



Alkira
Secondary College

9 & 10

Middle Years

Handbook

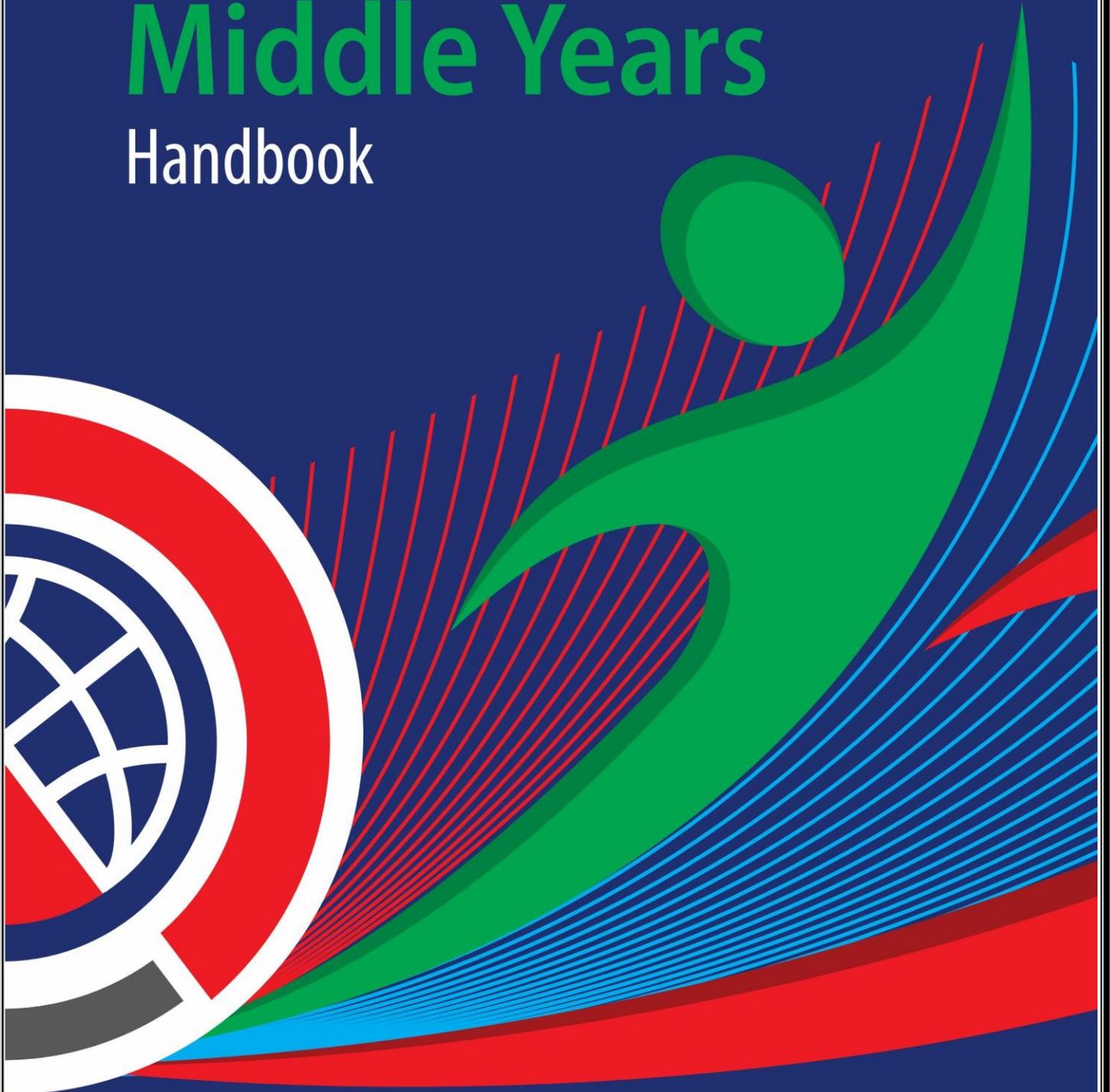


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MIDDLE YEARS OF ALKIRA SECONDARY COLLEGE – Years 9 & 10

Each of the Middle Years of secondary education is a vitally important year for all students. We recognise that there are changing needs for Year 9 students and that there are important choices to be made for Year 10 students, as they prepare for the Later Years of schooling, employment, further education or training. In 2022 this will include a curriculum that is fully aligned with the new Victorian Curriculum.

The vision and values of Alkira are the essential foundations for our Middle Years programs:

Vision Statement

We exist to secure the entitlements of every child.

Statement of Purpose

Alkira SC, in partnership with parents, will provide personalised education in a happy learning environment, addressing the needs of the students' unique learning styles, cultivating independent thought, promoting respect, integrity, excellence and care for others and building self-confidence and self-esteem.

College Values

Respect, Integrity, Care and Excellence

The College has developed a Middle Years curriculum and extra-curricular program to provide an opportunity for all students to secure their entitlements, reach their potential and develop holistically. This is coupled with our continuing focus on personalising their learning and improving relationships in a safe, secure and innovative environment. We have implemented structures and processes that continue to support our students through this important phase of their learning and development.

All of the staff at Alkira Secondary College look forward to watching you take the next steps of your journey and grow through the Middle Years, to become valued members of our community.

KEY STAFF CONTACTS

Victorian Certificate of Education (VCE)	Mr Jason Nicholas
Victorian Certificate of Applied Learning (VCAL)	Mr Jarryd Pack
Curriculum Leader	Dr Barbara Joseph
Curriculum Leader – Arts	Ms Cathy Stephenson
Curriculum Leader – English	Ms Avril Kinczel
Curriculum Leader – EAL	Ms Carlyn Kang
Curriculum Leader – Health & Physical Ed	Mr Terry Constantinou
Curriculum Leader – LOTE	Ms Qing Tian
Curriculum Leader – Mathematics	Mr Vishnu Devnarain
Curriculum Leader – Science	Ms Sonali Pendurkar/Ms Tania Burro
Curriculum Leader – Humanities	Mr Savio Roy
Curriculum Leader – Technology	Mr Shannon Groenendyk
Careers Team	Mrs Charmaine D'Souza / Mrs Leanne Wilson

WHAT INFORMATION IS IN THE MIDDLE YEARS HANDBOOK

The information provided in the Middle Years Handbook is included to provide future year 9 and 10 students an overview of the different pathway options that are available. The core and elective subjects prepare students for the wide variety of subjects and pathways that are offered as part of the Later Years.

The information provided is both written information, as well as a video recording of each subject/elective. As an additional support students and parent's/care-givers can contact the key staff contacts above or email coursecounselling@alkirasecondarycollege.com.au with their question that will be forwarded to the appropriate person for a timely response.

ACADEMIC PROGRESSION POLICY

Alkira Secondary College has a clear commitment to ensure that students perform to the best of their ability in an effective and stimulating learning environment. All students are required to meet the appropriate standards in Literacy and Numeracy before progressing to subsequent year levels. In return, all students are expected to demonstrate high degrees of application, attitude and participation.

Our promotions policy is a reflection of the total pastoral care of students, and seeks to support students through close monitoring and promotion of study and organisational skills. This is reflected in our statement of intent, to ensure the entitlements of every child.

Our aim is to support all students in meeting or surpassing their capacities in achievement and progress as per the Victorian Curriculum. A student may be deemed "at risk" by the significant teacher or a subject teacher when the student has failed to apply themselves satisfactorily to their academic studies in terms of application, attitude and or participation. Students have the opportunity to complete work they have either not submitted or received a non-satisfactory result for. They can do this through redemption sessions where support for students is also provided.

PROGRESSING IN YOUR PATHWAY – Important implications to consider

- In order to ensure success for students attempting either VCAL or VCE it is important that a student demonstrate both the capacity and commitment to undertake the curriculum at year 10 level.
- Students who are offered a VCAL/VCE place need to demonstrate a commitment to the program. This includes but is not limited to:
 - attendance - 90%
 - no breaches of the behaviour management policy
 - following the educational expectations of the college (i.e. in the submission of work).
- Students may not be able to undertake a VCE subject unless they have demonstrated that they are at the expected level (in that subject in year 10 according to their participation, application and attitude).
- Pathways counselling will be offered to students who are unable to meet these requirements
- Further detail regarding the college's progression requirements for the VCE and VCAL can be found with the VCE Student Handbook and VCAL Student Handbook.

CHOOSING MY FUTURE PATHWAY

Before you look at what subjects you are going to choose, it is really important that you consider what pathway you believe that you are going to be the most successful in. When you are contemplating what subjects to take, you should consider the following:

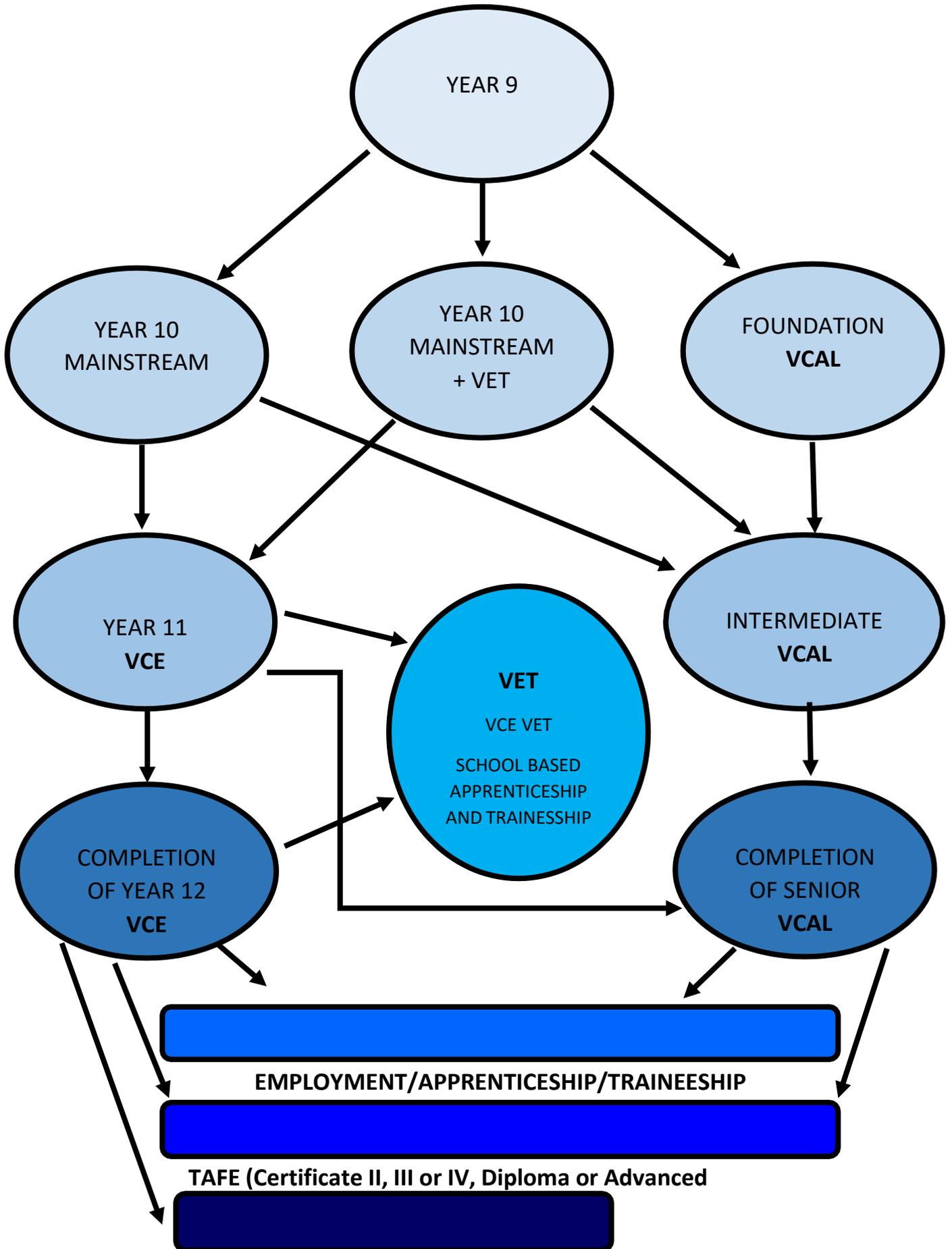
- What are my educational strengths and weaknesses?
- What are my skills and abilities?
- What do I like and dislike?
- Are the subjects I am considering in the best interests for me and my future pathway?
- What do I want to do when I finish school?

Students in Year 9 and 10 will participate in pathways education as part of their journey at Alkira Secondary College including Careers Quizzes, Career Action Plans and the Morrisby Test, as well as being supported by the Careers and Pathways team of the College.



Alkira
Secondary College

LEARNING PATHWAYS FLOWCHART



YEAR 9

CORE SUBJECTS INFORMATION

At Alkira Secondary College all students in Year 9 will undertake traditional CORE (compulsory) subjects including: English/EAL, Mathematics (General or Mathematics Masterclass), Science, Humanities, Chinese Language, and Health and Physical Education. Students will undertake a variety of different topics within these CORE subjects. There will be a focus on developing their capabilities in: critical and creative thinking, ethical behaviour, intercultural understanding and personal & social development. There is also a focus on STEM (Science, Technology, Engineering and Maths).

