



SENIOR YEARS HANDBOOK

CONTENTS

INTRODUCTION TO SENIOR YEARS	4
PRINCIPAL'S PERSPECTIVE	3
TIMELINE	5
GLOSSARY	6
E-LEARNING SENIOR YEARS	7
WHAT DO YOU WANT TO BE?	9
WHAT DO YOU DO NOW?	10
YEAR 10	11
VICTORIAN CERTIFICATE OF EDUCATION (VCE)	12
VCE ACCESS	13
VCE ASSESSMENT	14
VET	17
INTERNATIONAL BACCALAUREATE (IB)	19
IB ACCESS	20
IB ASSESSMENT	20
SENIOR YEARS KEY PERSONNEL	22
YEAR 10 SUBJECTS	23
VCE SUBJECTS	48
IB SUBJECTS	89

PRINCIPAL'S PERSPECTIVE

As you enter the senior years of schooling you will be entering a more adult learning environment. You will make important decisions about your career pathway and subject selection. You have more choice and with that more responsibility to select carefully and to pick studies that interest you and which will lead you to a successful future beyond school. That is why we ask you to read this handbook carefully. It contains valuable information about how the senior years will operate at the College and also invites you to think deeply about your future.

Involve your parents in this discussion. Their understanding and support is a critical part of this process and this message will be reinforced at the senior years information evening run by the College. Your careers counsellor will ask you to be able to explain the pathway you have taken and to clearly outline what you want to achieve as a senior student of Albert Park College. A clear sense of direction and purpose will assist you in getting the most from your VCE or IB pathway.

At Albert Park College we have approached the senior years as a three year program and you are encouraged to commit to an area of study for the three year period. This commitment will increase your depth of knowledge and allow you to flourish in your chosen curriculum area. Where appropriate students in Year 10 are encouraged to attempt a VCE subject as it offers a valuable insight into the VCE experience and prepares you for the challenging years ahead.

We are excited to now be able to offer the International Baccalaureate Diploma Program to students in Year 11. This will allow students the chance to undertake a challenging, internationally recognized course of study that is highly regarded for its academic rigour and holistic approach to learning. We believe this program will suit a number of our students as they plan their futures.

We also have on offer a wide range of VET studies. This vocational pathway will suit many students and we are pleased to be able to offer this option in partnership with the Inner Melbourne VET Cluster.

We are proud to be able to offer you a program that will challenge and inspire you.

Make wise choices for your future.

Steve Cook
Foundation Principal



INTRODUCTION

This handbook contains information about Year 10, the Victorian Certificate of Education (VCE) and the International Baccalaureate (IB) Diploma Programme for students enrolled at Albert Park College.

Albert Park College also offers a comprehensive range of Vocational Education and Training (VET) units from within the Inner Melbourne VET Cluster.

This handbook should be used by students to help them plan their pathway through the senior school by selecting combinations of subjects that lead to their intended career and post school studies.

In selecting their senior years program, students will be provided with extensive counselling from within the school to assist them in making these important decisions.

Senior Years Highlights

- Three year course of study
- International Baccalaureate Diploma Programme
- Year 10 work experience placement
- Year 10 leadership camp
- Year 12 study camp

TIMELINE

2018 KEY DATES

PROGRAM INFORMATION

Tutorial Lessons:
May and June

Overview of VCE and introduction to the IB selection processes for 2018

June 15

2018 Senior Years Handbook available to students online

July 19

Senior Years information evening: Overview of IB, VCE/VET programs and introduction to course counselling process

July 16 - August 17

Year 12 Pathways planning

July 26

Senior Years subject exposition

July 30 - August 17

Years 9 - 11 course counselling: student/parent appointments with careers counsellor

August 20

Course selection forms due in

September

Course re-selection (as required)

October

Senior Years students notified of 2019 subjects



GLOSSARY

Assessment tasks	Pieces of work which are undertaken over a designated period of time, or as an examination, and are graded to determine the student's level of performance.
ATAR	Australian Tertiary Admissions Rank (ATAR). A score that is generated from a student's result. This score is used by most tertiary institutions as a primary criterion for selection purposes.
GAT	A general knowledge examination, undertaken by all students who are studying any Unit 3 & 4 sequence. The GAT is used by the VCAA as a means of verifying grades.
IBDP	International Baccalaureate Diploma Programme. An international program of study for students in their final two years of schooling.
Learning outcomes	Learning outcomes are the basis for satisfactory completion of VCE units. There are 2 to 4 learning outcomes per unit. Learning outcomes define what students will know and be able to do as a results of undertaking a study.
Prerequisite subjects	These are units that must be satisfactorily completed before a student is eligible for selection into specific tertiary courses. Students should check prerequisites with the relevant institutions before finalising their VCE course selection.
SAC	School Assessed Course Work (SAC) Unit 3 & 4 are assessment tasks that are specified in a study design and set by class teachers which students must complete satisfactorily. This work is completed in class and assessed by the teacher.
SAT	School Assessed Tasks (SAT) are completed in subjects that produce a product, portfolio, or model. This Unit 3 & 4 work receives a grade from A+ to UG based on the quality of the work. The work is marked internally, according to VCAA specifications, and the score is confirmed externally.
Study score	A score of 0 - 50 is given for each Unit 3 & 4 study. This sums up a student's total achievement, relative to all other students doing that same study. The score is based on school assessments and examinations.
Unit/Unit of study	A self-contained study of approximately one semester's length.
VCAA	Victorian Curriculum and Assessment Authority (VCAA) - the body that administers the VCE.
VCE	Victorian Certificate of Education (VCE). A senior school certificate based on mainly theoretical learning.
VET	Victorian Education and Training Studies (VET). Industry endorsed programs that enable joint VCE and TAFE qualifications.
VTAC	The Victorian Tertiary Admissions Centre (VTAC) - the body that processes students' application for entry to most tertiary institutions.

E-LEARNING SENIOR YEARS

Albert Park College has always prided itself on putting the latest technology in the hands of its students. Our students have grown up with the iPad, and it has proved to be a versatile and creative tool that has enhanced student learning. However, for the senior years it is now time to place a more powerful device in the hands of students. That is why students are asked to purchase an Apple laptop for Years 10 -12.

Albert Park College maintains an all Apple environment in line with its philosophy to keep the use of technology as simple and streamlined as possible.

The school supports the following IT infrastructure and network:

- An Apple laptop that is capable of running Mac OS X 10.8 Mountain Lion or later.

For students undertaking studies that require high-end multimedia capabilities, the laptop will also need to be able to run Adobe Creative Suite.

Students will be welcome to continue to connect their iPad and other iOS-based devices to the College's IT infrastructure. However, it is important to note that the iPad 1 will no longer be able to connect to the server and will not be supported by IT staff from 2014 onwards.

The school acknowledges that for some families a laptop will be a significant investment. If parent/carers would like to explore financial options that may assist with the purchase of the device they should contact the College to discuss options that are available to APC families.

It is not required that the laptop be new, and older equipment that meets the requirements will be supported. Whatever Apple laptop is chosen, consideration should also be given to weight so that the device remains light and easily transportable.

Having a laptop will give students access to a more powerful device and allow students to work with the same software that is used in industry. It will offer more functionality for the creation of content, and the larger screen and keyboard will enable more efficient typing and formatting processes to assist students with the increased workload in the senior years.

Albert Park College wants senior students to have access to a device that will maximise their creative potential and encourage deep thinking, problem solving, and creativity. As with the iPad, students will continue to own and manage their own laptop device, and parents will be asked to purchase their own devices.



Currently Recommended Student Laptops 2018



Good 13-inch MacBook Air

- 2.2GHz dual-core Intel Core i7 processor
 - Turbo Boost to 3.2GHz
 - 8GB memory
 - 128GB of SSD Storage
 - Intel HD Graphics 6000
- Entry-level, general purpose laptop. Fine for accessing the internet, email, word processing, and basic image, audio and video editing.



Better 13-inch MacBook Pro

- 2.5GHz dual-core Intel Core i7 processor
 - Turbo Boost up to 4.0GHz
 - 8GB memory
 - 128GB of SSD Storage
 - Intel Iris Plus Graphics 640
- Best suited for students requiring higher-level image, audio and video editing capabilities.



Best 13-inch MacBook Pro

- 3.3GHz dual-core Intel Core i5 processor
 - Turbo Boost up to 4.0GHz
 - 16GB memory
 - 512GB SSD Storage
 - Intel Iris Plus Graphics 650
 - Touch Bar and Touch ID
- High-performance laptop that meets all requirements. Has extensive capabilities for image, audio and video editing.

All currently shipping iPads available from Apple, with the exception of the iPad mini, meet Albert Park College's requirements for 2019.

The minimum iOS requirement for Albert Park College in 2019 is iOS 9.

For MacBook the minimum operating system requirement at Albert Park College in 2019 is OS X Yosemite 10.10.

WHAT DO YOU WANT TO BE?

Before deciding on their senior studies students are encouraged to consider what career path they would like to pursue.

Some courses at university or TAFE require students to complete prerequisite subjects at high school. This is also an excellent chance for students to get a feel for their chosen profession before commencing further education.

Before deciding on their subjects students should consider:

- What are the possible career or job directions they might wish to follow?
- What studies would best fit the career or job they have in mind?
- What further education paths might they take?
- What studies are recommended for tertiary courses?



WHAT TO DO NOW?



YOU ARE ADVISED TO:

- Consider the various subjects being offered. Read the subject descriptions carefully.
- Begin researching careers and courses that you are interested in pursuing.
- Choose subjects in accordance with the guidelines.
- Talk to teachers, parents and people whose opinion you respect and trust about your choice of studies.
- Consult with class teachers for specific information about subjects.

ADVICE FOR SELECTING COURSES

- In Year 10 students are required to select an English and Mathematics study, and four others from two different curriculum areas.
- Select studies that are based on interests, careers, further study or strengths.
- Students should choose a course with the flexibility to enable them to vary their pathway if required.
- The course should fulfil the requirements to successfully complete the VCE or IBDP.

IMPORTANT DATE

Submit online and signed Course Selection Forms by **20th August**.

TIPS

- Don't leave subject selection to the last minute.
- Ask questions and seek advice.
- Select a well-balanced academic program that will provide you with a good foundation for your future.
- Consider if you are challenging yourself.

YEAR 10

Students in Year 10 at Albert Park College participate in a three year senior program. This curriculum program has been designed to meet the diverse educational needs of our students and to provide each student with a stimulating and valuable learning experience.

All students will undertake work placement as part of the Year 10 careers program. This is designed to help students explore career options and promote job-seeking skills. Each student is required to find their own work placement. Work placement is for one week only and takes place during a designated week in Semester Two.

All students are encouraged to attend the Year 10 Leadership Camp held at Lord Somers camp ground.

Features of the Year 10 Program

1. Students will complete six subjects and are expected to select subjects for the duration of the year.
2. English and Mathematics are compulsory. All students must select at least one Year 10 English and one Year 10 Mathematics subject.
3. Each subject will be timetabled for four hours per week.
4. Students will have the opportunity to undertake a VCE/VET unit if they can demonstrate academic potential and a commitment to the study. Not all VCE studies are offered at Year 10; the tick symbol denotes VCE studies that are open to Year 10 students. All acceleration will be considered on a case by case basis.
5. All students in the senior years will sit mid and end of year exams.
6. The Tutorial program will continue as a core subject on the timetable for all students.
7. There are no VCE courses that require the completion of a Year 10 prerequisite subject prior to the VCE or IB Diploma.



VCE

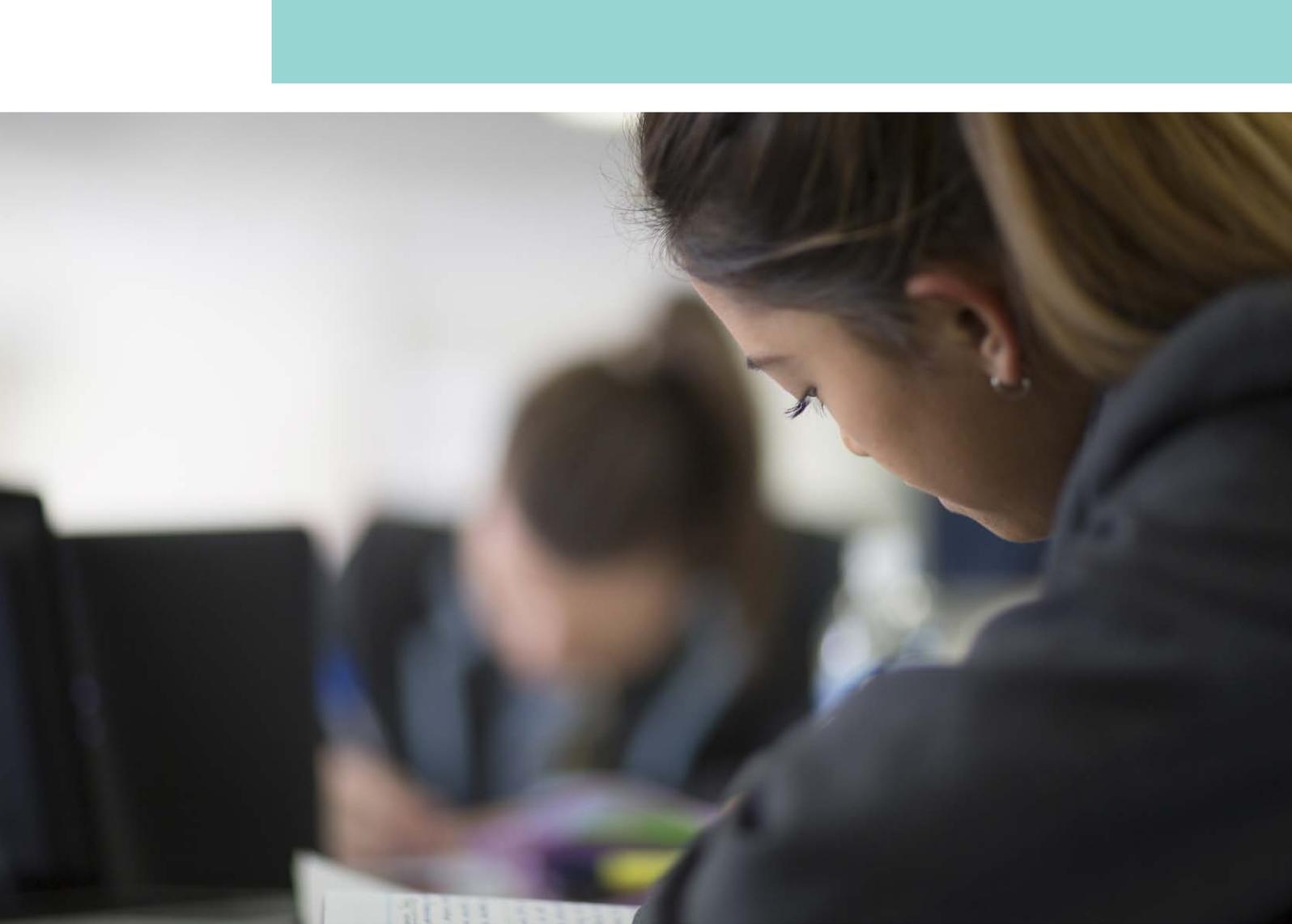
The Victorian Certificate of Education (VCE) is a recognised course of study that provides pathways for students into employment, TAFE, and tertiary institutions. Students are assessed and ranked, and it is this Australian Tertiary Admission Ranking (ATAR) that is required for university entrance.

