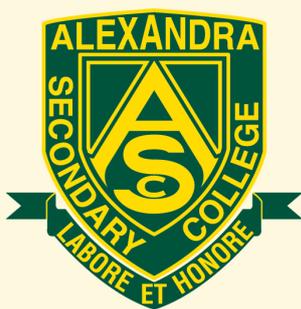


2022

YEAR 9 HANDBOOK



ALEXANDRA
SECONDARY COLLEGE

ALEXANDRA SECONDARY COLLEGE

2022



Dear Students and Parents,

This booklet is designed to help both parents and students learn more about Alexandra Secondary College, our curriculum and how our school is structured.

A.S.C. is a school committed to providing its students with the knowledge and outlook they need to meet the challenges of the twenty-first century. It offers its students a broad education in a supportive environment.

PRINCIPAL:	Mr. Nigel Lyttle
ASSISTANT PRINCIPAL:	Mrs. Emma Kidd
CURRICULUM COORDINATOR:	Mrs. Catherine Collett
SCHOOL ADDRESS:	Hall Street, Alexandra 3714
TELEPHONE:	5770 2000
EMAIL:	alexandra.sc@education.vic.gov.au

OFFICE STAFF

Anne Norris
Jan McDonald
Anita Rennie
Maxine Lopez



*PRINCIPAL –
Mr. Nigel Lyttle*



*ASSISTANT
PRINCIPAL –
Mrs. Emma Kidd*



YEAR LEVEL COORDINATORS



YEAR 12
Rebecca van Lierop



YEAR 11
Catherine Collett



YEAR 10
Jacinta Marchetti



YEAR 9
Phil Kim



YEAR 8
Richard Bartle



YEAR 7
Penny Steuart

Year Level Coordinators work with one year level. They enjoy getting to know their students well. Year Level Coordinators will generally be your first point of contact in relation to the academic progress and wellbeing of your child.

WELLBEING TEAM



Bronwyn Howell



Mel Cornell



Dylan Whitehead



Lauren Sartori



Phil Weeks



Sharon Parbery

Bron (Wellbeing Coordinator), Mel Cornell (Nurse), Dylan Whitehead (Chaplain), Lauren Sartori (Social Worker), Phil Weeks (Psychologist) and Sharon Parbery (Family Engagement) can help students work through problems, and link them up with external psychologists if issues become bigger.

They may also run groups for students with similar needs, such as low confidence, anger issues or anxiety. Staff and parents may refer students to them, or students may seek support themselves.

CAREERS COORDINATOR



Felicity Wilmot

Felicity.Wilmot@education.vic.gov.au

Felicity helps students identify:

- Their unique skills and interests which can be developed by engaging with linked school subjects, VCE or VCAL course programs.
- Pathways which best support each student's individual career goals and aspirations, including further education and training, at either TAFE or university, as well as school-based apprenticeships and traineeships (SBATS).
- Study options for external VET subjects which are delivered to secondary school students and distance education subjects.
- Ways that each student can develop their own abilities and opportunities by engaging with the world of work through work experience or structured workplace learning placements, casual jobs and volunteering.

GENERAL INFORMATION

This handbook has been prepared to assist students and parents understand the Year 9 curriculum and to plan a course for 2022. It should be read carefully. Students should seek advice from teachers and discuss their selections with parents, teachers and friends.

Students attend classes for 30 periods each week. These periods are divided as follows:

COMPULSORY UNITS

English	5 periods per week
Mathematics	5 periods per week
Life Skills	2 periods per week

ELECTIVE UNITS

3 Short units per semester	12 periods per week
1 Extended unit each semester	6 periods per week

PLANNING AND SELECTING YOUR COURSE OF STUDY

Along with this booklet you will also receive a Course Selection Sheet.

Follow the directions on the sheet and list your preferences.

From these preferences we will develop the timetable blocks.

It is essential that you list your choices carefully.

Units will run based on student numbers.

Students usually get the majority of their choices according to their preference.

