2022

LATER YEARS HANDBOOK

ALEXANDRA SECONDARY COLLEGE

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ALEXANDRA SECONDARY COLLEGE 2022

SENIOR YEARS HANDBOOK

INTRODUCTION

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.

We will be conducting interviews with students and parents to assist with the transition and pathway decisions for entering Year 10, Year 11 and Year 12.

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 Whitefield

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 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 provides advice to students regarding:

- Their unique skills and interests which can be developed by engaging with linked school subjects, VCE or VCAL course programs.
- Their VCE or VCAL course selection and subject selections, in view of each individuals chosen career goals and the admission requirements at both TAFE and universities for specific higher education or tertiary courses.
- Study options for external VET subjects which are delivered to secondary school students and distance education subjects.
- Tertiary admission scholarships and special consideration applications.
- School based and full-time apprenticeship and traineeship applications.
- 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.

ALEXANDRA SECONDARY COLLEGE ACCELERATION POLICY

Introduction:

Alexandra Secondary College provides widespread opportunities for students to accelerate their studies through the linked Year 10 and VCE blocking structures. The intention of acceleration is to provide students with challenge and motivation by pursuing subjects at a higher level and with a more mature peer group. It also allows students to study a broader range of VCE subjects and to complete VCE unit requirements and VET subjects more easily.

Acceleration is typically done via:

- Year 10 students choosing a VCE 1/2 unit
- Year 10 students choosing a VET 1/2 unit
- Year 11 students choosing a VCE 3/4 unit

In certain circumstances it also allows:

- A Year 12 student to undertake a tertiary subject.
- A Year 10 student to undertake a VCE 3/4 unit of study.
- A Year 11 student to mix some Year 10 units with their VCE units.
- A Year 12 student to mix some VCE 1/2 units with their VCE 3/4 units.

NB Only in exceptional circumstances will a student be given permission to study two VCE Unit 3/4 subjects at Year 11.

Selection of students:

Students request to undertake acceleration through the normal course selection process. While this normally occur at the end of the previous year, students may choose to move into acceleration at the end of Semester 1. Accelerated subject selections must be approved by the subject teacher prior to submitting the selection sheet.

To be accepted for acceleration, students must have:

- Demonstrated a consistent homework study habit.
- Demonstrated good skills in the chosen or similar subjects.
- Demonstrated mature behaviour in class.
- Completed an adequate preparation in Year 9 for Unit 1&2 subjects and Year 10 for Unit 3&4 subjects.

All students are reviewed on this basis and where the above conditions are not met they are either given a short time to rectify the situation, or counselled into non-acceleration subjects.

YEAR 10

GENERAL INFORMATION

This handbook has been prepared to assist students and parents to plan courses and to select appropriate subjects. It should be read carefully and students should seek advice from teachers and parents before making final choices.

The central aspects of the Year 10 Program are:

- Students study six Elective subjects, which are of semester length.
- These semester length units provide students with greater choice and with short-term goals. Consequently, motivation is enhanced.
- English, Mathematics, Work Skills, Traffic Safety, Health and Life Skills are compulsory.

COURSE STRUCTURE

The majority of units are studied for 5 periods per week and run for a semester.

Year 10 has been designed to allow students a greater degree of specialisation. Students are required to complete the following program:

English	2 units (one in each semester.)
Maths	2 units (one in each semester.)
Traffic Safety/Health	3 periods per week for 1 semester each
Life Skills/Work Skills	2 periods per week
Electives	6 units

YEAR 10 HEALTH/WORKSKILLS/LIFESKILLS

Year 10 students study three periods of Health and Traffic for one semester. They also study Lifeskills and Workskills which is a combined subject for two periods each week.
Workskills offers a framework for students to guide and capture all aspects of their career development, including self-assessment, goal-setting, skills identification, career interests, educational transition, getting and keeping work, and lifelong professional development. They will participate in work experience, occupational health and safety training, mock interviews, visits to industry workplaces, career workshops and other career related activities. Students consider body image, leadership and civics and citizenship.
Traffic Safety incorporates car driver education, Keys Please and general defensive driving practice.
Health Education looks at health and wellbeing issues pertinent to young adults.

VCE/VET UNITS IN YEAR 10

A Year 10 student may study a VCE or VET unit provided the student satisfies the requirements of the College's Acceleration Policy (see page 4 for information on ASC Acceleration Policy). This will be checked by the College and discussed with the student if he/she does not meet the requirements.
Students wishing to undertake a VCE or VET study next year should indicate their preferred study on the selection form and seek approval from the accelerated subject teacher, prior to submitting their subject selection form. Students should still select a full Year 10 course in case they do not get their VCE/VET selection.

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!***

SUBJECTS ON OFFER FOR YEAR 10 STUDENTS IN 2022

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

ENGLISH
Year 10 Core English (Compulsory)
Literature (Elective)

HEALTH AND PHYSICAL EDUCATION
Physical Education
Recreation

HUMANITIES
ABLE- Accounting/Business
Legal/ Economics
History/Geography

LANGUAGES
Japanese –Semester 1
Japanese –Semester 2
Any student wishing to study another language besides Japanese needs to speak to the Later Years Coordinator.

MATHEMATICS
Year 10 Mainstream Mathematics

TECHNOLOGY
Digital Technologies
Food For Life
Weld it, Make it, Use it

SCIENCE
Science 101
Science 102

ARTS

Year 10 Arts subjects prepare students for the following pathways in VCE:
- Studio Arts
- Visual Communication and Design.
- Music
- Theatre Studies

STUDIO ART

"The world of reality has its limits; the world of imagination is boundless."
Jean-Jacques Rousseau

You will explore 2 dimensional and 3 dimensional art processes:

2D Art component:
- Explore, manipulate, develop and use art elements, skills, techniques and processes to produce art works in a range of styles and media.
- Plan, develop, document, select and modify ideas, techniques and processes.
- Present visual art works in response to particular ideas/stimuli.
- Research, analyse and interpret art works. Use appropriate art termnology when discussing your own and others' art work.
- Explore, identify, describe and understand art works from different social, cultural and historical contexts.

3D Art component:

- Explore creative, individual responses to work requirements using the design process.
- Explore, investigate and research 3 Dimensional (3D) work of different cultures from traditional and contemporary artists to generate and develop ideas for making 3D artworks.
- Plan and present 3D works in a variety of formats.
- Identify, analyse and interpret 3D art works and discuss your responses to these works.
- Explore a range of 3D art forms and develop skills in using a variety of media and materials.

Students who intend to pursue Studio Arts in VCE are strongly advised to take this unit in Year 10.

VISUAL COMMUNICATION (GRAPHICS)

Visual Communication is about bringing your imagination to life.
Learn the skills to help set your imagination free and design the future!

This course is designed to enable students to learn:

- To develop skills in making and presenting visual communications for a specific purpose/audience.
- To explore themes, ideas and issues in the development of ideas.
- To understand the cyclical nature of the design process.
- To construct and work to a design brief.
- Technical skills in the presentation of final products.
- To research and analyse visual communications and designers.
- A range of computer graphics programs
- Illustration and manual drawing skills including technical drawing conventions to Australian Standards.