All core subjects require no subject levy to participate in however, all students are expected to have access to the appropriate resources for each class that they are undertaking (see Booklist information once made available).

The information that follows is an overview of what students in Year 9 should expect to participate in each of their core subjects.



Alkira
Secondary College

ENGLISH

RATIONALE:

English is structured around three interrelated dimensions; Reading and Writing, and Speaking and Listening. Students will continue to develop a variety of mainstream literacy skills, across the Victorian Curriculum, in their development towards becoming confident communicators, imaginative thinkers and informed citizens. Students will be expected to read, explore, analyse and discuss a range of contemporary and imaginative texts that explore personal, social, cultural and political issues of significance to their own lives and the global community. Students will also interpret and critique a wide range of informative and persuasive texts. Students will demonstrate the ability to write sustained and cohesive pieces that experiment with different language techniques and deal with complex issues.

SEMESTER 1:

Students will choose an 'Issues Focus' to explore and analyse issues central to that topic, including developing their own opinions and ideas. Their understanding will be further supported with study of a film text.

ISSUES FOCUS:

Unit:	The Gamer Life	The Active Life	The Just Life	The Online Life	The Natural Life
Overview:	Issues relating to the world of online gaming.	Issues relating to sport and fitness.	Current and historical social justice issues.	Issues regarding the online world and social media	Environmentalism and climate change.
Issues:	<ul style="list-style-type: none"> E-sports Mental Health Violence Reality vs Virtual Trolls and Harassment 	<ul style="list-style-type: none"> Transgender players in Sport Role Models Performance-enhancing drugs Racism in sport 	<ul style="list-style-type: none"> Homelessness Civil Rights Asylum Seekers Gender Equality Animal Rights 	<ul style="list-style-type: none"> Cyber Bullying Image Sharing Realism of Instagram Privacy and security 	<ul style="list-style-type: none"> Global Warming Sustainability Electric Cars Pollution Meat Industry

SEMESTER 2:

Students will choose a 'Genre Unit Focus' and explore a range of texts central that area. They will compare and contrast ideas, themes and issues within the written and film text, and develop a folio of creative writing.

GENRE UNIT FOCUS:

Genre:	Classic vs Modern	Sci-Fi	Dystopian	Horror	Fantasy
Overview:	Issues of prejudice and gangs in classic and modern texts.	Ideas of the future in science fiction texts.	Ideas of power in dystopian texts.	Ideas of fear and isolation in horror texts.	Ideas of the hero's journey in fantasy texts.
Core Texts:	<ul style="list-style-type: none"> The Outsiders Boyz n the Hood 	<ul style="list-style-type: none"> Ender's Game The Matrix 	<ul style="list-style-type: none"> The Interrogation of Ashala Wolf The Giver 	<ul style="list-style-type: none"> We Have Always Lived in the Castle Monster House 	<ul style="list-style-type: none"> Howl's Moving Castle Stardust

VIDEO EXPLANATION

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ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

RATIONALE:

English as an Additional Language (EAL) is structured around three interrelated dimensions; Reading and Viewing, Writing, and Speaking and Listening. Students will continue to develop a variety of mainstream literacy skills, across the Victorian Curriculum, in their development towards becoming confident communicators, imaginative thinkers and informed citizens. Students will be expected to read, explore, analyse and discuss a range of contemporary and imaginative texts that explore personal, social, cultural and political issues of significance to their own lives and the global community. Students will also interpret and critique a wide range of informative and persuasive texts. Students will demonstrate the ability to write sustained and cohesive pieces that experiment with different language techniques and deal with a range of issues.

EAL is offered to students who:

- come from a language background other than English
- speak a language other than English at home as their main language
- have been enrolled in an Australian school for less than five years

All EAL students will be required to take an EAL assessment as part of the enrolment process. The students who are working below level C 4.3 will be required to choose this core subject in replacement of the English core subject.

EAL SEMESTER 1:

Students will explore and analyse issues within an 'Issue Unit Focus'; including developing their own opinions and ideas which will be further supported by the studying of a text.

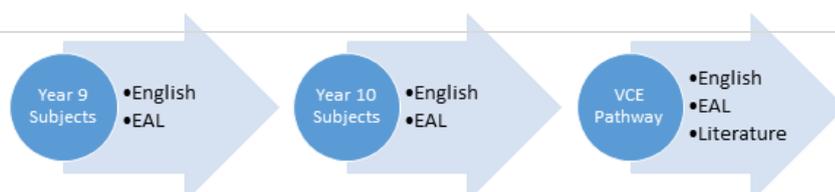
Overview:	This unit will explore issues of justice and will include the study of the text 'Remember the Titans'
Issues:	<ul style="list-style-type: none">• Racism and Prejudice• Leadership• Relationships• Power of friendship

EAL SEMESTER 2:

Students will explore a range of texts central to a 'Genre Unit Focus'; they will compare and contrast ideas, themes and issues within the written and film text, further developed with a folio of creative writing. There will be a strong focus on responding to spoken texts.

Overview:	This unit will explore ideas of prejudice, culture and equality.
Texts:	The Burnt Stick and Remember the Titans

FUTURE PATHWAYS:



GENERAL MATHEMATICS

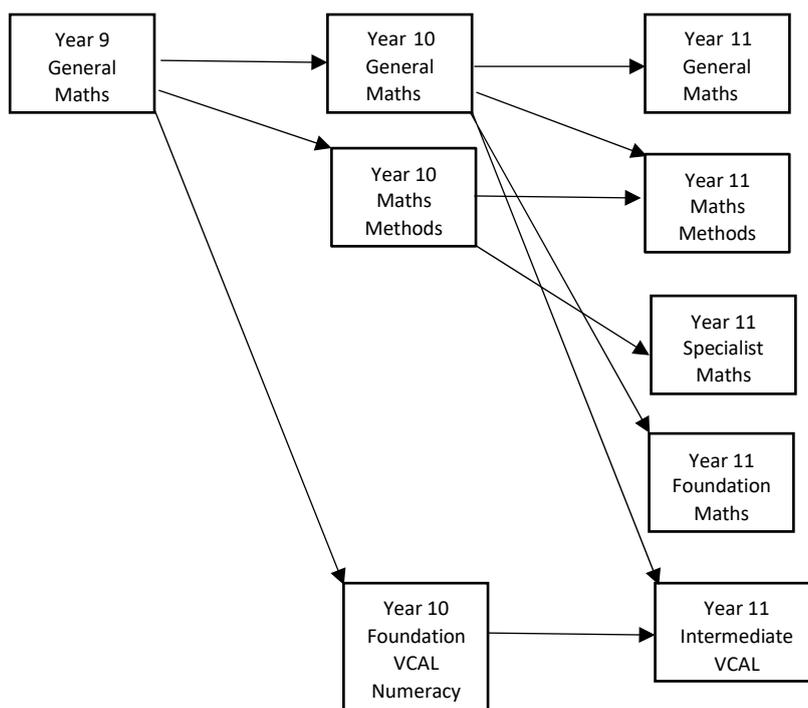
RATIONALE:

In Year 9 Mathematics, students develop Mathematical Understanding: knowledge of adaptable and transferable mathematical concepts and structures. Students are able to make connections between related concepts and progressively apply this knowledge to develop new ideas. Students develop Mathematical Fluency: skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students also develop Problem Solving & Reasoning: make choices, interpret, formulate, model and investigate problem situations, select and use technological functions and communicate solutions effectively. They can pose and solve problems, justify their conclusions by explaining their thinking, and transfer their learning from one context to another.

Topics covered include: Financial Maths, Algebra, Linear Relationships, Measurement, Probability, Non-Linear Relationships, Pythagoras Theorem, Trigonometry, Geometry and Statistics.

POSSIBLE FUTURE PATHWAYS

Student performance influences student pathways to higher level Mathematics. Students wanting to pursue a higher level Mathematics must attain an average of at least 75% or liaise with their current mathematics teacher in conjunction with the Head of Mathematics if the student has not satisfied the requirement.



Assessment

Formal assessment for students in Year 9 will be based on students' achievements on graded assessment tasks that could include topic tests, problem solving tasks and the semester examinations.

MATHEMATICS MASTERCLASS (Accelerated Class)

RATIONALE:

In Year 9 Mathematics, students in the Masterclass will be exposed to the Year 10 General Mathematics Curriculum. They will develop Mathematical Understanding: fluency, skills, problem solving and reasoning.

Students develop skills and strategies to formulate, and model practical situations involving algebra, measurement, ratios, solving problems involving trigonometry, geometry, probability, linear and non-linear relationships, and collecting data from secondary sources to investigate an issue.

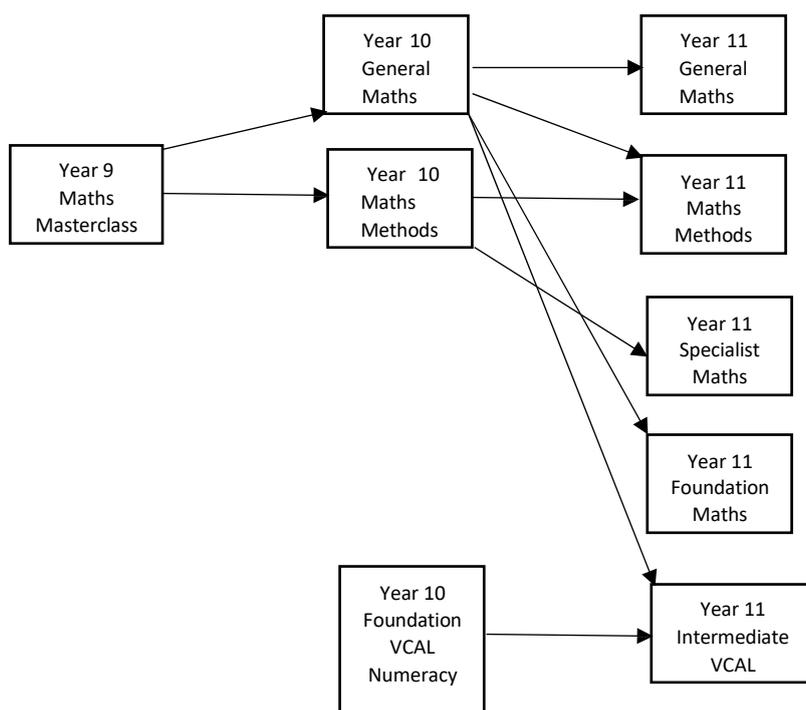
They will have the opportunity to work independently and in teams to solve problems in a variety of areas. Students will also be introduced to technologies available to assist in solving problems and presenting solutions.

It is a challenging Mathematics for students who already enjoy the subject and a mode of fast tracking to VCE. This Mathematics Masterclass provides a good foundation in organisation and problem solving skills needed for Year 10 Maths Methods to Year 11 Maths Methods Units 1&2.

