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Principal’s Forward

‘Laying Strong Foundations (for the Future)’

We are proud of our students’ achievements at Ashwood Secondary College. The Middle School curriculum structure maximises student engagement through challenge and support. Our Middle School curriculum is premised on the two educational concepts of enhancement and extension. Middle School students at Ashwood are provided with a highly rigorous and challenging curriculum program that demonstrates our fundamental belief that all students can succeed. In 2016, the Accelerated Curriculum & Enrichment (ACE) Program will be introduced at the Year 7 level. This select entry program which is premised on the two educational concepts of acceleration and enrichment will compliment enhancement and extension programs already envisaged, developed and experienced by Ashwood students. The Middle School curriculum lays strong foundations for successful entry and completion of Senior School curriculum programs at Ashwood Secondary College. Through a commitment to a depth and breadth of subjects, we collectively maximise students’ opportunities and choices to further tertiary studies and career pathways. We understand that the educational landscape has become increasingly competitive in recent times. Ashwood Secondary College offers a range of resources and programs at this critical stage of secondary education to guide, challenge and support students and families with their goal setting and study programs.

School Context
Ashwood Secondary College is a co-educational secondary school which aims to provide an outstanding all-round educational experience, encouraging, inspiring and cultivating students to be positive contributors to our world.

Having served as an integral part of the community of Ashwood since 1958, Ashwood interweaves traditional values with a modern understanding of education. Our newly built $17million state-of-the-art facilities are situated on a 15 hectare site with spacious, unparalleled grounds.

At Ashwood we develop critically aware, reflective, resilient, confident and independent learners for life. We are proud of our strong sense of community and provide a welcoming, safe, secure and orderly learning environment.

Four Key School Priorities
Our school is committed to realising student wellbeing, engagement and achievement through focused effort on four priorities for continuous school improvement:

1. Enhancing student culture
2. Growing pride and achievement
3. Valuing staff and building capacity
4. Increasing positive parental and community engagement.

Good to Great
Our students are provided with an outstanding array of curricular and extra-curricular programs to cultivate student talent across what we believe are the four elements of a GREAT school:

1. Strong emphasis on Academic Excellence
2. Sporting Excellence program
3. Significant commitment to the Creative Arts
4. Focus on Civics, Citizenship and Leadership.

Educational Philosophy
At Ashwood Secondary College we cultivate critically aware, reflective, resilient, confident and independent learners for life. We create a community which provides a safe, secure, welcoming and orderly learning environment.
We believe deep learning is facilitated by outstanding teaching. This occurs when all learners are actively engaged in a variety of differentiated and challenges learning tasks that are academically rigorous. This is reflected in our students' outstanding achievements:

- 2014 Dux – ATAR 99.5
- 38% of VCE Chemistry Study scores over 40
- 72% of VCE Specialist Maths Study scores over 40
- 46% of VCE Mathematical Methods Study scores over 40
- Over 80% of students entering tertiary education.

We value the whole person, and are committed to creating positive, adaptable and socially aware citizens of the world. We encourage our students to develop responsibility for their own learning, progress and behaviour. We foster collaboration and cooperation with shared expectations of success.

Ashwood Secondary College is committed to providing innovative teaching and learning strategies. We are dedicated to establishing supportive and authentic relationships to ensure our students enjoy learning and achieve their full potential.

**Principal’s Commitment**

Create a high performing school environment where people matter most, and in which:

- Students are safe and thrive
- Teachers are passionate and highly effective
- Parents are highly satisfied.

**Approaches to Learning and Study in the Middle School at Ashwood Secondary College**

Enhancement and extension are brought to fruition in the Middle School through a whole school approach to explicit instruction that is augmented by a range of highly relevant and engaging differentiated and challenging learning tasks. Our learning programs in the Middle School are purposeful, clearly defined, differentiated and challenging, enabling students to experience powerful, progressive and precise learning. Ashwood Secondary College teachers systematically employ higher order questioning to enhance and deepen student understandings.

Teaching practices throughout the school are informed by a range of data sources. We connect feedback to data about student attitudes, behaviours, actions and performance. Our focus on the effective use of assessment and feedback for learning encourages behaviours that are responsible and positive to optimise student engagement and curiosity in their learning.

Ashwood Secondary College has a whole school approach to linking learning intentions with success criteria. Our teaching practices harness learning intentions, narrative and pace so students are more secure about their learning, more willing to take risks, enhancing student understandings and achievement.

We continue to revise, update and improve our curriculum and teaching practices to lay strong foundations for the future; preparing Middle School students for success in the Senior School. The development and implementation of the Australian Curriculum is ongoing, and thus you will notice changes in the units offered and the ways in which they are assessed and reported upon. A number of new subjects offered in 2016 reflect improvements that have resulted from the introduction and refinement of the Australian Curriculum, AusVELS and feedback from students, parents and colleagues. The ‘subject titles’ in 2016 reflect our commitment to high levels of student engagement through challenge and academic rigour. Improved teaching spaces, practices and the implementation of 1:1 learning devices continue to complement and support the Middle School curriculum and provide students with opportunities to engage with studies in transformative ways.

Consistent with the school vision and values, the curriculum focuses on developing the capacity of each individual so he / she may continue to learn and grow based on our commitment to the fundamental belief that all Ashwood students can experience success. The literature context supports the notion that students’ educational outcomes are best met when
there is a strong partnership between home and school. With this, parent(s) / guardian(s) are encouraged to discuss and explore with their son / daughter the available options and opportunities offered by our Middle School curriculum to identify a personalised program which best meets the student’s interests and aspirations. From a parent perspective, I know that these important conversations that we have with our children assist in laying strong foundations for commitment and enthusiasm to learning, personal growth and sustained success.

It is highly recommended that students explore the rich and diverse opportunities offered by our Middle School curriculum. Students should discuss their learning goals and aspirations with teachers, support staff, parents and family members. Subject and pathway selections must be based on an informed understanding of the Middle School Curriculum Handbook and a commitment to challenge, relevance, enjoyment and success. As the new Principal I wish all students and families the best as we collectively embark upon an exciting and rewarding learning journey that matters.

Brett Moore
Principal
The Ashwood Secondary College Year 7-10 Vertical Curriculum course information book is an important part of the course planning and subject selection process. This booklet is designed to inform students and parents of the requirements for the successful completion of the Year 7-10 Vertical Curriculum and to provide an overview of the studies available for Years 7-10 in 2016. Please note subjects listed are those proposed subjects for 2016. All students are advised that the subjects offered will only run if there are sufficient student numbers.

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**The Vertical Curriculum at Ashwood Secondary College**

The College offers courses of study for Years 7 to 10 which initially aim to build upon skills developed at primary school, and then allow students to follow a range of pathways as their talents and aspirations develop, preparing them for their entry into Senior School. The Vertical Curriculum is designed to allow students to tailor an individual program that meets their learning needs in terms of their aptitude, interest and appropriate level of challenge.

The vertical structure is different from traditional horizontal structures in which students of the same age all study at the same year level. In a vertical system, students from any of the year levels can be in the same class. Unlike a traditional structure where students take essentially a common course over the whole year, the Vertical Curriculum allows students to select from a wide range of units from all subject domains each semester.

A significant advantage of the Vertical Curriculum is that it provides students with much greater choice. All of the units outlined in the Curriculum Overview may be available to each student (subject to class numbers). Clearly not all units will be appropriate to a particular student. Some will be too easy and others too difficult. Nonetheless, a broad choice will be available. The number of units that can be offered is determined by the number of students in Year 7-10. An important feature is that students are counselled about selecting units appropriate to their ability in order to provide a balanced course of study.

Whilst there is breadth of choice and opportunity for advancement and support, students must make these choices within the parameters of the curriculum framework. This ensures that all students meet the requirements of the AusVELS and the Australian Curriculum as it is introduced.

Delivery of the teaching program is continually revised and updated, the current guidelines for teachers being fully compliant with the Department of Education and Training’s (DET) guidelines and the Australian Curriculum (AusVELS). Teachers are continually assessing their own performance and being reviewed by peers against best practice as described in the DET’s *Principles of Learning and Teaching (POLT)* and e5 Instructional Model.

The vertical curriculum offered by Ashwood Secondary College allows students to study at their own pace and access an individualised learning program. The unit selection process brings students, parents and teachers into co-operative discussion with the one aim in mind: to create the best possible learning opportunities for each student.

This booklet contains information about all of the units offered in the Vertical Curriculum for 2016. It will be used as a resource for selecting units and, in conjunction with the online subject selection and course counselling processes, will allow students to select the most appropriate course. The College will monitor all units undertaken and will ensure that over the years each student undertakes a broad and balanced program of study.
The Structure of the Vertical Curriculum

The curriculum for Year 7-10 is vertical and consists of a large set of units from which students choose an individualised course of study.

In the first semester of Year 7 students undertake a compulsory Year 7 Transition course which encompasses all learning areas.

Following Year 7 Transition, the units are set at four stages:

- Stage 1
- Stage 2
- Stage 3
- Stage 4

For convenience, the vertical units have been listed under traditional Subject Domains. However some of the units encompass cross-curricular learning and interdisciplinary learning.

The Subject Domains are:

- English
- Mathematics
- Humanities
- Science
- Physical Education, Health and Nutrition
- Arts & Technology
- Language and Cultural Studies

Compulsory Units of Study include:

- Language Conventions / Mathematical Conventions (Years 7-9)
- Inquiry (Year 9)
- Community (Year 10)
- Career Action Planning (Year 10)
- Language Analysis and Mathematical Analysis (Year 10)
- STAR (All students Years 7-12)
- Sport (Year 7-10)
- Language and Cultural Studies (Years 7&8)

Students will plan their vertical curriculum at the end of each year, but at the end of each semester will have the opportunity to review this in light of changing aspirations and progress in different subject domains.

To ensure that students are exposed to a comprehensive curriculum as required by the DET and AusVELS, certain minimum requirements must be completed by all students in order to satisfactorily complete the Vertical Curriculum. In some subject areas students have no choice about studying particular units of work.
## Compulsory Curriculum Framework

<table>
<thead>
<tr>
<th>YEAR 7 Sem 1 TRANSITION PROGRAM *</th>
<th>YEAR 7 Sem 2</th>
<th>YEAR 8</th>
<th>YEAR 9</th>
<th>YEAR 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRANSITION PROGRAM *</td>
<td>English</td>
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<tr>
<td>Mathematics</td>
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<td>Arts / Technology</td>
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<td>PE / Health / Nutrition</td>
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<tr>
<td>Language Conventions / Maths Conventions *</td>
<td>Language Conventions/Mathematical Conventions *</td>
<td>Language Conventions/Mathematical Conventions</td>
<td>Language Conventions/Mathematical Conventions</td>
<td>Language Analysis/Mathematical Analysis</td>
</tr>
<tr>
<td>Language &amp; Cultural Studies **</td>
<td>Language &amp; Cultural Studies **</td>
<td>Inquiry *</td>
<td>CAP <em>/ Community</em></td>
<td></td>
</tr>
</tbody>
</table>

(*) Denotes compulsory subject for all students in that year level where no choice is available – this subject is not selected in the Vertical Curriculum. All Year 7 students must complete the Semester 1 Transition Program. From Semester 2 onwards Year 7 students may begin to choose from the range of units offered in the Vertical Curriculum. (***) Year 7 students study French and must continue this study in Year 8 – this is not selected in the Vertical Curriculum for years 7 and 8. If students in year 9 and 10 wish to undertake a Language and Culture study they must select it in the vertical curriculum and it will run for the whole year.