Students who intend to pursue Visual Communications in VCE are advised to take this unit in Year 10.

DRAMA

The study of Drama focuses on the creation and performance of characters, narratives and stories. Students draw on a range of content and use role and expressive skills to create and present dramatic works. They analyse the development of their performances and explore relationship. Students develop an understanding of dramatic elements, stagecraft and theatrical conventions appropriate to performance styles from a range of cultural contexts.
Students develop an appreciation of drama as an art form through participation, criticism and aesthetic understanding. The study of Drama provides students with pathways to further studies in fields such as acting, direction, playwriting, production design, production management and studies in drama criticism.

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.

ENGLISH

MINIMUM REQUIREMENTS:
All students in Year 10 will complete 2 units of Core English.
Literature may be chosen as an elective.

The following subjects prepare students for these Pathways in VCE: English and English Literature:

YEAR 10 CORE ENGLISH

Having a sound grasp of English is essential for all students no matter what vocation or study they choose to follow. In Year 10 the aim is to help students develop their skills in preparation for the world of work and further study. Students develop their abilities in analysing a wide variety of films, novels, newspapers, plays and poetry. In preparation for further study there is an emphasis on developing strong essay writing skills and a greater focus on persuasive language techniques and strategies, these are a major component of the VCE course and essential for navigating the complexities of 21st century life.

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 English andLiterature.

HEALTH & PHYSICAL EDUCATION

Year 10 Health and Physical Education subjects prepare students for the following pathways in VCE

- Health and Human Development
- Physical Education
- VET Sport & Recreation

AIMS:

To learn and improve basic skills and develop an awareness and knowledge of safety procedures in a variety of sports and recreational activities.
To progress students' 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.
To provide students with health information to assist in positive decision making.
Students will be assessed on interpersonal skills, strategic thinking, health knowledge and physical capability.

PHYSICAL EDUCATION

Students improve skills, 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, Gymnastics, Athletics, Football codes and Ultimate Frisbee.

RECREATION

Students will experience a variety of recreational activities, developing skills in a selection of the following: Initiative activities, Swimming, Golf, Lawn Bowls, Archery, Rock Climbing, X-Country Skiing, Rafting, and Mountain Bike Riding and 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 expected to participate.
COSTS - $150.00

HUMANITIES

The study of Humanities expands our outlook on 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

Year 10 Humanities subjects prepare students for the following pathways in VCE:

- History
- Geography
- Legal Studies
- Business Management

ACCOUNTING/BUSINESS/LEGAL/ECONOMICS (ABLE)

This subject is an introduction to four subjects which may be offered as Unit 1 and 2 VCE subjects in the following year. The subject also introduces students to ideas and information that will be beneficial for their future. The following topics are explored in each area:

Accounting – Income tax and superannuation.

Business – The ways enterprising behaviours and capabilities can be developed to improve the work and business environments.

Legal – Why we have laws, our parliamentary system, an introduction to criminal and civil law, the court system, and your legal rights.

Economics – The share market, the process of economic decision making, managing the economy, and Australia's place in a global world.

HISTORY AND GEOGRAPHY (An Integrated Unit)

Would you like to have a better understanding of Australia and our place in the world? If so, then this is the unit for you. The Modern Age in which we live has been an era marked by dramatic events and change. In this unit, students study Australia's involvement in significant events in the 20th and 21st centuries as well as considering our future from both a geographic and historical perspective.

History - Areas of focus may include the Interwar Years including the Great Depression, World War 2, the Vietnam War, the Cold War, and the Civil Rights Movement.

Geography - Topic 1, 'Environmental Change and Management' considers change (such as enhanced global warming) and the impacts of change on our world. The focus is on positive solutions, with students identifying relevant management strategies and then evaluating the success of these against a range of criteria. In Topic 2, 'Human Wellbeing', students consider variations in, and the effects of differences in human wellbeing indicators around the world. The focus is on assessing international and national responses to improving human wellbeing both in Australia and within other countries .

LANGUAGES: JAPANESE

- Students studying Year 10 Languages, are **strongly encouraged** to choose both semesters of Japanese, as a prerequisite for Units 1, 2, 3 and 4 in VCE.
- Students may select Year 10 Languages having completed only one Year 9 unit, however, completion of two Year 9 units is recommended.
- ***Students wishing to study any language other than English, Indonesian or Japanese will need to speak with the Later Years Coordinator.***

Languages aim to consolidate prior knowledge and develop students' confidence in listening, speaking, reading and writing in the relevant language, particularly for informational or instructional purposes.
Communication skills utilising more spontaneous recall of vocabulary with refined pronunciation and fluency skills are employed. More complex grammatical structures are also considered. Students use technology to support their learning.

A heightened understanding of and an appreciation for traditional and contemporary Japanese culture, is incorporated into the Language course.

Semester 1
Topics include:
- During the Summer Holidays
- School and Study
- Shopping
- My Daily Routines
- A Letter to a Penfriend

Semester 2
Topics include:
- Exchanging presents
- Family
- Let's Go Out
- Housing

MATHEMATICS

Minimum requirements:
Students at Year 10 will complete 5 periods of Mainstream Mathematics during both Semester 1 & 2.

YEAR 10 MAINSTREAM MATHEMATICS

This course builds on the mathematical skills developed in Year 9, with more emphasis placed on algebraic and graphing skills. It is intended to prepare students with the appropriate skills required for study of General Mathematics, Further Mathematic or Mathematical Methods in VCE.
Units Covered Include

Semester 1
- Statistics
- Measurement
- Indices
- Scientific Notation & Surds
- Probability

Semester 2
- Linear Functions and Graphs
- Geometry
- Trigonometry
- Expanding and Factorising
- Quadratic Functions

SCIENCE

SCIENCE REQUIREMENTS:

In Year 10 students may elect to do a maximum of 2 units of Science. Students intending to study Biology and Psychology must complete a **minimum** of 1 unit of Year 10 Science. However, 2 units of Year 10 Science are **strongly recommended.**
Year 10 students who elect to accelerate study of Units 1 and 2 Biology and/or Psychology, will be able to do their Year 10 Science concurrently.
As Year 12 Biology now contains significant amounts of Chemistry it is strongly recommended that students intending to study Year 12 Biology also undertake Units 1 and 2 Chemistry.

Students intending to study Year 11 **Physics and/or Chemistry** are encouraged to study Science 101 and Science 102. It is not recommended for Year 10 students to study Units 1 and 2 Physics and/or Chemistry, whilst concurrently completing Year 10 Science units.

These units lead to the following VCE Pathways:
- Biology
- Chemistry
- Physics
- Psychology

The Year 10 Science Program encourages students to:
- Use scientific method to solve problems.
- Develop safe and accurate practical procedures.
- Develop skills and knowledge central to chemical, biological, earth and physical sciences.

SCIENCE 101.

Offered in Semester 1 and Semester 2

The units covered include:

- **Getting into genes** – DNA and the genetic code
- **Splitting the atom** – discovery of the atom, Periodic Table, families of elements and electrochemistry.
- **Road Science and Rocketry** – drivers and the road, physics of motion, forces, building rockets and space travel.