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POSSIBLE FUTURE PATHWAYS:

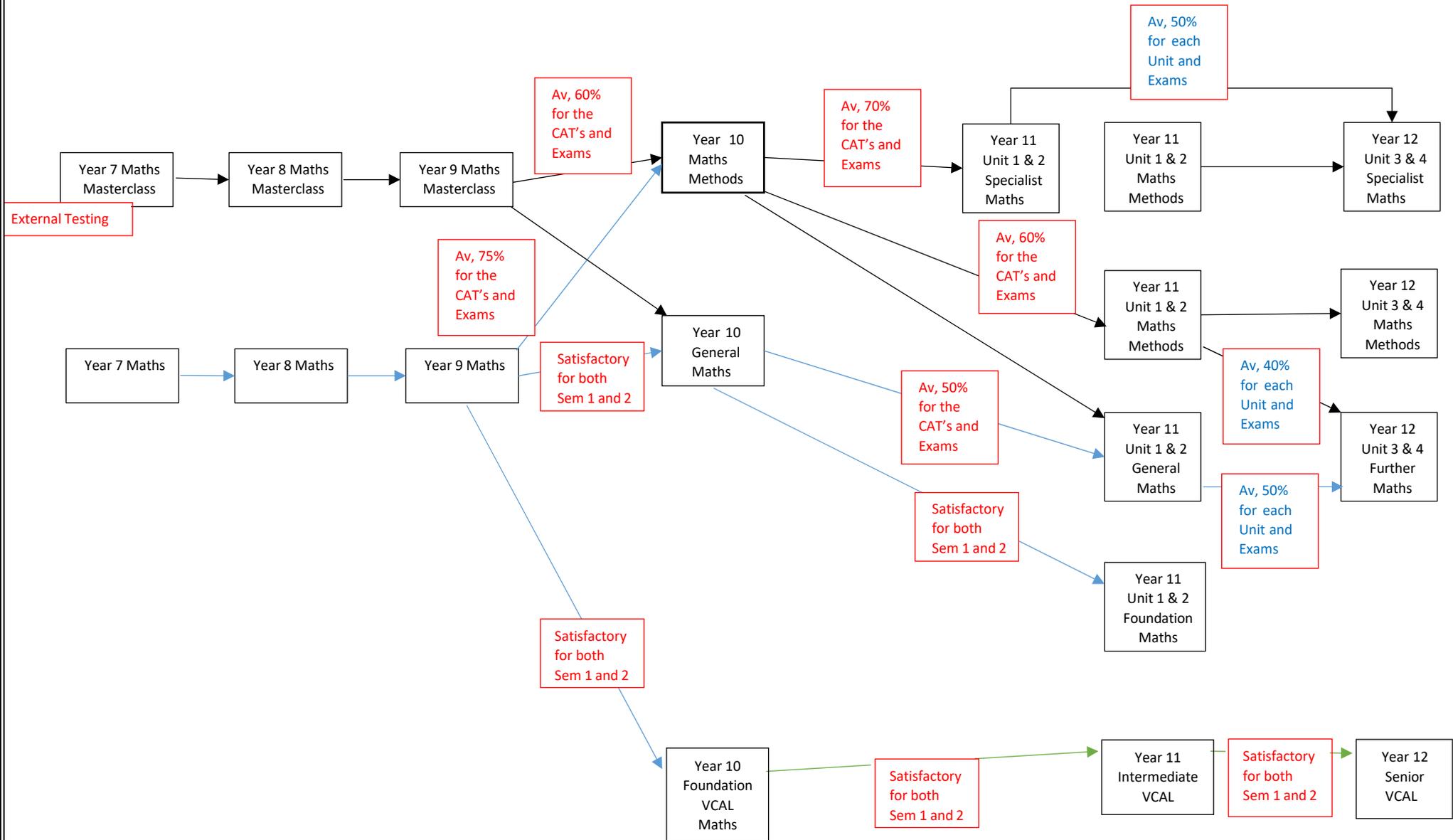
Students wanting to pursue a higher level Mathematics must liaise with their current mathematics teacher in conjunction with the Head of Mathematics and the VCE Co-ordinator.



Assessment

Formal assessment for students in Year 9 will be based on students' achievements on graded assessment tasks that could include topic tests, problem solving tasks and the semester examinations.

ALKIRA MATHEMATICS PATHWAYS FLOWCHART



HUMANITIES

RATIONALE:

In History, students explore the causes of WWI, significant places where Australian's fought and their perspectives and experiences in these places. Through the analysis of historical sources, students evaluate the impact of WWI on Australian society, politics and economy as well as the significance of Australian commemorations of war. Students also engage in a unit examining Australian parliament and political parties with a focus on Victorian politics and its potential impact on the local area. In Geography, students consider changes in the characteristics of places and the implications of these. They consider significant spatial distributions and patterns and evaluate their implications, and consider interconnections between and within places and changes resulting from these, over time and at different scales. In Economics and Business, students consider how the Australian economy is performing and the importance of its interactions and relationships with the Asia region and the global economy in achieving growth and prosperity. They also explore the relationship between economic performance and living standards as well as the reasons why these differ across regions within and between economies.

FUTURE PATHWAYS



HEALTH AND PHYSICAL EDUCATION

RATIONALE:

The Year 9 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing. Students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities. Students will cover health concepts related to sexual health, safe party practices, alcohol and drugs awareness, smart decision making and help seeking strategies.

FUTURE PATHWAYS:



SCIENCE

RATIONALE:

The Year 9 Science course aims to continue the development of: students' understanding of themselves, their world, and their universe; rational thought and the scientific method; and the research and experimental skills required to succeed in science. In Year 9, students study Physics (electricity and electromagnetism), Chemistry (atomic theory and chemical reactions), Earth Science (ecosystems and plate tectonics), and Biology (body coordination).

POSSIBLE FUTURE PATHWAYS:

When undertaken along with a Year 9 Science program:

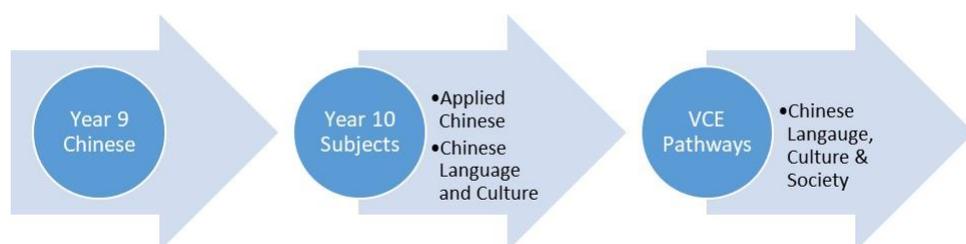


LANGUAGES – CHINESE

RATIONALE

Students will continue focusing on two learning strands: communicating in Chinese language and building Chinese language/culture awareness. They will further develop their four core linguistic skills in listening, speaking, reading and writing as well as their intercultural understanding of Chinese culture and society. Students will build their capacity to express and communicate ideas and experiences relating to dates, daily routines, location and clothing through the four core skills. Students will also demonstrate their cultural understanding through exploring the relevant cultural topics. At Year 9, students have the opportunity to participate in the Victorian Young Leaders to China Program (VYLCP) to extend their language ability and cultural understanding. (When international travel restrictions are in place, students may be offered an online exchange program with our sister school in Jiangsu.)

FUTURE PATHWAYS



ELECTIVE SUBJECTS INFORMATION – Year 9

On top of core subjects (mentioned above), students also get the opportunity to participate in elective based subjects that form part of either Arts, Technology or Health and Physical Education.

Mainstream Year 9 students complete three electives per Semester (on top of the core electives). They **MUST** choose 2 electives from Art and 2 electives from the Technology choices. Then with their other 2 selections they can choose from either Technology, Art or Health and Physical Education. Students also select 2 reserve choices.

If your child is in the Year 8 Sports Academy Program and continuing on in 2022 then they need to enter 1 from Art, 1 from Technology, 2 will be Sports Academy and the other 2 can be from any domain with 4 reserve choices (1 from Art, 1 from Technology and 2 from Any). If you are no longer interested in being part of the Sports Academy then you need have a conversation with Mr Constantinou.

ELECTIVE SUBJECT CHARGES

The charges to participate in an elective are currently being finalised. Once approved by College Council they will be made available through Compass Newsfeed and the College Website.

The subject levy is there to cover the costs associated with the program. Examples of what it is used for may include camps, excursions, incursions, classroom resources and more.

The subject levy must be paid to confirm enrolment in the subject.



Alkira
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ARTS ELECTIVES

PRINTMAKING AND PHOTOGRAPHY

RATIONALE:

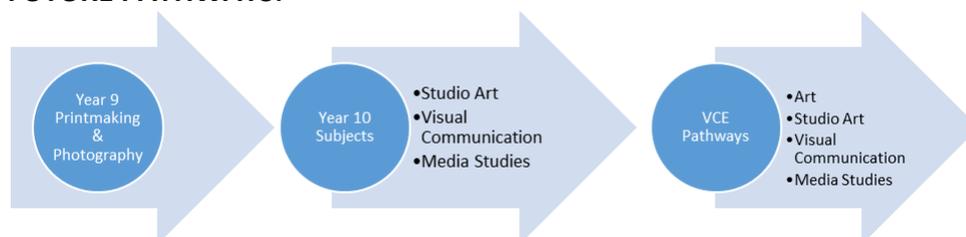
This Arts unit is designed to look at modern art, the surreal and the bizarre, igniting imagination and giving students the opportunity to enjoy making Art in both the Printmaking and Photography art practice.

Students will develop skills with traditional Printmaking techniques in dry point etching. Learning to reproduce unique artworks using the printing press. This course also covers a basic introduction to digital photography using an SLR Camera. Students will develop skills with photo composition rules and editing and manipulating techniques using Photoshop. Students will keep a Visual Diary with personal idea development and art appreciation.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



DRAWING AND PAINTING

RATIONALE:

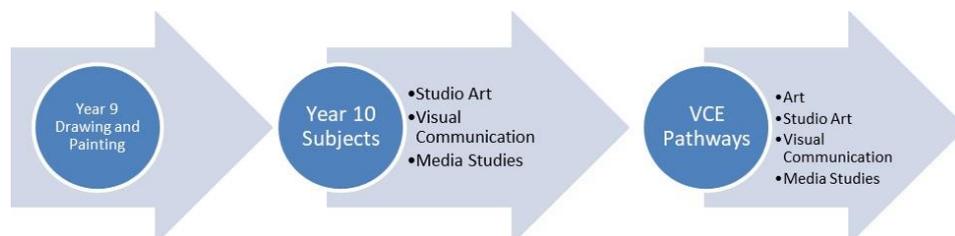
This Arts elective promotes a range of artistic experiences through studying inspirational imagery, classroom discussions and hands-on tasks in both painting and drawing art forms. Students will develop personal ideas and an understanding of sourcing inspiration, whilst experimenting with techniques using acrylic paint, still life painting, charcoal drawing and pencil rendering will also be covered. Students will develop an understanding on how to create 3 dimensional effects on a 2 dimensional surface and learn observational skills.

They will discover and explore artists and works of art by contemporary and traditional arts and attempt to create their own works of art.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



MEDIA

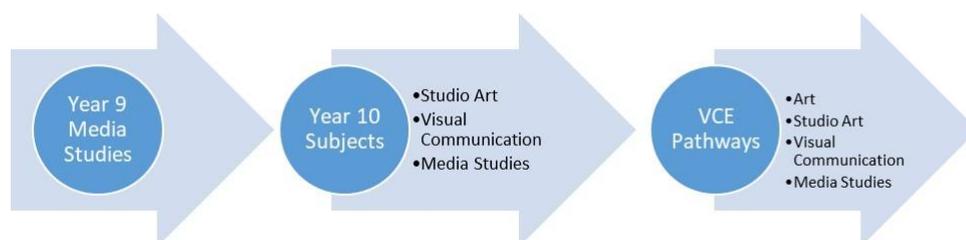
RATIONALE:

This Arts unit is designed to build on students' knowledge and understanding of a range of media forms such as print, animation and film. Students will explore the codes and conventions of film and apply them to creating their own short productions. Students will be introduced to Adobe Rush and develop their digital editing skills whilst creating their own magazines.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



SCULPTURE

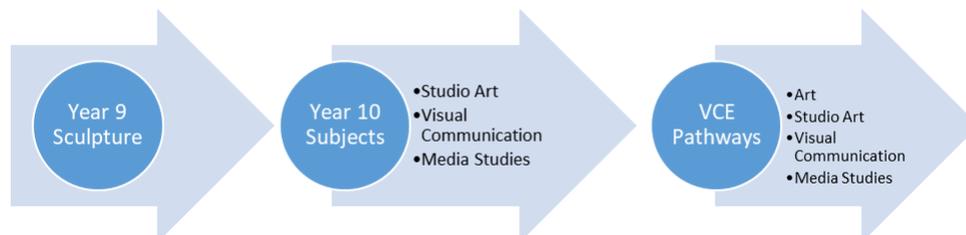
RATIONALE:

In this Art unit students work through a number of projects focussed on developing hand building, pottery on the electric wheel and slip casting. Students will work through a studio process to produce work on a range of themes. They will be encouraged to extend upon themes to reflect their own ideas and interests. Students will look at a range of artists and styles of art to help inspire their own work.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



VISUAL COMMUNICATIONS DESIGN

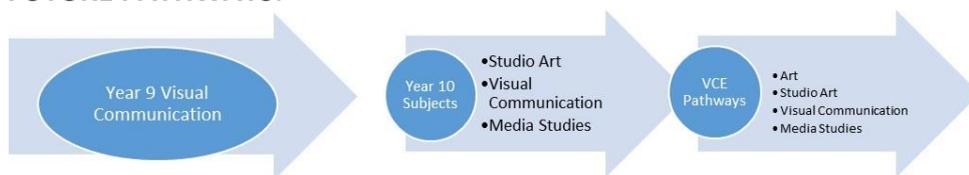
RATIONALE:

This Arts unit introduces students to a range of design concepts and industry skills within Communication, Environmental and Industrial Design. Students will develop skills in a range of these areas including drawing and rendering, illustration and digital design. Students will undertake practical and research based projects, and have the opportunity to use computer assisted drawing programs to develop their ideas and presentations. This is an exciting course as students have the opportunity to 'act as designers' in real design situations.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



DRAMA – From page to stage

RATIONALE:

Drama enables students to imagine and participate in exploration of their worlds, individually and collaboratively. In this 'Page to Stage' elective students will study an Australian play to investigate the culture and history of a particular time and place as represented by the play script. Students will develop a sense of inquiry and empathy by exploring the diversity of drama in the contemporary world and in other times, traditions, places and cultures.