Obtaining the VCE is an achievable goal for most students; however, performing well in the ranking is challenging. This handbook provides information to assist students in planning their pathway through the VCE. We encourage students to read the handbook carefully and use it to ask questions about the subjects in which they have an interest.

To obtain a VCE, students must satisfactorily complete at least 16 units of study including:

- Three units from the English curriculum area with at least one Unit 3 & 4 sequence.
- Three sequences of Unit 3 & 4 (or VET equivalent) other than English.





VCE ACCESS

There are a number of reasons why a student might choose to do a VCE study in Year 10. It is good preparation for the demands of the VCE curriculum and, in some cases, enables students to gain an extra 10 percent by completing a sixth subject as part of the VCE. However, it is also important that students feel comfortable with their selection and are confident in their commitment and ability in their chosen VCE study.

To ensure this, students are advised to choose a manageable, balanced course pathway that ensures high standards overall.

Students must demonstrate an ability to pass Year 10 subjects in order to undertake a VCE pathway. Students not able to complete a given Year 10 subject, but who wish to continue onto VCE, will be asked to repeat that Year 10 subject(s) in order to ensure appropriate readiness for undertaking the VCE. On occasion, students may begin their VCE studies with a combination of Year 10 / Year 11 studies to ensure an appropriate foundation for the full VCE. This will be decided on a case by case basis by VCE staff after consultation with individual families.

VCE ASSESSMENT

OUTCOMES

Every unit has learning outcomes that are obtained through a set of varied activities directly related to the areas of study. The classroom teacher (using a range of assessment methods) is responsible for assessing outcomes.

- Units 1 & 2 in the VCE are graded differently from Units 3 & 4.
- Students completing a Unit 1 & 2 subject will receive an overall mark of S (Satisfactory) or N (Not Satisfactory) for every unit they undertake.
- For Unit 3 & 4 students' work is graded on a scale from A+ to E. These marks are used to calculate a study score which is used to determine the student's Australian Tertiary Admissions Rank (ATAR).
- Each unit of the VCE study has a number of learning outcomes that are assessed by tasks that are common to all students.
- An N for any one of these gives the student an N for the unit. It is from the study's outcomes that satisfactory (S) or not satisfactory (N) completion of a unit is determined.

GRADED ASSESSMENT TASKS

For students undertaking Units 1 & 2, there will be graded tasks in each unit. These tasks will determine whether the student receives a S or N mark for the subject overall. Students will also be required to sit a school based examination at the end of each unit.

For students undertaking Units 3 & 4, there will be School Assessed Coursework (SAC), School Assessed Tasks (SAT) and/or Externally Assessed Tasks (Music Composition only) for each unit. In each unit there will be a combination of school assessed work and examinations that are assessed directly by the VCAA. Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA. All marks and grades awarded by the school are conditional and may change as a result of statistical moderation conducted by the VCAA.



STUDIES THAT COUNT TOWARDS THE ATAR

The ATAR is based on up to six VCE study results. The results do not all have to be from one year.

The ATAR is calculated using:

- The best score in any one of the English studies *plus*
- The scores of a student's next best three permissible studies (which together with the English study make the 'Primary Four'), *plus*
- 10 per cent of the scores for any fifth and sixth study which a student may have completed (these are called increments).

Students with the Primary Four will receive an ATAR. VTAC will use up to six results in calculating the ATAR. If a student has more than six results, the six scores that give the highest ATAR are used.

VET STUDIES

Some VET sequences can also be used to towards the ATAR. Please see the Senior Years Curriculum Coordinator for more details.

APPROVED HIGHER EDUCATION STUDIES

Students who undertake approved Higher Education study in Year 12 can include this result as an increment (fifth or sixth study). Please see the Senior Years Curriculum Coordinator for more details.

RESTRICTIONS

In each of the study areas of English, Mathematics, History, Information Technology, Languages Other Than English (LOTE) and Music:

- at most two results from any one study area can contribute to the Primary Four
- at most three results can contribute to the ATAR, the third being counted as a 10 per cent increment for a fifth or sixth study

CALCULATING THE ATAR

All VCE study scores are scaled to adjust for the fact that it is more difficult to obtain a high study score in some studies than others. The scaled study scores are called ATAR Subject Scores.

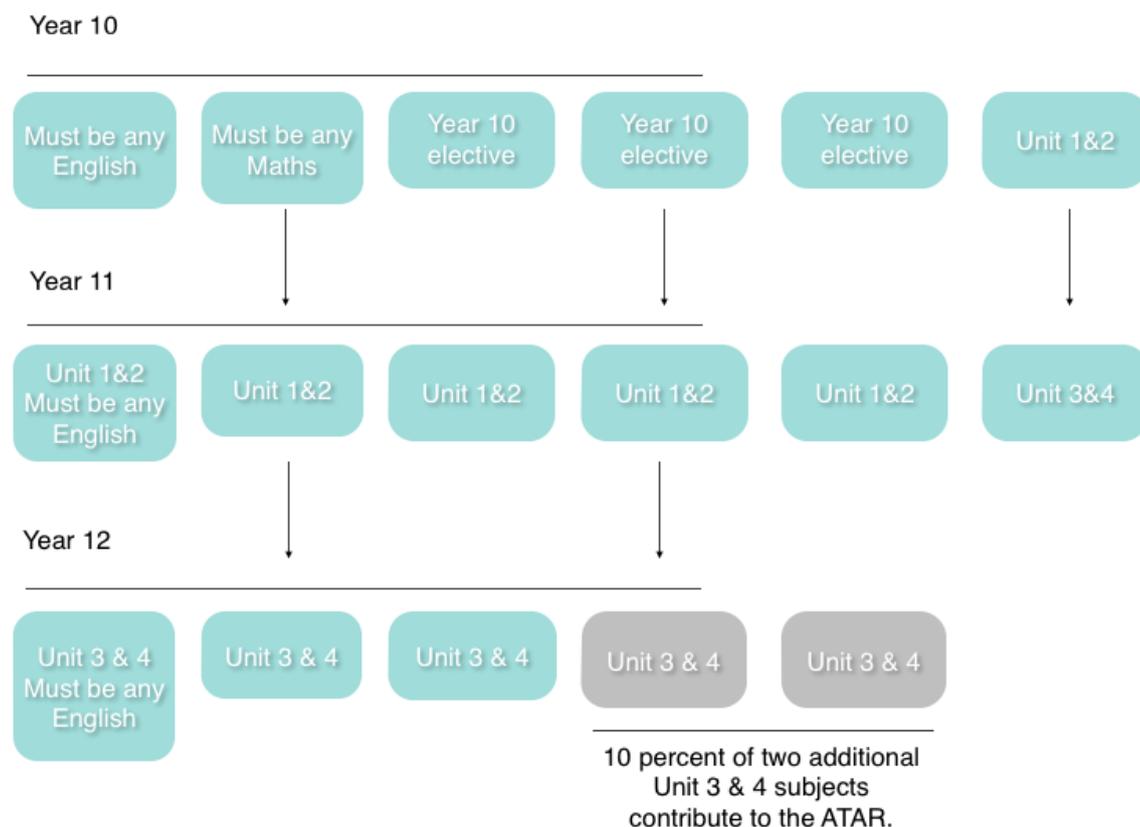
An ATAR aggregate is calculated by adding:

- a student's best ATAR Subject Score in any one of the English studies, **plus**
- the ATAR Subject Scores of the student's next best three permissible studies, **plus**
- 10 per cent of the ATAR Subject Score for a fifth study (where available), **plus**
- 10 per cent of the ATAR Subject Score for a sixth study (where available).

The total score will be used to place each student in a percentile rank, thus forming their ATAR.

The highest rank is 99.95. Ranks below 30.00 will be reported as 'less than 30'. If a student receives a rank of 75.00, it means that they have achieved an overall result equal to or better than 75% of the applicants for that year. The rank provided by the ATAR places every student in Victoria along a continuous line from highest (99.95) to lowest (0.00).

Below is an example of a student's VCE completed over the three year Senior Years program.



VET

Vocational Education and Training (VET) is a senior school study that enables a secondary student to combine their VCE studies with vocational training. VET is usually a two year program combining general VCE studies with accredited vocational education and training. It enables students to complete a nationally recognised vocational qualification and complete the VCE at the same time. It provides the opportunity to trial a career and helps students explore possible areas of interest and promote further study and work choices.

VET allows students to go directly into employment or receive credit towards further study and matches student interest and career directions through the provisions of strong pathways.

Important industry specific skills and workplace skills are learnt through the VET program. Upon successful completion of the program, students are awarded a nationally accredited vocational training certificate.

CONTRIBUTION TO THE VCE

VET courses are fully incorporated into the VCE.

If a VET subject can contribute credit points towards obtaining the VCE it will usually be referred to as VCE VET.

Key features include:

- VET programs usually have a Unit 1 - 4 structure
- Of the 16 units that make up the VCE, up to three sequences other than English can be approved VCE VET Unit 3 & 4 sequences.
- VET programs can contribute directly to the ATAR

SELECTING A VET STUDY

VET units contribute to satisfactory completion of the VCE providing there is no undue overlap between VET units and the VCE units that a student is studying. Where there is a lot of overlap, students will be able to do both studies, but only one will count toward the minimum 16 units needed to graduate. Despite this, results in both studies will be shown on the statement of results.

Students thinking about taking any combinations of VET and VCE studies should talk to the careers counsellor about the credit arrangements. Each VET program may require work experience giving students a chance to learn more about the industry involved and the skills it requires. Successfully completing a VET certificate provides students with a nationally recognised certificate that can lead directly into employment and higher certificate level TAFE courses. VET courses can even provide credit for some tertiary institutions.

Students who wish to take a VET course must start at the Unit 1 & 2 level.

VET ASSESSMENT

VET studies are assessed by the VET classroom teacher against a nationally accredited set of competencies. If a student is competent, they receive a satisfactory grade. If a student cannot demonstrate their competence in an area, then they can be re-assessed at a later time after further practise. Where possible, assessment should be a particular task or based on a particular task.

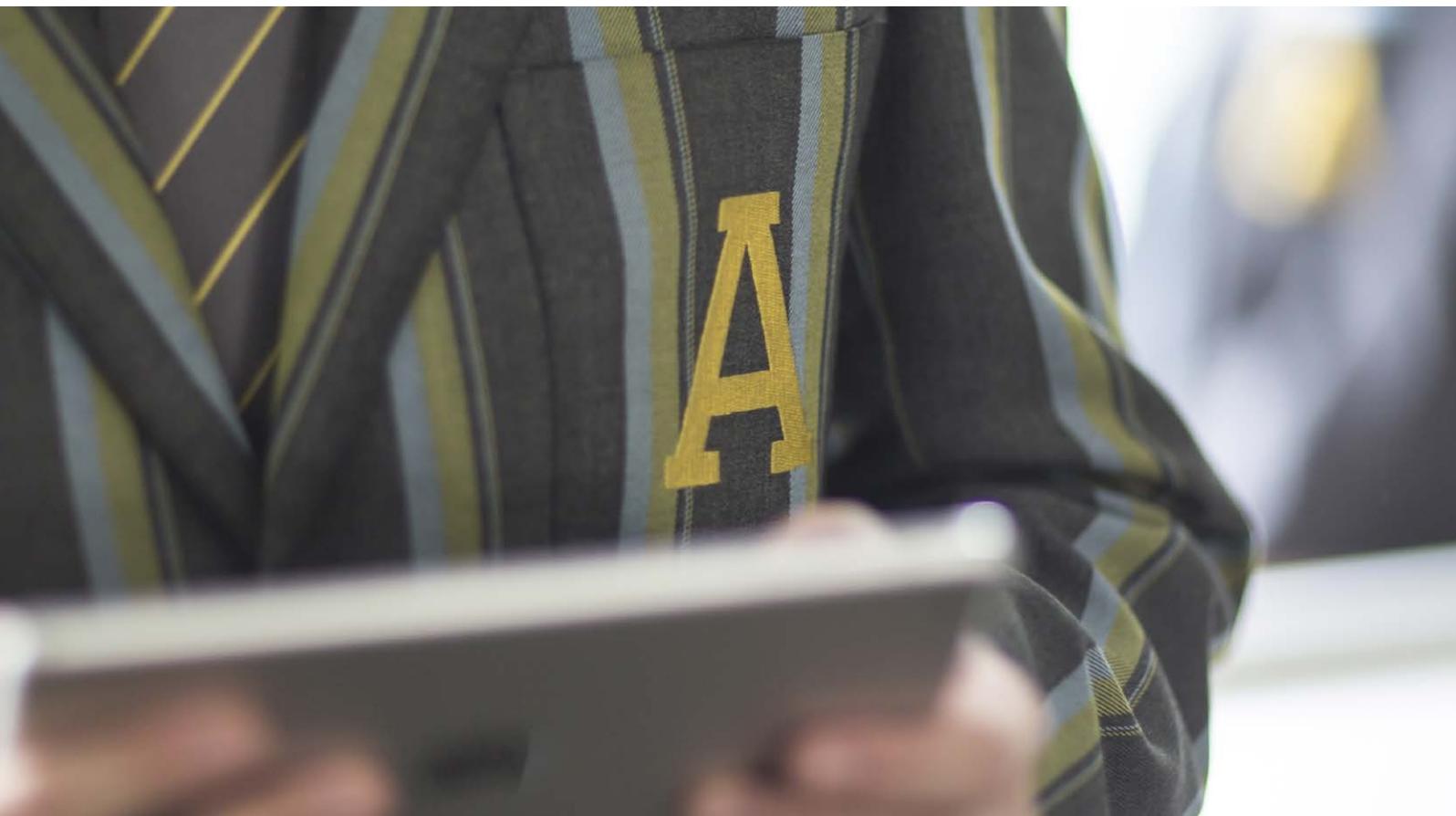
The IMVC brokers in excess of 30 VET programs from Certificate I to Certificate III on the AQTF framework. The VET Handbook contains the most up to date information on courses on offer and can be found [here](#).

COST

The cost for these programs can be found [here](#). Depending on the course, the cost to participate can be between \$100 - \$2,000. A full list of 2019 VET prices will be released December 2019.

