in creative collaboration and communication through media tools and techniques. Students create a range of media projects, use creative visual techniques as well as focus on visual literacy. Students engage in character design, animation, graphic design, film, and television.

Content

- Exploring 'Identity and Self – The Teen Years'
- Students select a form of media each semester and undertake research
- Students develop a cohesive portfolio of work
- Enhance skills in teamwork, reading and writing, research, and creative and critical thinking.

Activities & Content:

Planning & Research of Key Media Creators

Creating a Creative Portfolio – Writing Proposal, Exercises and Production

Graphic Design – Advertising and/or Logo Creation

Video Game Development

Music Video Production

Character Design & Animation

Film and Television

Group-work & Collaboration

Assessment

- Written Assessments

Pathways: VCE Media Studies, University - Business Management, Arts, Fine Arts

Performing Arts

Purpose

- To engage in a range of performing arts styles including music, dance, drama and theatre
- To engage in musical activities such as performing, composing, arranging, researching, developing and applying music technologies and drama/theatre practices.
- To develop music and drama appreciation skills through studying a variety of musical and drama styles and to experience these through listening, composing, planning and performance activities.
- To develop aural skills, which are required to hear, recognise and identify instrumental timbres and general musical features.
- To develop skills and understanding in dance and drama.

Content

- Arranging and performing selected musical compositions and dance/drama pieces.
- Using Music technology to compose and notate original compositions;
- Examining the purposes of Music, Dance and Drama in various contexts;
- Analysing listening and performance examples in class.

Activities

- Skills Presentation - Performance Assessment
- Skills Development - Assessments in Aural Skills and Music, Dance, Drama in Context
- Folio - Assessments of Research Project and Composition

Assessment:

- Common Assessment Tasks

PhysChem

A subject that leads into VCE Physics and Chemistry.

Purpose

An introduction and emphasis on skills and knowledge in preparation for VCE Physics and Chemistry.

Content:

Semester 1 focuses on an introduction of VCE Chemistry. Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes.

Semester 2 focuses on an introduction of VCE Physics. Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Activities: Plan and undertake Practical Investigations

Assessment: Common Assessment Tasks

Sport & Recreation

Purpose

- To further develop practical skills and tactical knowledge in Sporting Activities
- To provide an environment where students gain an understanding and an opportunity to explore and develop a sports science approach to a sport of choice in the context of analysis and training
- To expand students understanding and enjoyment of sporting activities through the opportunity to gain coaching and adjudicating knowledge, experience and qualifications.
- To provide an opportunity to learn health literacy and promote teamwork with the overall aim of promoting positive wellbeing

Content

This elective has a sport specific focus. Students participate in sessions that involve the development of skills, tactical and strength & conditioning in their specific sport. Students may also develop coaching and adjudicating skills with the possibility of obtaining qualifications in these areas.

Activities

- Involvement and completion of a training diary
- Demonstration of Practical skills
- Demonstration of basic adjudication knowledge and skills

Assessment

Common Assessment Tasks

Visual Arts

Purpose

- Students analyse and evaluate how artists communicate ideas and convey meaning in artworks.
- Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice.
- Students select and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints in their artworks.
- Students analyse artworks and exhibitions from different cultures, times and places
- Students explore how ideas in art making are interpreted by audiences.

Content

Students explore a range of media and materials, both three and two dimensional these include painting, drawing, ceramics, sculpture and printmaking.

Explore and Express Ideas

- Explore visual arts practices and styles as inspiration to develop a personal style

Visual art practices

- Explore how artists manipulate materials, techniques, technologies and processes to develop and express their intentions in art works

Present and Perform

- Students create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience

Respond and Interpret

- Analyse and interpret artworks to explore the different forms of expression, intentions and viewpoints of artists and how they are viewed by audiences

Assessment

- Visual Diary
- Folio
- Written response

Pathways: *VCE Studio Arts, VCE Visual Communication Design, Product Design, Media Studies*

For iCreate subject choices, see the separate 'iCreate Handbook' or visit <http://icreatewestall.com> for more information.