In developing their performance practice, students actively use body, gesture, movement, voice and language, taking on roles to explore and depict real and imagined worlds. They create, rehearse, perform and respond using the elements and conventions of drama and emerging and existing technologies available to them. Part of the work of theatre makers is to present to an audience and there will be a performance of selected elements of the play being studied that will be performed for our community audience.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



DRAMA - Stagecraft

RATIONALE:

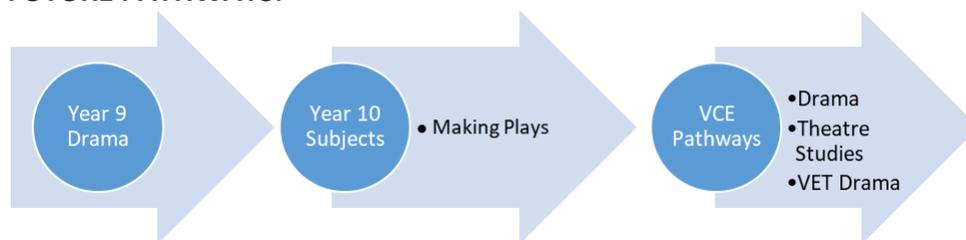
Stagecraft is the supporting work in which live performances flourish. In a stagecraft elective students will learn about the technical equipment used in performances, including how to set up equipment for a band and how theatre lights and sound systems operate, and discover the range of behind-the-scenes activities that support a successful live performance.

This elective uses the design process to guide students to develop their ideas for the sets and costumes for a selected play. This design work forms the major assessment project for this elective. As for Drama training, students will explore personal, cultural, and social worlds with a range of drama skills, to delve into the physical expression of a character and use that knowledge to create the external world of those characters. This elective encourages students to use their imagination and ground their original ideas into their set design. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



MUSIC

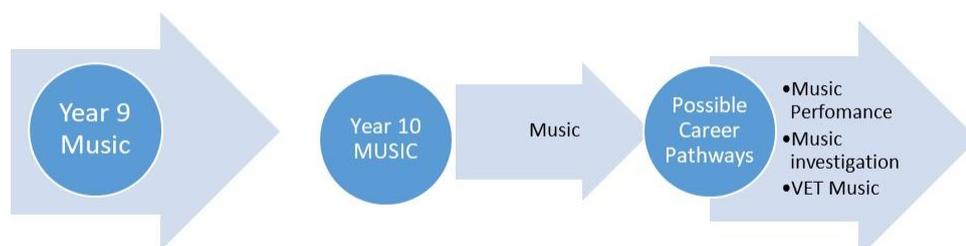
RATIONALE:

In year 9 Music, students are introduced to traditional music notation as well as the elements of music. They are exposed to a variety of music from different cultures and genres and are asked to respond using appropriate musical terminology. They continue to improve their practical skills by forming ensemble groups, creating a set list and arranging performance opportunities.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



HEALTH AND PHYSICAL EDUCATION ELECTIVES

COACHING AND UMPIRING

RATIONALE:

This practical and theoretical based elective will give students the opportunity to explore the areas of sports coaching and umpiring. Students will investigate the roles of coaches and umpires, styles of coaching, how to cater for individual athletes and professional standards. They will learn how to safely conduct a coaching session, ensuring fun, learning and maximum participation through games and activities. Students will learn a range of communication skills and behaviour management strategies to help participants learn basic skills and tactics. Students will learn about the requirements of officiating, and review their own performance after a competition. Students will participate in a variety of coaching and umpiring incursions and excursions. They will have the opportunity to complete a variety of nationally accredited community and/or level 1 coaching and umpiring courses.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



OUTDOOR EDUCATION

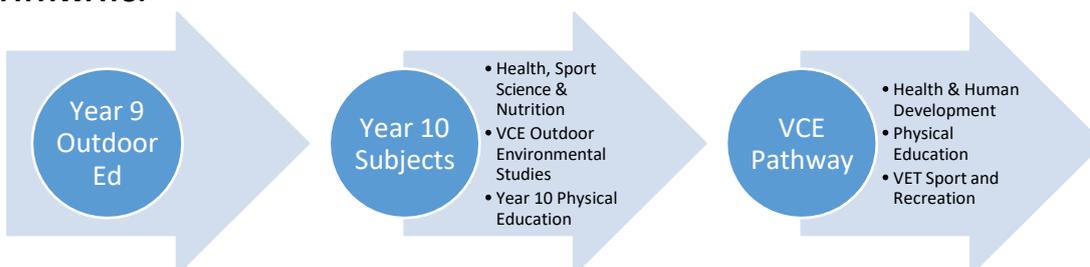
RATIONALE:

Students will be challenged in a variety of outdoor adventures which may include cycling, orienteering, bushwalking, camping, first aid and water based activities. Students will also develop skills in the areas of bush safety, communication, team work and leadership. Through participation in these practical activities, students will develop a greater understanding and appreciation of the environment. Students will demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



MIND, BODY, SPIRIT

RATIONALE:

This elective explores the idea of self and focuses on promoting health and wellbeing. Students may be exposed to some alternative forms of physical activity including dance, aerobics and yoga, as well as some wellbeing strategies like meditation, relaxation and basic nutrition. This elective would suit individuals who prefer non-traditional physical fitness activities and aims to promote healthy lifestyles through participation in movement and alternative practices. Students will analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. Students will access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community. They will propose and evaluate interventions to improve fitness and physical activity levels in their communities. Students will compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



Alkira
Secondary College

TECHNOLOGY ELECTIVES

BAKING AND PATISSERIE

RATIONALE:

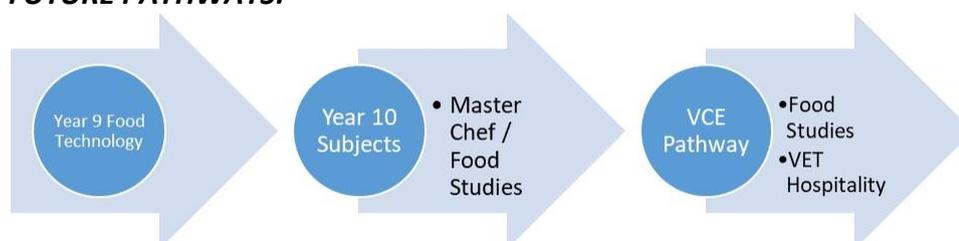
Love cooking and consider yourself the next Adriano Zumbo or Stephanie Alexander? In this baking and patisserie elective students will build on skills learnt in previous years, as well as build on skills in baking bread, pastry and cake making/decorating.

This elective provides students with the opportunity to develop skills in the area of Food Technology and cultivate a passion for cooking. Students investigate, design, produce and evaluate food through production tasks and students are required to reflect on their learning, documenting their experiences in a variety of forms. Students are then encouraged to experiment with different cooking methods, food types and tastes, to produce food for different markets and situations.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



WORLD OF FOOD

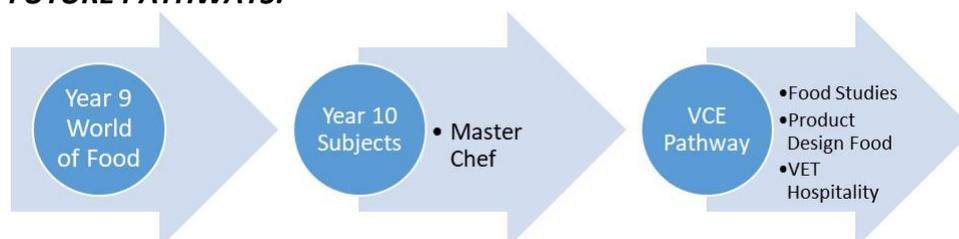
RATIONALE:

World of Food will provide opportunities for students to study and develop skills in the area of Food Technology through international cuisine. Course outcomes will be achieved through a series of design briefs allowing students to investigate, design, produce and evaluate food products of interest to them. The emphasis is on increasing awareness of ingredients and the methods of cookery used to produce international dishes. Students may cook dishes such as churros or paella from Spain, Pad Thai from Thailand, or garlic snails from France. World of Food provides students with the grounding that could lead to further studies in VCE Food Studies.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



COMPUTER ASSISTED DESIGN (CAD)

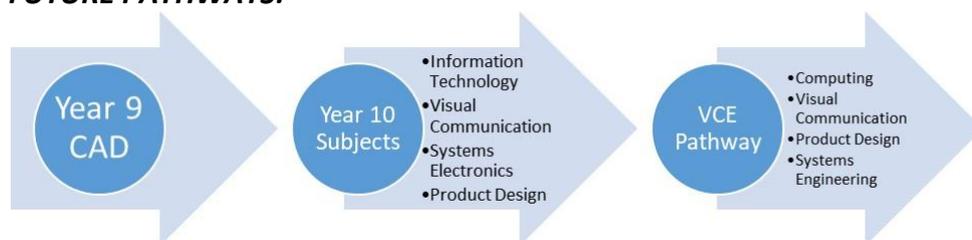
RATIONALE:

Computer Assisted Design (CAD) uses computer and technological systems to create innovative solutions for a particular design brief. The subject instils into students on how powerful it is to obtain knowledge of design thinking and technological processes to solve problems created by our ever changing society. Students are given the opportunities to explore the fundamental skills of design development, visualisations, technical 3-D modelling using TinkerCAD software and product manufacturing (i.e. 3-D printing of a Solar Battery Charger). They will also be introduced to the economic, environmental and social factors that impacts the suitability of a designed solution.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



INFORMATION TECHNOLOGY / DIGITAL TECHNOLOGY

RATIONALE:

In this unit, students explain the control and management of networked digital systems. Students explain simple data compression, and why content data are separated from presentation. They take account of privacy and security requirements when selecting and validating data. Students share online, establishing protocols for the legal and safe use, transmission and maintenance of data and projects. Students define and decompose problems in terms of functional requirements. They design and evaluate user experiences and common algorithms, and develop an object-oriented program. Students evaluate their solutions and information systems in terms of risk and sustainability.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



PRODUCT DESIGN - WOOD

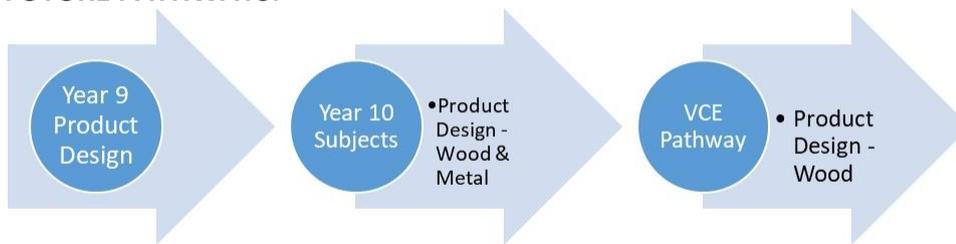
RATIONALE:

Year 9 Product Design Woodwork aims to further develop the initial skills and prior knowledge obtained by students from Years 7 & 8 level. There are opportunities for students to lead the design process and to design products influenced by their own constraints and considerations. There is a high emphasis placed on the construction techniques, and the skill levels that they are executing.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



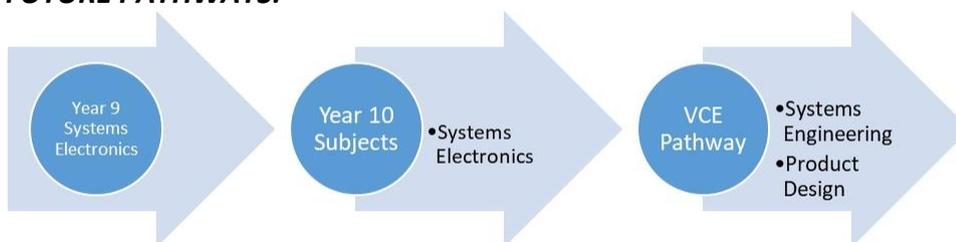
SYSTEMS ELECTRONICS

RATIONALE:

Students will examine the design process before moving on to constructing either a remote-controlled model car or a small sound system (Stereo) which will also contain remote control using the well-known programmable *Picaxe* microcontroller at its core. Students will manufacture the printed circuit board, solder all the board's components and also use hand tools and the drill press to assemble the project. They will learn to code the microcontroller to control the sound system's behaviour.

VIDEO EXPLANATION

FUTURE PATHWAYS:



YEAR 9 SUBJECT SUMMARY TABLE

CORE SUBJECTS

Students must undertake the core subjects listed below

- English/EAL
- General Maths or Maths Methods
- Health and Physical Education
- Humanities
- Language – Chinese
- Science

ELECTIVE SUBJECTS

Students complete three electives per Semester (on top of the core electives). They **MUST** choose 2 electives from Art and 2 electives from the Technology choices. Then with their other 2 selections they can choose from either Technology, Art or Health and Physical Education. Students also select 2 reserve choices.