SCIENCE 102.

Offered in Semester 2 only and is for students who have already completed Science 101. Students are recommended to complete this if they wish to study Science in VCE.

The units covered include:

- **The chemical rap** - explaining chemical properties and reactions, organic and inorganic substances, nanotechnology.
- **STELR Science** – global warming and sustainable energies
- **The Mysterious Universe** - stars, black holes, satellites, and space probes.

TECHNOLOGY

DIGITAL TECHNOLOGIES

Students will design, build and program robots to solve specific problems. Improve programming skills using either C or Python. Create websites using HTML and CSS. Students will also investigate data; what is it, how is it gathered and sorted, what form digital data takes; and how computers store data.

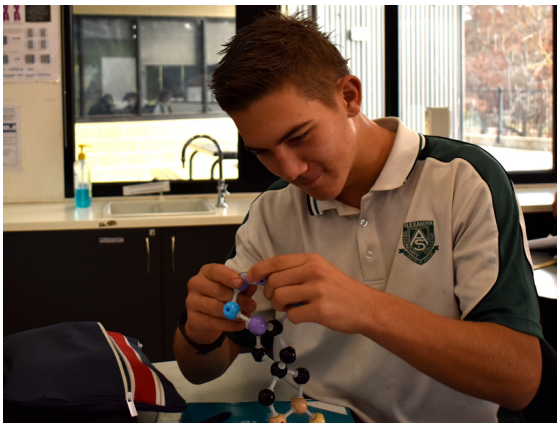
FOOD TECHNOLOGY- FOOD FOR LIFE

Students will study safe and hygienic food handling practices, applying these in the production of a diverse range of foods. The areas of food classification and how to prepare foods with an understanding of physical and chemical properties will be studied. The emphasis will be on using suitable cooking methods appropriate to the properties of the food, including presentation.
Students will be required to pay a fee for consumables used during the semester. Excursions will incur a separate cost.

WELD IT, MAKE IT, USE IT

This unit will take students through a variety of design, fabrication, engineering and manufacturing techniques using steel, aluminium, various types of automotive engines/transmissions and recycled materials. For students interested in metal fabrication as used in the construction of houseboats, trailers, furniture, vehicle equipment (for example; bull bars, skid plates, roof racks), kitchens, custom car parts/accessories or large tool/ute boxes, this is the unit for you. This unit aims to assist in helping students prepare for VET Automotive studies by taking them through recognised industry training modules and engineering skills.

Large projects may incur some costs.



YEARS 11 and 12

2022 YEAR 11 and 12 COURSE SELECTION

Students will choose either a VCAL or a VCE pathway. If you have a specific career pathway in mind it is best to check with the Careers Coordinator to check what subjects you need to do or would be beneficial to do for the course or pathway you have in mind. This is important as a wrong choice could jeopardise your tertiary or career options.

Remember steps for choosing:

a) What subjects/areas have I enjoyed?
b) What subjects am I good at?
c) What are the prerequisite subjects for any tertiary course or future employment?
d) Please fill in all 2nd preferences as it will help us if your 1st preference does not run.

2022 VCAL COURSE SELECTION

All Year 11 and 12 VCAL students must undertake:

- VCAL subject
- VCAL Literacy (this may be substituted for VCE English)
- Foundation or General Maths (Year 11 only)
- At least one VET subject
- A 2nd VET subject or VCE subject
- One day of work placement (this may be possible to extend to two days in Year 12)

2022 VCE COURSE SELECTION

All Year 11 students must undertake six Unit 1 and 2 sequences selected from the VCE and VET subjects offered. If a student is accelerating in a subject they may replace a Unit 1 and 2 sequence with a Unit 3 and 4 sequence.

All Year 12 students must undertake five Unit 3 and 4 sequences selected from the VCE and VET subjects offered. These sequences should follow on from subjects studied in Year 11.

VCE and VCAL

VCE UNITS OFFERED AT ALEXANDRA SECONDARY COLLEGE

STUDY AREA	UNITS		SPECIAL NOTES
Biology	1 & 2	3 & 4	
Business Management	1 & 2	3 & 4	
Chemistry	1 & 2	3 & 4	
English	1 & 2	3 & 4	
English Literature	1 & 2	3 & 4	
Geography	1 & 2	3 & 4	
Health and Human Development	1 & 2	3 & 4	
History	1 & 2	3 & 4	
Indonesian - Japanese	1 & 2	3 & 4	
Legal Studies	1 & 2	3 & 4	
Foundation Mathematics	1 & 2		
Further Mathematics		3 & 4	Units 1 & 2 General Maths are recommended prerequisites
General Mathematics	1 & 2		
Mathematical Methods	1 & 2	3 & 4	
Music	1 & 2	3 & 4	
Physical Education	1 & 2	3 & 4	
Physics	1 & 2	3 & 4	
Psychology	1 & 2	3 & 4	
Studio Art	1 & 2	3 & 4	
Theatre Studies	1 & 2	3 & 4	
Visual Communication	1 & 2	3 & 4	

Please note: Most VCE courses have a small fee to cover the cost of workbooks and Year 12 exam revision books.

VCE/ VET UNITS

Automotive Technology	1 & 2	3 & 4	Must complete Units 1 & 2 to study Units 3 & 4
Building and Construction	1 & 2	3 & 4	Must complete Units 1 & 2 to study Units 3 & 4
Hospitality	1 & 2	3 & 4	Must complete Units 1 & 2 to study Units 3 & 4
Sport and Recreation	1 & 2	3 & 4	Must complete Units 1 & 2 to study Units 3 & 4

DISTANCE EDUCATION SUBJECTS

Students requesting to undertake distance education must consult with the careers advisor prior to enrolling.

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. In most cases students are able to get 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!

SAMPLE PROGRAMS

Here are some sample programs. They are a guide to choosing your course.

Student A has decided that he/she would like to do a course centered on gaining a science degree.

STUDENT A:

Year 11 6 Subjects	English 1	Chemistry 1	Physics 1	Maths Methods 1	Biology 1	Legal 1
	English 2	Chemistry 2	Physics 2	Maths Methods 2	Biology 2	Legal 2
Year 12 5 subjects	English 3	Chemistry 3	Physics 3	Maths Methods 3	Biology 3	
	English 4	Chemistry 4	Physics 4	Maths Methods 4	Biology 4	

Student B has decided on a VET course in Hospitality, with a VCE pathway. He/she is not sure what they want to do in the future, so they have chosen a program that gives them a range of options.

STUDENT B:

Year 11	English 1	Hospitality 1	Psychology 1	General Maths 1	Business Man. 1	History 1
	English 2	Hospitality 2	Psychology 1	General Maths 2	Business Man. 2	History 2
Year 12	English 3	Hospitality 3	Psychology 1	Further Maths 3	Business Man. 3	
	English 4	Hospitality 4	Psychology 1	Further Maths 4	Business Man. 4	

Student C has decided on a VET course in Hospitality with a VCAL pathway.