### During years 9 and 10 students MUST study a minimum of 3 units of Humanities and 3 units of Science. This may be done in any way. For example a student may do three Humanities in Year 9 and three Sciences in Year 10, or two Humanities and one Science in Year 9 and two Sciences and one Humanities in Year 10.

Students must choose a unit each semester from the subject domain as shown in the curriculum framework. For example it is compulsory for every student in Years 7-10 to study English. However, they may choose from the broad range of English units offered.

At Years 9 and 10, students have a wider choice because there are fewer compulsory requirements, as shown on the table above. Where there is no compulsory requirement students may choose units from any subject domain provided that their choices meet requirements detailed in the handbook and that the required number of Humanities and Science units have been selected.

### Unit Selection Regulations

To ensure that students choose a program with sufficient breadth, there are rules which act as a guide for the minimum number of units that students must study in each of the subjects. These requirements are as follows:

- All selections should comply with the Compulsory Curriculum Framework
- In addition to these overall rules, special conditions may apply in each of the individual subject domains
- Students should choose at least 3 Humanities and 3 Science units over Year 9/10
- Students continuing with Language and Cultural Studies in Years 9 and 10 must complete units sequentially.
1:1 Learning Devices

Every student enrolled in Year 7-10 at the College must purchase or lease an iPad and associated apps and electronic textbooks as detailed in the Booklist. These 1:1 learning devices will provide access to online resources and will to a large extent replace textbooks.

Vertical Course Program Planning – Subject Selection

Students are required to map out a year-long course. Individualised program planning is an important part of the subject selection process. Developing a subject plan enables a broader vision of learning directions and informs career and study preparations. Initial unit choices should reflect a well-considered plan that provides a balanced course of study and indicates that some thought has been given to future study interests and work pursuits, whilst taking into account compulsory units.

Students need to be aware of the recommendations and requirements for the units they select.

The subject selection process requires students to be pro-active in seeking out information about subjects before they make final subject selection decisions and to participate in a course counselling session.

Students may be required to discuss their subject selections with a variety of College staff including the House Co-ordinator, STAR teacher, classroom teacher or a member of the Leadership Team.

Late submission may impact upon students' selections.

Some unit choices may not be possible due to class sizes or timetable clashes. In this instance, students need to be further guided on their course planning and make alternative unit selections.

Students must be aware of the requirements and expectations of the course planning and subject selection processes. Students should seek further clarification and responses to questions from their House Coordinator in the first instance.

Advice for all students

In choosing your vertical curriculum units there are several matters you should keep in mind:

• What are the “compulsory” units?
• What areas do you enjoy working in?
• How good are you in different learning areas? You will be counselled to choose units suited to your own ability, rather than take the easiest option.
• What units will keep your pathways into VCE/VCAL the widest? (More important at Year 10)
• Do you have any particular career area in mind at this stage?
• This is your curriculum program, not your friend's. Don’t choose the same units as them, hoping to be in the same class. You must choose areas of study suited to you.
• To help you to clarify your ideas, you should talk to the following people before you make a decision:
  o Your parents. They have known you for a long time, seen you develop, and will know about your talents, abilities and ambitions. They also have to approve your choices.
Your classroom teachers. They know what your abilities are in their learning area, and can give you advice on units to choose if you want to (or have to) continue with that learning area.

Your STAR teachers. They will be happy to talk over possible combinations of units with you.

Your House Co-ordinators. These are always good people from whom to seek advice, and having seen many students’ programs they may have some valuable insights on possible program combinations for you.

The Careers Counsellor has a wealth of information on different courses and careers.

There is also significant expertise within the Leadership Team:
- Ms Karen Bares: Curriculum Leader
- Mr Chris Tipping: Instructional Practice Leader
- Ms Shelley Haughey: Student Connections and Growth Leader

To Study an Accelerated Unit

Students who wish to undertake an accelerated unit in a subject domain must carefully consider their current and past academic strengths and weaknesses. They need to research and investigate the most appropriate subject that could best compliment their learning strengths, whilst being aware of the recommended subject background areas for successfully undertaking their nominated unit of work.

Students who wish to study an accelerated unit should demonstrate an excellent record of achievement and organisation in their previous studies. This includes performance in examinations and coursework, punctual submission of work in all subjects and school attendance.

A student, who is not seen as achieving satisfactory results will at the school’s discretion, be ineligible to study an accelerated unit. Subject choices may need to be revisited following the conclusion of Semester 2. This will apply if a student has not successfully completed Semester 2 studies.

Subject Selection Process

During STAR sessions students will be provided with a user name and password to access the online booking system. Teachers will review the process and discuss the curriculum during these sessions. Students should then go on line and make their selections. Once selections are completed a printout is required. This printout needs to be taken to current teachers who will sign off on the subject choice to indicate their support of the student undertaking the subject. Teachers may chose not to sign off on a particular subject on the grounds that it is too challenging or too easy and in this case will have a discussion with the student about a more appropriate unit to select. In this case students should endeavour to pick a more suitable unit and reprint the listing for signing. Selections can be changed as often as necessary, but a new printout is required each time a selection is changed.

Once completed the signed printout must be submitted to the General Office.

Subject selections will be reviewed and student choice will be used to determine the final subjects offered. This process may result in students having to reselect some subjects.

Course counselling is conducted with all students to ensure that their course of study meets all requirements and will provide the best learning program possible.
Timeline for the Selection Process

<table>
<thead>
<tr>
<th>Key Dates</th>
<th>Date</th>
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<tbody>
<tr>
<td>Parent &amp; Student Information Evening</td>
<td>August 18</td>
</tr>
<tr>
<td>Passwords for Online selections provided</td>
<td>August 19</td>
</tr>
<tr>
<td>Proposed Subject Selection to be submitted online and signed sheets to office</td>
<td>August 28</td>
</tr>
<tr>
<td>Course Counselling Interviews</td>
<td>September 8, 10, 11 (for current year 7,8,11 students)</td>
</tr>
<tr>
<td>Course Counselling Interviews</td>
<td>September 9 (for current year 9,10 students and parents)</td>
</tr>
</tbody>
</table>

COMPULSORY SUBJECTS

In addition to the choices made in subject domains, students across Year 7-10 will be required to undertake compulsory studies suitable to their age and stages of development.

Year 7 Transition

All Year 7 students will be required to complete a Transition Program in Semester 1. All Year 7 students will complete a range of compulsory studies in the first half of Year 7.

The transition from primary to secondary school is an exciting new stage for students and their parents. Ashwood Secondary College has an extensive transition program which is designed to assist students to make a seamless transition into secondary school.

We believe that students make a successful transition when they are happy and well connected. We appreciate the challenges and mixed emotions many students and parents experience when they are entering secondary schooling and understand the importance of ensuring a smooth transition from primary to secondary school. We strive to provide a safe, friendly and supportive learning environment.

At the same time, we recognise that it is vital, from the outset, to encourage students to go further than they or their parents thought possible. We aim to help our students take on new challenges and break through self-imposed limits. During the Transition Program we assist Year 7 students to feel confident in their new environment and help them to become known as individuals. Our priority is to build a culture of mutual trust and respect where students become confident, independent learners. To this end, the College offers various programs and events to optimise students’ educational potential.

In Semester 1, Year 7 students undertake units from all subject domains. They will study English, Maths, History, Science, Health, PE, Performing Arts, Visual Arts, Music in an integrated curriculum. From Semester 2 Year 7 students will choose from the range of units offered in the Vertical Curriculum.

Social evenings, STAR and House activities, excursions and a Year 7 camp further support students’ social transition to secondary school. Initiatives such as the Peer Support program, which supports cross-age mentoring and building relationships across the College is an integral component of our program during Semester 1.
The Year 7 students are given opportunities for leadership within a range of areas including Music, Sport, Performance, Public Speaking and Debating, School Involvement, (ICT) Information Communication Technologies, School Publications, Year Level Assemblies, School Events and Sporting Carnivals. We recognise that Year 6 students at primary school have had significant responsibility. Therefore we actively create opportunities for them to become confident members of, and responsible leaders in their new school environment.

For further information regarding the Transition Program at Ashwood Secondary College, please contact Mrs Debra Gibson, Ms Kath Robinson or Ms Brigitte Ferguson.

**Years 7-10**

All Year 7-9 students will be required to complete timetabled studies in Language Conventions and Mathematical Conventions.

**Language Conventions**

The United Nations defines literacy as the "ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society."

At Ashwood Secondary College, we recognise the intrinsic value of literacy to enable life-long learning and development. Consequently, all students in Year 7 to 9 will undergo a compulsory skill development program in literacy, to cater to their specific, individualised needs and abilities. This program will provide a solid foundation from which skills in reading, writing, speaking and listening can grow. Students will be divided into flexible ability groups, focusing on the fundamental skills of grammar, spelling, punctuation and comprehension. The program will closely monitor students to ensure they are challenged and supported.

**Language Analysis**

Language is all around us and communication plays an essential role in ensuring success in every subject we study at school as well as beyond in the workplace. "You can have brilliant ideas but if you can’t get them across, your ideas won’t get you anywhere." (Lee Iacocca). We need to understand the ways that language is used for a range of purposes and audiences, and especially when it is being use to try and persuade us to share a specific point of view. Persuasive language is part of our daily lives. Your teachers and parents use persuasive language to convince you to do your homework or help out around the house; your friends use persuasive language to encourage you to support a cause or share their opinion of a particular person, product or fashion. Persuasive language is also used in every kind of media text: on television and the internet, in newspapers and magazines. In Language Analysis, the focus is on language: how it is used and how we can improve its use.

For further information regarding Language Conventions or Language Analysis at Ashwood Secondary College please contact Ms Karen Bares.

**Mathematical Conventions**

At Ashwood we believe that a mathematically literate person can manage and respond to the mathematical demands of life. All students in Year 7-9 are given every opportunity to strengthen their mathematical skills working from a solid foundation and mastery of numeracy. Numeracy is more than the ability to do basic arithmetic. It involves developing confidence and competence with numbers and measures. All students in Year 7 to 9 will undergo a compulsory skill development program in Mathematical Conventions to enhance their numerical capabilities whilst catering to their specific, individualised needs and abilities.
During the compulsory Mathematical Conventions course students will develop a repertoire of mathematical techniques and the ability to work confidently with numbers. This program will provide a solid foundation for number skills, in particular focusing on the basics such as fractions, decimals, encompassing both rational and irrational numbers. The Mathematical Conventions course complements studies in Mathematics, promoting deeper, richer understanding and developing confidence and capabilities in dealing with numbers and mathematical conventions.

**Mathematical Analysis**
In preparation for their future studies, all year 10 students will complete a year long program in Mathematical Analysis. Classes will be targeted at particular skill and ability levels and will ensure that all students are well prepared for continuing studies in mathematics. Mathematical Analysis complements Mathematics 401/411/402/412 by enriching student understanding and ensuring mastery of the written mathematical processes – incorporating the relevant use of technology. Mathematical Analysis is designed to promote speed and accuracy in the completion of calculations and to build student confidence in the Maths domain.

These programs will closely monitor students to ensure that they are being challenged and supported in order to achieve the very best outcomes possible.

For further information regarding Mathematical Conventions or Mathematical Analysis at Ashwood Secondary College please contact Mrs Debra Gibson.

**Year 9**
All Year 9 students will be required to complete timetabled studies in Inquiry.

**Inquiry**
An old adage states: "Tell me and I forget, show me and I remember, involve me and I understand." The last part of this statement is the essence of inquiry-based learning. Inquiry implies involvement that leads to understanding. Furthermore, involvement in learning implies possessing skills and attitudes that permit you to seek resolutions to questions and issues while you construct new knowledge.