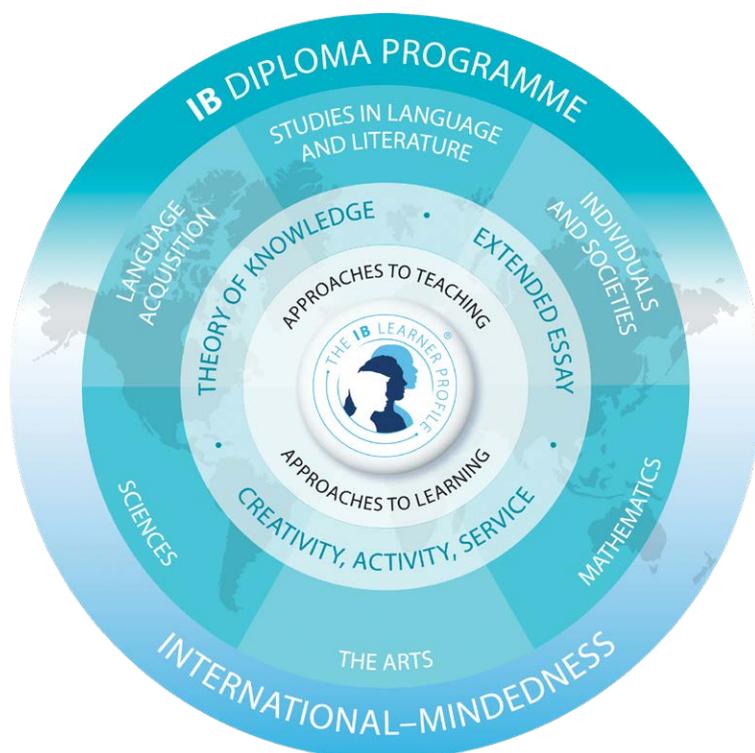
Please Note:

- The final VET offerings within the cluster are yet to be confirmed for 2019.
- Students selecting a VET subject may need to change their other VCE subjects in order to make their program work within the Albert Park College timetable.
- VET will be timetabled on Wednesday afternoons as this is when many courses in the IMVC occur.
- Students who select a VET subject must register and enrol with the IMVC. Students are required to attend a registration session run by the Careers Counsellor in term three.



IB INTERNATIONAL BACCALAUREATE

The International Baccalaureate Diploma Programme is a curriculum framework designed by the International Baccalaureate Organisation (IBO) for students in their final two years of high school. The DP is centred around the Learner Profile, a group of ten characteristics that define an IB student and highlight the qualities which are central to the IBO philosophy. Diploma Programme students study six subjects, three at standard level and three at higher level, over two years. Alongside these, students must complete three additional core requirements: the theory of knowledge (TOK), the extended essay (EE) and at least 150 hours of CAS—creativity, activity and service tasks completed outside the classroom.



Programme Model

All IB programmes have a focus on international-mindedness, ensuring students understand their place in their local, national and international community. IB students are required to learn an additional language separate to their native language. This study assists students to develop an understanding and appreciation of others' perspectives and cultures, whilst respecting their own language and cultural context.

Why Undertake the Diploma?

IB programmes challenge students to excel not only in their studies but also in their personal growth. The IB aims to inspire a lifelong quest for learning hallmarked by enthusiasm and empathy. To that end, the IB gathers a worldwide community of supporters who share a belief that education can help to build a better world.



Students who have undertaken the IB report that their involvement with the IB has given them the tools needed to succeed beyond high school. In particular, students comment on their sense of preparedness, self-confidence, research skills and their ability to manage their time in a university or workplace setting. Even more important, they have developed a sense of the world around them and their responsibility to it.

The IB programme aims to:

- Provide a balanced, consistent and challenging academic experience, which emphasises the education of the whole person.
- Provide an internationally accepted university entrance qualification into universities in Australia and around the world.
- Promote international understanding through shared academic connections and experience.
- Develop a student's sense of identity and cultural awareness.
- Develop critical and compassionate thinkers who are informed participants in local and world affairs.
- Support learning relationships across communities, both locally and globally
- Make transfer between international schools more convenient for internationally mobile families

IB ACCESS

Students who wish to enrol in the Diploma are required to submit an expression of interest form, complete with two references from current teachers. Any student considering the IB must ensure that they are aware of the course requirements and extra curricular commitments of the programme, so that preparation can be made to accommodate this workload in years 11 and 12.

The IB Diploma Programme is an alternate course of study for students at APC and it carries with it additional fees to cover the costs of administration, examinations and IBO annual registration. Students wishing to undertake the IB are required to pay these fees in full prior to enrolment in the Diploma.

IB ASSESSMENT

To successfully complete the Diploma, students must undertake examinations in their chosen subject areas at the end of the two year Diploma. These exams are marked by external IB examiners. Students also complete assessment tasks in school, which are marked by subject teachers and externally appointed IBO assessors.

Marks are awarded for each subject on a scale of 1 (lowest) to 7 (highest). Students can also gain up to three additional points for their combined results in the Theory of Knowledge and the Extended Essay. The Diploma is awarded to students who obtain an overall score of 24. The maximum score for the Diploma is 45. Unlike the local VCE award, assessment of the Diploma is criteria-based and students are not ranked in order to obtain a final score.



IB AND THE ATAR

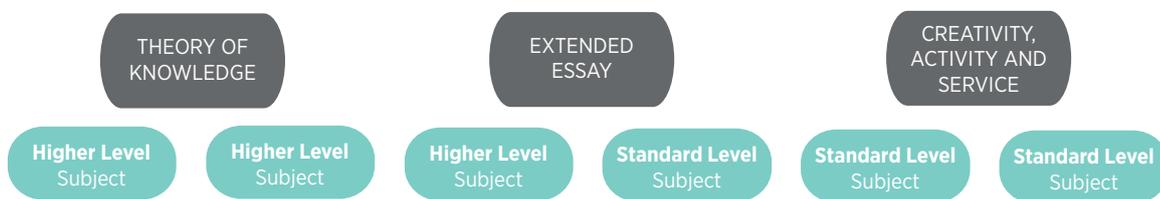
The IB DP has become well known at Australian Universities as an increasing number of IB students have performed well at the tertiary level. Comparability scales have been developed to compare IB scores with local scores and ATAR conversion tables are produced each year so that families can see how IB results are converted for university acceptance. Some universities give credit for certain IB subjects, and a number of universities now accept IB students on the basis of their predicted score for the IB Diploma.

The table shows the 2017 ATAR conversion scores for IB students. 24 is the pass mark for satisfactory completion of the Diploma.

Below is an example of a student's IB pathway completed over the two years of the Diploma programme.

Aggregate score including bonus and penalty points	Combined Rank
45	99.95
44	99.85
43	99.70
42	99.40
41	98.85
40	98.30
39	97.60
38	96.75
37	95.85
36	94.60
35	93.45
34	92.25
33	90.90
32	89.20
31	87.35
30	84.60
29	82.15
28	80.15
27	77.95
26	75.50
25	72.45
24	69.05

Year 11



Year 12



SENIOR YEARS KEY PERSONNEL

The following staff can be contacted to discuss features of APC's senior years program and can advise on curriculum, study pathways and support in the senior years.

Madeleine Campbell	Pickles St Campus Leader	madeleinecampbell@albertparkcollege.vic.edu.au
Felicity Stewart	Senior Years Curriculum Leader	felicitystewart@albertparkcollege.vic.edu.au
Michelle Luckman	IB Coordinator	michelleluckman@albertparkcollege.vic.edu.au
Jessica Archer	Careers Counsellor	jessicaarcher@albertparkcollege.vic.edu.au
Kate Merakis	Senior Years Student Leader	katherinemerakis@albertparkcollege.vic.edu.au
George Atrache	Year 10 Level Coordinator	georgeatrache@albertparkcollege.vic.edu.au
Edward Harris	Year 11 Level Coordinator	edwardharris@albertparkcollege.vic.edu.au
Holly Pritchard	Year 12 Level Coordinator	hollypritchard@albertparkcollege.vic.edu.au

CURRICULUM AREA LEADERS

The following staff can be contacted to discuss discipline-based curriculum questions relating to any of the senior subjects on offer.

Krystal Wright	English CAT Leader	krystalwright@albertparkcollege.vic.edu.au
John Whitaker	Mathematics CAT Leader	johnwhitaker@albertparkcollege.vic.edu.au
Edwina Moles	Science CAT Leader	edwinamoles@albertparkcollege.vic.edu.au
Josh Patrick	Humanities CAT Leader	joshuapattick@albertparkcollege.vic.edu.au
Tasha Paquier	French CAT Leader	tashapaquier@albertparkcollege.vic.edu.au
Anne Barton	Create CAT Leader	annebarton@albertparkcollege.vic.edu.au
Jessica Gennery	HAPE CAT Leader	jessicagennery@albertparkcollege.vic.edu.au

YEAR 10 SUBJECTS

TUTORIAL

YEAR 10 ENGLISH

YEAR 10 ENGLISH ADVANCED

YEAR 10 LITERATURE

YEAR 10 FOUNDATION MATHEMATICS

YEAR 10 MATHEMATICS

YEAR 10 MATHEMATICS ADVANCED

YEAR 10 SCIENCE

YEAR 10 SCIENCE ADVANCED

YEAR 10 INTERNATIONAL ECONOMICS AND LAW

YEAR 10 HISTORY AND GEOPOLITICS

YEAR 10 LIBERAL ARTS - SOCIOLOGY AND PHILOSOPHY

YEAR 10 DANCE

YEAR 10 DESIGN & TECHNOLOGY (MATERIALS)

YEAR 10 DESIGN & TECHNOLOGY (TEXTILES)

YEAR 10 THEATRE

YEAR 10 FOOD

YEAR 10 MEDIA

YEAR 10 MUSIC

YEAR 10 PHOTOGRAPHY

YEAR 10 VISUAL COMMUNICATION

YEAR 10 ART

YEAR 10 LOTE - FRENCH

YEAR 10 PHYSICAL EDUCATION



TUTORIAL

OVERVIEW

Tutorial lessons are designed to address the pastoral care needs of students at Albert Park College. There is a strong focus on civic engagement and personal learning for the purposes of equipping students with the skills and knowledge they need to function in society and the workplace. In the senior years students are more oriented to the future and aware of the world beyond school. They are beginning to think of themselves as adults. They are more independent as learners and able to assume greater responsibility for their learning. A significant component of the Tutorial curriculum is around study skills, future pathways and the workplace. In Year 10 students will undertake a week long work placement in December.

Tutorial will be a compulsory area of study during the senior years at Albert Park College.

Individual Learner

Students work independently to implement a range of strategies, as appropriate, to maximise their learning
They evaluate the effectiveness of their learning strategies, study techniques and learning habits, and make appropriate modifications to their practices
They identify their interests, strengths and weaknesses and use these to determine future learning needs, especially in relation to post-compulsory pathways

Community Engagement

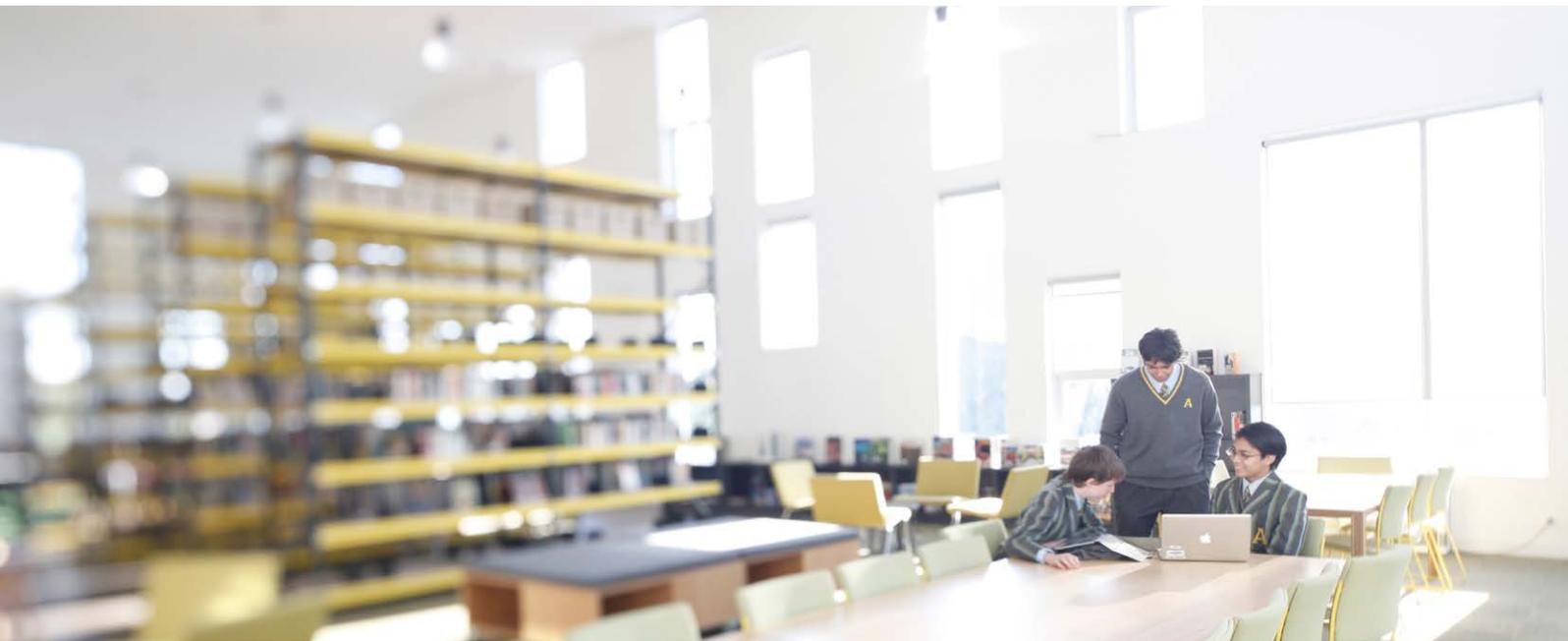
Students draw on a range of resources, including the mass media, to articulate and defend their own opinions about political, social and environmental issues in national and global contexts. They participate in a range of citizenship activities including those with a national or global perspective, at school and in the local community

Managing Personal Learning

Students initiate personal short-term and long-term learning goals and negotiate appropriate courses of action to achieve them
Students allocate appropriate time and identify and utilise appropriate resources to manage competing priorities and complete tasks, including learner-directed projects, within set timeframes
They initiate and negotiate a range of independent activities with their teachers, providing progress and summative reports for teachers and stakeholders

Civic Knowledge and Engagement

Students explore the development of Australia's democracy and compare it to other democracies
Students investigate key concepts and issues in society today



ENGLISH CURRICULUM

YEAR 10 ENGLISH



OVERVIEW

English aims to develop students' critical understanding and competency in the use of the English language. It helps them to explore a wide range of issues and ideas in the world. Students will read, write and speak on a range of topics, films and texts.

Students will be involved in a range of activities including oral presentations, class discussion and debate. Students will learn how to write and respond to analytical essays in the media. They will present their own point of view, orally, on an issue, looking at the way both newspapers and other media use visuals to persuade their audiences. Students will also look at the creative techniques of published writers, exploring a context or theme, analysing a text and the characters and themes within that text.