STUDENT C:

Year 11	VCAL	VCAL Literacy	Hospitality 1	Business Man. 1	Work Placement	Foundation Maths 1
	VCAL	VCAL Literacy	Hospitality 2	Business Man. 2	Work Placement	Foundation Maths 2
Year 12	VCAL	VCAL Literacy	Hospitality 3	Business Man. 3	Work Placement	Work Placement
	VCAL	VCAL Literacy	Hospitality 4	Business Man. 4	Work Placement	Work Placement

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a 'hands-on' option for students in the later years of schooling. The VCAL is offered at years 11 and 12 and can be gained within one or two years, depending on the pathway that is chosen. The VCAL's flexibility allows students to design a course that suits their needs and interests, and is composed of a mix of VCE, VET, work experience and compulsory VCAL subjects. Entry to all VCAL courses is through compulsory interviews between students, parents and staff. Students may only undertake a VCAL course with College approval.

As with VCE, the VCAL certificate is a recognised senior secondary qualification. Unlike VCE, which is widely used by students as a pathway to university, VCAL focuses on 'hands-on learning'. Students who choose to undertake the VCAL course are most likely to have identified a pathway that comprises TAFE training, undertaking an apprenticeship, or entering permanent full-time employment following completion of Year 11 or 12.

The VCAL certificate is comprised of four compulsory strands:

- Literacy and Numeracy Skills strand (met through Literacy skills & Foundation Maths).
- Work Related Skills strand (WRS).
- Industry Specific Skills strand (often in the form of VET subjects.)
- Personal Development skills strand (PDS).

(Both the PDS and WRS form the VCAL timetabled subjected at ASC)

Students will also be required to select another subject from a particular block on our timetable.

It is the student's responsibility to organise a work placement. The College will provide assistance where possible. Work placements should be organised in advance; it is never too soon to start organising it. Contact the Careers Advisor for more information.

ASSESSMENT: PORTFOLIO OF EVIDENCE

The outcomes in all units must be supported by a portfolio of evidence accumulated through project or program participation including journals, logbooks, certificates, photographs, assessments, workplace reports, records of performance of practical tasks and resumes.

Entry - There are no prerequisites for entry into VCAL

BIOLOGY

Rationale

VCE Biology enables students to investigate the processes involved in sustaining life at a cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. VCE Biology leads into a range of careers. Branches of Biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science.

Unit 1: How do living things stay alive?

Students are introduced to some of the challenges that organisms face to sustain life. Students investigate adaptations that enhance an organism's survival in a particular environment and consider how homeostatic mechanisms play a role in maintaining the internal environment. Students explore how organisms function in interconnected communities and explain how these organisms are classified. A student-designed practical investigation is undertaken that should be related to the content outlined above.

Unit 2: How is the continuity of life maintained?

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the role of stem cells and their potential medicinal use is considered. Students complete a research investigation into an issue related to genetics and/or reproductive science.

Unit 3: How do cells maintain life?

An understanding of the workings of the cell and the capabilities and limitations are explored. Students investigate the properties of the cellular membrane and how substances can pass through it. The role of enzymes, cellular signalling and reactions between antigens and antibodies is researched. A practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or 4.

Unit 4: How does life change and respond to challenges over time?

Students investigate the relatedness between species and the impact of various change events on a population's gene pool. The concept of evolution is explored and students examine evidence from palaeontology, biogeography, comparative genomics, molecular homology and bioinformatics. Students explore the ethical implications in altering DNA. A practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or 4.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3. However, the College strongly recommends students have passed Year 9 Science and undertaken two Year 10 Science units.
- Students who enter the study at Unit 2 or 3 may need to undertake preparatory work.
- Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.

BUSINESS MANAGEMENT

Rationale

Business Management examines the ways businesses manage resources to achieve objectives. The study follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

Unit 1: Planning a business.

In this unit students investigate how business ideas are created and how conditions can be fostered for new business ideas to emerge. New business ideas are formed through a range of sources, such as identifying a gap in the market, technological developments and changing customer needs. Students explore some of the issues that need to be considered before a business can be established.

Unit 2: Establishing a business.

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. Students investigate the essential features of effective marketing and analyse various management practices.

Unit 3: Managing a business.

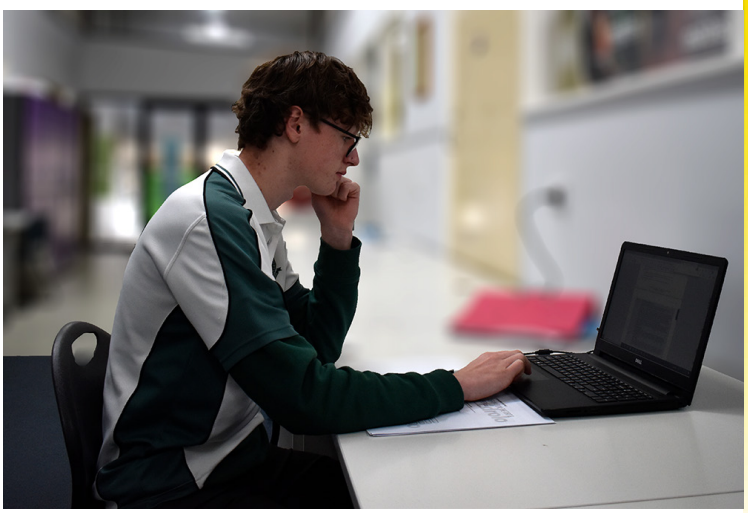
This unit explores the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students develop an understanding of the complexity and challenge of managing businesses through the use of contemporary business case studies from the past four years

Unit 4: Transforming a business.

This unit considers the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
- Students must undertake Unit 3 prior to undertaking Unit 4.
- Students can study Units 3 and 4 without completing Units 1 and 2



CHEMISTRY

Rationale

In VCE Chemistry students explore the nature of chemicals and chemical processes. They apply chemical principles to explain and quantify the behaviour of matter, as well as undertake practical activities that involve the analysis and synthesis of a variety of materials. Students analyse contemporary chemistry-related issues and communicate their views from an informed position.
Chemistry leads to many careers including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Structure

The study is made up of four units. In all units the design and performance of experiments is important.

Unit 1: How can the diversity of materials be explained?
This unit examines the historical development of, and the relationship between, the Periodic Table and atomic theory. Students also investigate the structure, properties and applications of a wide range of substances and materials. Students will investigate a selected question related to materials and present their findings as a scientific digital poster.

Unit 2: What makes water such a unique chemical?
This unit focuses on the properties of water and the reactions that take place in water. A variety of techniques used to analyse water samples, both in the laboratory and the field, are also introduced. Students will design and conduct a practical investigation into an aspect of water quality and present a report on their findings.

Unit 3: How can chemical processes be designed to optimise efficiency?
The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment.

Unit 4: How are organic compounds categorised, analysed and used?
In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food, living tissues fuels, foods, medicines and many of the materials we use in everyday life. Students will design and conduct a practical investigation into energy and/or food and present their findings as a scientific digital poster.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3. However, the College strongly recommends students have passed Year 9 Science and undertaken two Year 10 Science units.
- Students who enter the study at Unit 2 or 3 may need to undertake preparatory work.
- Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.
- There is a small fee for Chemistry to offset some of the costs of laboratory consumables and printing.