Unfortunately, our traditional educational system has worked in a way that discourages the natural process of inquiry. Memorising facts and information is not the most important skill in today's world. Facts change, and information is readily available – what is needed is an understanding of how to get and make sense of the mass of data.

Through the process of inquiry, individuals construct much of their understanding of the natural and human-designed worlds. Inquiry implies a "need or want to know" premise. Inquiry is not so much seeking the right answer -- because often there is none -- but rather seeking appropriate resolutions to questions and issues. Inquiry implies emphasis on the development of inquiry skills and the nurturing of inquiring attitudes or habits of mind that will enable individuals to continue the quest for knowledge throughout life.

We understand that students in Year 9 are at a unique age where connections with peers, school and the wider world need to be forged. At Ashwood Secondary College, all Year 9 students will undergo an Inquiry program that supports them to become life-long learners in a complex and rapidly changing world.

For further information regarding Inquiry at Ashwood Secondary College please contact Ms Shelley Haughey.
Year 10
All Year 10 students will be required to complete timetabled studies in Career Action Planning (C.A.P) and Community. Students eligible to study English as an Additional Language (EAL) in VCE will be enrolled in CAP/Community with a specific EAL support focus.

C.A.P (Career Action Planning)
In C.A.P students undertake a dynamic program that focuses upon engaging them in the big questions about their future. In the process they will discover their unique personal skills and talents with respect to life and in particular their working future. Students will learn what the job market is really looking for in an individual and what exactly are the employability skills required for successful entry into employment.

As part of this course students will also participate in the Work Experience Program where they will be required to undertake a compulsory work placement. This placement will involve research of the desired placement and the completion of a work readiness folio.

During the course students will also be provided with the opportunity to see how schooling and extracurricular interests are directly related to future life and work roles, and how furthering knowledge and skills opens doors to many opportunities. Students may visit local universities and TAFE institutions to understand the direct links between education and training and future earning capacity, job flexibility and lifestyle. As part of the course students will learn about work safety, work etiquette, rights at work and personal finances and taxes. Upon completion of this course students will be better prepared to make thoughtful choices regarding future schooling and all aspects of life.

For further information regarding Career Action Planning at Ashwood Secondary College please contact Ms Voula Jakubicki, Mr John Bullen or Mr Chris Tipping

Community
The DET Blueprint relating to Community Involvement states that the purpose of preparing for, and consciously participating in community involvement, is to encourage students to:
• Foster an awareness and understanding of social and civic responsibility.
• Experience and celebrate the contributions they can make in supporting and strengthening their communities.

At Ashwood Secondary College, we value the relationships we have with our broader school community. In order to enhance these relationships, all students in Year 10 will participate in a unit focusing on developing new relationships and fostering and extending existing relationships with our community.

The unit focuses on learning and social development through activities which are created in discussion between our students and community members. The purpose is to develop the capacity of individuals and groups of all ages to improve their quality of life.

The following set of principles underpins our community learning activities:
1. Empowerment - increasing the ability of individuals and groups to influence issues that affect them and their communities;
2. Participation - supporting people to take part in decision making;
3. Inclusion, equality of opportunity and anti-discrimination - recognising that some people may need additional support to overcome the barriers they face;
4. Self-determination - supporting the right of people to make their own choices; and
5. Partnership - recognising that many agencies can contribute to community learning development
6. Citizenship – that we all have rights and responsibilities in our community and this right is a privilege

For further information relating to Community at Ashwood Secondary College please contact Ms Kath Robinson or Ms Shelley Haughey.
Year 7-12

STAR
All students at Ashwood Secondary College participate in the STAR program, which is a multi-aged group of students from Years 7-12. This program aims to develop skills in personal learning, goal setting, study habits, study techniques, time management, personal reflection, interpersonal skills, communication, resilience, citizenship, relationship building, teamwork and leadership.

This program encourages active involvement in extracurricular activities and promotes connectedness to peers and the College. It builds positive relationships between teachers and students. STAR group is an integral aspect of our House structure. It fosters team spirit and a sense of healthy competition across a wide range of activities within and between Houses.

STAR group provides an opportunity for cross age mentoring and for the contribution of ideas and suggestions toward whole school improvement and activities.

For further information on the STAR program at Ashwood Secondary College please contact Mrs Debra Gibson or one of the House Coordinators.

Proposed Ashwood Secondary College Vertical Curriculum Units 2016

Understanding the Codes
As a convenience for timetabling and other purposes, a code system is used to identify the units offered. The code is made up of three parts. The first part of the code indicates the stage the unit is offered. The second letter indicates the subject domain. The next letter indicates the unit choice. The following number indicates which semester the unit is running in 2016. The final letter identifies the class which is necessary in the event of multiple classes of the same unit running.

For example:

2EC1A → 2 = Stage of Unit
E = English Unit
C = Unit (Love and Hate)
1 = Semester 1
A = class identifier

Subject codes include:
- E = English
- M = Mathematics
- H = Humanities
- S = Science
- L = Language and Cultural Studies
- P = Physical Education / Health / Nutrition
- A = Arts and Technology
NOTE: All students are advised that the units offered in the list below will only run if there are sufficient student numbers. A student’s results may impact upon successful entry into a unit.

<table>
<thead>
<tr>
<th>STAGE 1</th>
<th>STAGE 2</th>
<th>STAGE 3</th>
<th>STAGE 4</th>
<th>POSSIBLE VCE/VCAL PATHWAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1EA Our Sunburnt Country 1EB Adventure</td>
<td>2EA The Extraordinary 2EC Love and Hate 2EE Cry Freedom 2ED We are the Champions</td>
<td>3EB Dreamtime 3EC Pack Mentality 3EG Heroes and Villains 3EH Nightmares 3EJ Magic and Fantasy</td>
<td>4EA Dramatic Oz 4EB Neighbours 4EE Fringe Dwellers 4EF Justice 4EG Future Worlds 4EH Gen What?</td>
<td>English English as language Bridging E Literature VCAL literacy</td>
</tr>
<tr>
<td>1HM The Silk Road 1HL Gladiators and Goddesses</td>
<td>2HA Knights in Shining Armour 2HF Conquest and Discovery 2HG Landforms and Disasters 2HK City Slickers</td>
<td>3HA Lawmakers/Lawbreakers 3HB Revolutions 3HD In their Footsteps 3HE Shop Till You Drop 3HO Feed the World</td>
<td>4HA War and Peace 4HE Risky Business 4HF Money, Money, Money 4HI Free the People 4HK Footprints</td>
<td>Accounting Business / Environment Geography History Legal Studies Politics VCAL Personal VCAL workplace</td>
</tr>
<tr>
<td>ral 1LA Bonjour la France</td>
<td>2LA Parlez-vous?</td>
<td>3LA Tricolore 3LB Tricolore Encore</td>
<td>4LE Voila 4LF Voila Encore</td>
<td>French</td>
</tr>
<tr>
<td>1PC Safe, Happy and Healthy</td>
<td>2PC Leap Into life 2PF The Good Years</td>
<td>3PA Out and About 3PB Feel Strong, Be Strong 3PC Boot Camp 3PD Outdoor Exploration 3PE Eat Well, Live Well 3PF Party Time</td>
<td>4PA World Wide Sports 4PB Fitness Training 4PD Food for Life 4PH Mind and Body 4PG Café Culture 4HK Footprints</td>
<td>Biology Food Tech Health and Development Outdoor Adventure Physical Education Psychology VCAL Personal VCAL workplace</td>
</tr>
<tr>
<td>wv 1AA Cotton, Colours. 1AC H andmade - Workshop</td>
<td>2AF Create Make Use</td>
<td>3AE Art And About</td>
<td>4AD Artistic Design</td>
<td>Art</td>
</tr>
</tbody>
</table>
NOTE: These costs are indicative only and are subject to change. Costs will be confirmed on the Contribution Sheet. All fees and charges must be paid to secure places in selected courses.
The indicative costs below are the Essential Education Items charges which relate directly to the classroom materials required for the specific subjects. Costs of excursions and camps associated with these subjects are NOT included in these fees and will be an additional cost. Essential Service Charges including House Sports, Diaries, Printing, and Reporting etc will be listed on the Contribution sheet. Each unit only runs for a semester unless otherwise stated.

<table>
<thead>
<tr>
<th>Subject Domain</th>
<th>STAGE 1</th>
<th>STAGE 2</th>
<th>STAGE 3</th>
<th>STAGE 4</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>$30 per unit</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Humanities</td>
<td>$30 per unit</td>
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<tr>
<td>Science</td>
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<tr>
<td>Language &amp; Cultural Studies</td>
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<tr>
<td>Physical Education Health Nutrition</td>
<td>$30 per unit</td>
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<tr>
<td>Arts and Technology</td>
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<td>$30 per unit Additional fee $30 per unit</td>
<td>$30 per unit Additional fee $30 per unit</td>
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<tr>
<td>Inquiry</td>
<td></td>
<td></td>
<td>$60 per year</td>
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<tr>
<td>Community</td>
<td></td>
<td></td>
<td>$30 per year</td>
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<td>C.A.P</td>
<td></td>
<td></td>
<td>$30 per year</td>
<td></td>
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<tr>
<td>Mathematical Conventions/Language Conventions</td>
<td>$30 per year</td>
<td>$30 per year</td>
<td>$30 per year</td>
<td></td>
</tr>
<tr>
<td>Mathematical Conventions/Language Analysis</td>
<td></td>
<td></td>
<td></td>
<td>$30 per year</td>
</tr>
<tr>
<td>Sport Program (Wed afternoon)</td>
<td>$40 per year</td>
<td>$40 per year</td>
<td>$40 per year</td>
<td>$40 per year</td>
</tr>
</tbody>
</table>
In studying English, language and texts are the central concepts. The study of language includes the competent use of language and the development of students’ knowledge and understanding of linguistics. Students learn to appreciate and enjoy language and develop a sense of its richness and its power to: evoke feelings, form and convey ideas, inform, discuss, persuade, entertain and argue. The study of texts focuses on creating, analysing, understanding and interpreting texts, and developing students’ reflective and critical analysis skills.

All the English units focus on developing core skills in the three key strands of reading, writing, listening and speaking. As reading plays such an important part in English, the units offered at each stage are based on the study of texts in a specific genre or theme. Understanding texts and recognising how language works within them is necessary for success at school and beyond. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

In English, students investigate a wide range of written and spoken texts in print and electronic forms, including:
- literary texts such as novels, short stories, non-fiction, poetry and plays
- film and other multimodal texts
- media texts
- personal writing

Students for whom English is an Additional Language (EAL) and who will be eligible to study EAL at VCE, will participate in mainstream English units, but will be assessed on the EAL continuum rather than in AUSVELS.

For further information regarding English or EAL at Ashwood Secondary College please contact Ms Karen Bares.

**Stage 1**

**Our Sunburnted Country 1EA**

In this unit the text focus is on Australian language and literature. Its main concern is the Australian experience and how it has been imparted over the years. What kinds of characters and themes have dominated our story telling, and why? From the early bush ballads to contemporary novels there is much to explore. Is your experience of growing up in Australia the same as that of your parents and grandparents? Probably not. Stories told by different waves of immigrants, tell of a fast changing Australia, and yet, also speak of a common thread of Australian values that binds us all. Through the study of stories, poems, song lyrics and biographies, students will engage with the experiences of a diverse group of Australians.

**Adventure 1EB**

Everyone loves a great adventure story. It doesn’t matter whether it is set in an exotic or distant place, such as the deepest jungles of Africa, or in the wild woods of northern Canada, where moose and black bears rule, an adventure story is sure to involve danger, risk and excitement for the characters, as well as the readers. The text focus in this unit is on stories and poems about survival, exploration, and even hunting for treasure.