DOMAIN	ELECTIVES	
ARTS	Drawing and Painting	Media Studies
	Printmaking and Photography	Sculpture
	Visual Communication Design	Music
	Drama – From Page to Stage	Drama – Stagecraft
TECHNOLOGY	Baking and Patisserie	Computer Assisted Design (CAD)
	World of Food	Information Technology / Digital Technology
	Product Design – Wood	Systems Electronics
HEALTH AND PHYSICAL EDUCATION	Coaching and Umpiring	Outdoor Education
	Mind, Body, Spirit	Sports Academy (select entry)

SELECTING A YEAR 9 COURSE

COURSE SELECTION PLANNING FORM 2022

The below template can be used to assist Year 9 students with planning your course for 2022 before you enter your subject preferences online.

A reminder that students must select a total of 10 electives that meets the requirements below: -

2 from the Arts	2 from either the Arts, Technology or Health and Physical Education		
2 from Technology	4 reserve choices		
NAME:			
HOME GROUP: 9			
Please circle one of:	ENGLISH	EAL	MASTERCLASS

For the below information you need to refer to the Year 9 English section of this handbook. This is where you will find the information regarding “issues” and “genres”. Students will be enrolled in English classes based on their preferences. They should pick their issues and genres based on their interests and not of their peers. Students will not be able to change once they make their decision so think carefully. EAL and masterclass students are not required to enter preferences for issues and genres and as such can leave this table blank

ENGLISH	FIRST PREFERENCE	SECOND PREFERENCE	THIRD PREFERENCE
SEMESTER ONE: ISSUES			
SEMESTER TWO: GENRE			

Enter your preferences for your elective based subjects below and the subject levy amount

LEARNING AREA	PREFERENCE
ARTS	1 -
	2 -
TECHNOLOGY	1 -
	2 -
ANY	1 -
	2 -
RESERVE	1 -
	2 -
	3 -
	4 -

SPORTS ACADEMY: SELECTING A YEAR 9 COURSE **- COURSE SELECTION PLANNING FORM 2022**

The below template can be used to assist Year 9 students continuing with the Sports Academy in 2022 with planning your course before you enter your subject preferences online.

1 from the Arts	2 will be Sports Academy
1 from Technology	2 from any Domain
4 reserve choices (1 Art, 1 Technology and 2 Any)	

NAME:	HOME GROUP: 9
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Please circle one of:	ENGLISH	EAL	MASTERCLASS
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For the below information you need to refer to the Year 9 English section of this handbook. This is where you will find the information regarding “issues” and “genres”. Students will be enrolled in English classes based on their preferences. They should pick their issues and genres based on their interests and not of their peers. Students will not be able to change once they make their decision so think carefully.

ENGLISH	FIRST PREFERENCE	SECOND PREFERENCE	THIRD PREFERENCE
SEMESTER ONE: ISSUES			
SEMESTER TWO: GENRE			

Enter your preferences for your elective based subjects below and the subject levy amount

LEARNING AREA	PREFERENCE
ARTS	
RESERVE Art	
TECHNOLOGY	
RESERVE Technology	
SPORTS ACADEMY	SPORTS ACADEMY (semester 1)
	SPORTS ACADEMY (semester 2)
ANY	
RESERVE Any	

YEAR 10

Students in Year 10 at Alkira have three pathway options available to them as per the Learning Pathways Flowchart found at the beginning of the Middle Years handbook.

Students can choose either: -

1. Mainstream Year 10
2. Mainstream Year 10 with school based VET
3. Foundation VCAL

CORE SUBJECTS INFORMATION

At Alkira Secondary College all students in Year 10 will undertake traditional CORE (compulsory) subjects including: English/EAL, Mathematics (General or Advanced Masterclass), Science and Humanities. Students undertake a variety of different topics within these CORE subjects. There will be a focus on developing their capabilities in: critical and creative thinking, ethical behaviour, intercultural understanding and personal & social development. There is also a focus on STEM (Science, Technology, Engineering and Maths).

There are also other options for students in Year 10 that will be listed below the Foundation VCAL information.

All core subjects require no subject levy to participate in however, all students are expected to have access to the appropriate resources for each class that they are undertaking (see Booklist information once made available).

Alkira Secondary College reserves the right to withdraw electives if there is insufficient demand. Please be aware that whilst we make every attempt to accommodate student primary options, the College does not guarantee that a class will run with a size of less than 10 – 15 students.



Alkira
Secondary College

ENGLISH

RATIONALE:

English is structured around three interrelated dimensions; Reading, Writing and Speaking and Listening. Students will continue to develop a variety of mainstream literacy skills, across the Victorian Curriculum, in their development towards becoming confident communicators, imaginative thinkers and informed citizens. Students will be expected to read, explore, analyse and discuss a range of contemporary and imaginative texts that explore personal, social, cultural and political issues of significance to their own lives and the global community. Students will also interpret and critique a wide range of informative and persuasive texts. Students will demonstrate the ability to write sustained and cohesive pieces that experiment with different language techniques and deal with complex issues. *Students must be at least at the standard in English if they wish to accelerate a VET or VCE subject in Year 10.*

Year 10 YEAR Overview:

Term:	1	2	3	4
Overview	Analysing and Reading Texts	Analysing texts, arguments & language	Reading, Analysing and Comparing Texts	Reading and Creating Texts
Texts:	Romeo and Juliet		12 Angry Men	

VIDEO EXPLANATION

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FUTURE PATHWAYS:



ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

RATIONALE:

English as an Additional Language (EAL) is structured around three interrelated dimensions; Reading and Viewing, Writing, and Speaking and Listening. Students will continue to develop a variety of mainstream literacy skills, across the Victorian Curriculum, in their development towards becoming confident communicators, imaginative thinkers and informed citizens. Students will be expected to read, explore, analyse and discuss a range of contemporary and imaginative texts that explore personal, social, cultural and political issues of significance to their own lives and the global community. Students will also interpret and critique a wide range of informative and persuasive texts. Students will demonstrate the ability to write sustained and cohesive pieces that experiment with different language techniques and deal with a range of issues.

EAL is offered to students who:

- come from a language background other than English
- speak a language other than English at home as their main language
- have been enrolled in an Australian school for less than five years

All EAL students will be required to take an EAL assessment as part of the enrolment process. The students who are working below S4.3 will be required to choose this core subject in replacement of the English core subject.

OVERVIEW:

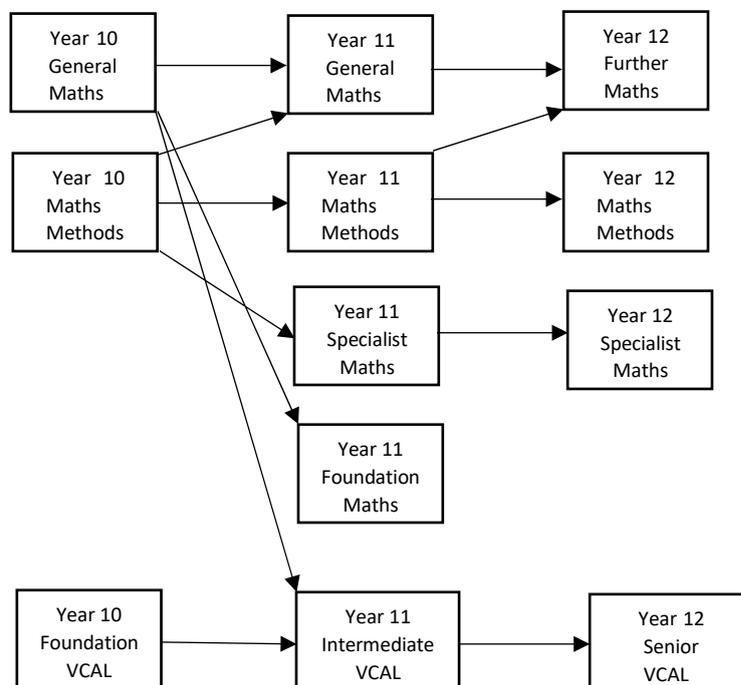
Term:	1	2	3	4
Overview	Analysing and Reading Texts	Analysing texts, arguments & language	Reading and Comparing Texts	Creating and Responding to Texts
Texts:	Of Mice and Men		The Outsiders Slumdog Millionaire	

FUTURE PATHWAYS:



MATHEMATICS OVERVIEW

Mathematics provides students with access to important mathematical ideas, knowledge and skills, as well as the basis on which further study and research in mathematics and applications in many other fields are built. At year 10, mathematics courses are designed to prepare students for the demands of the VCE mathematics subjects.



In year 10 there are 2 courses of study available:

GENERAL MATHEMATICS

Based on teacher recommendation, some students may be given the option of studying a course that covers Level 10 only of the Victorian Curriculum. This course allows a pathway to study VCE General Mathematics in year 11 or VCE Further Mathematics in year 12. This is not a suitable course for students who wish to have the option of studying VCE Mathematical Methods and VCE Specialist Mathematics subjects.

RATIONALE:

In Year 10 General Mathematics, students develop Mathematical Understanding: knowledge of adaptable and transferable mathematical concepts and structures. Students are able to make connections between related concepts and progressively apply this knowledge to develop new ideas. Students develop Mathematical Fluency: skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. Students also develop Problem Solving & Reasoning: make choices, interpret, formulate, model and investigate problem situations, select and use technological functions and communicate solutions effectively. They can pose and solve problems, justify their conclusions by explaining their thinking, and transfer their learning from one context to another.

Topics covered include: Financial Maths, Algebra, Measurement, Linear Relationships, Probability, Non-Linear Relationships, Geometry, Trigonometry and Statistics.

VIDEO EXPLANATION

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MATHEMATICS METHODS

The students in Year 10 Maths Methods study a combined course of Levels 10 and 10A of the Victorian Curriculum. This course is a compulsory pre-requisite for students wishing to have the option to study VCE Mathematical Methods and VCE Specialist Mathematics in years 11 and 12.

RATIONALE:

In Year 10 Mathematics Methods students are challenged to expand further on the Year 10/10A curriculum mathematical skills, knowledge and understandings. The use of the CASIO Classpad II Calculator will be embedded in most units of work focusing on challenging each student's problem solving in mathematics. Students will be moving at an increased pace in order to cover additional topics and cater to an in-depth understanding of each. As this program is aimed at further challenging and extending, student's skills, knowledge and understandings, the workload will be far more demanding than Year 10 General Mathematics.

Year 10 Mathematics Methods will prepare students for Year 11 Mathematical Methods and/or Specialist Mathematics at VCE Units 1&2 level. Topics to be covered will include Algebra, Measurement, Trigonometry, Linear Relationships, Geometry, Non-Linear Relationships, Polynomials, Probability and Real Numbers. The course will require students to be proficient in Algebra and demonstrate abilities to complete Algebra and Linear Graphs with and without the use of a calculator.

VIDEO EXPLANATION

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HUMANITIES – Includes History and Geography

HISTORY RATIONALE:

In History, students examine the causes of World War II in Europe from the Treaty of Versailles to the expansion of Nazi Germany. They explore Australia's role in the global conflict through events like the Kokoda campaign and analyse the impact of WWII on Australian society, culture, economy and politics. Students also examine the significance of the Universal Declaration of Human Rights and its impact on the American and Australian Civil Rights movements. Lastly, they conduct an historical inquiry on a significant event, movement or individual in the struggle for Aboriginal and Torres Strait Islander rights and freedoms in the Twentieth Century.