WHAT WILL STUDENTS LEARN



Study of Texts

- How to analyse characters and themes in a number of texts
- How to identify authors' views and values
- How to identify the social, historical and political contexts and the influence of these on the texts
- How to write a text response essay developing a strong interpretation



Creating Texts

- How to identify key ideas about a particular theme in a range of texts
- How to contrast and compare the development of ideas/themes in a range of text types
- How to respond to a set context in a creative, expository and persuasive manner



Creative Writing

- The key elements of creative writing pieces
- How to construct different writing forms using literary devices and other language conventions for different effects



Using Language to Persuade

- How to analyse media texts
- How to identify persuasive elements in a range of different texts
- How to write an analytical essay
- Formulate persuasive speeches and analyse spoken texts



YEAR 10 ENGLISH ADVANCED



OVERVIEW

English Advanced is for students who love to read, are competent writers and enjoy speaking and debating in front of an audience. English Advanced offers students opportunities to challenge and extend their thinking skills through the critical analysis of complex texts and film. Students will engage with stimulating material that will inform their writing and reading, preparing them for their role in a global community. Students will expand their knowledge of the world through various thought-provoking activities. There will be a focus on topical issues in the Australian media and students will present their views orally to persuade their audience. The course will align with VCE English through the content offered and will encourage independent learning in preparation for VCE and university studies.

WHAT WILL STUDENTS LEARN

 Text Study

- How to analyse characters and themes in a number of texts
- How to identify authors' views and values
- How to identify the social, historical and political contexts and the influence of these on texts
- How to write a text response essay which develops a strong interpretation

 Expanding Ideas

- The key elements of creative writing pieces
- How to construct different writing pieces
- Compare and contrast texts and ideas
- Book reviews
- Reading
- Using literary devices and other language conventions for different effects

 Writing Styles!

- How to identify key ideas about a particular theme in a range of texts
- How to contrast and compare the development of ideas/themes in a range of text types
- How to respond to a set context in a creative, expository and persuasive manner

 The Art of Persuasion

- How to analyse media texts
- How to identify persuasive elements in a range of different texts
- How to write an analytical essay
- Participate in debates
- Formulate persuasive speeches and present these orally



ENGLISH CURRICULUM

YEAR 10 LITERATURE



OVERVIEW

Literature is all about a love of books, of reading, writing and discussing your ideas. Students who take this subject at Year 10 will explore the ways that texts represent human experience to prepare them for the on-going study of Literature at VCE. The study of Literature at Year 10 involves evaluating the significance of characters, settings and events; the structures, linguistic and literary features of texts and strategies for developing an informed response to a text. The literature course embodies the philosophy that by learning to interpret what we read in an astute and mature manner, and by engaging meaningfully with interesting and complex ideas in texts, we become adept thinkers.

WHAT WILL STUDENTS LEARN

Introduction to literary theory

- Examine a range of literary texts - plays, novels, stories and poems
- Explore how readers develop their understanding of literary texts
- Compare and contrast similar ideas in different texts
- Write reviews of text and film

The language of interpretation

- Read and discuss challenging texts and explore how literature represents the world in distinctive ways
- Begin to develop skills in the close analysis of literary language
- Identify the specific features of a text and how these lead the reader to an interpretation

Literary movements

- Analyse how meaning changes when the form of a text changes
- Analyse, interpret and evaluate views and values
- Develop philosophical understandings about humanity delivered in texts

The writing process

- Respond imaginatively to a text
- Critique features of a text
- Edit and assess writing through writing workshops



MATHEMATICS CURRICULUM

YEAR 10 FOUNDATION MATHEMATICS



OVERVIEW

Foundation Mathematics caters for students not intending to continue with Mathematics beyond Year 10. The subject does, however, further develop the mathematical skills of students to support them during their VCE and VET studies. The focus of this subject will be the mathematics of the everyday, including the use of maths in business, manufacturing, construction and the environment. Students will explore the relationship between mathematical discovery and its impact on civilisation.

WHAT WILL STUDENTS LEARN



Construction and Design

- Geometric properties of 2D shapes
- Introduction to the steps of production process
- Using scale and labelling to construct and understand 2D and 3D plans
- Exploration of the applications of technology in manufacturing



Financial and Statistical Modelling

- Designing a survey
- Collecting data and analysing results
- A study of loans, savings, investments and taxation
- Comparing plans (e.g. mobile) to understand a 'good deal'
- Interpreting statistical and financial data



Measurement

- Reading and recording information from instruments
- Considering sources of error
- Using collected data to understand and predict
- An introduction to risk assessment and optimisation



Patterns and Numbers

- Develop core skills to manipulate and understand numerical and algebraic information
- Strategies to approximate quickly
- Investigation of patterns in nature



MATHEMATICS CURRICULUM

YEAR 10 MATHEMATICS



OVERVIEW

Year 10 Mathematics builds upon the ideas and techniques developed in previous years. This subject places a strong emphasis on the effective communication of mathematical ideas and processes, where students must outline the steps used to reach an answer. This encourages reasoning processes that can be utilised in many fields, including Mathematics. During the course, students learn to move confidently between textual, visual, graphical, algebraic and numerical representations of mathematical concepts. They will critique the work and logic of others as well as reflect on their own practice. This subject is targeted at students wanting to take VCE Further Mathematics and/or VCE Mathematical Methods (CAS) in following years.

WHAT WILL STUDENTS LEARN

Mathematical Relationships

- Manipulate algebraic expressions to simplify and solve
- Explore a variety of problems using linear and quadratic equations
- Construct and describe the graphs for a variety of relationships

Chance and Data

- Read and interpret data sets and graphs, including in the media
- Display data in different and meaningful ways
- Determine the probability of outcomes in applied settings

Geometry and Measurement

- Explore the use of trigonometry in a range of settings
- Apply trigonometric principles to bearings problems
- Carry out experimental measurements and compare results to theoretical calculations

Application Mathematics

- Use of mathematical understanding in a financial context
- Investigate aspects of design and production in a variety of vocations
- Engage in rich research tasks



MATHEMATICS CURRICULUM

YEAR 10 MATHEMATICS ADVANCED



OVERVIEW

Year 10 Mathematics Advanced is offered to students with a genuine passion and aptitude for Mathematics, whilst placing importance on producing clear, detailed solutions. This subject challenges students to explain the concepts behind a formula or process. This ranges from impromptu discussions to formal derivations and/or proofs, fostering an environment of curiosity as well as clear mathematical communication. Students will build upon prior knowledge and skills and begin to bring previously separate ideas together in new contexts. A key component of this year will be using technology to explore concepts in greater depth. In particular, students will become familiar with the Computer Algebraic System (CAS) calculators as a tool to enhance understanding and prepare students for VCE studies.

WHAT WILL STUDENTS LEARN

Functions

- Manipulate, simplify and solve a variety of algebraic expressions
- Linear, polynomial, exponential, logarithmic and periodic functions
- Explore the properties of functions

Graphs and Geometry

- Calculate unknown information for any triangle, including in 3D and navigational settings
- Apply congruence and similarity tests to groups of values, including situations involving volume and surface area
- Derive and use circle theorems

Chance and Data

- Read and interpret data sets and graphs, including in the media
- Analyse and display univariate and bivariate data
- Determine the probability of outcomes in applied settings

Applied Mathematics

- Investigate the requirements for rigorous proof
- Research and develop strategies for extended problems and tasks



SCIENCE CURRICULUM

YEAR 10 SCIENCE



OVERVIEW

In this course students will be given the opportunity to develop an understanding of how scientific theory can be applied to practical problems. Students will extend their knowledge and apply this to the world around them. They will examine a range of real life contexts in a topic-based course. Students will use practical work to investigate the behaviour of materials and the way different substances interact to make up the world as they know it. Course content includes genetics, evolution, atomic structure and bonding, chemical reactions, energy transfer and transformation, the big universe, global systems, environmental health and human impacts, and forces and motion.

WHAT WILL STUDENTS LEARN

Atomic Structure and Reactions

- Structure of an atom
- The periodic table
- Bonding and reactions
- Hydrocarbon chemistry

Energy and Motion of Objects

- Measuring motion
- Wipe off 5
- Acceleration and Force
- Energy interactions

DNA and Evolution

- Cells and DNA
- Genetics
- Evolution

Earth and Science

- Global systems
- Our climate
- Inquiry and Astronomy

Environmental Research Project

- Ecosystems
- Biodiversity
- Human Impacts



SCIENCE CURRICULUM

YEAR 10 SCIENCE ADVANCED



OVERVIEW

Students will study Physics, Chemistry and Biology at an introductory level to assist with transition into VCE or the IB. In Chemistry students will discover trends within the periodic table. In Physics students will study the impact of speed in collisions, apply constant acceleration formulas to problems in motion and use Newton's Laws to explain interactions. In Astrophysics students will investigate how we understand the universe and complete an independent inquiry into one mystery of the universe that intrigues them.

WHAT WILL STUDENTS LEARN

Astrophysics

- Stellar distances
- Energy processes in stars
- Our universe

Chemistry

- Structure of the periodic table
- Atomic theory
- Bonding and reactions
- Stoichiometry

Physics

- Vectors and velocity
- Constant acceleration
- Net Form in 1D and 2D
- Practical investigation into energy

Biology

- Cell reproduction: mitosis and meiosis
- DNA and genetics
- Evolution and natural selection
- Genetic modification

Environmental Research Project

- Ecosystems
- Biodiversity
- Human Impacts



YEAR 10 INTERNATIONAL ECONOMICS AND LAW



OVERVIEW

This subject gives students a grounding in the ideas and concepts of Economics and Law in preparation for further study. In the Economics units, students will investigate indicators of economic performance, including employment rates, inflation and economic growth. In addition, students will investigate global economics, including international trade, ethics, sustainability and globalisation. Throughout the Law units students will develop a greater understanding of the Australian legal system and look closely at criminal and civil law. They will investigate the protection of rights in a national and international context.

WHAT WILL STUDENTS LEARN

Economics

- Australian and the global economy
- Macroeconomics and the stockmarket
- The influence of economic performance on living standards
- Significant historical and current economic issues

Legal Studies

- The development of Australia's legal system
- An overview of the history and role of Australia's parliamentary system
- The distinction between criminal law and civil law
- Investigate a legal issue in a global context
- Participate in a mock trial



HUMANITIES CURRICULUM

YEAR 10 HISTORY AND GEOPOLITICS



OVERVIEW

This subject provides students with a grounding in the ideas and concepts relevant to further study of History, Geography and Politics in the VCE or the IB Diploma.

In the History units, students will further develop their understanding of historical concepts and Australia's role in the Twentieth Century. In the Geopolitics unit students will investigate how geopolitical factors influence and shape conflict and cooperation in a global context.

WHAT WILL STUDENTS LEARN

History

- World War II
- Rights and Freedoms
- The Globalising World - Migration Experiences

Geopolitics

- Understanding of different political systems
- Understanding of how geopolitical conflicts are instigated and resolved
- Understanding the combination and intricacies of geography and political frameworks
- Knowledge of how International organisations facilitate cooperation between nations



HUMANITIES CURRICULUM

YEAR 10 LIBERAL ARTS - SOCIOLOGY AND PHILOSOPHY

OVERVIEW

Students of Liberal Arts are provided the opportunities to research, analyse and understand some of the powerful ideas that have shaped our culture and the cultures of others. Students are introduced to methods of philosophical and sociological argument and are given the opportunity to raise questions on the work of their peers. The study of Philosophy focuses on philosophers and philosophical ideas in different stages of history and how they have influenced the future. The study of Sociology creates a sociological imagination that is a constantly critiquing mindset. The study of Liberal Arts will demand independent thinking as well as good writing and presenting skills.

WHAT WILL STUDENTS LEARN

Sociology

- Society and Civilisation
- Durkheim and Solidarity
- Marx, Work and Globalisation
- Culture and Identity

Philosophy

- Logic and Reasoning: Conspiracy
- Metaphysics: Idea of God
- Key Philosophers: Aquinas, Flew and Pascal

Year 10





CREATE CURRICULUM

YEAR 10 DANCE



OVERVIEW

Dance is the hidden language of the soul. In this course, students are given the opportunity to discover the body's potential for physical, emotional and artistic expression. Students develop technical and physical skills, build a personal movement repertoire and learn how to apply choreographic principles to create their own original dance works. They analyse and consider cultural influences on the expressive intentions of a range of choreographers and discuss form and movement vocabulary of dance works in a range of genres and/or styles. Students execute dance analysis through written, oral and multimedia formats, as well as perform their own choreographed solo or group dance works using a variety of choreographic techniques and dance genres.

WHAT WILL STUDENTS LEARN

Dance Technique

- Specific movement repertoire to refine movement vocabulary and enhance aesthetic qualities
- A variety of dance genres
- The safe use, maintenance and physiology of the dancer's body
- Performance techniques to ensure physical and expressive skills meet aesthetic qualities

Choreography

- Develop a range of movement ideas in response to a given theme or topic
- Specific techniques and devices to create and manipulate movement
- Improvisation to create dance movement
- How to create a dance film

Reflecting on Dance

- How to analyse and evaluate their own and other's dance work

Dance Theory

- The history of dance, focussing on key technicians and dance genre developments
- Choreographic process for professional works
- How to analyse, interpret and discuss expressive intention



YEAR 10 DESIGN & TECHNOLOGY (MATERIALS)



OVERVIEW

Design & Technology (Materials) explores ways to develop ideas and transform them into creative or commercial realities. Students will follow a creative design process to develop products from a range of materials. They will build industry relevant skills in product development, CAD, idea generation and project management, and will learn to use a number of production processes. This course may be of particular interest to students wishing to pursue further study in a trade, or those with an interest in design, construction or engineering.

WHAT WILL STUDENTS LEARN

- | | |
|---|---|
| <p>Planning and organisation</p> <ul style="list-style-type: none"> • How to plan and prepare using accurate dimensions • Develop and use design processes and technology skills to create new products • How to use a range of tools, equipment and machines | <p>Industry specific skills</p> <ul style="list-style-type: none"> • Concept development • Computer aided design (CAD) • Sketching |
| <p>Design knowledge</p> <ul style="list-style-type: none"> • Develop a knowledge of famous designers to inspire their own work • Gain an understanding of how the design process is used to develop products | <p>Individual Projects</p> <ul style="list-style-type: none"> • Develop practical workshop skills • Understand, reflect and evaluate own processes |



CREATE CURRICULUM

YEAR 10 DESIGN & TECHNOLOGY (TEXTILES)



OVERVIEW

In this course students will experiment with a range of printing, dying and embellishment techniques. Students will be involved with developing their own design briefs and folio for a major task. Students will learn and develop Teri fashion drawing skills. Students will also look at fibre classification and care labelling according to Australian Standards.

WHAT WILL STUDENTS LEARN



The design process

- Understand and work through the design process
- Work to a design brief to produce a product
- Investigate fashion trends and materials



Designing

- Produce and evaluate their own design options
- Learn about and produce complex design processes



Project

- Project: Students will design a major project and portfolio that reflects a chosen area of design. Students will need to supply their own materials for this project.



CREATE CURRICULUM

YEAR 10 THEATRE



OVERVIEW

In Year 10 Theatre, students will study the theatrical styles of non-naturalistic theatre, preparing for a smooth transition into the VCE curriculum. Students will create solo and ensemble performances, using music and prescribed stimuli as their inspiration. Both performances will require students to work to their strength, with the potential to incorporate dance, music and stagecraft elements. Students will explore how society/audience is impacted by drama, and devise works that will be presented to a wider audience.