**All Course Selection forms are to be handed back to the office by:
FRIDAY 6th AUGUST**

NB: If your selection sheet is submitted after this date, it may result in you not getting the units of your choice!



ELECTIVES

Over the year students study 8 electives (6 short and 2 extended). They must choose electives from at least 5 of the following learning areas:

- Science
- Technology
- Arts
- Health and Physical Education
- Humanities
- Languages

NB: You must satisfy this before you select an English elective.

SHORT UNITS:

Students must complete 3 short units each semester.

ARTS

Drama
Music
Studio Arts: Combining 2D and 3D
Visual Communication (Graphics)

SCIENCE

Science 901
Science 902

LANGUAGES

Japanese (Semester 1)
Japanese (Semester 2)
Indonesian (Semester 1)
Indonesian (Semester 2)

DESIGN & TECHNOLOGY

Cabinet Making: Wood
Digital Technologies
Food in Action
Materials: Metal Fabrication
Textiles: How did you make that? I want to make that too!

HUMANITIES

Geography
History: Australia to 1918

HEALTH AND PHYSICAL EDUCATION

Physical Education
Recreation

ENGLISH

English Literature

EXTENDED UNITS:

Students must complete 1 extended unit each semester.

Performing Arts
Autoweld
The World In Your Kitchen
Wood' you like to?
Fit & Healthy Lifestyles
Mission X (Science)
Sports Science

COMPULSORY UNITS:

ENGLISH

- All students in Year 9 will complete 2 units of core English.
- Literature may be chosen as one of their elective choices.

Students study a variety of text types, including films, novels, and poetry to explore human nature, societies and ideas. There is a focus on text response and comparative essay writing. Media texts such as magazines, newspapers and advertisements are used to further develop students' understanding of persuasive language. All of these skills are a major component of the VCE course and essential for navigating the complexities of twenty-first century life. Themes explored may include Resilience, Dystopian Fiction, and Social Justice.

LIFESKILLS

Lifeskills addresses many areas that would otherwise not be systematically covered in the curriculum for all students. Units may include areas such as Goal Setting, Safe Partying and Decision Making, Positive Thinking, Financial Management, Civics and Citizenship, Careers and Religion across the world. Students are involved in finding information on these topics from a range of sources, sharing this information with others and reflecting on their own opinions and values. A range of guest speakers from various health and community organisations may visit classes.



MATHEMATICS

- All students will complete 2 semesters of Mathematics.

This course builds on the mathematical skills developed in Year 8 and introduces new concepts and skills, which are intended to equip students for further studies at Year 10 and beyond.

The units covered include Pythagoras Theorem & Trigonometry, Linear Equations and Graphing, Measurement, Geometry, Algebra, Statistics, Financial Mathematics and Probability.

One period per week students complete a reciprocal teaching task. These tasks are designed to develop and improve their critical thinking and problem-solving. They will learn a range of strategies to solve problems in a logical manner. Students will gain confidence in discussing their mathematical ideas and practise their ability to reason and follow logical steps.

SHORT ELECTIVE UNITS

ARTS

DRAMA

Drama provides students with the opportunity to express themselves through a variety of character roles and performance pieces. Students work individually and in groups as they explore a variety of theatrical conventions and performance styles.

Students investigate all aspects of performance from script writing, acting, stage sets and lighting. Students explore Drama as an art form through participation, personal and group evaluation and reviewing existing dramatic performances.

MUSIC: BAND CLASS

This subject is mostly practical, hands on and performance based. Students who are learning and have learnt an instrument (including voice) in previous years, and those considering VCE Music in future are encouraged to choose this subject. The curriculum will consist of large and small ensemble practice, solo repertoire development, reading and improvisation skills, rhythm development, and improving knowledge and practice of music theory and aural recognition.



This class focuses on students working together as a team, to communicate expressively as a band through the language that is music.

STUDIO ART

“To practice any art, no matter how well or badly, is a way to make your soul grow. So do it.”

Kurt Vonnegut

The beauty of creating Art is that there are no wrong answers!