**Stage 2**

**The Extraordinary 2EA**

The focus of this unit is the literature of folk and fairy tales, fables, myths and legends. Students will compare and contrast the stories that have led to differing traditions e.g. Indigenous Australian, Native American Indian, Chinese, Greco-Roman, Indian, Irish, Norse and Japanese. Students will learn about legendary heroes and their marvellous quests, and will pursue this theme through a variety of literary forms (novels, short stories, plays and poetry).

**Love And Hate 2EC**

Why are human relationships so complicated? Is it because there is a fine line between love and hate? People throughout history have killed for love and have been consumed by hatred. This unit explores the universal themes of love and hate. These two most extreme emotions are polar opposites that can create conflict, chemistry and confusion.
and can co-exist at the same time. Students will read/view and respond to texts that explore these universal themes, explore ideas of love and hate through their own writing and explore how ideas of love and hate underpin many of the issues that affect our society and our world.

We are the Champions 2ED

“It’s not about whether you win or lose; it’s about how you play the game.” We all know this saying, but it’s never as simple as this in sport, is it? We worship our sporting heroes, yet we continue to see them in the news behaving in ways that seem to contradict the self-discipline and control they must have shown in order to reach the levels that they have achieved in their sport. In this unit, the focus is on modern day sporting conflicts, people striving to be champions, competition and struggle, and the pressures of being an elite athlete.

Cry Freedom 2EE

“There is no easy walk to freedom anywhere, and many of us will have to pass through the valley of the shadow of death again and again before we reach the mountaintop of our desires.” Nelson Mandela

Many of you believe that ‘freedom’ is your right. If this is so, then why is it so hard to achieve? This unit focuses on concepts of freedom by considering the views of people in minority groups and those facing adversity. In it you will explore the difficulties of standing up for what you believe in, and how this inevitably leads to conflict. Why do people protest and start revolutions? How do people deal with conflict? Through your reading and writing, students will explore the notion of rights for the individual and for the society and how change can be brought about by the actions of as few as one person, even someone of your own age.

Stage 3 3EB

Dreamtime

Understanding of what it is to be Indigenous is best determined through listening to the stories of Aboriginal people. These stories so often document the triumph of the human spirit in the face of adversity. In this unit, wherever possible, Indigenous people speak for themselves. The unit moves through biographical material, looking at the lives and writing and songs of inspirational Aboriginal people. This unit focuses on the contribution to Australian society of our Indigenous people, their traditions and culture. Students will study indigenous cultures from the Dreamtime to today through a variety of texts including short stories, novels, poetry and film.

Pack Mentality 3EC

Everyone likes to belong to a group or a team – everyone wants a place where they ‘belong’. What happens when different groups can’t get along or when people are excluded from groups, either by the group themselves or by a group of which they are already a part? Students will explore what it means to conform and what it means to stand out. This unit offers students an opportunity to explore and respond to a broad range of texts written from the teenage perspective, in a voice that will sound all too familiar.

Heroes and Villains 3EG

Once solely the domain of the nerd, comic books and superhero stories have become a huge part of popular culture and have spawned a multi-million dollar industry in related products such as computer games, films and toys. This unit will look at three very different texts that all revolve around the basic super-hero storyline: a novel, a graphic novel or comic book, and a live-action film. You will consider the language features of these texts (including the visual language) and explore how the genre translates into the various different forms, as well as looking at the ways these texts can be read as metaphor of the human condition.
Nightmares

Don’t look under the bed! This unit focuses on horror and is definitely not for the faint hearted! Thrilling tales, based on both fact and fiction, form the basis of the unit. From the stories of Edgar Allen Poe to novels and films such as Twilight and Buffy the Vampire Slayer, the gothic genre combines elements of both horror and romance. Students will explore the theme through a variety of texts such as poetry, short stories, novels, films, plays and online media. Students will create a portfolio of work of their own gripping creations in a range of writing styles based around the gothic theme, as well as oral presentations and wide reading.

Magic and Fantasy

"Wingardium Leviosa!" How many of us have wielded our wands and practised this J.K. Rowling spell? With the worldwide success of the Harry Potter franchise, and the big-production film versions of The Lord of the Rings and Narnia, fantasy has a whole new generation of fans. The texts in this English unit, explore the fascinating worlds evoked by writers of fantasy fiction, and you will learn that fantasy can be both an escape from our own existence and a reflection (sometimes disconcerting) of our own world.

Stage 4
Dramatic Oz

Through this subject students will explore ideas relating to Australian identity and belonging as represented through television, film and the theatre. Specifically students will learn about the 'Australian' image as mediated through dramatic presentation. Students will investigate themes such as: The Australian Larrikin, Sporting Nation, War & Conflict, The Immigrant Experience, Indigenous Australia, The Australian Landscape and more. The course looks to unpack how film, television and theatre represent Australian - to ourselves and to the rest of the world. Students will develop their skills in historical research, understanding and interpretation, as well as their reading, writing and oral skills.

Neighbours

It’s important to find out as much as you can about your neighbours! You never know when you might need your neighbours for help or perhaps when you might have differences with your neighbours! This unit explores the writings of prominent Asian and Southeast Asian authors from China, India, Indonesia, Malaysia and Singapore. Find out more about the differences that arise from time to time between Australia and its neighbours such as: asylum seekers, the export of live cattle, human rights disputes such as the death penalty for Australians detained in Asian prisons etc. Students will explore and respond to a multitude of texts and written works and also write their own opinion pieces on some of the most controversial issues that involve Australia and her neighbours.

Fringe Dwellers

This unit explores the experiences and the views of those who, for one reason or another, live on the edge of society. Inevitably it entails an examination of lives which are different from the "norm". It covers a wide range of concerns such as why some people are excluded from mainstream society; whether some people desire isolation and want to “escape from it all” and where such people find strength and hope. All of the characters who appear in this unit are living on some sort of “fringe.” The texts include novels, documentaries, plays and poetry. Some are classics and others contemporary, but all are poignant and memorable.

Justice

This unit explores the concept of justice: reward and punishment. Do people ultimately get what they deserve? Truth and justice are concepts traditionally connected, particularly in western democracy. Should they automatically be associated? What of travesties of justice? What of truth being manipulated? On the level of both society and the individual, pursuit of justice continues to be a driving force. The texts in this unit explore triumphs where justice is upheld and conversely, terrible miscarriages of justice where unfairness is felt bitterly. Discussion of issues in society and film text serve to challenge some preconceived notions of justice, fair play and retribution. “An eye for an eye”? It’s never that simple.
Future Worlds
Although the gap is closing fast, Science is still trying to catch up with Imagination. Travel through space and time, robots and transformers, aliens and light sabers – science fiction has it all covered. What if technology took over the world? Or if people could fly? Or if science makes it possible for us to clone ourselves for spare parts? The text study in this unit focuses on science fiction, and is based on speculation about current or future science and technology.

Gen What?
As a teenager, life explodes into a cosmos of complications. Your parents want you to be one thing, and your friends need you to be something else. You’re suddenly expected to take on additional responsibilities but adults still treat you like a child. Both boys and girls face many issues in today’s society, from concerns of body image and drug and alcohol abuse, to peer pressure and online bullying. The problems are slightly different depending on your gender, but basically the same: how to find and be yourself. The texts studied in this unit focus specifically on the kinds of issues facing young people in today’s world of ‘virtual’ friends and online everything!
At Ashwood Secondary College we believe it is critical for all students to achieve success in mathematics. Mathematics forms a crucial foundation for many life skills, as well as a basis for a host of careers, and as such is a key component of curriculum.

We understand that each student is different and will progress through the range of mathematical standards at a different pace. Our focus is on learning through engagement and as such the curriculum in the mathematics domain in Years 7-10 provides the opportunity for students to learn mathematics at a level of challenge appropriate to their ability.

The rigour, challenge and skill development necessary for future mathematical studies at VCE level will be found in all of the units being offered and will be further enhanced in Years 7-9 through work done in a compulsory Mathematical Conventions stream, and in Year 10 through Mathematical Analysis. All students in Years 7-10 will be required to select and complete one unit of maths each semester.

Students in Year 7-9 will complete a compulsory unit of Mathematical Conventions. Within this unit students will work on the development of strong number skills that provide the platform on which further mathematics is built. Students will be frequently assessed and monitored to ensure that they are being challenged and provided with growth opportunities or support as required. There will be opportunities for more able students to hone their already excellent mathematical skills by being exposed to alternate number systems and methods of calculation.

Students in Year 10 will complete compulsory studies in Mathematical Analysis. Again this unit is carefully developed to provide the appropriate level of challenge for students, and ensure that they are well prepared for future mathematical studies. Mathematical analysis will incorporate the use of technology, whilst reinforcing the appropriate application of algorithms and process for manual problem solving.

Students should seek advice from their Maths teacher as to their current level of ability. Maths units are selected based on the level of difficulty and challenge they present. More able students are advised to tackle more challenging units. Students planning to study maths methods in Year 11 must choose Mathematical Methodologies in Year 10.

For further information regarding Mathematics at Ashwood Secondary College please contact Mrs Debra Gibson or Ms Kate Davis.

**Stage 1**

**Mathematics 101**

Students will learn a range of mathematical topics. Students will investigate measurement and establish formulas for common shapes and extend their knowledge to calculating areas of shapes and volumes of prisms and the properties and angles of triangles. Students will be introduced to the concept of algebraic variables as a way of representing numbers. Students will extend and build upon their knowledge of probability.

**Mathematics 102**

Students will use statistics to construct and compare a range of data and to solve authentic problems. They will use their knowledge to build and solve equations and create and simplify algebraic expressions. The students will investigate transformations and symmetry of shape using the Cartesian plane. They will also calculate angles and interpret sets of data collected through chance experiments.
Stage 2
Mathematics 201
2MA
In this unit, students will be reviewing algebra and introducing expanding and factorising. They then will be covering measurement, starting from conversion of units, looking at the area and circumference of circles progressing towards developing formulas for the areas and volumes of other shapes. Finally students cover statistics, particularly focusing on the concepts of the mean, mode and median and their calculation from data tables.

Mathematics 202
2MB
This unit extends the area of algebra, through the introduction of linear equations and graphs. Students then learn about angles and their constructions, followed by calculations of time involving time zones, timetables and 24hr conversions. The topic of shapes is covered involving their transformations and similarities. Finally, students will look at the language of probability, Venn diagrams and problem solving tasks.

Stage 3
Mathematics 301
3MA
During this unit, students will explore a variety of problem solving tasks intended to support them to discover the links of mathematical theories to the everyday world around them. The understanding of algebra and the use of unknowns in maths will be developed. Students will be introduced to pronumerals and how they help in problem solving, and their use in formulae. The graphing of linear equations will be used to describe and solve a variety of familiar problems. Composite shapes will be investigated and strategies developed for finding their perimeter, area and volume. Right-angled triangles and their properties will be considered using Pythagoras’ Theorem. Probability will be investigated with analysis using diagrams and data summaries. The use of technology will be used to clarify and reinforce concepts.

Mathematics 302
3MB
This unit extends the use of algebra to solve problems such as the distance between two points and their midpoint using various methods. Graphing skills will be emphasised, the use of coordinates reviewed, and working with pronumerals in index form introduced. Prior learning in geometry will be enhanced. Data and how it is collected and described will be studied. Knowledge of Statistics will be developed in problem solving contexts. The use of technology will promote the exploration of ideas.