WHAT WILL STUDENTS LEARN



Drama Practice

- Acting workshops
- Theatre sports



Dramatic Elements

- Dramatic elements
- Play scripts



Acting and Stagecraft

- Theatrical brief
- Evaluation of stagecraft in performance



Drama Practice

- Performance
- Improvisation



CREATE CURRICULUM

YEAR 10 FOOD



OVERVIEW

Students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, such as in the home, a school setting or in a small food business. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation. Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food. They investigate quality and ethical considerations in food selection.

WHAT WILL STUDENTS LEARN

Hospitality Operations: The Albert Restaurant

- Principles of food hygiene and safe food handling
- Causes of food spoilage and food poisoning
- Effective storage practices to ensure quality and safety of food
- The various roles and responsibilities in restaurants and conditions of employment
- **Project:** Students will work in teams to create a three course meal for The Albert Restaurant that will be held at the college over two nights

Food properties and complex processes

- Functions of food in the body and the role of the 7 vital nutrients
- Conduct experiments to explore the structures of food
- Analyse and evaluate the effectiveness of healthy eating tools
- Explore and experiment with the complex processes involved

in food production

- **Project:** Students will produce a range of food items that demonstrate their understanding and ability to manipulate complex processes and investigate food production

Product Development

- Analyse new food products, looking specifically at target markets and market share of particular businesses.
- Look at environmentally friendly and sustainable food, including niche markets
- Processes used by small and big businesses for the development of new food products
- Data analysis from market research and sensory assessment
- **Project:** Students will improve upon an existing product on the market. Students will produce a folio of work detailing the design process.



CREATE CURRICULUM

YEAR 10 MEDIA



OVERVIEW

This subject introduces students to the senior media curriculum and draws from both the study of film/cinema and communication. Students will begin with a study of genre, with a focus on the conventions of horror and suspense in film, which will lead to the production of their own short film. Students will learn about media spin and bias in documentary and television news and apply this knowledge when creating their own news program. Students will interact with a range of digital technologies, implementing developed skills to engage their audience. Students will continue to build their analytical skills by recognising and commenting on production and story elements as they are used in professionally created feature films of various genres.

WHAT WILL STUDENTS LEARN



Documentary

- Media bias and how selecting or omitting certain facts can change a story
- Research a topic for a student audience
- Create a documentary as part of a class program



Film Genre: Horror

- How camera, acting, lighting and sound create the conventions of 'horror'
- Analysis of scripts and characters
- Examining the construction of professional films of the horror genre
- Create a short film



Digital Worlds

- Pre-production skills and planning
- Production scheduling, shooting, and composing
- Post production editing and special effects
- Exploration of Fantasy and Sci-fi genres



My story

- Film study to reinforce understanding of production elements
- Analysis of character development
- Exploring creativity in development of an original short story



CREATE CURRICULUM

YEAR 10 MUSIC

Year 10

OVERVIEW

Year 10 Music builds on Middle Years performance and musicianship knowledge and skills. The main focus of the unit is learning musicianship through music performance. Students can choose instruments to work with (including voice) and the styles, song and pieces of music to learn and perform. Other aspects of the course include improving performance technique, practice approaches and musicianship (theory and aural skills). Students are expected to rehearse and perform on a regular basis.

WHAT WILL STUDENTS LEARN

Music Language (Theory) and Aural Perception

- Harmonic and rhythmic literacy
- Notation conventions
- Theory textbooks
- Aural perception: harmonic, melodic, rhythmic
- Improvising

Composing and arranging skills

- Song writing
- Composing on Garageband
- Arranging on Sibelius
- Arranging through different styles

Instrumental and Vocal Skills

- Solo performance skills
- Group performance and practise strategies
- Performance experience
- Building their own repertoire program

Recording

- Recording with Garage Band
- Recording with Pro tools
- Live recordings



CREATE CURRICULUM

YEAR 10 PHOTOGRAPHY

Year 10



OVERVIEW

This subject introduces students to a range of photographic practices, both historical and contemporary. Students will develop their own artworks based on a range of themes and starting points, and will be encouraged to develop a personal photographic style. Students will look to other artists such as commercial and fine art photographers for inspiration and will learn about some of the key 20th century art movements, and the role photography has played in those movements. They will also analyse works of traditional and contemporary photographic practice, and reflect upon and evaluate their own work.

WHAT WILL STUDENTS LEARN

Introduction

- Develop a range of ideas in response to a given theme or topic
- Explore and use a digital camera to create artworks
- Study specific digital photography editing techniques using industry-standard software

Photographic Theory

- History of photography, focusing on key artists and technological developments
- Photographic process
- Explore a range of contemporary photographers and issues facing photography today

Reflecting on art

- How to analyse and evaluate their own work

Writing about art

- How to analyse and describe an artwork
- How to interpret the meaning of artwork



CREATE CURRICULUM

YEAR 10 VISUAL COMMUNICATION



Year 10
✓

OVERVIEW

Visual Communication explores how we communicate using icons, pictures, moving images and visual information. Visual Communication uses images to illustrate ideas, and it involves creating design work using a range of digital and non-digital media. In Visual Communication students explore design work in a range of areas such as architecture, illustration, fashion design, graphic design and interior design. This subject is suitable for students who are interested in improving their drawing, multimedia and design skills and who may be interested in pursuing a career in a design field.

WHAT WILL STUDENTS LEARN

Design Processes and Practice

- Develop a range of ideas in response to a given theme or topic
- Explore and use traditional and digital tools to create a design outcome
- Use specific drawing methods and systems to create two and three dimensional representations of design concepts
- Explore media, materials, elements and principles to create effective design concepts

Thinking about design

- How to analyse and describe a piece of design
- How to interpret the meaning of visual communication designs

Reflecting on good practice

- How to analyse and evaluate their own work
- How to analyse and evaluate the work of others



YEAR 10 ART



OVERVIEW

This subject introduces students to traditional and contemporary art making techniques such as drawing, painting and sculpture as well as methods commonly seen in contemporary art. Students will develop their own artworks and will be encouraged to take a creative and original approach to making art. Students will look to other artists for inspiration and will learn about some of the key 20th century art movements and styles. They will also visually analyse works of traditional and contemporary art, and reflect upon and evaluate their own work.

WHAT WILL STUDENTS LEARN

Modern Art Movements

- The features of many of the 20th century Modern Art Movements and styles
- How to create artworks based on a specific style
- How to design aesthetically pleasing works and compositions

Contemporary Art and Illustration

- How to creatively approach an idea
- How to draw and develop original imagery
- How to make an original art work inspired by contemporary artists
- Exploring a range of media and techniques

Reflecting on art

- How to analyse and evaluate their own work

Writing about art

- How to analyse and describe an artwork
- How to interpret the meaning of artwork



LOTE CURRICULUM

YEAR 10 LOTE - FRENCH



OVERVIEW

Year 10 French will provide students with an opportunity to put all of their prior French learning into practice and to enhance their understanding of the French language. Students will develop their listening, speaking, reading and writing skills in French by studying topics including family, interests, school life and lifestyles. In Year 10, students will study all of the key vocabulary and grammar to prepare them to confidently undertake the VCE or IB. By studying Year 10 French students will also become more informed global citizens, developing an understanding of cultures beyond their own. Students will continue to enhance their first language literacy via explicit study of grammar and language patterns.

WHAT WILL STUDENTS LEARN

Developing in French

- Discuss their likes and dislikes in detail
- Describe their daily lives, home and environment
- Provide their opinion on a range of topics
- Describe and discuss events from the past
- Talk about the future, their hopes and dreams
- Develop a range of text types, including letters, journals, articles, personal profiles and advertisements

Speaking Skills

- Become confident speakers in French
- Develop techniques to improve their comprehension of spoken French in a range of contexts



HAPE CURRICULUM

YEAR 10 HEALTH AND PHYSICAL EDUCATION



Year 10
✓

OVERVIEW

This subject introduces students to concepts covered in VCE Physical Education, Health & Human Development and Outdoor Education. Students will learn about the physiological responses to exercise, body systems, and game and movement analysis in relation to sport and exercise. Students explore how to eat well to live well, and what affects well-being. They will also learn about outdoor recreation, safety and the qualities needed for leadership in the outdoors. Students can expect to participate in a minimum of two hours of practical activity each week.

WHAT WILL STUDENTS LEARN

Health

- Mental health and wellness
- Positive relationships
- Nutrition

Outdoor Education

- Safety and risk management
- 'The Great Outdoors'
- First aid
- Leadership skills

Physical Education

- Movement and physical activity
- Games analysis
- Physical activity plans
- Physiological responses to exercise
- Body Systems
- Introduction to biomechanics

VCE SUBJECTS

TUTORIAL
VCE ENGLISH
VCE ENGLISH LANGUAGE
VCE LITERATURE
VCE GENERAL MATHEMATICS
VCE FURTHER MATHEMATICS
VCE MATHEMATICAL METHODS (CAS)
VCE SPECIALIST MATHEMATICS
VCE ENVIRONMENTAL SCIENCE
VCE BIOLOGY
VCE PHYSICS
VCE PSYCHOLOGY
VCE CHEMISTRY
VCE HISTORY
VCE AUSTRALIAN AND GLOBAL POLITICS
VCE GEOGRAPHY
VCE SOCIOLOGY
VCE ACCOUNTING
VCE BUSINESS MANAGEMENT
VCE ECONOMICS
VCE LEGAL STUDIES
VCE PHILOSOPHY
VCE DANCE
VCE DRAMA
VCE THEATRE STUDIES
VCE FOOD STUDIES
VCE COMPUTING
VCE MEDIA
VCE MUSIC PERFORMANCE
VCE MUSIC INVESTIGATION
VCE VISUAL COMMUNICATION DESIGN
VCE STUDIO ARTS
VCE ART
VCE PRODUCT DESIGN AND TECHNOLOGY (TEXTILES)
VCE LOTE - FRENCH
VCE PHYSICAL EDUCATION
VCE HEALTH AND HUMAN DEVELOPMENT
VCE OUTDOOR AND ENVIRONMENTAL STUDIES



TUTORIAL

OVERVIEW

Tutorial lessons are designed to address the pastoral care needs of students at Albert Park College. There is a strong focus on civic engagement and personal learning for the purposes of equipping students with the skills and knowledge they need to function in society and the workplace. In the senior years students are more oriented to the future and aware of the world beyond school. They are beginning to think of themselves as adults. They are more independent as learners and able to assume greater responsibility for their learning. A significant component of the Tutorial curriculum is around study skills, future pathways and the workplace. In Year 10 students will undertake a week long work placement in December.

Tutorial will be a compulsory area of study during the senior years at Albert Park College.

Individual Learner

Students work independently to implement a range of strategies, as appropriate, to maximise their learning
They evaluate the effectiveness of their learning strategies, study techniques and learning habits, and make appropriate modifications to their practices
They identify their interests, strengths and weaknesses and use these to determine future learning needs, especially in relation to post-compulsory pathways

Community Engagement

Students draw on a range of resources, including the mass media, to articulate and defend their own opinions about political, social and environmental issues in national and global contexts. They participate in a range of citizenship activities including those with a national or global perspective, at school and in the local community

Managing Personal Learning

Students initiate personal short-term and long-term learning goals and negotiate appropriate courses of action to achieve them
Students allocate appropriate time and identify and utilise appropriate resources to manage competing priorities and complete tasks, including learner-directed projects, within set timeframes
They initiate and negotiate a range of independent activities with their teachers, providing progress and summative reports for teachers and stakeholders

Civic Knowledge and Engagement

Students explore the development of Australia's democracy and compare it to other democracies
Students investigate key concepts and issues in society today



ENGLISH CURRICULUM

VCE ENGLISH

OVERVIEW

The study of English is designed to enable students to extend their competence in using Standard Australian English. Students will broaden their language skills through thinking, reading, writing, speaking and listening tasks. They will refine their ability to communicate ideas and information, both orally and in writing for a range of audiences. Students will read widely from several different texts in order to develop informed interpretations and recognise the importance of language and its capacity to express ideas.

For more information click here:

- [Units 1-4](#)

WHAT WILL STUDENTS LEARN

1

Unit 1

- Identify and discuss key aspects of a set text and construct responses in written or oral form
- Create texts taking into account audience, purpose and context
- Identify and discuss, either in writing or orally, how language can be used to persuade readers or viewers

2

Unit 2

- Discuss and explore text structures and language features, and construct a response in oral or written form
- Create texts taking into account audience, purpose and context
- Identify and discuss, either in writing or orally, how language can be used to persuade readers or viewers

3

Unit 3

- Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations
- Create written texts for a specified audience and purpose
- Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media

4

Unit 4

- Develop and justify a detailed interpretation and comparison of selected texts.
- Present an argument in an oral presentation in relation to a topical issue that has recently appeared in the media.



ENGLISH CURRICULUM

VCE ENGLISH LANGUAGE

OVERVIEW

This is primarily a linguistics subject and has a strong emphasis on grammar and language as used in contemporary society. Students read widely from a myriad of different texts in order to develop their analytical skills and understanding of linguistics. The range of texts includes narratives, advertisements, social media, legal documents, bureaucratic documents, literature, speeches and discourse in the public domain. Students study the structure, functions and history of the English language and the way it is structured for specific audiences and purposes.

WHAT WILL STUDENTS LEARN

- | | |
|--|--|
| 1 Unit 1: Language and Communication | 2 Unit 2: Language Change |
| <ul style="list-style-type: none">• Language acquisitions• The nature and functions of language | <ul style="list-style-type: none">• English across time• English in context |
| 3 Unit 3: Language Variation & Social Purpose | 4 Unit 4: Language Variation and Identity |
| <ul style="list-style-type: none">• Informal language• Formal language | <ul style="list-style-type: none">• Language variation in Australian society• Individual and group identities |

For more information click here:

- [Units 1 - 4](#)



ENGLISH CURRICULUM

VCE LITERATURE

OVERVIEW

The study of Literature focuses on the enjoyment and appreciation of reading. In Literature students deepen their critical reading skills through discussion and debate. Literature involves the study of a wide range of texts including poetry, plays, prose and film. Students of Literature develop a critical awareness of cultures past and present and how these are represented in literature. They read closely and engage in detailed analysis of the literary features of the texts they study. Students of Literature develop their own interpretations of texts and come to understand the factors which have influenced this interpretation.