ENGLISH LITERATURE

Rationale

Literature involves the study and enjoyment of a wide range of literary texts including classical, popular, modern and cross-cultural.
It is strongly recommended that students who wish to study English Literature also study Mainstream English.

Unit 1 and Unit 2

These units enable students to develop their reading strategies and explore themes, ideas and writing conventions to understand how authors create meaning in texts. Students begin to use literary terms to closely explore the novels, films, plays and poetry studied.

Unit 3 and Unit 4

Students extend their abilities to critically respond to the literature studied. They further refine their use of literary terminology when commenting on the social, historical and cultural significance of the texts to meet the outcomes specified.

ENGLISH

Rationale

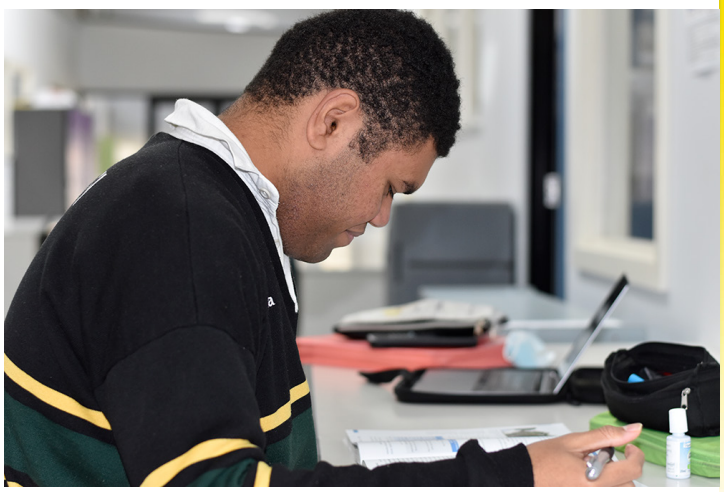
This study aims to develop competence in the understanding and use of English for a variety of purposes sufficient to meet the demands of post-school employment, further education, and participation in a democratic society.

Unit 1 and Unit 2

Students study and respond to a range of texts. They write in a variety of styles and critically examine the language of the media. They prepare and deliver oral presentations in both formal and informal settings.

Unit 3 and Unit 4

Students focus on developing a more critical response to a variety of texts. They write for various purposes and prepare for a formal oral presentation. These units are a culmination of the skills that the students have been developing across their secondary schooling. They allow students to polish and refine their abilities to meet the outcomes.



GEOGRAPHY

Do you have an interest in the world in which we live? If so you would enjoy Geography. This subject covers a range of natural and human phenomena, and how and why they change. The knowledge and skills developed in this study have relevance and practical application for your everyday life and will enhance your ability to influence decisions about the environments in which you live.

Unit 1: Hazards and Disasters.

Students examine the processes involved with hazards and disasters, such as volcanoes, floods or disease. They consider their causes and investigate how people have responded to these situations to prevent and or reduce their impact.

Unit 2: Tourism.

Students investigate the characteristics of tourism, with particular emphasis on where it has developed, how it has changed and continues to change, and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world as a part of their investigations.

Unit 3: Changing the land.

Worldwide, it is estimated that half a hectare of forest is cut down every second. This unit looks at change to land cover such as forest and grasslands. Students investigate the three major processes that are changing land cover in many regions of the world: deforestation, desertification, and melting glaciers and ice sheets. Through fieldwork, land use change at a local level is investigated.

Unit 4: Human population – trends and issues.

The growth of the world's population from 2.5 billion in 1950 to over 7 billion since 2010 has been on a scale without parallel in human history. In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
- Students must undertake Unit 3 prior to undertaking Unit 4.
- Students can study Units 3 and 4 without completing Units 1 and 2.

HEALTH AND HUMAN DEVELOPMENT

Unit 1

This unit looks at health and wellbeing with varied and evolving perspectives, which is subject to a wide range of interpretations, with different meanings for different people.

Students identify personal perspectives and priorities and enquire into factors that influence health attitudes, beliefs and practices. Students look at multiple dimensions of health and wellbeing, the influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry.

Unit 2

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood, including increasing independence and responsibility, the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 3

Students begin to explore health and wellbeing as a global concept and consider the benefits of optimal health and wellbeing.

Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization and use this knowledge as background to their analysis and evaluation of variations in the health status of Australians.

Students also focus on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Unit 4

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.

Students build their understanding of health at a global level and study the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.

Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
- Students must undertake Unit 3 prior to undertaking Unit 4.
- Students can study Units 3 and 4 without completing Units 1 and 2.

HISTORY

The work of the historian is like a detective, who is trying to decode the evidence about how people live and behave in the past to make meaning of the world today. The ideas, events and people studied encompass a range of human experiences and aspirations for a better future. Students will develop analytical, interpretative and written communication skills that are transferable into the world of work and tertiary study.

Unit 1: Ancient History Mesopotamia

The Cradle of Civilisation! In this unit, students explore Ancient Mesopotamia. The lands between the rivers Tigris and the Euphrates have been described as the 'cradle of Civilisation'. Although this view is now contested in ancient history and archaeology, the study of Ancient Mesopotamia provides important insights about the growth of cities. Students will investigate the creation and destruction of city-states and empires. They examine invention of facets of human society that exist to this day, such as writing – a pivotal development in human history

Unit 2: Ancient History Egypt

Ancient Egypt gave rise to a civilisation that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Kingdoms rose, flourished and fell around the banks of this great river. The great Egyptian monuments to their beloved pharaohs still loom over the Nile to this day!

Unit 3: The French Revolution of 1789

The French Revolution had almost everything we associate with revolutions – ravenous royals, ambitious aristocrats, high taxes, failing harvests, food shortages, hungry peasants, angry townspeople, lies, corruption, mob violence, radicals and weirdos, rumours and conspiracies, state-sanctioned terror and head-chopping machines. Beginning with the accession of Louis XVI to the throne and ending with the Convention Year III, the study of this fascinating revolution is a must! Full of friction, grievances, riots, starving mobs, blood and beheadings, this is a real Shakespearian piece of history which has to be studied to be believed. We will look at what caused this historical event, what ideas shaped it and what changes it brought about.

Unit 4: The Russian Revolution of October 1917

The Russian Revolution was a ground-breaking event that not only changed the course of Russia, it also shaped the 20th century around the world. At the turn of the 20th century, Russia was one of the world's largest and most powerful empires. Its landmass stretched from Europe to Asia and spanned one-sixth of the globe. Despite its enormous size and power, Russia was as medieval as it was modern. They were ruled by the Tzar, who believed his political authority was a gift from God. The glorious revolution extolled the virtues of Marxism and promised a better society for the working classes. But could they honour and fulfil these promises? Similar to Unit 3 we will look at the causes of the revolution, what it changed and the consequences of this famous revolt.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
- Students must undertake Unit 3 prior to undertaking Unit 4.
- Students can study Units 3 and 4 without completing Units 1 and 2.