VCE Options

Purpose

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

Content

Students can choose to study from the following subjects:

Accounting Biology Business Management Chinese (first language) Environmental Science Food Studies Geography Health and Human Development History: 20 th Century	Legal Studies Mathematics- General Mathematics- Methods Physical Education Product Design Psychology Studio Arts Systems Engineering Visual Communication Design
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Activities

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

VET Options

Purpose

To offer students an opportunity to complete a VET subject.

Content

Students can choose to study from the following VET subjects:

Offered onsite at WSC: VET – Hospitality VET – Parks & Gardens (SBAT) VET – Sport & Recreation	External VETs include: <ul style="list-style-type: none"> • VET – Aviation Diploma • VET – Business Administration • VET – Health • VET – Building and Construction
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Activities: For further information, see *The External VET description handbook* located on the webpage.

What is Vocational Preparation Program (VPP)?

The Vocational Preparation Program (VPP) is a 'hand-on' program for Year 10 students who have ambitions to transition into the VCE Vocational Major (VCE VM) in Year 11. Students who undertake the Vocational Preparation Program (VPP) are more likely to be interested in going to on training at TAFE, doing an apprenticeship, or transitioning into employment post-secondary studies.

What is the Structure of the Vocational Preparation Program?

Students in the Vocational Preparation Program complete both classroom-based subjects in areas of Literacy, Numeracy, Personal Development and Careers over a 3-day period. On the other 2-days students complete a School-based Apprenticeship (SBAT) where they engage in industry work and complete vocational study in their chosen industry field. A summary of the program components is outlined below:

VPP Literacy

The VPP Literacy structure is designed to develop students' knowledge and skills relevant to reading, writing and oral communication. Students will focus on reading and writing for self-expression, practical purposes, knowledge, and public debate. On completion of this unit, students will be able to read a variety of texts and applying writing and oral communication skills in the contexts of everyday life, family, employment, and further learning.

VPP Numeracy

The VPP Numeracy Structure is designed to develop student confidence and skills to perform simple and work-related numeracy tasks, and to be able to make sense of mathematical applications used daily life. The mathematics involved includes numbers and data, financial literacy, time and location, measurement and design, and the use of software tools and devices.

On completion of this unit, students will be able to perform everyday mathematical tasks that involve a single mathematical step or process. Students will be able to communicate mathematical ideas using familiar mathematical language and application

VPP Personal Development Skills (VPP PDS)

The VPP Personal Development Skills (PDS) structure is designed to develop students' knowledge, skills and attributes that lead to self-development and community engagement through:

- family, social, community and environmental responsibilities
- resilience, self-esteem & interpersonal skills
- health and wellbeing
- civics and citizenship
- critical and creative thinking
- planning and organising

On the completion of this unit, students will have engaged in a range of collaborative, project-based tasks and activities related to the above-mentioned areas. The knowledge-based component will be assessed through formal written submissions and the skills via classroom and project-based teacher observations.

VPP Work Related Skills (WRS)

The VPP Work Related Skills (WRS) structure is designed to develop employability skills knowledge and attributes valued and required within volunteer and work environments as preparation for employment. Students engage in a variety of tasks and experiences to development employability skills and allows for opportunity to research and consider a range of employment and vocational learning pathways. Students also build their knowledge of occupational health and safety knowledge as it applies to their chosen industry or field of work. Students develop practical knowledge and skills in work performance, creating CVs and interviewing.

On the completion of this unit, students will have engaged in a range of theoretical and practical tasks and activities to familiarise themselves with the world of work and build employability skills needed in the workplace.

SBAT

The School Based Apprenticeship and Traineeship (SBAT) component of the Vocational Preparation Program involves the students undertaking 1-day of paid work and 1-day vocational study over the course of a normal week. Students are provided with a range of SBAT opportunities where they decide which to complete.

The list of SBAT opportunities is growing, however current SBATs completed by students include: *Certificate II in Horticulture, Certificate II in Supply Chain Logistics, Certificate II in Food processing, Certificate II in Warehousing/Retail & Certificate II in Childcare.*

The program guidelines are that the student attends at the workplace 13hours/week which is made up of 7 hours paid work and 6 hours of formal structured training. The programs completion also contribute to VCE Vocational Major qualification which VPP students will most likely enrol in the next year.