For more information click here:

- [Units 1 & 2](#)
- [Units 3 & 4](#)

WHAT WILL STUDENTS LEARN

1

Unit 1: Approaches to Literature

- Examine a range of literary texts - plays, novels, stories and poems
- Explore how readers develop their understanding of literary texts
- Examine the relationship between personal taste and social values
- View a film and develop a critical response

2

Unit 2: Context and Connections

- Read and discuss challenging texts and explore how literature represents the world in distinctive ways
- Begin to develop skills in the close analysis of literary language
- Identify the specific features of texts and explore connections between texts

3

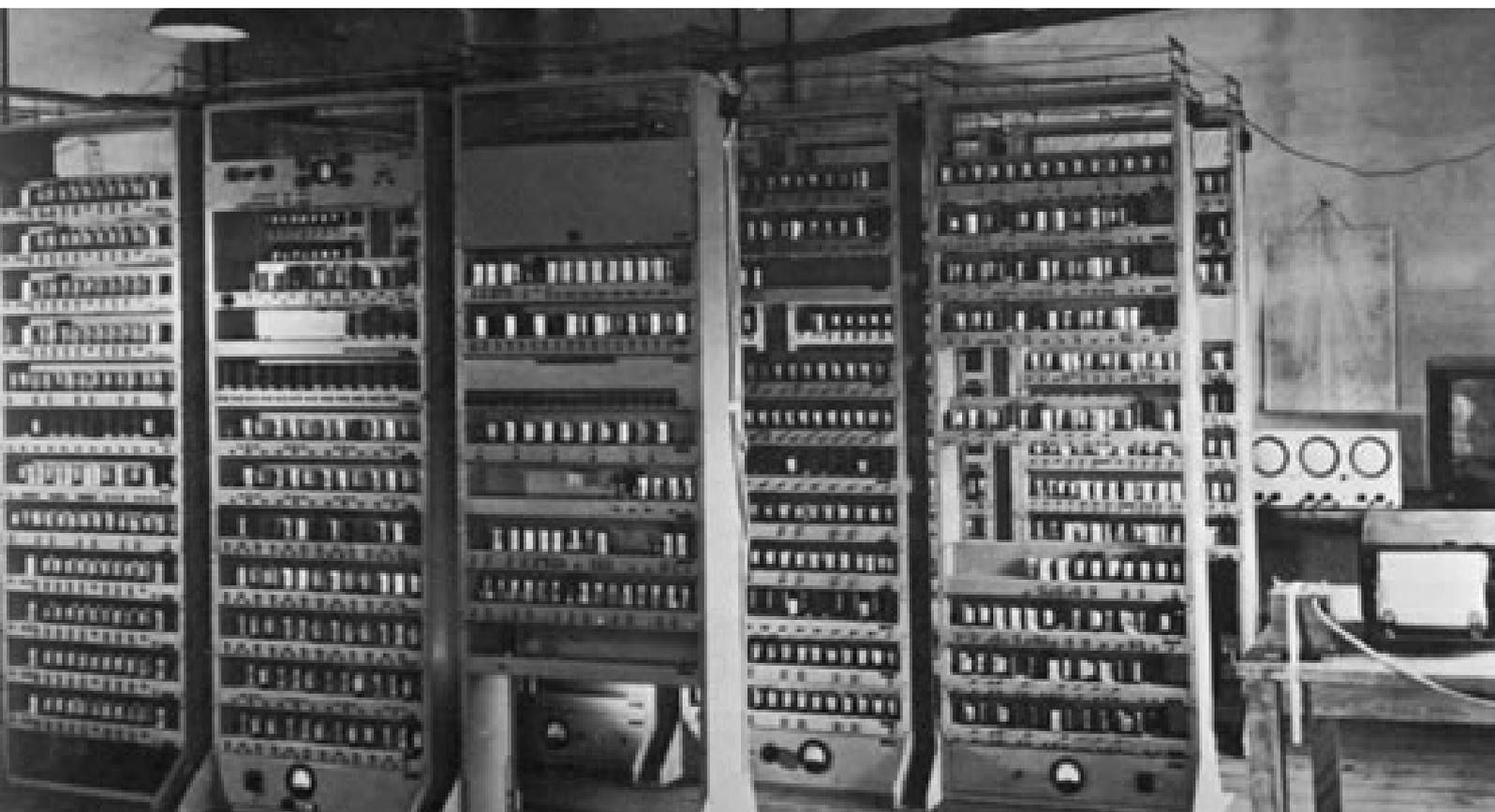
Unit 3: Form and Transformation

- Analyse how meaning changes when the form of a text changes
- Respond creatively to a text and comment on the connections between the text and the response

4

Unit 4: Interpreting Texts

- Examine how the views and values of texts are reflected through different readings
- Critically analyse features of a text



MATHEMATICS CURRICULUM

VCE GENERAL MATHEMATICS

OVERVIEW

General Mathematics places a strong emphasis on building confidence in understanding and solving mathematical problems, both abstract and concrete, with increased accuracy. It will also develop the use of a Computer Algebraic Systems (CAS) calculator as a tool to assist with mathematical investigation. In this subject, students will be introduced to a variety of mathematical topics to demonstrate both the versatility of Mathematics as well as the consistency of mathematical reasoning in different settings. This subject is usually followed by Units 3 & 4 Further Mathematics.

For more information click here:

- [Units 1 & 2](#)

WHAT WILL STUDENTS LEARN

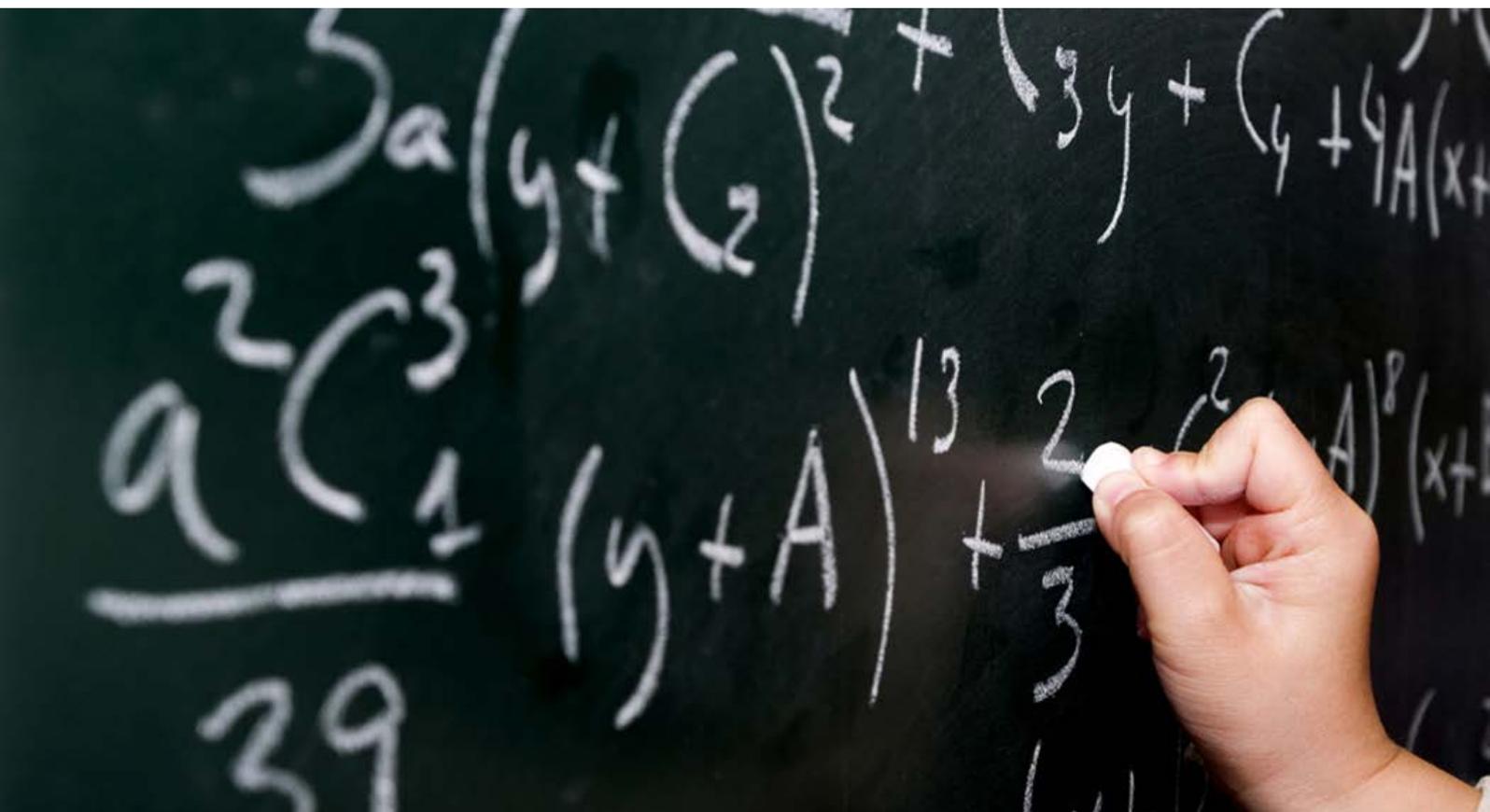
1 Unit 1

- Analysing number patterns and recursion
- Developing understanding of linear equations and the relationship between variables
- Algebraic and graphical representations of linear equations and applying linear models to real world contexts
- Investigating and comparing data distributions

2 Unit 2

- Applying arithmetic to various financial contexts
- Introduction to matrices and matrix operations
- Constructing and interpreting networks in the context of optimisation
- Investigating bivariate relationships

This is a 1 & 2 sequence only



MATHEMATICS CURRICULUM

VCE FURTHER MATHEMATICS

OVERVIEW

Further Mathematics is a valuable and interesting study covering a variety of areas of mathematics. It is designed to provide general preparation for employment and further study. The topics covered reflect the studies undertaken in General Mathematics (Further), a prerequisite for entry to this subject. A Computer Algebraic System (CAS) calculator will be used by students to assist them in their learning and understanding. Assessment for satisfactory completion of Units 3 & 4 is by tests, analysis tasks and Students Assessed Coursework (SACs).

For more information click here:

- [Units 3 & 4](#)

WHAT WILL STUDENTS LEARN

3

Unit 3: Data and Graphs

- Displaying, summarising and describing univariate and bivariate data
- Distinguishing between correlation and causation
- Modelling linear and time series associations
- Using relationships and technology to model financial situations
- Solving problems related to depreciation, interest, loans and annuities

This is a 3 & 4 sequence only

4

Unit 4: Matrices and Networks

- Using matrix representations of a variety of data
- Modelling changes in populations and markets using transition matrices
- Forming network graphs to determine shortest paths
- Exploring applications of minimum spanning trees in algorithmic solving
- Perform a critical path analysis
- Studying the effect of 'flow' when a cut is made in a network, including in traffic or manufacturing settings



MATHEMATICS CURRICULUM

VCE MATHEMATICAL METHODS (CAS)



OVERVIEW

Mathematical Methods (CAS) is designed to introduce students to skills and knowledge over four areas of study: Functions and Graphs, Algebra, Calculus and Probability and Statistics. The areas of study are revisited in each unit as students build on their prior knowledge and develop an increasingly sophisticated understanding of the core content and its applications. Skills are built progressively from Units 1 to 4 and students are asked to apply their knowledge to unfamiliar settings. Students make extensive use of technology, particularly Computer Algebraic System (CAS) calculators, to explore these areas in greater depth. Mathematical Methods (CAS) Units 1&2 must be successfully completed prior to the commencement of Units 3&4.

WHAT WILL STUDENTS LEARN

1 Unit 1: Introduction

- Linear relationships
- Quadratics
- Functions
- Rates of change
- Probability

3 Unit 3: Functions and Calculus

- Linear and quadratics
- Polynomials and functions
- Exponentials and logarithms
- Calculus
- Problem solving and applications

2 Unit 2: Developing Mathematical Ideas

- Circular functions
- Exponential and logarithmic functions
- Calculus
- Counting methods and distributions

4 Unit 4: Statistics and Probability

- Circular functions
- Calculus applications
- Probability and statistics

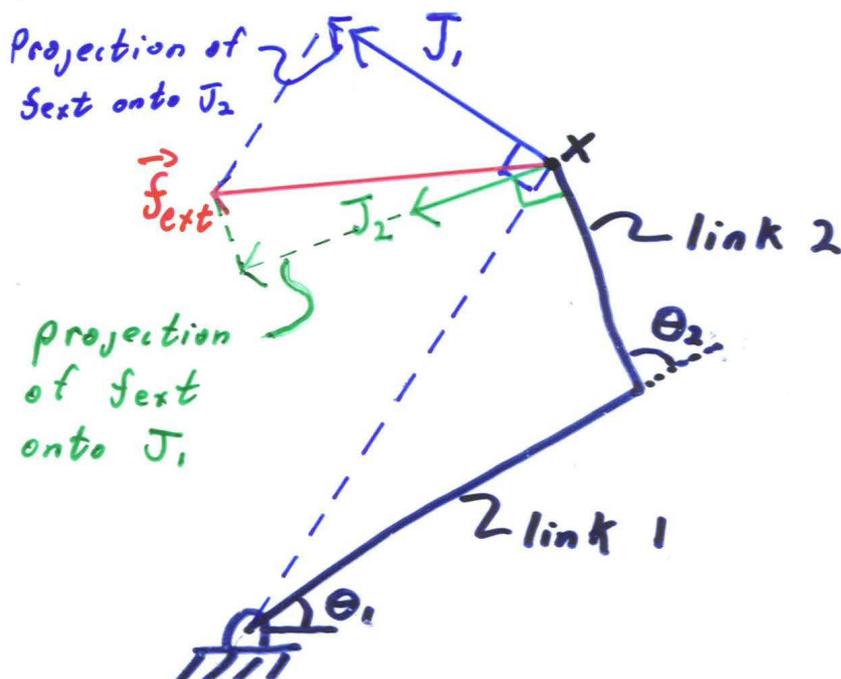
For more information click here:
• [Units 1 - 4](#)

$$\vec{c}_1 = \mathbf{J}_1^T \vec{f}_{ext}$$

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MATHEMATICS CURRICULUM

VCE SPECIALIST MATHEMATICS



OVERVIEW

Specialist Mathematics is offered to highly capable students who are also enrolled in VCE Mathematical Methods (CAS). The subject extends core ideas from prior study whilst also introducing new concepts fundamental to applied Mathematics. Students will be challenged to find and justify their solutions to complex problems, requiring a high level of perseverance, flexibility and clarity to their thinking and written work. A Computer Algebraic Systems (CAS) calculator will support students' investigations and facilitate a wider variety of problems and ideas.