Stage 4
Mathematical Methodologies
4MA
Students will build their understanding of the use of unknowns in maths, strengthening their knowledge of the use of integers, formulae and pronumerals. Powers and Index laws will be explored, patterns formed when expressions are factorised and expanded will be examined and the distributive and null factor laws considered. Solving linear equations and inequations will be considered in the context of their problem solving powers. Linear equations and inequations will be solved algebraically, graphically and by CAS. The concept of multiple methods of solution will be explored. Simultaneous equations and inequations will be solved by methods of substitution, elimination, graphically and by use of CAS. Trigonometry will be developed and extended to include circle geometry. This unit is a prerequisite for students intending to study Mathematical Methods in VCE.

Mathematical Methodologies
4MD
The main focus is the quadratic function. All forms of quadratic factorisation and solution of quadratic equations, including the use of the quadratic formula and the discriminant will be covered. Quadratic graphs, and simultaneous equations will be studied. Students will work extensively with the TI-nspire calculator. Problem solving using real life situations, is a major part of this unit. This unit is a prerequisite for students intending to study Mathematical Methods in VCE.
**Continuing Mathematics 4ME**

In this unit students will study measurement, plans, scale drawings, and ratio in the context of industry. Students will investigate a real life example of a construction, engineering or development project. Algebraic skills will continue to be developed. This unit will not provide the necessary skills and knowledge to progress to Mathematical Methods in year 11. Skills in this subject are suitable for students intending to progress to General Mathematics in VCE.

**Continuing Mathematics 4MF**

In this unit there will be a strong emphasis on mathematical techniques used in business and personal finance. Some problem solving will require the use of the TI-Nspire. Depreciation, inflation, investment, annuity, insurance, taxation rates, mortgages and personal loans, credit cards and the consumer price index will all be covered. Algebraic and computation skills will be developed as students continue to apply mathematical knowledge to real life problem solving. This unit will not provide the necessary skills and knowledge to progress to Mathematical Methods in year 11.

**Advanced Mathematics 4MG/4MH**

Advanced Mathematics is a year-long course designed specifically for students in Year 10 who have successfully completed an accelerated program in mathematics. It provides a strong preparation for VCE Mathematics and ensures that students have begun exploring topics to be covered in Year 11 Mathematical Methods and Specialist Mathematics. This course will extend existing understanding and strengthen student’s knowledge and skills in algebra and algebraic manipulation, functions, pre-calculus, statistics and probability. Previous studies in circular functions and circular geometry will be built upon and a particular focus will be on demonstrating mathematical skills in practical applications. Students will be required to demonstrate capabilities in both the use of technology and by hand methods of problem solving. The TI-nspire CAS calculator will be used extensively in this course and students are expected to purchase one prior to the start of the school year. In order for students to undertake Advanced Mathematics they must have approval from the Head of Mathematics/Science.
Humanities Units

The humanities are the stories, the ideas, and the words that help us make sense of our lives and our world today. They introduce us to people we have never met, places we have never visited, and ideas that may have never crossed our minds. They provide unique ways to understand how and why groups of people have settled where they have, organised their societies, developed means of generating and distributing wealth, developed codes, laws and belief systems, related to other groups of people and interacted with their physical environment. By showing how others have lived and thought about life, studying humanities helps us decide what is important in our own lives and what we can do to make them better.

The Humanities subjects include not just History and Geography, but Legal Studies, Accounting, Business and Economics, Civics and Citizenship and more. When students choose Humanities subjects, they choose to connect with other people, to find the answers about what is right or wrong, or what is true to our heritage and our history.

Students must study Humanities in years 7 and 8, and must complete a minimum of three units over years 9 and 10.

Various Humanities units are offered to provide students with a range of experiences in order to develop individual interests for further pursuit.

For further information regarding Humanities at Ashwood Secondary College please contact Ms Karen Bares (History, Geography), Ms Dolores Briffa (Accounting), Mr John Bullen (Business, Economics), Ms Lisa Drake (History) or Mr John Sheehan (History, Legal Studies).

Stage 1
Gladiators and Goddesses
(History) 1HL

The first-ever shopping mall was built by the Emperor Trajan in Ancient Rome. It consisted of several levels and more than 150 outlets that sold everything ranging from food and spices to clothes. How do we know this about the ancient past? What other legacies of ancient societies do we enjoy today? These are the focus questions of this unit in which students investigate ONE of three key civilisations from the Ancient World, from the splendour of Egypt to the classical worlds of Greece and Rome. They discover not only how the peoples of the ancient world lived but also how they changed human existence forever. Through this unit students will explore ancient civilisations – their history, geography, economy, politics, education, warfare and way of life. Students will compare and contrast civilisations and also investigate how ancient civilisations have impacted modern day ideas and contemporary thought.

The Silk Road
(History) 1HM

In order to understand the contributions China and India have made to the western world, it is important to unravel the mysterious traditions of these ancient cultures whose earliest recorded history takes us back to nearly 14,000 B.C. The first and greatest civilization in ancient India developed around the valley of the Indus River around 3000 B.C. This early empire was larger than any other empire, including Egypt and Mesopotamia and it was here that the value of "pi" used in mathematics was first calculated in the 6th century and the game of Chess was born. However, China is actually the world's oldest known continuous civilization and has been responsible for countless important discoveries and inventions; among them fireworks, kites and the fortune cookie. Indeed, were it not for the important contributions of ancient China, the western world today might well resemble the crude medieval European world of the early fifteenth century. Luckily, thanks to the trade route known as "The Silk Road," life in the west has been forever enhanced. In this unit students will explore the ancient civilisations of China and India and will investigate how these civilisations have impacted on modern day ideas and contemporary thought.
Stage 2

Knights In Shining Armour 2HA
(History)
This unit explores the questions, Who were the knights, and did they actually wear shining armour? What was the Doomsday Book? What were the Crusades all about? What was the Black Death? This unit deals with the medieval period of European history through a study of topics including: knights, chivalry and heraldry, feudal village and town life, and warfare. From here, the investigation moves to the other side of the world to explore the fascinating history of Shogun Japan. Students will be encouraged to make comparisons between life then and now and to develop an understanding of how the Middle Ages was a turbulent, exciting, violent and romantic time to live.

Conquest and Discovery 2HF
(History)
Were the Vikings just bloodthirsty warriors wreaking havoc wherever they travelled? For almost 300 years, after the first Viking raid was carried out on the unsuspecting English monks at Lindisfarne in 793AD, they traded and plundered their way from Europe to North America. Meanwhile on the other side of the world the Polynesians were sailing, migrating and populating tropical islands across the Pacific in the southern hemisphere. What are the origins of the Haka dance? How did tattoos develop and who had them? In the 1400-1500s the Spanish were searching for treasure in the Americas. Just how nice were they to the indigenous people of the Americas? Human sacrifice - did it really happen? Learn about the triumphs and failures of various cultures in these often violent but exciting times of exploration, conquest and discovery.

Landscapes and Disasters 2HG
(Geography)
Did you know that the Sahara Desert used to be at the South Pole and the equator ran diagonally across North America? Do you know why we have destructive bushfires in Victoria, but no active volcanoes and few earthquakes? What factors cause the destructive earthquakes in New Zealand and how can cities be planned around this? Sounds like a disaster film, doesn’t it? This unit focuses on the landscapes and landforms of our earth. You will investigate how the characteristics of a country or place can come to represent a country’s identity. You will explore how the actions of humans are placing our landscapes under threat and you will also look at how the surface of the earth is shaped by nature: earthquakes, volcanoes, tsunamis, landslides, coastal erosion and avalanches.

City Slickers 2HK
(Geography)
Did you know, that for the first time in human history, more than half of the world’s population live in cities? London, Paris and New York! What would attract millions of people to live together in such limited spaces? This unit examines the shift of population towards cities and explores some of the world’s most interesting and exciting cities. Students will examine how the spaces inside cities, the qualities and resources of their built environments, and the features of their neighbourhoods and communities, enhance or limit the opportunities of different groups of city dwellers. Other issues investigated will include: the growth of gated communities; homelessness; the privatisation of urban public services; and interactions in public space and in the micro-public places of the multicultural city.

Stage 3

Lawmakers And Lawbreakers 3HA
(History)
This subject looks at the earliest lawmakers in ancient times, charts the development of the British legal system and follows the fortunes of British convicts sent to Australia. The unit looks at early life in the colony and the conflict between the laws and values of the white settlers and the laws and customs of the Aboriginal inhabitants. Topics covered include: poverty and crime in Britain, the convict system, transportation to Australia, gold mining and the Eureka Stockade in Ballarat, bushranging and the Rum Rebellion. The type and effectiveness of punishment through recent history will be reviewed and famous acts of civil disobedience examined. Students will look at how the types and effectiveness of punishments have changed and will evaluate these with respect to current day practices.
Revolutions (History) 3HB
Between 1750 and 1918 the world experienced unprecedented change. The Industrial Revolution affected the living and working conditions of many people, including within Australia and brought about global changes in landscapes, transport and communication. The movement of slaves, convicts and settlers amidst European Imperial Expansion shaped the world as we know it. The lessons of history help us to understand the current world and predict the spaces and places of the future. Dig up the past and discover the most amazing stories and people, empathise with the downtrodden, and celebrate those transformations that led to improvement.

In Their Footsteps (History) 3HD
The central focus of this unit is on World War I, its causes and the reasons why men enlisted to fight in the war. There is an emphasis on exploring the places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign. Learning activities highlight the importance of understanding why we became involved in these conflicts and empathising with those service personnel who risked their lives as a result. This unit will focus on the causes of armed conflict and the consequences (social, economic, cultural and political) of war in modern history. Special emphasis will be placed on illuminating the link between war and social and political change. Students will explore the commemoration of World War I, including debates about the nature and significance of the Anzac legend.

Shop 'Till You Drop! (Commerce) 3HE
Do you love shopping, or do you loathe it? Do you love to shop for the latest trends, or do you just go through the basics for the sake of a boyfriend or girlfriend, a mum or a dad! Are you a shopaholic or do you treat it like a chore, a necessary evil? Either way, surely you want the best deal you can get! Don't you want value for your money? So, are you a good “consumer detective”? Can you manage your money wisely? Do you know a bargain when it hits you in the face? Do you haggle over the price, or do you just pay the amount on the price tag? This subject aims to get you promoted from a Probationary Constable shopper to a Detective Inspector deal-maker! It looks at wise buying (including the best deals on mobile phones, etc.), impulse buying versus planned purchases, how to spot a scam a mile off, using credit and borrowing money, debit cards versus credit cards, savings and investments, tactics you can use to get value for money, your rights and responsibilities as a consumer and how to complain about faulty goods and win.

Feed the World (Geography) 3HO
What’s a “biome”? Do you love to eat? With our world bursting at the seams as a result of our expanding human population, how are we ever going to manage to produce enough food to stop us all from going hungry in the future? This Geography unit focuses on investigating the role of the biotic environment and how we are going to meet the challenges to food production, including land and water degradation, competing land uses and climate change, for Australia and the world. Students will examine the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. They will study the principles of permaculture and apply this to work in the Ashwood Community Permaculture garden.
Stage 4
War and Peace  
(History)
The Twentieth Century was a time of turmoil for many nations including Australia. This unit focuses on the years following World War I with an emphasis on War and the world’s attempts to achieve lasting peace and security. Students will investigate the inter-war years between World War I and World War II, the Roaring Twenties and the subsequent Great Depression. They will examine significant events of World War II, including the Holocaust and use of the atomic bomb, and will explore the nature of the Cold War and Australia’s involvement in post-Cold War conflicts including Korea, Vietnam, The Gulf Wars and Afghanistan. War leads to the mass displacement of ethnic and cultural groups of people, and students will also look at the effects of the waves of post World War II migration to Australia and the impact of changing government policies on Australia’s migration patterns, including the abolition of the White Australia Policy and ‘Populate or Perish’.