Self-expression and exploration of new ideas is the key to the work that you will produce in Year 9 Studio Art. Build on the skills that you have already developed in Year 7 and 8, and unleash your inner artist!

You will explore 2-dimensional and 3-dimensional art processes:

2D Art Component:

- Explore the formal elements and principles of art. Refine your skills, techniques and processes to produce art works using a range of media and art styles (realism, abstract art, surrealism)
- Plan, develop and document your ideas. Modify your art making techniques and processes.
- Research, analyse and interpret art works. Use appropriate art terminology when discussing your own and other artists' art work.
- Explore, identify and describe art works from different social, cultural and historical contexts.

This unit is designed to develop the basic skills required for Year 10 and VCE Studio Arts.

3D Art Component:

- Explore creative, individual responses to a variety of design briefs.
- Investigate and research 3-Dimensional (3D) work from different cultures. Look at the work of traditional and contemporary artists as a starting point to generate and develop ideas for making your own 3D artworks.
- Plan and present 3D works from design to production.
- Explore a range of 3D art forms and develop skills in using a range of materials.



VISUAL COMMUNICATION (GRAPHICS)

From the design of the chair that you are currently sitting on, in the house that you are living in, to the design of the car parked in your driveway. What will the design of car you are driving in five years look like? What about in 20 years?

Look around you, our life is totally dependent on innovative design. Join the design revolution and design our future world!

In Visual Communication you will learn the skills to help set your imagination free.

This course is designed to enable students to learn:

- Illustration techniques and rendering.
- The design process and design elements and principles.
- Computer aided design will be also used where appropriate.
- Typography – developing letterform.
- Technical Drawing, for including Isometric, Planometric, Oblique and Orthogonal drawing.
- Creating design solutions to a design problem (i.e. responding to a design brief).

This unit is designed to develop the basic skills required for Year 10 and VCE Visual Communication and Design.

DESIGN & TECHNOLOGY

CABINET MAKING: WOOD

Students utilise the principles of design to plan and build a piece of cabinetry. Through the selection and justification of design features, materials and techniques, students will develop a finished project to meet their individual needs and aesthetic preferences. Students increase their knowledge of the properties and applications of various materials, learn forming and joining of materials using machines and hand tools including the safe and correct procedures for all equipment.

***COSTS** - Students need to purchase the materials they use in their projects and may do so through the school, or they may purchase it themselves. Alternatively, they can bring materials from home.*

DIGITAL TECHNOLOGIES

How does data move around a network? What happens to data between the keyboard and the modem? How do you create your own websites? These questions and more will be investigated in Digital Technologies. Students will also design, build and program robots and become familiar with Python programming.

FOOD IN ACTION

Make it. Eat it!
Find out what the food you eat does for you.

This unit covers areas of nutrition, meal planning, International food and food technology. With the focus remaining on the importance of healthy eating, the practical sessions incorporate modern food practices and the evolution of Australian cuisine. Students are encouraged to continue to develop their knowledge of choosing ingredients, food safety, modifying recipes, food styling and food labelling.

Please note that a subject fee is payable based on the consumables used in the practical component of the course.



MATERIALS: METAL FABRICATION

Students increase their knowledge of the properties and applications of various materials, learn forming and joining of materials using machines and hand tools including the safe and correct procedures for all equipment.

- This unit is designed to enable students to pursue an area of interest and extend their skills and techniques by making a range of products using different tools and equipment.
- Learn how to weld using OXY, ARC & MIG with sheet, pipe, square, angle, rod etc. to make anything from a tool box to a major trailer repair or modification.

COSTS - Students need to purchase the materials they use in their projects and may do so through the school, or they may purchase it themselves. Alternatively, they can bring steel from home. Students will be required to have personal protective and safety gear such as overalls, eye safety glasses, earmuffs and welding goggles.

TEXTILES: HOW DID YOU MAKE THAT? I WANT TO MAKE THAT TOO!