For more information click here:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

1 Unit 1

- Number systems and recursion
- Geometry in the plane and proof
- Investigating and comparing data distributions
- Graphs and networks

2 Unit 2

- Vectors in the plane
- Graphs of non-linear relations
- Investigating relationships between two numerical values
- Matrices

3 Unit 3

- Rational functions of a real variable
- Functions and graphs
- Differential and integral calculus
- Differential equations
- Kinematics: rectilinear motion
- Vectors

4 Unit 4

- Vector Calculus
- Mechanics
- Probability and Statistics
 - Linear combinations of random variables
 - Sample means
 - Confidence intervals for means
 - Hypothesis testing



VCE ENVIRONMENTAL SCIENCE



OVERVIEW

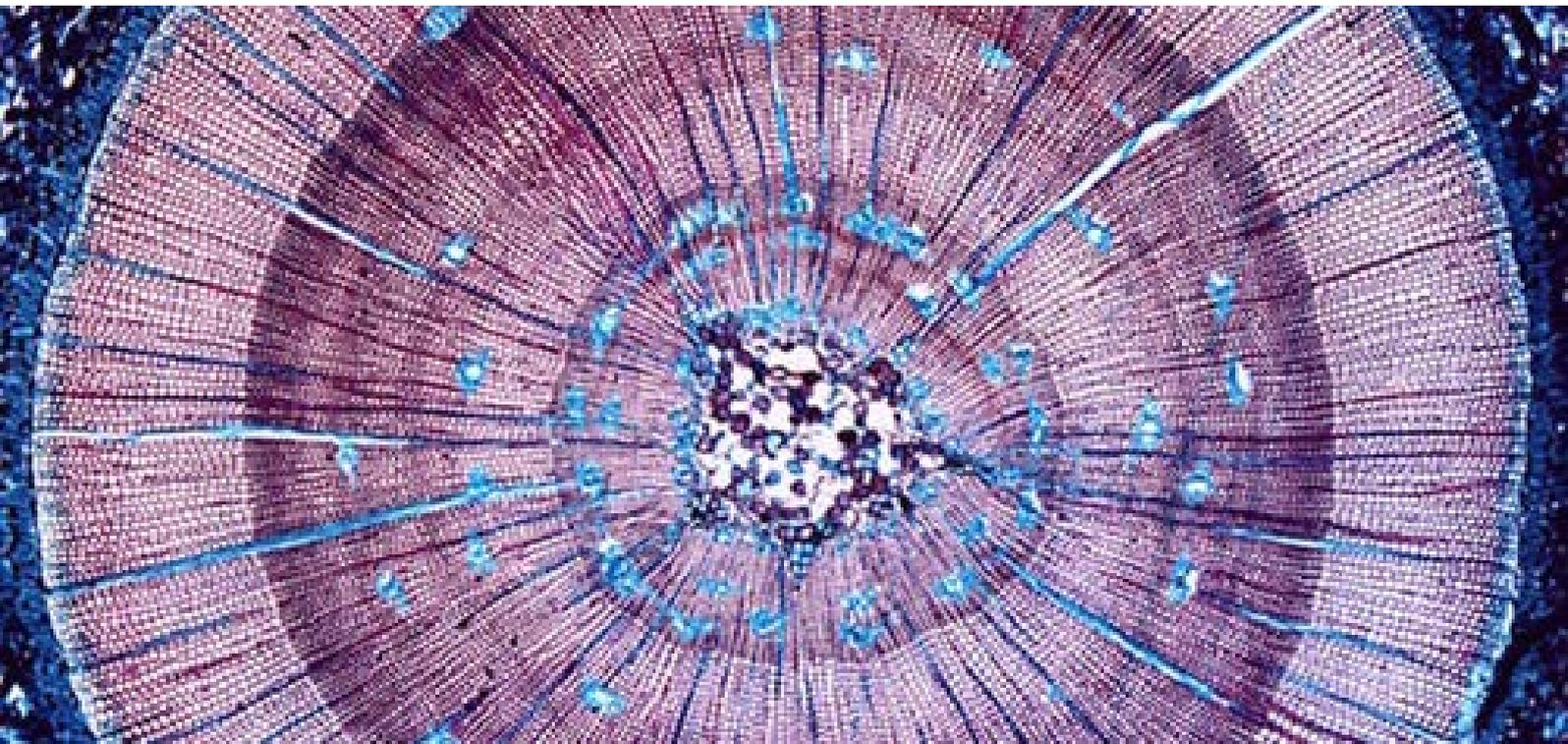
Environmental Science is an excellent subject for students who would like to undertake a general science subject or are interested in ecology or the environment. Students will learn and apply knowledge and skills from Biology, Chemistry, Physics, Geology, Geography and Maths. Practical and research activities will help students to connect this knowledge allowing them to develop an in depth understanding about how biological and human systems interact and effect each other. Students will investigate all aspects of the natural world, including how living organisms rely on the physical environment. There is a strong emphasis on how humans affect ecosystems including the examination of strategies that will enable us to maintain and protect the environment.

WHAT WILL STUDENTS LEARN

- 1 Unit 1: How are Earth's systems connected?**
 - How is life sustained on Earth?
 - How is Earth a dynamic system?
 - Student-designed practical investigation
- 2 Unit 2: How can pollution be managed?**
 - When does pollution become a hazard?
 - What makes pollution management so complex?
 - Case study response to pollution issue
- 3 Unit 3: How can biodiversity and development be sustained?**
 - Is maintaining biodiversity worth a sustained effort?
 - Is development sustainable?
- 4 Unit 4: How can the impacts of human energy be reduced?**
 - What is a sustainable mix of energy sources?
 - Is climate predictable?
 - Student-designed practical investigation

For more information click here:

- [Units 1-4](#)



SCIENCE CURRICULUM

VCE BIOLOGY



OVERVIEW

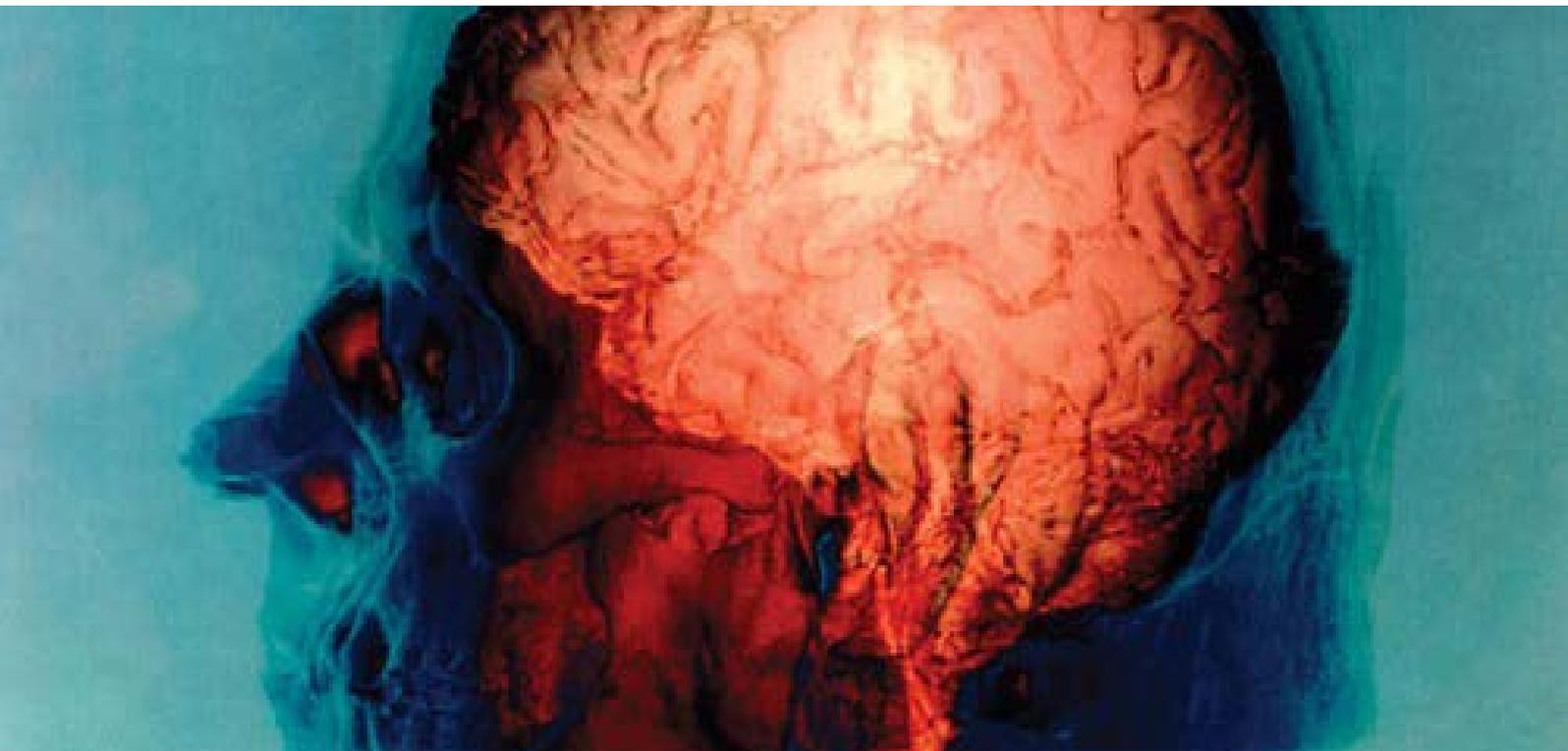
Biology is the study of living things, from the minute detail of single cells through to the complex relationships between organisms in ecosystems. In this subject students will investigate the composition, structure and function of cells. Students will complete experiments to help them understand cellular processes such as photosynthesis, respiration and movement across membranes. They will gain an understanding of body systems and their contribution to homeostasis. This will be explored through both practical and theory based work. Students will conduct fieldwork to learn about relationships between organisms and energy flow within ecosystems. The study of Year 10 Science prior to or alongside Biology is strongly recommended.

WHAT WILL STUDENTS LEARN

- Unit 1: How do living things stay alive?**
 - How do organisms function?
 - How do living systems sustain life?
 - Student-designed practical investigation
- Unit 2: How is continuity of life maintained?**
 - How does reproduction maintain the continuity of life?
 - How is inheritance explained?
 - Investigation of bioethical issue
- Unit 3: How do cells maintain life?**
 - How do cellular processes work?
 - How do cells communicate?
 - Student-designed practical investigation
- Unit 4: How does life change and respond to challenges over time?**
 - How are species related?
 - How do humans impact on biological processes?

For more information click here:

- [Units 1-4](#)



SCIENCE CURRICULUM

VCE PSYCHOLOGY



OVERVIEW

In Psychology students explore complex human behaviours and thought processes. They develop empathetic understandings and learn about mental health issues in society. Students are given the opportunity to apply psychological principles to everyday situations such as workplace and social relations. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and sociocultural factors that influence thought, emotions and behaviour. The study of Year 10 Science prior to or alongside Psychology is strongly recommended.

For more information click here:

- [Units 1-4](#)

WHAT WILL STUDENTS LEARN

1 Unit 1: How are behaviour and mental processes shaped?

- How does the brain function?
- What influences psychological development?
- Student-directed research

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

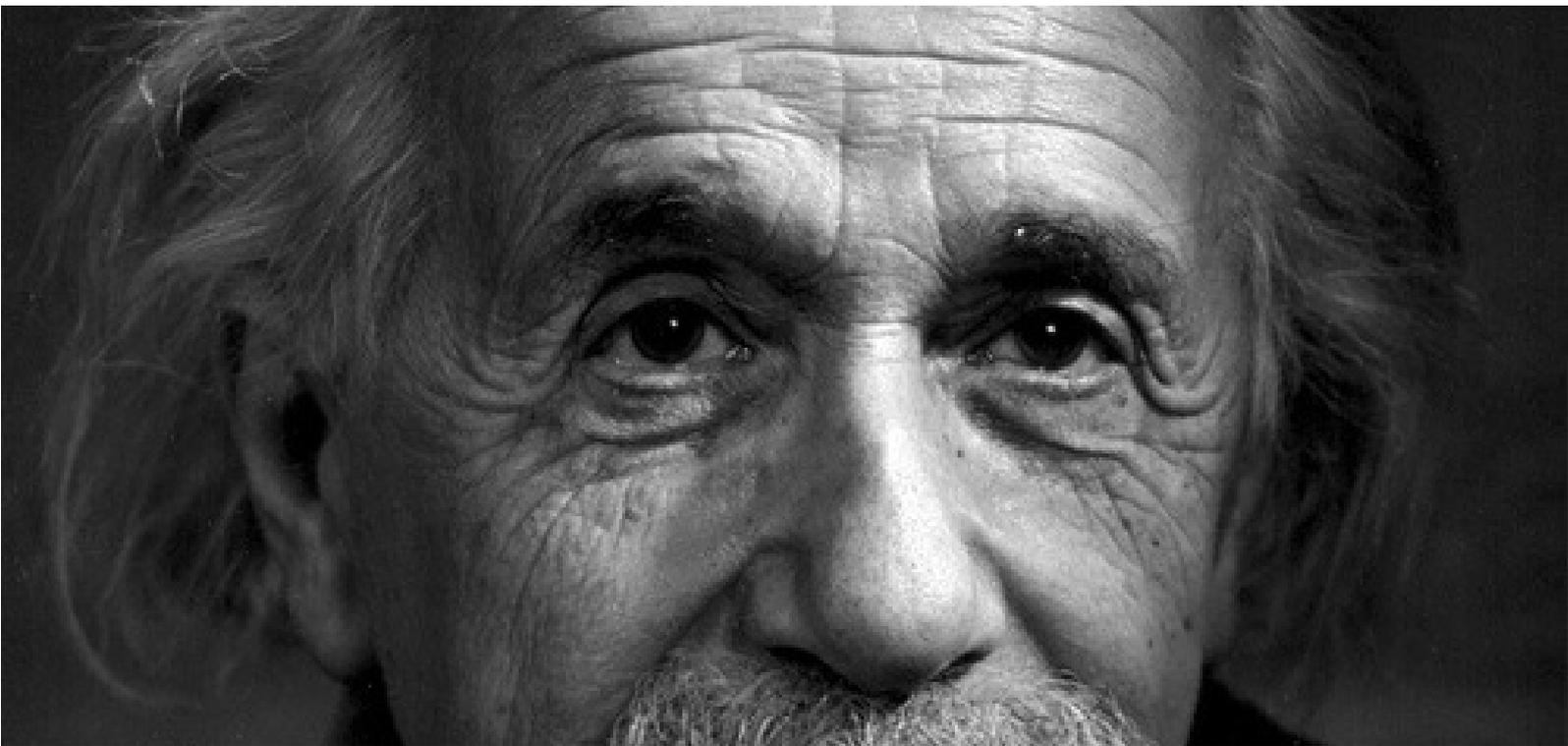
- How does the nervous system enable psychological functioning?
- How do people learn and remember?

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

- What influences a person's perceptions of the world?
- How are people influenced to behave in a certain way?
- Student-directed practical investigation

4 Unit 4: How is well-being developed and maintained?

- How do levels of consciousness affect mental processes and behaviour?
- What influences mental well-being
- Practical Investigation



VCE PHYSICS



OVERVIEW

Physics is the study of the laws of nature that govern the behaviour of the universe, from the very smallest scales of the sub-atomic particles to the very largest scales of cosmology. It applies these laws to the solution of practical problems and to the development of new technologies. Physics is a challenging and rewarding subject. Studying physics instructs a person in the process of critical thinking, how to pose questions and how to solve problems. Physics is at the heart of almost every facet of modern life. Physics provides training for a vast range of careers, it can be employed directly, or the skills developed can be applied in innovative ways in other fields of inquiry. Successful completion of Year 10 Maths and Science is required before undertaking VCE Physics.

WHAT WILL STUDENTS LEARN

1 Unit 1: What ideas explain the physical world?

- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?

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

- How can motion be described and explained?
- Research investigation: follow your interests
- Practical investigation

3 Unit 3: How do fields explain motion and electricity?

- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?

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

- How can waves explain the behaviour of light?
- How are light and matter similar?
- Practical investigation

For more information click here:

- [Units 1-4](#)



SCIENCE CURRICULUM

VCE CHEMISTRY



OVERVIEW

Chemistry is the study of natural phenomenon at a molecular level. It investigates what happens when substances react and why understanding this helps you to understand the universe. Chemistry examines reactions on a variety of scales, from simple combustion reactions to the complex biochemical systems that form the driving force for life. Chemistry is employed by a range of industries, such as the petroleum industry, or in the development and manufacture of pharmaceuticals. It is also at the heart of emergent fields such as nanotechnology and biotechnology. A base knowledge in Chemistry is used in the career areas of biology, geology and medicine. Successful completion of Year 10 Maths and Science is required before undertaking VCE Chemistry.