LANGUAGES

Rationale

The study of a second language contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, analytical thinking, literacy and general knowledge. It also promotes understanding of different attitudes and values within the wider Australian community and beyond.

Aims

Languages studies are designed to enable students to:
- use a second language to communicate with others.
- understand and appreciate the cultural contexts in which languages are used.
- understand their own culture(s) through the study of other cultures.
- understand languages as a system.

Units 1–4: Areas of Study

The Areas of Study for both Indonesian and Japanese comprise themes and topics, text types, vocabulary and grammar.

The following three themes are common to both languages::
- The Individual: - eg: personal identity, lifestyles and aspirations.
- Indonesian/Japanese - speaking Communities:- eg: visiting Indonesia/Japan, customs, traditions and famous people.
- World Issues: - eg: global, social and environmental issues.

Prerequisites

There are no official prerequisites for entry into Units 1, 2 and 3 Languages. However, students are required to undertake Unit 3 prior to undertaking Unit 4.

We strongly recommended for students to complete two semesters of their relevant Year 10 language before studying their Year 11 language. Similarly, we strongly recommended for students to complete two semesters of their relevant Year 11 language before studying their Year 12 language.

LEGAL STUDIES

"You have the right to remain silent, ….." We have all heard this many times, but if you want to know more about the legal world than what you see on TV, then Legal Studies is the subject for you.

Unit 1: Guilt and liability.

In this unit students investigate key concepts of criminal and civil law. They then apply them to various scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Unit 2: Sanctions, remedies and rights.

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal and civil law, and the effectiveness of the sanctions.

Unit 3: Rights and justice.

The Victorian justice system aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the rights available to both the accused and victims in the criminal justice system. They consider whether sanctions and remedies achieve their purpose.

Unit 4: The people and the law.

The focus of this unit is on how laws are made and who makes them. Students explore the significance of the Constitution and parliament in law making as well as considering the importance of the courts in this process. They also investigate the role of individuals, the media and other groups in influencing law reform.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
- Students must undertake Unit 3 prior to undertaking Unit 4.
- Students can study Units 3 and 4 without completing Units 1 and 2.

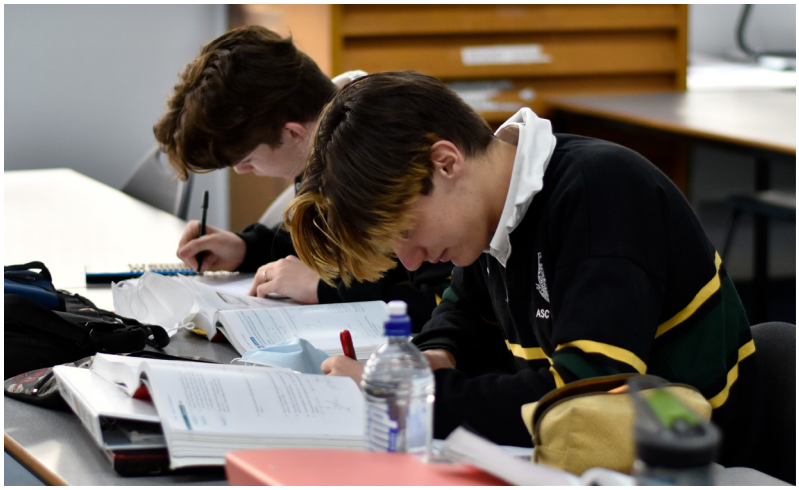
MATHEMATICS

Unit 1 and Unit 2: Foundation Mathematics

Foundation Mathematics provides for the continuing mathematical development of students entering VCE/ VCAL needing mathematical skills to support their other VCE/ VCAL subjects, including VET studies and who do not intend to undertake Units 3 and 4 Mathematics.
There is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study.

Unit 1 and Unit 2: General Mathematics

General Mathematics provides courses for diverse groups of students and may be implemented in a number of ways. The areas of study are Statistics and Probability, Arithmetic, Functions and Graphs, Algebra, Geometry and Trigonometry.



Unit 1 and Unit 2: Mathematical Methods (CAS _ Computer Algebra System)

Mathematical Methods Units 1 and 2 consists of study of Functions and Graphs, Calculus, Algebra and Probability. It is recommended that students completing this course have strong algebraic and graphing skills.

Unit 3 and Unit 4: Further Mathematics

Further Mathematics consists of the study of Data Analysis, Recursion and Financial Modelling, Geometry and Trigonometry, Networks and Decision Mathematics.

Unit 3 and Unit 4: Mathematical Methods (CAS)

Mathematical Methods Units 3 and 4 builds on the concepts covered in Units 1 and 2 Mathematical Methods i.e. Functions and Graphs, Calculus, Algebra and Probability.

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Prerequisites

- All students are encouraged to seek advice from their Mathematics teacher regarding their selection of mathematics units.
- There are no prerequisites for entry to any Mathematics Units 1 and 2.
- Students wishing to study Units 3 and 4 Mathematical Methods need to have completed Mathematical Methods Units 1 and 2.

MUSIC

Music Performance Unit 1

Music Performance Unit 1 focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance work to address technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students also develop their listening, aural, theoretical and analytical musicianship skills.

Music Performance Unit 2

Music Performance Unit 2 focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. They continue to develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Music Performance Unit 3

In Music Performance Unit 3 students build and refine their performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimise their own approach to performance. Students develop, refine and focus their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Music Performance Unit 4

In Music Performance Unit 4 students focus on further development and refinement of performance and musicianship and continue preparation of a performance program they will present in the end-of-year examination. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimise their approach to performance. Students continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

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PHYSICAL EDUCATION

Rationale

Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity across their lifespan and to understand the physical, social, emotional and cognitive health benefits of being active. It prepares students for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sports science, health science education, recreation sport development and coaching, health promotion and related careers. Theory and practice are integrated in this study.

Unit 1: The human body in motion.

This unit examines the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Students evaluate the social, cultural and environmental influences on movement. They investigate sedentary behaviour, overtraining and participation at an elite and recreational level. They also consider a variety of legal and illegal practices and substances used to enhance performance.

Unit 2: Physical activity, sport and society.

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. They gain an appreciation of the level of physical activity required for health benefits. They explore a range of factors that influence and facilitate participation in regular physical activity.

Unit 3: Movement skills and energy for physical activity.

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to improve performance.

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students design and evaluate an effective training program. This unit examines the factors that enhance performance in physical activity, in particular fitness, training methods and adaptations to exercise.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
- Students must undertake Unit 3 prior to undertaking Unit 4.
- Students can study Units 3 and 4 without completing Units 1 and 2.

NB: This is a theory based subject with approximately 40 percent practical in Unit 1/2 and 20 percent practical in Unit 3/4.

PHYSICS

Rationale

VCE Physics provides students with opportunities to explore features of the physical world from subatomic particles through to the planets, stellar systems and galaxies in the Universe. By looking at the way matter and energy interact through observations, measurements and experiments, students gain a better understanding of the underlying laws of nature.