Students will discover the world of fabric and textiles through the investigation of the many ways fabrics and textiles can be made and painted or printed. Techniques, both old and new, such as screen printing, photographic work, etching, silk painting, weaving, felting will be used to make any project they can design. Upcycling and Recycling of materials will be encouraged and excursions to op shops to collect some materials are also planned.

Please note that many of these skills techniques may be transferrable to Studio Art projects in Year 10 and VCE.

COSTS - Students purchase own materials for special projects.

ENGLISH

ENGLISH: LITERATURE

The Literature classroom is a passionate and vibrant place, where discussion and debate are highly valued. The study of Literature aims to develop an appreciation and enjoyment for a variety of texts including: novels, plays, films and poems, drawing from the classics. It aims to enrich students' ability to debate and respond to literature from various cultures, genres and eras.

Literature immerses students in an environment which is rich in language, ideas and philosophies. It seeks to broaden students' understanding of the world, humanity and the complexities of human existence. Students will develop their own writing as they analyse the structures, features and language conventions authors use to construct meaning. Literature can enhance students' thought processes, maturity and understanding of others. All these skills are transferable across other subjects and help create lifelong learners. This subject provides students with a solid understanding of the components of VCE Literature.

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION

Students aim to develop skills and an awareness and knowledge of safety procedures in a variety of sporting activities. Students increase personal fitness, relate physical activity and fitness to body functions and develop an awareness of the relationship between physical activity and a positive self-concept. Students are provided with health information to assist in positive decision making. Students will be assessed on interpersonal skills, strategic thinking, health knowledge and physical capability. Students learn rules and develop strategies from a selection of (but not limited to) Aquatics, Dance, Softball/Baseball, Badminton, Racquet Ball, Volleyball, Squash, Tennis, Hockey (indoor and outdoor), Cricket (indoor and outdoor), Golf, Soft Lacrosse, Football codes and Ultimate Frisbee.



RECREATION

Students will experience a variety of recreational activities, developing skills in a selection of Initiative activities, Swimming, Golf, Lawn Bowls, Archery, Rock Climbing, X-Country Skiing, Rafting, Mountain Bike Riding, C.P.R. A selection of these activities will run depending on the season and availability.

Some activities will extend beyond the school day and all students are required to participate in all activities.
COSTS - \$150

HUMANITIES

The study of Humanities expands our outlook about the world and gives us a greater awareness of the issues and values in our society. It provides the skills necessary to have a balanced outlook, in order to better understand the issues affecting us and provide solutions to them.

GEOGRAPHY

At Year 9, students take a critical approach and put their geographic skills and creativity to the test in coming up with real solutions to real world problems. Working at an inquiry based level students hone their research skills to find out what is really happening in many different countries around the world. Tarantula doughnuts and scorpion kebabs? This is a real-life solution to food scarcity, which you may choose to further explore! Also considered in this unit is the geography of interconnections. Spatial technologies, tourism, social media, palm oil, child labour and pandemics are all examples of interconnections. Students will have the opportunity to explore an example of interconnection of their own choice in further depth.



HISTORY: AUSTRALIA TO 1918

Technology, poverty, riots, slavery, travel and war; this unit has it all. It considers how life changed between 1750 and 1918. Beginning in Europe, students study the impact of technology on how people lived and worked. They investigate the connection between these changes and the growth of the slave trade and convict transportation. White settlement of Australia and the effect on indigenous people is studied, as are the main features in Australia's growth to nationhood up until the end of World War 1.



LANGUAGES: INDONESIAN AND JAPANESE:

At Year 9, students progress beyond the beginner level to develop deeper understandings of the language and culture of their target language: Indonesian or Japanese.

Continued study of your chosen language will help you to:

- learn a range of key language features providing you with the knowledge and confidence to communicate effectively, both orally and in written form.
- reflect on and compare aspects of language and culture, to enhance your ability to participate effectively in the modern world.