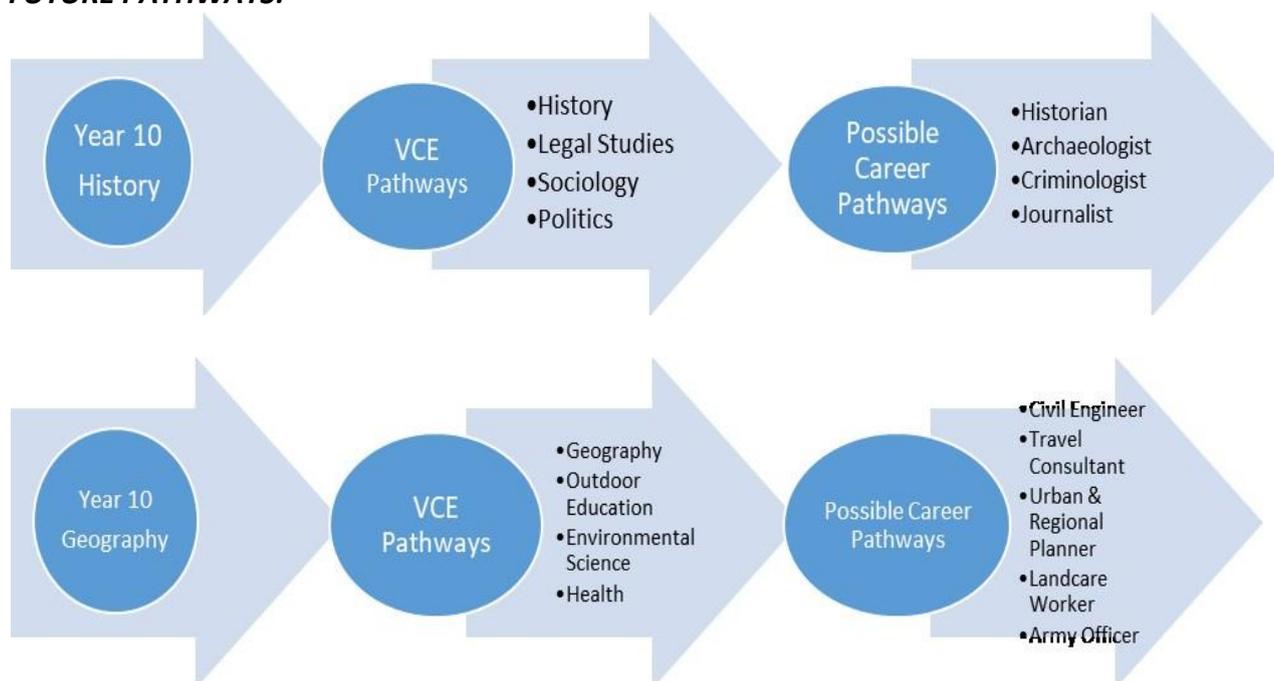
GEOGRAPHY RATIONALE:

In Geography, students begin their studies of physical Geography through environmental change and management. They explore the natural and human changes which occur in the different types of environments on Earth, with a specific focus on coastal environments. Students apply their understanding of coastal processes such as erosion and deposition, the impacts of these and their management through fieldwork conducted in the coastal region of Inverloch, VIC. Finally, students look at Human Geography through the lens of human wellbeing. Students investigate human development and wellbeing on a range of different scales, looking specifically at human population, inequality and issues related to natural and built resource management.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



SCIENCE

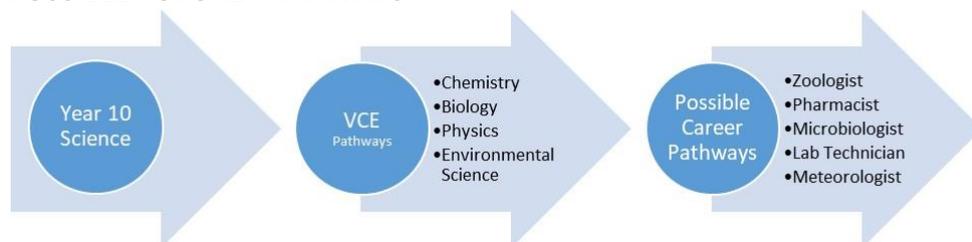
RATIONALE:

The Year 10 Science course aims to continue the development of: students' understanding of themselves, their world, and their universe; rational thought and the scientific method; and the skills and conceptual understanding required for success in science subjects at VCE level. In Year 10, students study: Physics (force and motion), Chemistry (the periodic table and chemical reactions), Biology (genetics and evolution).

VIDEO EXPLANATION

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POSSIBLE FUTURE PATHWAYS:



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ELECTIVE SUBJECTS INFORMATION – Year 10

On top of core subjects (mentioned above), students also get the opportunity to participate in elective based subjects that form part of either Arts, Technology, Health and Physical Education, Humanities, Languages (Chinese) and Science.

Students complete two electives per Semester (on top of the core electives). They can choose **ANY 4** electives from the list. Students are also required to select 2 reserve choices.

ELECTIVE SUBJECT CHARGES

The charges to participate in an elective are currently being finalised and pending approval from College Council will be made available at a later date through Compass Newsfeed and the College Website.

The subject levy is there to cover the costs associated with the program. Examples of what it is used for may include camps, excursions, incursions, etc.

The subject levy must be paid to confirm enrolment in the subject.



Alkira
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ARTS ELECTIVES

DRAMA – MAKING PLAYS

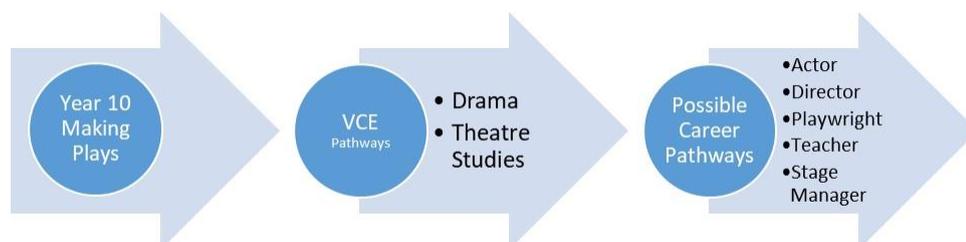
RATIONALE:

Drama is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Like all art forms, drama has the capacity to engage, inspire and enrich all students, excite the imagination and encourage students to reach their creative and expressive potential. In this 'Making Plays' elective students will learn the process for devising original performance works by using a series of playmaking techniques and working from stimulus material. They will learn about and use expressive skills, performance skills, dramatic elements and theatre conventions as defined by VCAA. Through role and dramatic action students explore, imagine and take risks to communicate ideas, experiences and stories. This subject offers students excellent preparation for a course of VCE Drama study however students looking to develop their personal presentation and performance abilities will learn to think, move, speak, and act with confidence. In making and staging drama they learn how to be focused, innovative and resourceful, and collaborate and take on responsibilities for drama presentations.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



MUSIC

RATIONALE:

Students develop their practical performance skills, compositional skills and theoretical knowledge during this unit. Students will develop their understanding of lyric writing as well as their theoretical understanding of song structure and design. Students will work to analyse different pieces of music and evaluate how the influence their own music making.

NOTE: It is expected that students will have access to some form of device during the unit. Access to, and an ability to play an instrument would be an advantage but is not a requirement.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



MEDIA

RATIONALE:

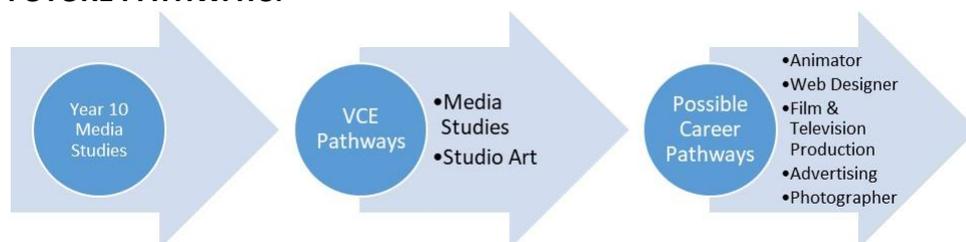
This Arts unit is designed to build on students' knowledge and understanding of a range of media forms such as print, film and television. Students investigate and analyse representations in popular media. Students analyse the use of production elements in a film, work collaboratively to plan and create a video representation, and critically examine representations of stereotypes in the media.

NOTE: BYOD recommendations for this subject are that students must have a laptop with the ability to run programs from the Adobe suite. Relevant Adobe programs will be provided by the school (Photoshop, illustrator etc.)

VIDEO EXPLANATION

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FUTURE PATHWAYS:



PHOTOGRAPHY

RATIONALE:

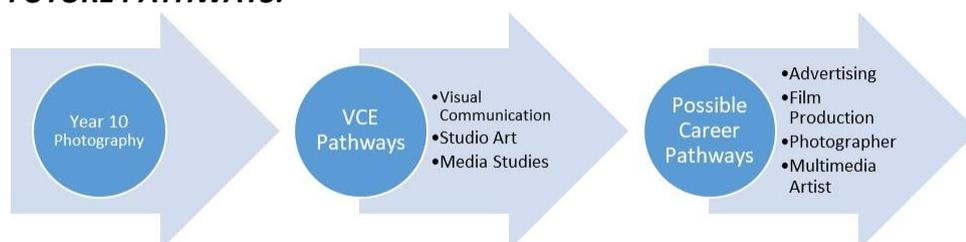
This subject introduces students to a range of photographic practices, both historical and contemporary. Students will develop their own artworks based on a range of themes and starting points, and will be encouraged to develop a personal photographic style. Students will look to other artists such as commercial and fine art photographers for inspiration and will learn about some of the key 20th century art movements, and the role photography has played in those movements. They will also analyse works of traditional and contemporary photographic practice, and reflect upon and evaluate their own work. Students will develop a range of ideas in response to a given theme or topic, explore and use a digital camera to create artworks. Students will study specific digital photography editing techniques using industry-standard software

NOTE: BYOD recommendations for this subject are that students must have a laptop with the ability to run programs from the Adobe suite. Relevant Adobe programs will be provided by the school (Photoshop, illustrator etc.)

VIDEO EXPLANATION

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FUTURE PATHWAYS:



STUDIO ART

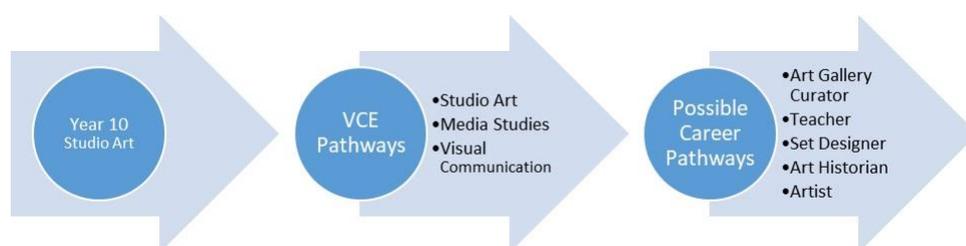
RATIONALE:

In Year 10 Studio Art students are introduced to a variety of art materials and techniques through the art practice of drawing, painting and sculpture. Students will build up a folio of work as well as accompanying development work in the form of a visual art diary. There is an emphasis on exploring new techniques to express individual ideas and themes through art making. Students will look at a range of art styles to complement the themes that are explored and the materials and techniques used in the practical assignments. The study of past and present artists and their art practice will be enhanced through an art excursion.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



VISUAL COMMUNICATION DESIGN

RATIONALE:

This Arts unit of study introduces students to the three areas of Visual Communication Design: Graphic design concepts that explore the communication of ideas and information through visual imagery. Environmental: Interior and exterior design exploring live spaces. Industrial: Product design explores concepts for manufacturing. Students will develop skills in a range of areas including drawing and rendering, illustration and digital design. Students will undertake practical and research based projects, and have the opportunity to use computer assisted drawing programs to develop their ideas and presentations.

NOTE: BYOD recommendations for this subject are that students must have a laptop with the ability to run programs from the Adobe suite. Relevant Adobe programs will be provided by the school (Photoshop, illustrator etc.)

VIDEO EXPLANATION

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FUTURE PATHWAYS:



HEALTH AND PHYSICAL EDUCATION

ELECTIVES

PHYSICAL EDUCATION

RATIONALE:

This highly practical subject gives students an opportunity to further develop game sense and skill application across a number of sports. Students will work with their peers to learn specific aspects of a chosen sport and develop, implement and evaluate movement concepts and strategies for successful outcomes. Year 10 Physical Education will enable students to demonstrate leadership and collaboration skills when working in groups or teams which will require them to be coaches, referees, statisticians and active players all within small weekly/fortnightly sporting competitions.

Students will also be required to make contributions to healthy and active communities. Part of this will initially involve student critiquing behaviours and contextual factors that influence the health and wellbeing of their communities. After analysis of these behaviours and factors, students will involve themselves in planning a creative intervention that promotes their own and others' connection to community and natural and built environment.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



HEALTH, SPORTS SCIENCE AND NUTRITION

RATIONALE:

This highly theoretical and practical based subject will equip students with the necessary knowledge in the field of anatomy, biomechanics, sports injuries, training methods and principals, gym safety, sports psychology, energy systems and acute/chronic physiological adaptations to exercise. Students will undertake weekly tutorials, labs, and assessment tasks are varied and engaging. Students will visit the VIS as part of this course, and gain an understanding of the practical applications of Sports Scientists. Students will develop an understanding of individual human development (physical, social, emotional and intellectual) that occurs through the lifespan stages. Students will critically examine health and human development from an individual, a community, a national and a global perspective and identify develop and evaluate behaviours and strategies that promote health and human development

VIDEO EXPLANATION

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FUTURE PATHWAYS:



VCE OUTDOOR and ENVIRONMENTAL STUDIES

To minimise the disruption to year 12, it is recommended that students complete Unit 1 and 2 as part of their year 10 curriculum and then complete units 3 and 4 as part of VCE Year 11. This is due to the extra requirements of the subject including camps, excursions and activities that are involved in the program. Be mindful that this is a VCE subject and a student's knowledge should be "at-standard" or higher in English and Health and Physical Education.

RATIONALE:

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' covers environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between outdoor environments and humans. Outdoor experiences suited to this study are: a range of guided activities in areas such as farms, mining/ logging sites, interpretation centres, coastal areas, rivers, mountains, bushland, forests, urban parks, and state or national parks. Activities undertaken could include bushwalking, cross-country skiing, canoe touring, cycle touring, conservation and restoration activities, marine exploration, and participation in community projects. Outdoor experiences that use weapons or motorised devices to replace human effort are not suitable for this study.