Physics leads to a range of careers including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

Unit 1: What ideas explain the physical world?

In this unit, students use electrical circuits in the contexts of simple battery operated DC devices, household electricity, and car electrical systems. They investigate thermodynamics, subatomic particles, radioisotopes, energy changes associated with nuclear phenomena, and applications and impacts of nuclear and radioactive technology in society.

Unit 2: What do experiments reveal about the physical world?

Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They undertake one detailed study of observations from the physical world chosen from a range of options and carry out an extended practical investigation.

Unit 3: How do fields explain motion and electricity?

In this unit students explore production and transmission of electricity and applications of gravitational, electric and magnetic fields. They study Newton's laws to investigate motion in one and two dimensions as well as applications of motion in space. Einstein's theories are introduced and they also compare and explain electronic and photonic devices, and analyse their use in domestic and industrial systems.

Unit 4: How can two contradictory models explain both light and matter?

This unit focuses on the use of wave and particle theories to model the properties of light and matter. Students explore the design of major experiments that have led to the development of these theories and they design and undertake an extended practical investigation of their own.

Prerequisites

- There are no prerequisites for entry into Units1, 2 and 3. However, the College strongly recommends students have passed Year 9 Science and undertaken two Year 10 Science units.
- Students who enter the study at Unit 2 or 3 may need to undertake preparatory work.
- Students must undertake Unit 3 prior to undertaking Unit 4 and in view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.
- There is a small fee for Physics to offset some of the costs of laboratory consumables and printing.

PSYCHOLOGY

Unit 1: How are behaviour and mental processes shaped?

Students will investigate the structure of the brain and how it influences how we think, feel and behave. They will look at how the brain changes as we grow, and what happens if there is an injury to the brain or the brain doesn't develop in the way it should. Students will learn about how our genetics and the environment we grow up in shape us, leading to the differences between us all. They'll also learn about what mental health is, factors that affect it, and different types of mental illnesses.

Unit 2: How do external factors influence behaviour and mental processes?

In this unit students investigate how their perception of the world around them influences how they interact with the world and how their perception can be distorted. They will look at how social thinking affects a person's attitudes, perception of themselves and relationships with others, and explore factors that can influence the behaviour of individuals and groups in areas such as prejudice, discrimination, helping behaviour and bullying.

Unit 3: How does experience affect behaviour and mental processes?

In this unit students investigate the nervous system to explain how it enables a person to interact with their world. They explore how stress can affect a person's psychological functioning and learn about the causes and management of stress. Students investigate how memory works, including the limitations and fallibility of memory and how memory can be improved, and different ways that people learn. These areas can assist students understand their own learning and how to get the most out of it.

Unit 4: How is wellbeing developed and maintained?

In this unit students learn about what consciousness is, how we measure it, and how changes in levels of consciousness can affect how we think and behave. They look at the role of sleep and the impact that sleep disturbances may have on a person's functioning, as well as ways to improve our sleep quality. Students also look at specific mental health disorders, and how social, biological and psychological factors interact to influence how we thrive in the world we live in. They will learn about factors that can lead to mental illnesses, as well as factors that can enhance our mental health.

Prerequisites

- There are no prerequisites for Units 1 and 2.
- Completion of Units 1 and 2 is highly recommended for those who wish to study Units 3 and 4, as a lot of research methods are learned in Units 1 and 2 that carry forward.
- Unit 3 is a prerequisite for Unit 4.

STUDIO ARTS

Rationale

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities.

VCE Studio Arts encourages and supports students to recognise their individual potential as artists and develop their understanding and development of art making.

Unit 1: Studio inspiration and techniques.

In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Unit 2: Studio exploration and concepts.

In this unit students focus on establishing and using a studio practice to produce artworks. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.

Through the study of art movements and styles, students begin to understand the use of other artists' work in the making of new artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice.

Unit 3: Studio practices and processes.

In this unit students focus on the implementation of an individual studio process leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. This process records trialling, experimenting, analysing and evaluating the extent to which art practices successfully communicate ideas presented in the exploration proposal. Students select some of these potential directions from which to develop at least two artworks in Unit 4. The study of artists and their work practices and processes may provide inspiration for students' own approaches to art making.

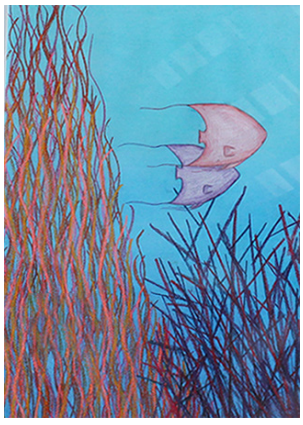
Unit 4: Studio practice and art industry contexts.

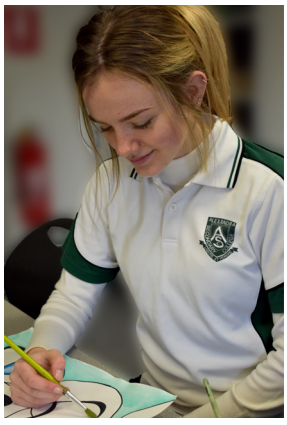
In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
- Students must undertake Unit 3 prior to undertaking Unit 4.
- Students can study Units 3 and 4 without completing Units 1 and 2.





THEATRE STUDIES

Rationale

Theatre has been made and performed from the earliest times and is an integral part of all cultures. Theatre exists as entertainment, education, an agent for change, a representation of values and a window on society. Theatre makers have worked as playwrights, actors, directors, researchers, designers, technicians, managers and administrators to produce theatre for a range of audiences and diverse purposes. Theatrical practices have developed, and influenced culture more generally, over centuries and through the variety of productions in a range of spaces and venues.
The study of theatre, in all its various forms, is relevant to students who wish to pursue further study in theatrical production, theatre history, communication, writing and acting at tertiary level or through vocational educational training settings or to pursue industry or community related pathways.

Unit 1: Pre-modern theatre.

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance. Periods from the pre-modern era of theatre include Ancient Greek, Roman, Liturgical drama such as morality/miracle/mystery plays, Italian and the Commedia Dell'Arte, Elizabethan and Shakespearean, Restoration comedies and dramas, Neo-classical, Spanish and French, Naturalism/Realism, and non-Western theatre such as Beijing Opera, Noh theatre, Bunraku and Kabuki and other traditional indigenous theatre forms.

Unit 2: Modern theatre.

In this unit students study theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance. Theatrical movements in the modern era include Epic Theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre (contemporary theatre that incorporates a range of theatrical styles), Physical theatre, Verbatim theatre, Theatre in Education.

Unit 3: Playscript interpretation.

In this unit students develop an interpretation of a playscript through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen playscript excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET, and analyse and evaluate the interpretation of the playscript in the performance.

Unit 4: Performance interpretation.

In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical treatment that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene using selected areas of stagecraft to realise their interpretation. Students' work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin VCE, VCAL and VET.