Students are strongly encouraged to choose both semesters of Indonesian or Japanese, as they are intended as whole year subjects. This enables students to enjoy a greater range of opportunities to reach their full potential in language acquisition and in understanding the cultural intricacies of their chosen country. Both courses

utilise engaging web-based resources and a wide variety of fun individual and group-based learning tasks.

Overseas tours to either Indonesia or Japan are offered every two years. Semester 1 is a prerequisite for Semester 2.

SEMESTER 1

INDONESIAN topics include 'Hobbies, Sport and Entertainment', 'Famous People', 'Teenage Life' and 'Weather and The Environment'.

JAPANESE topics include 'Travelling through Japan', 'Food and Drink', 'Weather and Clothing' and 'Gift Giving'.

SEMESTER 2

INDONESIAN topics include 'Tourism and Indonesian Study Tour' and 'Weddings, Birthdays and Religious Festivals'.

JAPANESE topics include 'Invitations and Activities', 'Daily Routines and Celebrations' and 'Shopping and Dining Out'.



SCIENCE

In Year 9 students may elect to do a maximum of 2 short elective units of Science. Students who intend to study any of the VCE Sciences are strongly recommended to take both short units.

SCIENCE 901.

Offered in Semester 1 and Semester 2

The topics covered include:

- **Detecting and responding:** In this topic students will understand their own nervous and endocrine systems through experimentation. They will even touch the inside of a real brain!
- **Microbes and disease:** Students will discover the difference between a fungal and a bacterial infection. They learn about intestinal worms and may never look at fettuccini the same way again.
- **Acids and bases:** In this topic, students will get to light up the Bunsen burners again to investigate and explain everyday acid and base reactions.
- **Consumer Science:** Students will carry out scientific investigations to analyse everyday consumer items including foods, drinks and cosmetics. They will even have a chance to make their own cosmetic product.

SCIENCE 902.

Offered in Semester 2 only and is for students who have already completed Science 901.

Students are recommended to complete this if they wish to study Science in VCE.

The topics covered include:

- **Electricity & magnetism at work:** In this topic students will learn how to make electrical circuits and electromagnets and their many applications. An understanding of the basics behind electrical devices may even lead them to the next big gadget idea.
- **The good and bad of the nuclear world:** Students will study nuclear reactions and radioactivity, and their uses and dangers. They will also discover the nuclear devices they already have in their homes.
- **Dynamic Earth:** Science Rocks! Students will explore structural geology through the study of earthquakes and volcanoes caused by continental drift.
- **The energy of life:** Through field work, students will discover the biodiversity and the flow of energy throughout our local ecosystems.

EXTENDED ELECTIVE UNITS

Students must complete 1 extended unit each semester.

ART

PERFORMING ARTS

For those who enjoy the freedom of dramatic expression and creation, this is an opportunity to work independently and collaboratively to develop skills in performance areas.

The Performing Arts Extended Unit will expand on skills learnt in Year 7 and 8, exploring different areas of performance and a range of different approaches. Performance areas will include Drama, Music, Dance and Movement. The skill areas of expression, exploration, characterisation, performance and creation will provide a basis for this course.



DESIGN & TECHNOLOGY

AUTOWELD

This course is designed to introduce students to a study of the motor vehicle and other engine powered units. They will look at the technology related to modern engine design, single and multi- cylinder two and four stroke engines. Students will gain a basic knowledge of the structure, operation and care of modern motor vehicle and other engine driven power units.

They will also become familiar with the welding process that uses heat to join a range of materials. In the metal industry, welding and thermal cutting processes are applied to a diverse range of materials, shapes and thickness. This unit will enhance awareness, student skill development and industry knowledge in the automotive area. It is strongly recommended that all students participating in Autoweld have an interest in gaining an apprenticeship or pursuing VET Automotive studies in the future.

COSTS - \$75.00 + materials for projects.