Unit 1: Exploring Outdoor Experiences

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments. Through outdoor experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments. Students understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

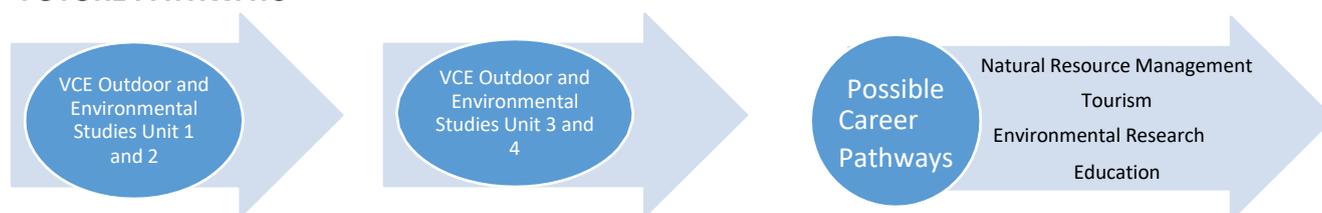
Unit 2: Discovering outdoor environments

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments. In this unit students study the impact of nature on humans, and the ecological, social and economic implications of the impact of humans on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. Students examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention. They develop the practical skills required to minimise the impact of humans on outdoor environments. Through practical experiences students are able to make comparisons between and to reflect upon outdoor environments, as well as to develop theoretical knowledge about natural environments.

VIDEO EXPLANATION

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FUTURE PATHWAYS



HUMANITIES ELECTIVES

BUSINESS, MONEY AND ME

RATIONALE:

This unit will introduce students to a range of financial and business skills, which will lay the foundation for their successful participation in society as young adults. It introduces aspects of entrepreneurship and the running of a small business, as well as helping students plan for their future in regards to saving, investing and spending money. Students will consider a range of issues surrounding banking, financial record keeping, budgeting, applying for and managing credit, paying tax and superannuation.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



CRIME AND DEVIANCE

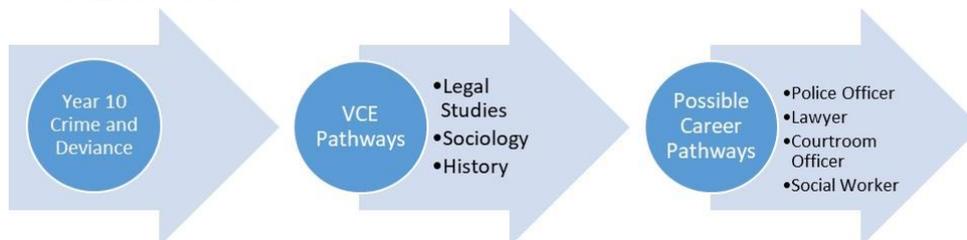
RATIONALE:

This subject will allow student to investigate the world of crime and deviance through the 'lens' of the law and society. Students will study topics such as Criminal Law and Civil Law within the Justice System. These will be explored in relation to class, gender, ethnicity, power and culture. Students will gain an understanding of how actions have consequence and how these are dealt with either within the legal system and impact on the social system. This combination of subjects will allow students to examine the differences in how people live, think and feel within crime and deviance.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



HISTORY HOLOCAUST

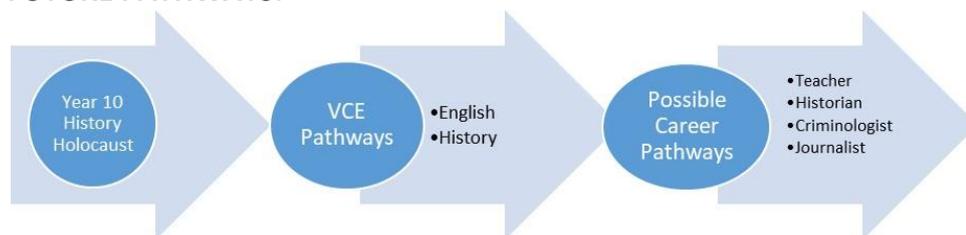
RATIONALE:

The Holocaust is one of the most horrific events to happen in the modern world. Students will look at historical sources and personal testimony to gain an understanding of the mass genocide and the events that led to it. Students will focus on testimony as safe way of engaging with a topic that can be confronting but ultimately has crucial themes of humanity and resistance; encouraging them to become more global citizens. Students will analyse life in Europe pre-war, the implementation of the Nazi Regime, life in the ghettos and camp and finally what happened after Liberation. They will be responsible for the planning and organisation of the annual Holocaust Remembrance Ceremony.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



Alkira
Secondary College

LANGUAGE – CHINESE ELECTIVES

APPLIED CHINESE (Semester Based)

RATIONALE:

This semester based elective aims to provide an opportunity for students to develop a holistic understanding and knowledge of Chinese language and culture. Students will further build their communicative language skills through completing two units of work on shopping and eating out. In the cultural strand, students extend their knowledge through exploring popular Chinese culture, Chinese history, geography and politics, China related literature and Chinese culinary diversity. To enrich students' learning experiences, regular hands-on activities such as handicraft making and cooking may be incorporated throughout the course.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



CHINESE LANGUAGE AND CULTURE (Full Year Elective)

RATIONALE:

This whole year based elective aims to prepare students for further studies in Chinese at VCE level. Students focus on exploration of a range of topics related to personal world, life in the Chinese-speaking communities and school life. Students develop the capability to interact with others through spoken texts and develop their reading and writing skills on writing key vocabulary and short texts. Students will also explore a range of relevant cultural topics. Students who would like to pursue Chinese study further are recommended to take this elective. However, it is not a prerequisite for students to take VCE Chinese Language, Culture and Society at Year 11 or Year 12.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



SCIENCE ELECTIVES

CELLULAR BIOLOGY

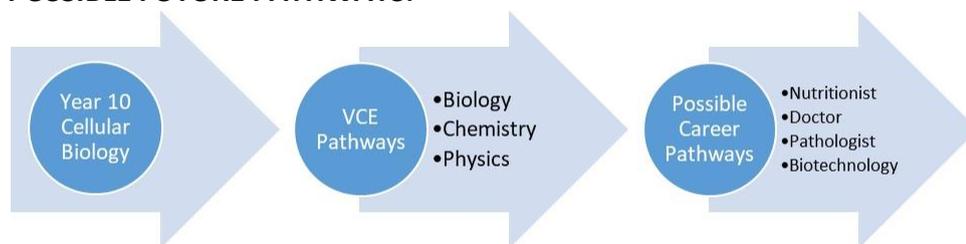
RATIONALE:

This elective will investigate the science of all organisms and how they survive in their unique environment. Throughout this semester-long elective we will investigate and answer the following questions: What are the requirements of living organisms? What cellular processes are occurring every day without you realizing? How does your immune system work? How do injections prevent you from getting sick? Other optional investigations include homeostasis & regulation, biomolecules, biotechnology and current genetic modifications. This elective is ideal for anyone with a general interest in biology, or looking for a head start into VCE Biology.

VIDEO EXPLANATION

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POSSIBLE FUTURE PATHWAYS:



EVERYDAY CHEMISTRY

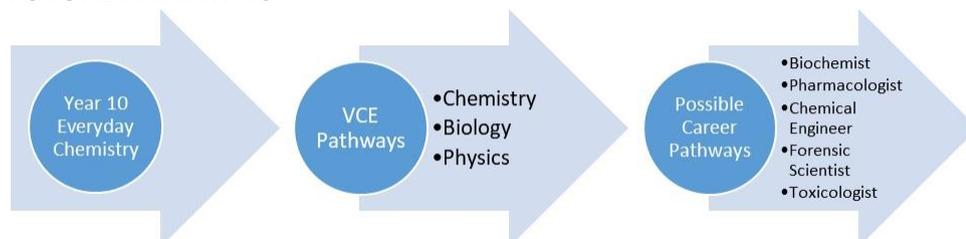
RATIONALE:

Everyday Chemistry investigates the chemistry and chemical reactions that surrounds us in everyday life and occur without us even thinking about it. Questions answered during this topic will include: Why does food change taste and texture when it is cooked? What sort of chemicals are in food? What sort of chemicals are used in beauty products and how are they tested for safe use? Why does the manufacture of clothing and materials involve chemistry? How are some plastics used in textiles manufactured? This elective is ideal for anyone with a general interest in chemistry, or looking for a headstart into VCE Chemistry.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



FORENSICS

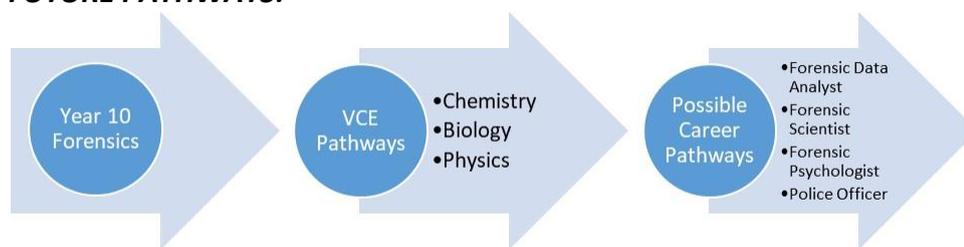
RATIONALE:

Everybody has seen or heard of the popular TV shows CSI or NCIS. Forensic science is the application of science to establish how historical events occurred, and thereby provide impartial evidence that can be used in a court of law. Students will develop an understanding of the forensic techniques used to solve crimes: finger printing, blood spatter analysis, hand writing analysis and the techniques and science behind solving crimes. Practicals to include: growing cultures and microscope work, and fingerprinting.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



PSYCHOLOGY

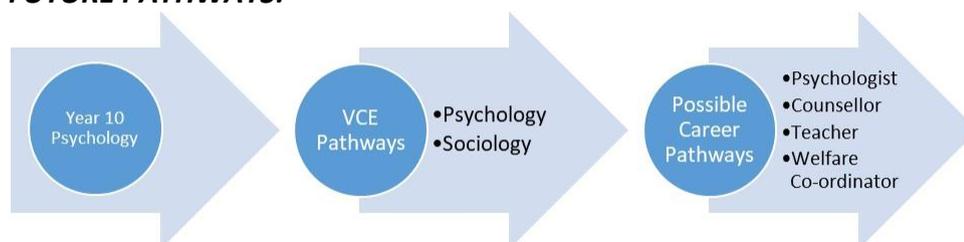
RATIONALE:

Psychology is the study of behaviour; how people act, their thoughts, feelings, perceptions and memories with the aim of being able to explain, predict, describe and control human behaviour, thoughts and feelings. Throughout this subject, students will be involved in units on the history of psychology, sports psychology, forensic psychology and parapsychology. It is a hands on subject with many activities to introduce students to the world of psychology. This elective is ideal for anyone with a general interest in psychology, or looking for a head start into VCE Psychology.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



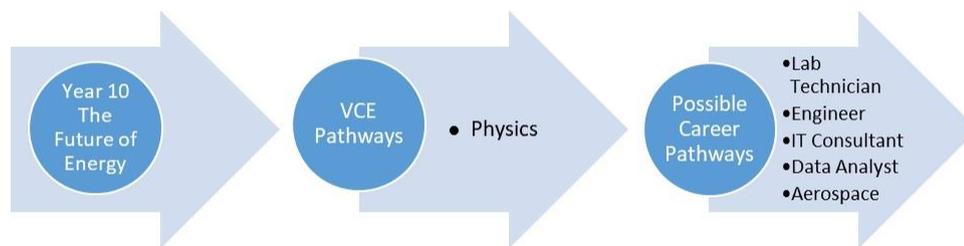
THE FUTURE OF ENERGY

RATIONALE:

The Future of Energy elective uses physics concepts and skills to investigate energy production and its effect on humans and the world. In this elective students will investigate past and present methods of energy production and the consequences of using these methods. Possible solutions to the world's growing energy needs using future energy production methods will also be analysed. Students will investigate concepts of temperature, energy, energy transformations and work. Students will also examine the physics of the Earth's thermal systems, including the nature of greenhouse gases and the functioning of the enhanced greenhouse effect. Students will develop their practical skills by collecting and interpreting experimental data. This elective is ideal for anyone with a general interest in physics, or looking for a head start into VCE Physics.

VIDEO EXPLANATION

FUTURE PATHWAYS:



Alkira
Secondary College

TECHNOLOGY ELECTIVES

FOOD STUDIES

RATIONALE:

This elective provides students with the opportunity to develop skills in the area of Food Technology and cultivate a passion for cooking. Students investigate, Generate, plan and manage, produce and evaluate food through production tasks. Students will become food specialists, reflect on their learning by documenting their experiences in a variety of forms. Students are then encouraged to experiment with different cooking methods, food types and tastes, to produce food for different markets and situations.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



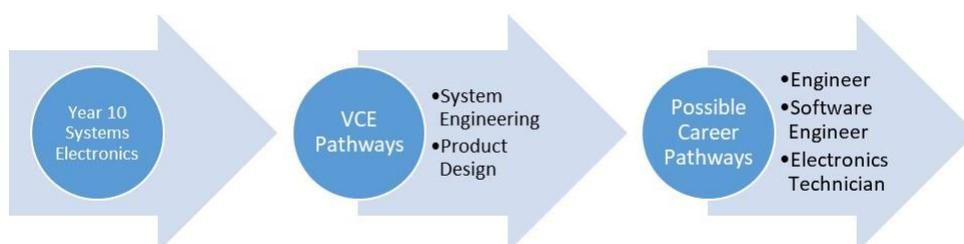
SYSTEMS ELECTRONICS

RATIONALE:

In Year 10, Systems Electronics students will further develop the skills required to build a more complex electronic project. They will be introduced to more advanced integrated circuits/microcontrollers. With this knowledge they will then move on to the production part of their project which will include printed circuit board manufacture (using circuit wizard), drilling, component identification and soldering, and diagnostic testing/troubleshooting and evaluation, which all encompass the Systems Engineering Process. At this stage the project will be to make a mid-sized audio system (projects can change from year to year.)