Prerequisites

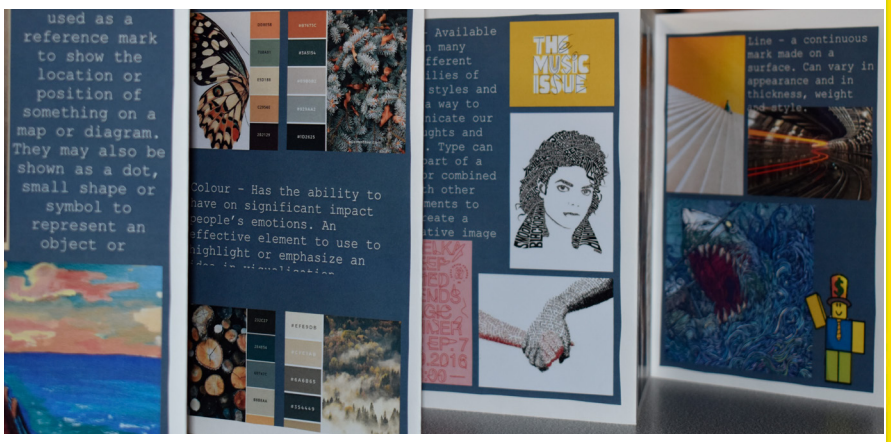
- There are no prerequisites for entry to Units 1, 2 and 3.
- Students must undertake Unit 3 prior to undertaking Unit 4.
- Students can study Units 3 and 4 without completing Units 1 and 2.

VISUAL COMMUNICATION & DESIGN

Rationale

The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management. The study of Visual Communication & Design can provide pathways to training and tertiary study in design and design-related studies, including communication, industrial and fashion design, architecture and media.

Unit 1: Introduction to visual communication design.



This unit focuses on using visual language to communicate messages, ideas and concepts. Students use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications. Students review the contextual background of visual communication through an investigation of design styles. Students are introduced to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration. In this unit students are introduced to four stages of the design process: research, generation of ideas, development of concepts and refinement of visual communications.

Unit 2: Applications of visual communication within design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. In response to a brief, students engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Unit 3: Visual communication design practices.

Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes. They establish a brief for a client and apply design thinking through the design process. They identify and describe a client, two distinctly different needs of that client, and the purpose, target audience, context and constraints relevant to each need. Design from a variety of historical and contemporary design fields is considered by students to provide directions, themes or starting points for investigation and inspiration for their own work.

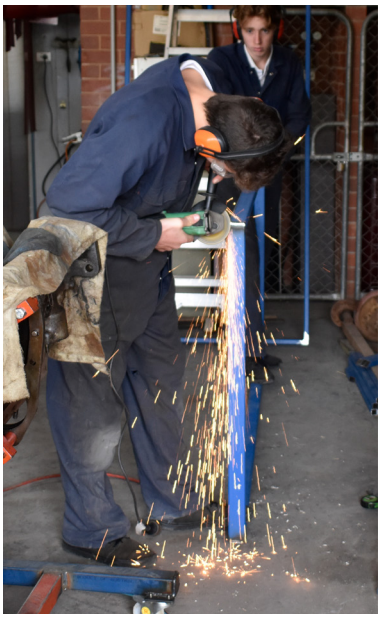
Unit 4: Visual communication design development, evaluation and presentation.

The focus of this unit is on the development of design concepts and two final presentations of visual communications to meet the requirements of the brief. This involves applying the design process twice to meet each of the stated communication needs. Having completed their brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each communication need stated in the brief.

Prerequisites

- There are no prerequisites for entry to Units 1, 2 and 3.
- Students must undertake Unit 3 prior to undertaking Unit 4.
- Students can study Units 3 and 4 without completing Units 1 and 2.

VCE/VET AUTOMOTIVE



The aims of VCE/VET Automotive program to:

- Provide students with the skills and ability to achieve competencies which will enhance their employment further training prospects within the automotive industry
- Provide students with "work ready" knowledge and skills applicable to a variety of career paths.

Program Structure

The Certificate II in Automotive Technology is a nationally accredited course comprising of a careful selection of units of competence from the Automotive Retail, Service and Repair Training Package, suitable for delivery to students undertaking non-employment-based training, work placement or a part time apprenticeship/traineeship. This is a set course fully backed by the VACC with the intent to improve future apprentices and future tradespeople.

VCE/VET BUILDING AND CONSTRUCTION

CERTIFICATE II BUILDING AND CONSTRUCTION 22216VIC

Program Structure

This program is structured to run over 2 years with students required to complete a total of 16 Modules. These will contribute towards the VCE certificate.

This certificate provides students with the knowledge and skills that will enhance their employment or apprenticeship prospects in the building and construction industry, for example, carpentry and joinery, furniture and cabinet making. Students will gain a nationally recognised training certificate through TAFE and a White Card certificate (which is compulsory for anyone entering a building site).

While there is no cost to students to gain this training there may be some costs associated with excursions or special projects that students select.

Students need to be aware that there is a commitment to theory and written work that compliments the practical components.

VCE/VET CERTIFICATE II IN HOSPITALITY (OPERATIONS)

CERTIFICATE II IN HOSPITALITY SIT20316

Program Structure

This program is structured to run over 2 years with students completing a total of 16 Modules.

First Year students will complete modules covering core subjects of:

Use Hygienic Practices for Food Safety; Provide Responsible Serving of Alcohol; Source and use Information on the Hospitality Industry; Maintain Quality of Perishable items; Work Effectively with others; Participate in Safe Work Practices; Use Hospitality Skills Effectively; Interact with Customers; Use food preparation equipment; Show social and cultural sensitivity; Prepare and present simple dishes.

Second Year students will complete 5 modules of:

Prepare and Serve Non-Alcoholic Beverages; Prepare and Serve Espresso Coffee; Serve Food and Beverage; Provide Advice on Food; Process Financial Transactions.

By gaining competencies in the modules, students are enhancing their employment prospects within a broad range of Hospitality Industry settings and gaining a recognised National credential.

Many of the tasks will be completed online and students will be expected to complete modules online at home. Work placement in the Hospitality area is advised.

Students will be supplied uniforms and will find this course very "HANDS ON". BUT do not be MISLEAD. There is a lot of theory work to complete and timelines and deadlines as well!

VCE/VET CERTIFICATE III IN SPORT AND RECREATION

The VCE VET Sport & Recreation program aims to:

- Provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in sport and recreation or related industries.
- Enable participants to gain a recognized credential and make a more informed choice of vocation and career paths.

Certificate III in Sport and Recreation provides students with the skills and knowledge to work in the Sport and Recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping or administrative service. Possible job outcomes for a student with this qualification may include the provision of sport and recreation programs, grounds and facilities maintenance and working in the service industry in locations such as a fitness centre, outdoor sporting ground or aquatic centres.

Entry- You must complete units 1 and 2 before undertaking units 3 and 4.

EXTERNAL VET COURSES

There are a variety of external VET courses available that may be of interest to you. Please make an appointment with the Careers Coordinator to find out what is available.

ALEXANDRA
SECONDARY COLLEGE
Downey Street
Alexandra 3714
(03) 5770 2000
alexandra.sc@education.vic.gov.au
www.asc.vic.edu.au