Risky Business  
(Commerce)
In this unit, students will examine various aspects of setting up and running a small business. What is the definition of a ‘business’? What’s a ‘small’ business and what’s so risky about running one? How does a business develop and market new products so it can continue to make a profit? What sort of products are likely to be successful, and how does a business manager know how many to try to sell?
Once they have covered the basics, the students will work in a small group to simulate setting up a small business and developing a new product, deciding on the product’s features, brand name, price, designing the package and putting together a marketing campaign to advertise the new product and generate sales. Students also look into the legal implications relevant to managing a small business and the rights of their customers. Risky Business provides an introduction to VCE Business Management Units 1 & 2 which can lead to Units 3 & 4, then onto many options at the tertiary level.

Money, Money, Money  
(Commerce)
In this unit, students will examine various aspects of the running and accounting for small business. How does a business know if it making a profit? What decisions could the manager of a business make if it’s not profitable? In order to keep control of the money flowing in and out of a business and to calculate whether the business has made a profit or loss, accurate record keeping is essential. This unit introduces students to the Accounting Process and develops skills in recording transactions and reporting financial information for small business. Students then use financial information to prepare: Profit and Loss Statements, Cash Journals, Balance Sheets and more, setting them up well for studies in VCE Accounting (Units 1 – 4) and Business Management (Units 1 – 4).

Free the People  
(History)
After World War II there began a series of major movements for rights and freedom in the world and the achievement of independence by former colonies. “Freedom” was the catchcry of the oppressed. In this unit, students will explore the origins and significance of the Universal Declaration of Human Rights, and Australia’s involvement in UN peacekeeping. Students will investigate the US civil rights movement and its influence on Australia and a focus on the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms, including the 1938 Day of Mourning and the Stolen Generations.
This course will also examine the significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations) and the Apology.
Footprints 4HK
(Humanities/Outdoor Education)
Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment. We must ask ourselves, “What management options exist for sustaining human and natural systems into the future?” This unit combines the theoretical application of Environmental Studies with the more practical aspects of Outdoor Education. Students will be involved in a range of activities where they will become familiar with skills and techniques required for safe participation in the outdoors while developing an understanding and appreciation of the need for us to protect our natural environment while we are in it. There is an emphasis on group management skills in the practical activities which will lead to development of critical life and leadership skills that will be of benefit in the future. Students will apply geographical concepts and methods to the management of an environmental change chosen for investigation. This unit is recommended before undertaking VCE Outdoor and Environmental Studies. Students will be required to attend one or more camps/excursions in order to complete this unit. These activities will incur addition costs.
Science Units

Students enter the classroom with a range of ideas and conceptions of the physical world. The science classroom extends and explores these ideas, so that students are able to base their understanding on scientific theories, laws and practices. Science encourages students to question and to be curious about the world around them. It helps students to build a base of knowledge that allows them to formulate opinions and ideas and to hypothesise. Through studies in science students will develop the ability and confidence to participate in and contribute to debate and discussion about the environment, sustainability and other topical issues.

At Ashwood Secondary College throughout Stages 1-4, students will develop skills and knowledge in all of the science disciplines. They will participate in practical investigations and develop the ability to formulate, test and support hypotheses, to conduct tests and experiment and to identify and utilise appropriate equipment and apparatus.

Our state of the art science centre provides access to a wide range of contemporary scientific studies and will enable students to collaborate with on line learning communities. The science centre is well positioned to take advantage of the nearby wetlands.

Students must choose a unit of Science in each semester of year 7 and 8. During years 9 and 10 students must complete a minimum of three units of science.

For further information regarding Science at Ashwood Secondary College please contact Mrs Debra Gibson, Ms Bernie Jowett or Ms Kate Davis.

Stage 1

Surrounded by Science 1SA
(Science/Health)
This unit seeks to demonstrate the usefulness of science in everyday life. Students will learn about food handling, preparation, storage and cleanliness. They will conduct practical sessions in the kitchen where they will prepare food in a hygienic manner. Students will explore Kitchen chemistry (solids liquids gases, raising agents, colourings, flavourings, preservatives, cleaning agents). They will investigate the importance of plants through studies in the garden – the role of plants in our survival, structural features, germination, photosynthesis and reproduction. Students will learn how to classify living things. They will study food chains and food webs and will discover how a science education involves more than just a science laboratory.

Life on Earth 1SB
This unit explores the rich diversity of animal life on Earth. Students learn how to classify living things and explain how the physical structures and appearance of different animals are related to the environments in which the animals live. The students explore the differences within and between groups of organisms and discover the interactions between organisms, particularly in terms of food chains and food webs, and the relationships between predator and prey. Students will also investigate how we as humans can affect these interactions. This unit involves many practical activities and fields trips.
Stage 2
Chemical Factory 2SA
This unit examines the properties and uses of various raw and processed materials and includes components of organic chemistry. Experiments may include making soap, making glue, making detergents and creating special effects. The manufacturing process of these materials will be examined with particular emphasis on the generation of unwanted by products and pollution. Recycling and reuse of products will be explored. Compounds, mixtures, colloids, emulsions will be defined. Cells, the ultimate chemical factory will be introduced and students will explore their different types and functions.

Loud, Bright, Sparks 2SB
This unit investigates the production, transmission and form of sound, light and electricity. Students participate in and design practical tasks which explore electrical circuits, the construction of a torch and the use of a sound meter to test students’ hearing range and observe and measure different sounds. The structure of the ear and eye are also studied in relation to the transmission of light and sound. Related energy systems are explored. This unit will also explore sedimentary, igneous and metamorphic rocks contain minerals and are formed by processes that occur within Earth over a variety of timescales.

Alchemy to Zoology 2SE
Travel over 2000 years through history to learn about the great minds, theories and discoveries that have contributed to our understanding of the world in which we live. Why did alchemists never succeed in turning base metals into gold? This unit explores the fundamentals of chemistry and particle theory and the initial concepts of chemical reactions. Why was Darwin ridiculed for his theories on evolution and where will newer discoveries such as the decoding of the human genome and nanotechnology lead us in the coming century? What can we learn from the mistakes of the past and where will the evolution of scientific thought take us in the future?

Physical Science 2SG
This unit explores those aspects of physical science as they relate to our everyday lives. Electricity and other forms of energy are studied and students develop an understanding of basic circuitry and electrical energy. This is developed further to investigate other energy systems. Earth science: the history, development and process behind the Earth formation are explored.

Stage 3
Does It Matter? 3SA
This unit begins the rigour of academic studies in chemistry. Students will start to explore the periodic table of elements. They will begin to understand the structure of the atom and how this can be used to predict and explain chemical reactions. Students will conduct regular experiments in the laboratory to demonstrate and validate their emerging understanding of chemistry. The understanding of chemistry will extend into living organisms and in particular the structure and survival of organisms and ecosystems.

Germ Warfare 3SE
This unit explores the microbiology of disease, bacteria and the growth and spread of disease. It explores immune systems medicines, effect of disease on body systems. Students will examine the various systems in the human body, digestive, respiratory, skeletal, circulatory endocrine. Students benefit from the synergy between science and health as they explore the use of drugs, both prescription and illegal. The chemistry associated with these products is explored through an understanding of atomic structure and chemical stability and reactions.

Forensics 3SF
This unit looks at the collection and interpretation of information and clues relating to detective purposes. Students will carry out investigations involving the characteristics of fingerprints, fibres, inks, oils, powders, tyre treads, soils and blood. The unit will enable students to develop and broaden their investigative and interpretive skills in the form of
gathering and presenting material evidence. Psychology, including memory, eyewitness and lie detector testing is studied. Students undertake investigations using chromatography techniques, facial identification, finger prints, foot prints, genetic material, entomology, fabrics, fibres, handwriting analysis dental models and more. Through these studies students will be exposed to core aspects of biology, chemistry and physics, including relevant mathematical techniques.

Seismic Science 3SG
Students will explore a large range of disciplines related to Earth Sciences, especially geology. Geologists and other specialist geoscientists study the Earth from both a physical and historical perspective. Physical geology examines materials and processes that have come to build and shape the planet. Students will relate these ideas to concepts of chemical bonding, density and natural selection along with the exploration of the wave and particle models as applicable to light and sound.

Stage 4
Physics And Chemistry 4SF
This unit is a prerequisite for studies of Physics or Chemistry at Year 11. This unit develops practical and investigative skills in two of the more traditional areas of science, Physics and Chemistry. Students will study force and motion and begin to explore velocity and acceleration through practical application and investigation. The Periodic table and atomic structure is explored in depth as students learn about bonding of atoms and prepare themselves for studies in VCE. Students will complete an two significant research investigations to develop and extend their scientific capabilities.

Biology And Psychology 4SG
This unit is a prerequisite for studies of Biology and Psychology at Year 11. Students will study Stem Cells – Study of cell structures and functions, ethical debates, DNA, genetics, human evolution, hereditity, disorders and diseases, DNA profiling. As part of psychology they will strive to understand what motivates individuals, and how we can achieve our goals. What are the ethical considerations involved in psychological studies? Students will study the structures and function of the Central Nervous System.

ABC – Alive Biology Chemistry 4SH
This unit involves the study of the chemical processes within and relating to living things. Through practical activities and research, students will be able to study life sciences ranging from medicine to photosynthesis, respiration, water cycle, and biological polymerisation. ABC – Alive Biology Chemistry incorporates evolutionary biology.

Science of the Universe 4SJ
This course explores the theories about the origin of our planet including the Big Bang Theory. It progresses to current challenges facing the earth – Global warming, greenhouse effect, carbon cycle, biosphere and layers of the atmosphere. Energy systems, energy transfer and conservation and the motion of objects bring the elements of physics to life in an authentic context. Some investigation of biomechanics in the human body is included.
Language and Cultural Studies Units

Language and Cultural Studies are compulsory for all students in Year 7 and 8. Research shows that many skills are acquired through the study of a second language including the development of social skills, gaining confidence in using unfamiliar words, understanding how language works and developing the ability to problem solve. Until recently French was the international language of the world, the language of science and literature and the Olympic Games are still conducted in both languages. Much of modern day English has its origins in the French language and you will recognise words like menu, chef, Grand Prix, and tennis. Your studies in French will complement and enhance your understanding of how the English language works and provide a platform from which to access other languages.

In Language and Cultural Studies students will focus on developing the communication skills required for everyday conversations and situations. The areas of speaking, reading, listening and writing in French are all-important for effective communication and understanding. French language will be brought to life through the exploration and appreciation of the culture of France and the many other French-speaking countries of the world. Students may have the opportunity to travel to French-speaking countries such as France and New Caledonia and to participate in exchange programs with these countries.

Language and Cultural studies explore our place in the world and help to break down the barriers of misunderstanding whilst fostering an appreciation for the diversity of other societies. The acquisition of a second language provides students with greater opportunities for employment with global organisations and the confidence to travel and explore the world.

Students in years 7 and 8 do not need to select units in Language and Cultural Studies as they are compulsory. Students in years 9 and 10 wishing to continue with French must select it in both semesters.

For further information regarding Cultural Studies at Ashwood Secondary College please contact Ms Karen Bares or Mrs Vicky Dernikos.