VIDEO EXPLANATION

FUTURE PATHWAYS:



PRODUCT DESIGN – WOOD

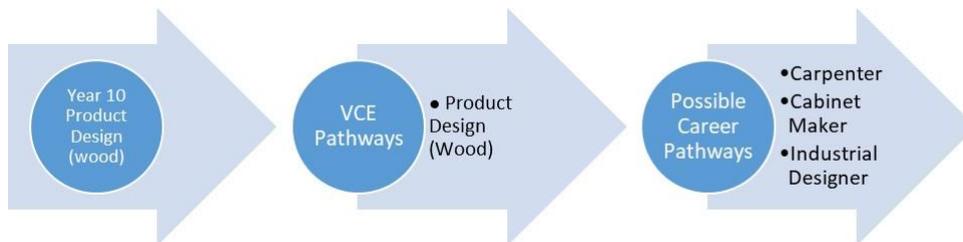
RATIONALE:

Product Design Woodwork at Year 10 aims to further develop the initial skills and prior knowledge obtained by students from Years 7-9 levels. There are opportunities for students to lead the design process and to design products influenced by their own constraints and considerations. Students must build skills through team work, collaborative design and as an individual. There is a high emphasis placed on the construction techniques and the skill levels that they are executed with. Students learn the importance of both theory and practical assessment tasks and why they should influence and guide each corresponding area.

VIDEO EXPLANATION

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FUTURE PATHWAYS:



Alkira
Secondary College

VET CERTIFICATE III in INFORMATION, DIGITAL MEDIA AND TECHNOLOGY (Scored VCE subject available to Year 10's)

RATIONALE:

The VCE VET Information, Digital Media and Technology program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of information technology in a range of industry areas. Organisational and specialist activity skills in addition to some leadership skills will be developed through the units of competency undertaken in Units 1 to 4 of the selected program.

The VET Information, Digital Media and Technology course Alkira is running through the Academy of Interactive Entertainment will allow you to create 3D games using the powerful Unity 3D game engine. Students will be introduced to industry standard tools and techniques for game development.

The course covers:

- Use C# to develop games in Unity 3D
- Learn about game mechanics and how to implement them
- Create games faster as you learn rapid prototyping
- Explore Unity3D's components and scripting to generate levels, special effects, user interface and game logic
- Import artwork assets for games
- Manage projects using version control and collaboration tools
- Successful completion awarded with Certificate III in Information, Digital Media and technology

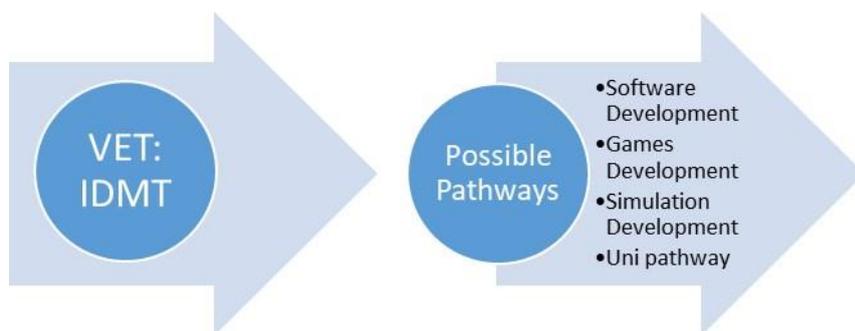
During the course you will develop two games and a web page to display them; the first game introduces you to development in Unity3D. The final production allows you, in small teams or individually, to create the concept, manage the scope, integrate art assets and test a game.

The project based modules ensure that you gain practical skills that can be used in game development beyond the course. Unity3D has plugins which export apps and games for IOS and Android mobile devices (additional software and licencing required).

VIDEO EXPLANATION

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FUTURE PATHWAYS:



FOUNDATION VCAL

All Year 9 students who are wishing to be a part of the of the Foundation VCAL program are required to follow the process below;

1. Complete the Foundation VCAL application form that is available at the PCL office, Green Building.
2. **This application needs to be returned to the PCL office by Monday July 12th (first day of term 3).**
3. **Foundation VCAL Interview times will then be distributed via email on Tuesday July 13th.**
4. **Foundation VCAL Interviews will occur on August 4th, 5th and 6th.**

RATIONALE:

The Victorian Certificate of Applied Learning (VCAL) is a qualification that skills students in preparation for further training, Apprenticeships or full-time employment. The principles of Applied Learning heavily focus on a student- centred approach to embed and further develop employability and life skills.

At Alkira Secondary College, we adopt the approach of developing and fine-tuning deep learning using the competencies and student voice to devise theme project based learning. Alkira Secondary College delivers three levels of the VCAL:

- Year 10 – Foundation
- Year 11 – Intermediate
- Year 12 – Senior

The integrated curriculum is based on student choice and needs to reflect Alkira's Positive Climate for Learning and Instructional Model. Student's journey through the levels building a repertoire of skill sets, reflecting their best pieces of evidence in their Presentation Portfolios, which are formally showcased and assessed in intervals through the duration of the year. We pride our program on teamwork and communication amongst staff and students to collaborate a dynamic and engaging program.

Like the VCE, the VCAL is a recognised senior secondary qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on 'applied' and 'hands-on' learning. Students who do VCAL are more likely to be interested in going on to training at TAFE, doing an Apprenticeship or getting a job after completing Year 12.

The VCAL's flexibility enables students to design a study program that suits their interests and engagement. Students select accredited curriculum components from VCE studies, Vocational Education and Training (VET) qualifications, and Further Education (FE) and VCAL units. There are five compulsory strands in VCAL:

- Literacy Skills (LIT)
- Numeracy Skills (NUM)
- Personal Development Skills (PDS)
- Work Related Skills (WRS)
- Industry & Enterprise Skills (IND, which is delivered in Year 10 Foundation VCAL)

Students wishing to complete a VCAL program must undertake a VET course in order to gain a satisfactory enrolment and completion of a VCAL certificate.

Parents and students need to know that by choosing VCAL at Year 10, travel via public transport to Chisholm or the relevant TAFE may be required to attend a VET course. This could be Berwick or it could be Dandenong.

The VCAL program structure for each level is outlined below: -

<u>Foundation –Year 10</u>	<u>Intermediate – Year 11</u>	<u>Senior – Year 12</u>
3days at Alkira	3 days at Alkira	3 days at Alkira
Subjects include: - <ul style="list-style-type: none"> • Literacy • Numeracy • Personal Development Skills • VCE Industry & Enterprise 	Subjects include: - <ul style="list-style-type: none"> • Literacy • Numeracy • Personal Development Skills • Work-Related Skills 	Subjects include: - <ul style="list-style-type: none"> • Literacy • Numeracy • Personal Development Skills • Work-Related Skills
1 day of work placement – Wednesday or Friday (students need to source their own work placement that relates to their VET course)	1 day of work placement – Wednesday or Friday (students need to source their own work placement that relates to their VET course)	1 day of work placement – Wednesday or Friday (students need to source their own work placement that relates to their VET course)
Need to complete 120 hours across the year No work placement = no Structured Workplace Learning Recognition	Need to complete 120 hours across the year No work placement = no Structured Workplace Learning Recognition	Need to complete 120 hours across the year No work placement = no Structured Workplace Learning Recognition
1 day of VET program (Certificate II or Higher)	1 day of VET program (Certificate II or Higher)	1 day of VET program (Certificate II or Higher)
Over 90% attendance at VET and Alkira	Over 90% attendance at VET and Alkira	Over 90% attendance at VET and Alkira
VET courses have a material cost that needs to be paid on top of enrolment fee into VCAL program	VET courses have a material cost that needs to be paid on top of enrolment fee into VCAL program	VET courses have a material cost that needs to be paid on top of enrolment fee into VCAL program

As part of the VCAL program, students will participate in projects and activities within the community or school that will help develop teamwork skills, self-confidence and other skills important for life and work. For example, students may work with the local council to enhance parklands. The learning gained from being involved in such a project can be counted towards the VCAL. Due to this reason all VCAL class activities and excursions are compulsory unless a medical certificate is provided.

It is compulsory that students who start their VCAL course in Year 10 are automatically enrolled in a VCAL pathway throughout Year 11 and 12 as the Literacy and Numeracy learnt is not the same as that of mainstream English and Mathematics. Any changes will be at the discretion of the appropriate College staff.

FAST TRACK VCE

Students who have demonstrated an advanced level of performance in any of the Learning Domains may be invited to undertake a VCE Unit 1 and 2 study as part of their Year 10 programs. Students may select from the VCE subjects that are offered to them*. To receive an invitation to Fast Track, students must meet all criteria listed below. Please note that not all VCE subjects are available to Fast Track.

Students invited to Fast Track, will be sent an invitation via email. These students will have access to select from the subjects mentioned in the email during the course selection process.

FAST TRACK INVITATION CRITERIA: student demonstrates -

• At standard results in all Victorian Curriculum
• Above standard Victorian Curriculum results in the subject you wish to fast-track
• Progress report data and Work Habits data from Semester reports will be considered
• Exemplary attendance record
• Excellent participation and organisational skills

At Alkira Secondary College students may obtain their VCE by developing a course that may include:

- VCE subjects offered at the College
- A VET subject offered at the college or other registered training organisation
- A study through Distance Education (with approval from the College Principal)
- A University subject as recognised by the VCAA (Victorian Curriculum Assessment Authority)

Course load considerations: students who Fast Track will complete:

Yr 10	1 x Unit 1&2 VCE subject
Yr 11	5 x Unit 1&2 VCE subjects; and 1 x Units 3&4 VCE subject
Yr 12	5 x Unit 3&4 VCE subjects

Please note – students completing a VCE language study outside of Alkira SC, do so with the understanding that this will be completed on top of the above course load requirements, unless it is part of a Fast-Track offer by the college. Any exception to this condition will be at the Principal’s discretion.

Students eligible for a Fast Track program will be advised by email from the Later Years Coordinator by the end of Week 2 in Term 3, 2021.

All information relating to senior years programs should be read with reference to the **Later Years – VCE/VCAL Student Policy**, available on the Alkira Secondary College website.

**A complete set of subjects and course descriptions can be found in the Later Year’s Subject Selection Guide available on the Alkira Secondary College website*

YEAR 10 SUBJECT SUMMARY TABLE

CORE SUBJECTS

Students must undertake the core subjects listed below:

- English, EAL or English Masterclass
- General Maths or Advanced Maths (admission requirements)
- Humanities – History and Geography
- Science

ELECTIVE SUBJECTS

Students complete two electives per Semester (on top of the core electives). They can choose **ANY 4** electives from the list. Students are also required to **select 2 reserve choices**.

DOMAIN	ELECTIVES and SUBJECT LEVY	
HEALTH AND PHYSICAL EDUCATION	Year 10 Health and Physical Education	Health, Sports Science and Nutrition
HUMANITIES	Business, Money and Me	The Holocaust
	Crime and Deviance	
LANGUAGES – CHINESE	Year 10 Applied Chinese (1 semester)	Chinese Language and Culture (full year)
SCIENCE	Cellular Biology	Psychology
	Everyday Chemistry	The Future of Energy
	Forensics	
ARTS	Making Plays	Music
	Media Studies	Studio Art
	Photography	Visual Communication Design
TECHNOLOGY	Food Studies	Systems Electronics
	Product Design – Wood	Certificate III in Information, Digital Media and Technology (full year)

SELECTING A YEAR 10 COURSE – COURSE SELECTION PLANNING FORM 2022

This form can be used to assist future year 10 students with planning their subject choices for 2022 before they enter them online.

A reminder that students must select a total of 6 electives from the list

NAME:	HOMEGROUP: 10
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Please circle one of:	ENGLISH	EAL	MASTERCLASS
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Please circle one of:	GENERAL MATHS	MATHS METHODS
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Enter your preferences (in order, with 1 being the subject you would like to complete the most) for your elective based subjects below and the subject levy amount. Be mindful that if you choose a yearlong subject it will occupy two of your preferences

PREFERENCE	
1	
2	
3	
4	
RESERVE 1	
RESERVE 2	

FAST TRACK SUBJECT (if applicable):

ANY QUESTIONS

If you have any questions regarding any of the information contained in this document email coursecounselling@alkirasecondarycollege.com.au