THE WORLD IN YOUR KITCHEN

The aim of this unit is for students to discover the multicultural world through food and travelling around the world. Students will learn about how, why, when and where people live and grow their foods in relation to the climate, regional landscapes, geography of the country and foods which can be produced. Students will also look at customs, religions, taboos, festivals and street foods. They will investigate the origins of food through time in the Spice Trail and the explorers who brought many new foods such as oranges and potatoes to the British Isles and beyond. There will also be scope here to investigate the way early settlers misunderstood the climate of Australia and Aboriginal foods as well as the impact of immigration on the developing Australian culture.



Students will prepare foods based on their research and participate in a banquet of foods. An excursion to different cultural areas may take place.

Please note that subject fees are payable based on consumables used within the practical component of the course.

'WOOD' YOU LIKE TO...?

- Make furniture?
- Turn wood?
- Make a home for your pet?
- Use awesome power tools?
- Turn a great idea into a finished product?

All this and more could be achievable should you choose an extended Woodwork Unit in Year 9. This is a great opportunity for you to gain the skills and knowledge required to undertake VET Construction in Years 10, 11 and 12. Building on the skills that you have gained from Year 7 and 8 Woodwork, you will negotiate with your teacher to design and construct a suitable project of your choice. So...What wood you like to make next year!?



HEALTH AND PHYSICAL EDUCATION

FIT & HEALTHY LIFESTYLES

Students will create and conduct a personal training program that is matched to their personal sporting goals and lifestyle interests. The course will explore training methods, training principles, extensive health, fitness and skill testing programs to develop an individually enjoyable training program. Diet and nutrition will be investigated, along with comparisons of healthy and unhealthy eating behaviour.



Students will:

- Plan and document the stages of a personal training program.
- Conduct a six week training program.
- Conduct peer teaching activities which may include fun warm ups, minor games, stretching and training activities.

SCIENCE

MISSION X:

Your mission, if you choose to accept it

Some years ago, middle years students in the Cathedral Cluster of schools were invited to participate in the Mission Phascogale program./a phascogale is a small native mammal. This program involved students in an ongoing investigation, culminating in a ten day scientific exploration of an area on Lake Eildon to determine whether any phascogales could be found. Students worked with local experts, including people from DSE (now DELWP), Rubicon and Parks Victoria.

This extended unit will involve a similar approach, with camping in native forest, excursions and lots of fun activities. After some exploration of the local area, including visits to locations such as Healesville Sanctuary, Yea Wetlands, and other places of interest, as well as talks with local experts (DELWP, Parks Victoria, Roots & Shoots, Goulburn Murray Water, etc), students will select a project focus to explore.

The project focus may cover a range of issues or areas.

Some ideas include:

- Development of a nature / interpretive trail.
- A study of endangered species in the area.
- Organic farming.
- Ecotourism.
- Ecological research.
- School programs, such as "Water Wise Schools" & "Rubbish Free Schools."
- Monitoring / cleaning up / maintaining a particular area of waterway.
- Working with rangers in one of the many local parks to complete a service project, such as erosion control, construction of a shelter, etc.
- Revegetation of a degraded area.

During the semester, students will be exposed to a wide range of skills. They will undertake a St John's

Ambulance, Level 2 First Aid Course delivered by qualified trainer and other skills will include:

- Scientific research and exploration.
- Camping and outdoor skills.
- Volunteering in local organisations .



- Letter writing and publicity strategies to bring attention to their project.
- Public speaking.
- Communication with a variety of government and environmental bodies.
- Planning, logistics, budgeting.

COST: *Some excursions will be involved, and an optional camp at a subsidised rate will be offered.*

SPORTS SCIENCE

Want to swim like Cam McEvoy, play tennis like Serena Williams, bat like Elyse Perry and play golf like Dean Malley?

In Sports Science you will learn how to apply physics principles to different sporting events to improve performance.

Topics may include:

- How to reduce resistance on a bike.
- How to find your center of gravity and improve your balance when surfing or riding a skateboard.
- How to increase the force behind your throw.
- How to make a ball spin.
- Changes in technology of bats and racquets, balls, footwear and clothing.



You will also be able to carry out video analysis of your performance in a variety of sports.



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