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**Stage 1**

**Bonjour La France** 1LA

Bonjour et bienvenue! Historically known as the language of love, French is the official language in 29 countries. In this introductory unit you will learn how to introduce yourself and say where you are from. After learning how to count to 60 in French, you will be able to give the date and say the time. In a cultural project on francophone countries you will be able to relate your own national identity and culture to the norms and practices of numerous francophone countries. You will also be able to talk about your family and pets, learn and converse in vocabulary related to school, and give and follow directions. This unit runs for the whole year.

**Stage 2**

**Parlez-vous?** 2LA

Is school in France the same as school in Australia? How does daily life differ in France and Australia? In this full year unit students will learn about living and going to school in France and will be able to describe school routines and discuss leisure activities. One day you may travel to a French speaking country and so this this unit you will teach you how to find your way around a French town, ask for directions, and buy things because, after all, New Caledonia is only four hours away! In this unit you will also learn how to describe the parts and objects in a house, describe someone’s appearance and character, express feelings, discuss leisure activities, plan and discuss events and holidays.
Stage 3

Tricolore

The aim of this unit is to extend students’ skills in all areas of French study. They will develop confidence in speaking, listening, reading and writing in French through the study of different topics about young people such as adolescent issues, including appearance and clothing, partying, health and fitness, holidays and leisure activities. They will further explore the world of fashion and clothing, as well as television and film.

Tricolore Encore

The unit focuses on further developing students’ language skills while extending their vocabulary and range of grammatical structures. The topics include city and country living, discussion of environmental issue, transport and travel as well as simulating a French exchange and talking about television programs ad films.

Stage 4

Voilà

This unit further develops students’ language skills in listening, speaking, reading and writing in French. The target language will be used in many classroom instructions and most activities. In Voilà, students will learn to talk about being in and around the town centre, shopping for food in specialist shops and the supermarché, holiday camps, keeping fit, sport and injuries. 4LE Voilà and 4LF Voilà Encore are designed to be undertaken as a sequence. These two units are a pre-requisite for students who are planning to study VCE French.

Voilà Encore

This unit is a continuation of Voila in Semester 1. Students will need to do both units if they wish to continue their language studies next year. This unit further develops students' language skills in listening, speaking, reading and writing in French. The target language will be used in many classroom instructions and most activities. The topics covered in this unit include love and other emotions, stories from the past, writing for the newspaper and magazine and talking about work and the future. Voilà and Voilà Encore are recommended for students who are planning to study VCE French.
Physical Education, Health, and Nutrition Units

The domain of Physical Education, Health and Nutrition aims to educate students in developing critical life skills to ensure they can make healthy lifestyle choices both now, and into their future. At Ashwood Secondary College we acknowledge the importance of the whole child and the benefits of maintaining a healthy life balance. Curriculum units will comprehensively cover topics relating to a healthy mind and body whilst supporting lifelong learning goals.

What a great time to be studying in these areas! We are delighted to be able to fully utilise brand new, state of the art, domestic and commercial kitchens along with the full size gymnasium and attached weights room. These contemporary new learning areas will provide all students with the opportunity to develop and grow in a state of the art environment.

Throughout Stages 1-4 students will have the opportunity to choose various units that will promote an awareness of physical wellbeing, and the associated health and nutritional benefits. Practical participation in a range of activities will enhance this learning and students will have the opportunity to be actively involved in team games, extend themselves in leadership roles in sporting competitions, as well as peer coaching and team coaching. Students will develop their confidence as individuals as well as improving their ability to work in teams and develop leadership skills.

Health issues relevant to the decisions young people make and strategies designed to maintain or improve health will be explored. Topics include decision-making, self-esteem, family and friendships, bullying, cyber bullying, hygiene habits, stress management and strategies to cope with change. Students will participate in topic-based workshops relating to units such as adolescent development, safe partying, healthy choices and sexual health, some of which utilise the expertise of external education providers such as adolescent health nurses, youth workers, counsellors, and Victoria Police.

Nutrition is an important part of maintaining the healthy life balance. Students will be involved in the practical side of preparing various foods and gaining an understanding of the importance of nutrition in their daily life. They will also increase their awareness of nutritional issues within our society as well as studying the perception that people have of themselves, body image and self-esteem.

Students will have the opportunity to be involved in a range of outdoor activities developing skills and techniques required for safe participation in the outdoors, whilst gaining an appreciation and understanding of the natural environment.

Students interested in a career in the Fitness (Health), Hospitality Industries or Outdoor Education will have many suitable unit choices across the stages preparing them for VCE subjects.

For further information regarding Physical Education, Health Outdoor Education and Nutrition at Ashwood Secondary College, please contact Mr Chris Tipping, Ms Shelley Haughey or Ms Allison Phillips.

Stage 1
Safe, Happy & Healthy 1PC
This unit is designed to provide a comprehensive overview of the changes of adolescence. Areas of study include a focus on the assessment and harm minimisation. Topics include decision-making, peer pressure, smoking, drug awareness and an introduction to the changes that occur during puberty. The unit promotes the benefits of physical activity and provides students with an in-depth understanding of why physical activity is important in their lives. Practical sessions involve a variety of activities where the students' level of fitness is challenged and further improved. Physical education units may include Softball, Volleyball, Athletics, Fitness and Basketball.
Stage 2
Leap Into Life 2PC
Students will study Nutrition and gain the understanding of why healthy eating is important and how to make their diet balanced and tasty. Nutrition will be introduced via the various food models – the healthy diet pyramid, the healthy eating pyramid and the Australian guide to healthy eating. They will explore the role that nutritional labels have on an individual’s decision to purchase food, and discover ways to create a healthy alternative. The physical activity component will promote an active lifestyle including various team sports and fitness activities, such as Volleyball, Softcrosse, Soccer, and Minor Games. Students will undertake practical (cooking) sessions in combination with Health and PE.

The Good Years 2PF
Students will develop their understanding of the adolescent years of their life, looking at the physical, emotional and social changes that occur during puberty. Areas of study include adolescence change and growth development, hormonal havoc, the social minefield and reproductive systems. They will explore ways of coping with these changes as well as topics including sexual health and decision making. They will learn how to access reliable information about health issues affecting them and to identify barriers and enablers to accessing health services. A focus will also be on maintaining a healthy active lifestyle and students will participate in sport units that may include Fitness, Athletics, Hockey, Table Tennis, Badminton and SEPEP Basketball.

Stage 3
Out and About 3PA
Students will engage in a variety of recreational and sporting activities and develop skills, knowledge and behaviours for enhancing participation. They will investigate the health benefits of physical activity and the barriers that prevent people from participating, and will identify the specific needs of young people in these areas. Students will explore outcomes of risk-taking behaviours and evaluate harm minimisation strategies. The course aims to develop a positive attitude towards life-long participation, strategy in sports, team building, leadership and harm minimisation.

Feel Strong, Be Strong 3PB
This unit offers a unique opportunity to develop fitness of mind and body through various studies. Practical classes are a cross-cultural experience in which the students will learn various martial arts skills. The origin of these arts will also be explored. There will be a focus on wellness, flexibility and meditation that contribute to the wellbeing of adolescents. To complement these themes, the students will also participate in a range of mind, body and soul application activities, promoting a positive and healthy lifestyle including Yoga and Pilates. The role of harm minimisation will be explored through a variety of adolescent issues such as alcohol and drug use. Positive relationships will also be studied and how personal identity can influence the choices we make.

Boot Camp 3PC
This unit is for the active, slightly competitive, fitness loving student or one that wants to increase their level and understanding and levels of physical activity and fitness. Students will investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives. They will study the concepts behind training techniques and topics related to elite athletes. This unit explores a variety of programs enabling students to experience new types of training methods, be involved in high intensity game situations such as Touch Rugby and Ultimate Disc and also a modified decathlon. Students will also cover a topic in sports injury management and the prevention of injuries.

Outdoor Exploration 3PD
This unit focuses on the personal development of students whilst exploring the importance of outdoor recreation and experiencing the outdoors in their local and wider community. Students will investigate the different features of their environment and explore the diversity of wildlife within these areas. Classes will combine practical and theory components, covering all safety elements and critical information leading up to practical trips. Through participation in a
range of outdoor recreation and adventure activities students will work very closely with their peers, developing positive relationships through a variation of initiative, teamwork, trust and communication tasks. Activities will be in a variety of environments including coastal and bush. Students will examine the concept of adventure in outdoor activities as well as the risks and associated safety requirements. Students will be required to attend one or more camps/excursions in order to complete this unit. These activities will incur addition costs. This unit leads into the Stage 4 unit Footprints.

**Eat Well, Live Well**

This unit of work will explore what food is, why we need to eat and the role it plays to enable us to maintain a healthy existence. The students will investigate the key food nutrients and the role they play in our diet – proteins, carbohydrates, fibre, vitamins, minerals, water and fats. They will identify and gain an understanding of the importance of these nutrients during the adolescent stage of our lifespan. The students will also investigate alternate eating trends – vegetarianism and organic foods. Students will undertake weekly production (cooking) and theory sessions that are mainly activity based. This unit leads into Stage 4: Food for Life.

**Party Time**

This unit of work allows the students to learn about the art of baking. They will create and produce a variety of baked goods – pastries, cakes, biscuits and bread making. This will lead into using these foods to celebrate special events in their lives and the role of food in the celebration of festivals. They will learn basic cake decorating techniques and design edible garnishes to compliment recipes. The students will investigate the role of the basic ingredients used in producing baked goods – flour, sugar, butter, eggs, milk. The students will undertake weekly production and theory sessions.

**Stage 4**

**World Wide Sports**

This unit revolves around Australian and International Sports. Students have the opportunity to advance their skills and knowledge of tactics and strategies in a range of sports and activities. They will participate in peer teaching and coaching situations with a focus on skill development and improvement. Other investigations will look at the patterns of participation in sport and the health benefits of physical activity, the opportunities for disabled athletes and event management. Students will undertake the planning, organisation and implementation of an activity/event of their choice. Practical sessions may include a combination of the following: Handball, Touch Footy, Basketball, Badminton, Soccer, Wheelchair Basketball, Indoor Cricket, Indoor Soccer, Volleyball, Ultimate disc and Tchoukball etc. There is a high proportion of practical sessions in this unit, with the theory complimenting the practical sessions.

**Fitness Training**

This course focuses on students’ developing their own fitness program for a sport or activity of their choice, through the understanding of fitness testing, training principles, training methods and energy systems. Basic anatomy and physiology will also be studied to further understand how the human body works. Students will get an opportunity to visit local community centres such as Fitness First to experience different avenues to maintaining fitness and gain experience in positions available in the Fitness Industry. There is a combination of theory and practical components in this unit throughout the semester. These activities will incur additional costs. This unit is recommended as an excellent pathway to VCE Physical Education.

**Food for Life**

This unit revolves around diet, health and wellbeing. Students will study food nutrients in depth and meal planning, maintaining a focus on the importance of healthy eating. Students will research health disorders in our community relating to our diet; Obesity, Cardiovascular Disease, Diabetes, Cancers, Osteoporosis, Food Allergies and Intolerances. The students will undertake weekly practical and theory lessons. This subject develops skills and knowledge in preparation for VCE Food Technology.
**Café Culture**

This unit will be focusing on the current global café culture and trends. The students will investigate the café industry, different types of café beverages and foods, tea and coffee drinking customs, planning and developing a café menu for specialist food diets. Excursions and guest speakers will give the students a real insight into this industry for future career opportunities. There will be the potential to gain relevant certificates in these areas. Students will undertake weekly practical and theory lessons.

**Mind and Body**

Are you healthy? Are we healthy as a nation? This course enables students to explore the issues that have an impact on the health and individual human development of Australia's youth, children and adults. Areas of study include dimensions of Health and Individual Human Development across our lifespans, mental health, nutrition, addictive behaviours and personal relationships. Various health promotion programs and behaviours will be examined. Students will develop their understanding through class discussions, group work and explore the importance of nutrition on our development and what determines health. This unit is recommended as a good option and excellent pathway to VCE Health and Human Development.

**Footprints**

(Humanities/Outdoor Education)

Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment. We must ask ourselves, “What management options exist for sustaining human and natural systems into the future?” This unit combines the theoretical application of Environmental Studies with the more practical aspects of Outdoor Education. Students will be involved in a range of activities where they will become familiar with skills and techniques required for safe participation in the outdoors while developing an understanding and appreciation of the need for us to protect our natural environment while we are in it. There is an emphasis on group management skills in the practical activities which will lead to development of critical life and leadership skills that will be of benefit in the future. Students will apply geographical concepts and methods to the management of an environmental change chosen for investigation. Students will be required to attend one or more camps/excursions in order to complete this unit. These activities will incur addition costs.
Arts and Technology Units

At Ashwood Secondary College creativity is highly valued, and as such we provide many occasions for students to express and develop their creativity.

The Arts and Technology pathway provides the means by which students can explore and develop their creativity in hands on, practical situations. Students will be given the opportunity to participate in a wide range of different hands on units, which will enable them to establish their areas of interest and ability. As they progress through the school they are then able to focus their studies appropriately.

The vertical curriculum provides many opportunities for students to explore creative options. These creative options may be in Visual Arts, Performing Arts, Media Studies, Music, Woodwork, Metalwork, and Visual Communications & Design. The repertoire of skills and techniques needed is developed through hands on experience in each discipline. These areas provide the opportunity for the expression of ideas, personal growth and identity.

Students are encouraged to choose creative options from all of the different areas.

Please be aware that some of these units may incur additional costs. For further information about Arts and Technology units please contact Ms Anne Gellatly (Visual Arts), Ms Felica Mundell (Music), Ms Catherine Preston (VCD & Technology), Ms Brigitte Ferguson (Drama) or Mr Dom Holloway, Ms Kath Robinson (Media Studies).

Stage 1
Cotton, Colours, Clay (2D & 3D Art) 1AA
Students will be encouraged to consider and use personal experiences to explore ideas about the world. They will have fun designing and creating different artworks to display and take home, using a range of techniques involving colours, textures, contrast and shapes. Students will develop skills and create their artworks in a range of mediums and including painting, drawing, textiles and ceramics.

Hand Made: Workshop (Wood / Metal) 1AC
This unit explores the practical project possibilities in the design and technology workshops, and basic safety requirements which students will have to adhere to throughout their time at the college when doing Technology subjects. As they create and produce products students will be exposed to both the Wood and Metal workshops where they will be given an understanding on each of the room’s safety aspects and the design process. Students will be tested on basic machine use whereby they will obtain a licence to identify their success.

A Musical Journey (Music) 1AD
Discover and explore the important elements and instruments of Music in order to take a musical journey around the world. Visit various countries and listen to their sound. What makes Music unique? How is it different? Explore the power of music to express our feelings and change our mood. Why is it that whilst watching movies, the music can make us happy, sad or even afraid? Music can be exciting, mysterious, emotional or thrilling. Have the chance to listen to Music and understand more about it. Your musical journey will also have you creating and performing your own musical ideas in no time at all.
Stage 2

Jam Session  2AA
(Music)
Here’s your chance to live your dream of playing in a band. Everyone has to start somewhere so this is a great place to begin your musical adventure and enjoy learning to play music with others. Explore which instrument suits you best and learn a range of songs. Master those great guitar riffs, keep the drumbeat going, or take on the bass, add keyboard licks, learn those lyrics or bring along your own instrument. Repertoire will cover a range of musical styles from Rap, Reggae, Rock or Pop and increase your understanding and listening appreciation of Music. Learn how to use “Garage Band” as well as starting your own real band.

Video Hits  2AB
(Media)
In this unit students will explore all aspects of popular music video production. The introduction will familiarise students with the different styles and features within a variety of genres. Students will then be making and recording their own music videos. They will use video making skills and basic production steps to plan and make music videos as well as promotional material like CD covers and posters.

Create, Make, Use  2AF
(Metal / Wood / Design)
In this unit, students work on solving problems using the basic principles of design with the emphasis placed upon creative thinking in the wood and metal workshops. This unit is for the students who enjoy working with their hands and would like to produce quality three-dimensional products.

Ceramics and Pics  2AG
(2D & 3D Art)
Students investigate cultural ideas and images in art from different times and places then use them to create awesome artworks using a range of mediums and art forms. This will include clay sculpture (ceramics) as well as 2D techniques such as drawing, painting and printmaking. They will focus on using their imagination and creativity as well as building on skills learnt in Art and Ceramics in previous years. Students will also develop their arts vocabulary through comments about their artworks in their visual diary in preparation for VCE Art.

What a Drama  2AH
(Drama)
This is a dynamic unit providing a foundation for developing artistic and creative passions in Drama. Students are encouraged to explore and experiment with ideas for Drama from a wide variety of sources. Throughout the semester opportunities for personal development in creative expression and integration into group work will be provided. Students will experiment with many theatrical forms including: mime, clowning, improvisation, and short script work. Emphasis will be on developing physical, vocal and character skills, in addition to some basic research and note taking skills. All students will be given opportunities to perform to various audiences.

Be Vocal  2AJ
(Music)
Ever wanted to be a singer or simply enjoy singing with others, then this is your chance. Learn all there is to know about your voice. Increase your confidence by improving your breath control and learning how to use a microphone. How do you look after your voice so that you are always ready to sing? Extend your range so that you can sing those very high or low notes. Develop your ability to sing harmonies and how to sing vocal arrangements using both live accompaniment and backing tracks. What is a Capella and how can we learn to do this? Examine the different voice ranges and listen to and develop your appreciation of famous singers and songs.
Stage 3
Mashed up Movies
(Media)
Students will investigate movie genres by looking at horror. They will create their own films, mash up movie posters and trash movie trailers. Students will explore various software and hardware, using video cameras, Photoshop, editing and sound mixing software. Students will produce work for various Arts Exhibitions.

Art and About
(2D & 3D Art)
Students research, explore and compare different ideas and purposes behind 2D & 3D art. They will have the opportunity to visit public artworks and street art in the city and consider the difference between street art and vandalism. They explore designs for their own artworks including group artworks for display around our school. They will develop their drawing skills and create artworks to express ideas in a range of mediums including clay and paint.

Jewellery and Metal-smithing
(Metal/Design)
In this unit students are introduced to new techniques and safety procedures to cut, shape and join metals and other materials. They will create a variety of pendants, rings and chains in various metals and other materials, while learning about their properties. There is an emphasis on design and creative solutions that allow students to take creative control. A greater emphasis is placed on technique and finish as students strive to create well-crafted and visually appealing pieces. Students will mix materials including plastics, gems and more as they create more elaborate pieces based on research and a thorough design process. Knowledge of materials and their properties will be expanded and shaping and joining techniques will be developed. Students will use metal and other materials to create jewellery, 3D objects and sculptures. The students will continually evaluate their work as they aim to achieve imaginative and artistic creations.

Product Design
(VCD)
This unit allows students to design and present visual information of products using sketches, concept and working drawings, and then models. The emphasis is on developing students’ understanding and awareness of communication concepts and skills, related to industrial and fashion design. Students will experience a number of software programs and learn how to draw on the computer. This unit also introduces students to illustration, photography, technical drawing, freehand drawing and modelling. Students will develop the ability to explore ideas and solve problems creatively and imaginatively. Construction material will vary depending on the type of product created; fabric, foam board, wood, plastic etc. Working through the design process students will also create their own company logo/fashion label, which will be applied to merchandising they have produced.

TV or not TV. That is the question…
(Drama, Media)
Lets make some TV! Students will gain experience in all aspects of TV Production. Want to learn how to run a film set? Act for television? Write an award-winning reality TV show? TV or Not TV is for you. You will design, produce, act in and film a variety of TV projects, building and developing skills in every aspect of production. TV or Not TV will set you on the path towards VCE Drama, Media and Theatre, whilst having fun and learning in a team environment.
stages and roles within media production and will be introduced to media industry issues through practical involvement in the media production process. This course will be needed for students intending to study VCE Media Studies Unit 1 & 2.

Photography 4AC

In this unit students will learn the theories and practices of photography using digital SLR cameras. More than just ‘point and shoot’, they will learn techniques, strategies and explore how to control time, light and space as they build their own photographic portfolios. The portfolios including low light photography, action/sports photography, portraits and other technical challenges regarding focus, framing and exposure. They will research their own and others’ artworks as well as learning about image control and post-production editing in Photoshop.

Artistic Design 4AD

This unit will focus on two and three dimensional folio development. There will be a strong emphasis on exploring and developing different techniques and skills in painting, drawing and ceramics. Observation drawing and development of imaginative responses to given themes, form the basis of the unit. Students will research artworks then discuss the meanings behind them. They consider personal and cultural ideas and apply them in their artwork using Art Elements and Principles. This unit is designed to prepare students for the written and practical aspects of VCE Art, as well as assist them in completing a visually appealing folio to use in interviews.

Metal Masterpieces 4AE

In this unit students progress to advanced jewellery and metal-smithing techniques to cut, shape, join, solder and forge metals. Students will use the design process to embark on self-directed jewellery and metal-smithing projects and be encouraged to design and create their own range of products. Students will use metal and other materials to create jewellery, 3D objects and sculptures.

Visual Designer 4AH

This unit will develop students’ ability to think and solve problems creatively and imaginatively. Students explore the world of design and embark on self-directed design projects, whereby they may explore areas such as architecture, industrial/product, graphic, interior and landscape design. Students will create two-dimensional (2D) drawings and three-dimensional (3D) models. Students may use a combination of traditional and computer-based techniques. This course will be tailored to meet student interests in the topics that are taught. This course is recommended for students intending to study VCE Visual Communications Design Unit 1&2.

Curtain Call 4AJ

This unit gets students working with a variety of different dramatic scripts for performance. The focus is on ensemble performances (working in groups) and creating a variety of different performance works for different audiences. The unit provides a look at non-naturalism through the lens of a variety of drama styles including Epic Theatre and Theatre of the Absurd. Similarly, students will be exposed to the theatrical style of naturalism, looking at the work of Stanislavski, Anton Chekhov and Oscar Wilde as we explore the world of theatre. Students will reflect upon and review their own and others’ works.
Ashwood Secondary College offers an extensive program of individual music tuition. Participation in this program is not compulsory but provides many benefits to those who decide to join. These include improved focus, creativity and discipline, as well as collaboration, social interaction, leadership, listening and expressive skills. Students have small group tuition in their choice of instrument from the wide range available at the College. They participate in ensembles such as the Guitar and Violin Ensemble and various bands, and perform throughout the year at a variety of school events such as: school assemblies, house performances, school production, end of year concert, Jazz Evening, Solo Evening, Acoustic Evening and Open Night.

There is an additional fee for the instrument tuition and students attend one lesson a week on a specified day. Some instruments are available for hire. It is not necessary that students have played before, but it is expected that students will practise regularly.

Instrumental tuition is available for a range of instruments and vocals.

Studies of music can progress through the College to senior years, with the option to undertake vertical curriculum units such as Jam Session, Top of the Charts, On Broadway and The Big Gig, and students are able to extend their performance abilities into the VET music course to complete a Certificate 3 in Music which can contribute towards their VCE and ATAR score.

For further information regarding the Instrumental Music Program please contact Ms Felica Mundell.
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