For more information click here:

- [Units 1-4](#)

WHAT WILL STUDENTS LEARN

1 Unit 1: How can the diversity of materials be explained?

- How can knowledge of elements explain properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation: follow your interests

3 Unit 3: How can chemical processes be designed to optimise efficiency?

- Energy production and fuels
- Rate of chemical reactions
- Equilibrium reactions
- Electrolysis and batteries

2 Unit 2: What makes water such a unique chemical?

- How do substances interact with water?
- How are substances in water measured and analysed?
- Student-designed practical investigation

4 Unit 4: How are organic compounds categorised, analysed and used?

- Organic chemistry - structure, properties and reactions
- Chemical analysis
- Food molecules - proteins, carbohydrates and fats
- Metabolism of food



HUMANITIES CURRICULUM

VCE HISTORY

Year 10

OVERVIEW

The study of VCE History allows students the opportunity to further develop their knowledge, skills and understanding of the past and the people, ideas and events that have created certain societies and cultures.

Students will develop their grasp of historical events through the research of specific case studies, forming links between these instances and contemporary issues.

The study of VCE History builds a conceptual and historical framework seeking to extend students' cultural, economic, social and political understanding as they present their views and arguments in a variety of mediums.

For more information click here:

- [Units 1 & 2](#)
- [Units 3 & 4](#)

WHAT WILL STUDENTS LEARN

1

Unit 1: Twentieth Century History 1918-1939

- Challenges of post WW1 peace treaties
- The emergence of the Weimar Republic
- The rise of conflicting ideologies
- The social and cultural change that manifested in the inter-war years

2

Unit 2: Twentieth Century History 1945-2000

- The new superpowers and the Cold War
- Factors that influenced the Cold War
- Social, political and economic change in the developing world
- Violent and non-violent movements for change

3

Unit 3: French Revolution

- What is a revolution?
- What were the causes of the French Revolution?
- How successful was the revolution in creating meaningful change for the people of France?
- Who were the principal beneficiaries of the fall of the order?

4

Unit 4: Russian Revolution

- Can revolutions be successful in the modern world?
- Did the new Russian society change the lives of the Russian people for better or worse?
- How have historians interpreted the Russian Revolution?



HUMANITIES CURRICULUM

VCE AUSTRALIAN AND GLOBAL POLITICS



OVERVIEW

Students of Australian and Global Politics focus on the study of contemporary leadership at both national and global levels. Students explore, explain and evaluate national and global political issues, problems and events. Australian and Global Politics offers students the opportunity to engage with key political, social and economic movements and to become informed citizens, voters and participants in their local, national and international communities. The Australian and Global Politics curriculum studies interactions between state and non-state actors in the twenty-first century and the extent to which they challenge the supremacy of the state.

For more information click here:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

- | | |
|--|---|
| <p>1 Unit 1: Ideas, Actors and Power</p> <ul style="list-style-type: none">• The study of politics and power• Political ideology• Political movements• Global case studies | <p>2 Unit 2: Global Connections</p> <ul style="list-style-type: none">• International communities• The global citizen• Global cooperation and conflict• External student seminars |
| <p>3 Unit 3: Global Actors</p> <ul style="list-style-type: none">• The aims, roles and power of key global actors• State and international organisations: non-government organisations, organised religion, terrorist movements and organised crime• Guest speakers | <p>4 Unit 4: Global Challenges</p> <ul style="list-style-type: none">• Ethical issues and debates: human rights, arms control and disarmament• Global crises and responses: inter and intra-state conflict, state and non-state terrorism and environmental degradation• Model UN security council |



HUMANITIES CURRICULUM

VCE GEOGRAPHY



OVERVIEW

VCE Geography allows students the opportunity to develop their knowledge, skills and understanding of the concepts of the natural world and the impacts of human activities on these environments. As part of the VCE Geography curriculum, students will address key questions in relation to places and geographic phenomena; what is there? Why is it there? What are its effects? How is it changing over time? Students explore such questions through fieldwork and investigation of a wide range of secondary sources. Through critical analysis of their research and the work of their peers, students examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth's surface.

WHAT WILL STUDENTS LEARN

- | | |
|---|--|
| <p>1 Unit 1: Hazards and Disasters</p> <ul style="list-style-type: none"> • Characteristics, causes and impacts, and responses to hazards • Ways of reducing the vulnerability to and impact of hazard events | <p>2 Unit 2: Tourism</p> <ul style="list-style-type: none"> • Characteristics of tourism and its impact on people, places and environments • The study of the interconnection within and between places |
| <p>3 Unit 3: Changing Land</p> <ul style="list-style-type: none"> • Changes to land cover including biomes and land covered by ice and water • Changes to land use to satisfy societies needs | <p>4 Unit 4: Human Population Trends and Issues</p> <ul style="list-style-type: none"> • The geography of human population; patterns, change, movement and distribution • Responses and reactions to these changes in different parts of the world |

For more information click here:

- [Units 1 - 4](#)



VCE SOCIOLOGY



OVERVIEW

VCE Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. Students use theories and frameworks to attempt to objectively examine social issues and explain concepts. Units 1 & 2 examine key theories regarding youth, family, crime and deviance. Studying Sociology fosters a sociological imagination, that is, a constantly critiquing mindset. Sociology draws on scientific method in the exploration of social relationships and the outcomes of social activities. Students gather information for analysis in the course of their study, drawing on case studies, surveys and participant observation using scientific methods.

For more information click here:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

- 1 Unit 1: Youth and family**
 - To use sociological methodology to explore the social categories of youth and adolescence.
 - Exploration of the social institution of family.
 - Drawing on methods of science to understand how and why people behave the way they do when they interact in a social situation.
- 2 Unit 2: Social norms: breaking the code**
 - Explore the concepts of deviance and crime.
 - Ascertaining types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour.
- 3 Unit 3: Culture and ethnicity**
 - To explore expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups.
 - Explore how these classifications can define inequality and opportunity, shape cultural activities and provide a sense of purpose.
 - Examine how culture is shaped
- 4 Unit 4: Community, social movements and social change**
 - Explore the ways sociologists have thought about the idea of community and how the various forms of community are experienced.
 - Examine the relationship between social movements and social change.



VCE ACCOUNTING



OVERVIEW

VCE Accounting focuses on the financial recording, reporting and decision-making processes for a small business.

Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, using both manual and information communications technology methods.

Students consistently reflect on the Generally Accepted Accounting Principles and the qualitative characteristics of accounting information. From this subject students will acquire accounting skills to help them in various career paths and everyday business matters.

For more information click here:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

1 Unit 1: Establishing and Operating a Service Business

- Focus on a small business and the accounting and financial management of the business
- Learn the process of recording and reporting financial data
- Adopt the cash basis of recording
- Examine the role of accounting in the decision-making process

2 Unit 2: Accounting for a Trading Business

- Use a single entry recording system for cash and credit transactions
- Analyse and evaluate the performance of businesses
- Suggest strategies to improve the performance of a business
- Use a commercial accounting software package

3 Unit 3: Recording and Reporting for a Trading Business

- Focus on financial accounting for a single activity trading business
- Understand the role of accounting as an information system
- Use the double entry system of recording financial data

4 Unit 4: Control and Analysis of Business Performance

- Evaluate the use of financial and non-financial information in the decision-making process
- Employ the double entry accounting system
- Investigate the importance of budgeting
- Interpret accounting information from accounting reports and graphical representations, and analyse the results



HUMANITIES CURRICULUM

VCE BUSINESS MANAGEMENT



OVERVIEW

VCE Business Management examines the ways in which people at various levels within a business manage resources to achieve the objectives of the organisation.

Students will study the various strategies and differences in the management of resources between small, medium and large organisations. Through exposure to real business scenarios students will gain an understanding of how theoretical business concepts are put into practice in established organisations.

For more information click here:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

1 Unit 1: Planning a Business

- Developing a business idea
- The external business environment
- The internal business environment

2 Unit 2: Establishing a Business

- Legal requirements and financial considerations
- Marketing a business
- Managing staff in a business

3 Unit 3: Managing a Business

- Business foundations
- Human resource management
- Operations management, productivity and business competitiveness

4 Unit 4: Transforming a Business

- Reviewing performance: the need for change
- Managing and implementing change within a business
- Theoretical approaches to effective business management



VCE ECONOMICS



OVERVIEW

The study of Economics focuses on decisions about how production occurs, how resources are allocated and how the proceeds of production are distributed. These are economic decisions taken by individuals, groups, businesses and governments which not only effect the well being of particular nations and their people but also increasingly influence living standards regionally and globally. Students investigate economic activity in Australia and the factors that affect the achievement of the Australian Government's economic objectives which concentrates on budget / fiscal, monetary and microeconomic reform.

WHAT WILL STUDENTS LEARN

- | | |
|---|--|
| <p>1 Unit 1: The Behaviour of Consumers and Businesses</p> <ul style="list-style-type: none">• Economic markets• Economic decision making• Thinking like an economist | <p>2 Unit 2: Contemporary economic issues</p> <ul style="list-style-type: none">• Economic growth and sustainability• Economic efficiency and equity• Global economic issues |
| <p>3 Unit 3: Australia's Economic Prosperity</p> <ul style="list-style-type: none">• Microeconomics• Macroeconomics• Australia and the world economy | <p>4 Unit 4: Managing the Economy</p> <ul style="list-style-type: none">• Budgeting policy• Monetary policy• Supply side policies |

For more information click here:
• [Units 1 - 4](#)



VCE LEGAL STUDIES



OVERVIEW

Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. Students examine the processes of law-making, dispute resolution and the administration of justice in Australia. They develop an understanding of the complexity of the law and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgements about their effectiveness.

WHAT WILL STUDENTS LEARN

- | | |
|--|---|
| 1 Unit 1: Guilt and Liability | 2 Unit 2: Sanctions, Remedies, Rights |
| <ul style="list-style-type: none">• Legal foundations• The presumption of innocence• Civil liability | <ul style="list-style-type: none">• Criminal sanctions• Civil remedies• Legal rights |
| 3 Unit 3: Rights and Justice | 4 Unit 4: The People and the Law |
| <ul style="list-style-type: none">• The Victorian Criminal Justice System• The Victorian Civil Justice System | <ul style="list-style-type: none">• Court processes and procedures for resolving disputes• Parliament and the courts• The Australian Constitution |

For more information click here:
• [Units 1 - 4](#)



HUMANITIES CURRICULUM

VCE PHILOSOPHY



OVERVIEW

Philosophy provides students with the opportunity to read and understand some of the powerful ideas that have shaped our culture. This course introduces students to methods of philosophical argument and analysis, and their application to contemporary issues. The study also focuses on philosophers and philosophical ideas in different stages of history. Philosophy grapples with some of the most profound questions, such as: What is the nature of reality? Is it possible to obtain absolute certainty about anything? Are right and wrong simply matters of culture? Philosophy demands independent thinking and good writing skills.

WHAT WILL STUDENTS LEARN

- | | |
|--|--|
| <p>1 Unit 1: Existence, Knowledge and Reasoning</p> <ul style="list-style-type: none">• Explore metaphysical questions related to the mind and body, the self and reality• Explore questions on knowledge | <p>2 Unit 2: Ethics and Philosophical Investigation</p> <ul style="list-style-type: none">• Ethics and philosophical investigation focusing on moral values• Explore the nature of aesthetics |
| <p>3 Unit 3: Minds, Bodies, Persons</p> <ul style="list-style-type: none">• Study of the mind/body issue• Explore the nature of personal identity | <p>4 Unit 4: The Good Life</p> <ul style="list-style-type: none">• Philosophical analysis of the good life• Ancient and contemporary viewpoints |

For more information click here:

- [Units 1 - 4](#)



CREATE CURRICULUM

VCE DANCE

OVERVIEW

VCE Dance is designed to develop students' understanding of and appreciation of dance as an art form that is based on innovation, creativity and spontaneity. VCE Dance develops students' physical skills, personal movement vocabulary and application of choreographic and analytical principles.

Students create and perform their own dance works as well as studying the dance works of others through performance and analysis. Due to the nature of this subject, prior experience in dance is strongly recommended.

For more information click here:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

1 Unit 1: Expressive Intention

- To create and analyse expressive intentions, choreographic processes and physical skills required in their own and others' dance works
- Develop dance techniques in order to expressively execute a range of body actions through the safe use of physical skills
- The safe use, maintenance and physiology of the dancer's body

3 Unit 3: The History of Dance

- To analyse the composition of selected twentieth and/or twenty-first century solo dance works
- Choreograph, rehearse and perform a solo dance work and analyse the processes and practices used
- Learn, rehearse and perform a group dance work created by another choreographer and analyse the processes and practices

2 Unit 2: Elements of Movement

- How the elements of movement can be manipulated to create an expressive intention
- Exploring the elements of movement, form, and structure through a variety of dance-making processes to create and perform their own dance works
- Further develop their personal movement vocabulary and analyse the processes involved in learning, rehearsing and performing a dance work

4 Unit 4: Practice Makes Perfect

- Analyse the ways choreographers manipulate different types of group structures and elements of spatial organisation to communicate their expressive intention
- Choreograph, rehearse and perform a solo dance that demonstrates safe and accurate execution of movement vocabulary, expressive performance practice and artistry



CREATE CURRICULUM

VCE DRAMA



OVERVIEW

VCE Drama focuses on the play-making and creative process of constructing solo and ensemble performances. Students study non-naturalistic theatre and the influence of Theatrical Conventions and Dramatic Elements. The subject involves students creating individual characters and creative responses to prescribed stimulus. Acting skills focus on the presentation of devised characters and communicating a prescribed context. Solo and ensemble performance are enhanced by the evaluation of a professional production from the prescribed playlist.

For more information click here:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

- | | |
|---|--|
| 1 Unit 1: Dramatic Storytelling | 2 Unit 2: Creating Australian Drama |
| <ul style="list-style-type: none">• Use of play-making techniques to devise a Solo/Ensemble performance• Performance featuring devised stories and characters• Written and Presented Analysis of play-making techniques | <ul style="list-style-type: none">• Use of play-making techniques to devise a Solo/Ensemble performance based on stimulus material• Performance featuring devised stories and characters• Written and Presented Analysis of play-making techniques |
| 3 Unit 3: Ensemble Performance | 4 Unit 4: Solo Performance |
| <ul style="list-style-type: none">• Develop characters within an ensemble performance• Analyse play-making techniques• Viewing a non-naturalistic performance and writing a review | <ul style="list-style-type: none">• Creating a short solo performance based on stimulus material• A review, evaluating the development of solo performance• Externally Assessment Major Solo |



CREATE CURRICULUM

VCE THEATRE STUDIES

OVERVIEW

Theatre studies focuses on the play-making and creative process of constructing solo and ensemble performances. Students study non-naturalistic theatre and the influence of theatrical conventions and dramatic elements. The subject involves students creating individual characters and creative responses to prescribed stimulus. Acting skills focus on the presentation of devised characters and communicating a prescribed context. Solo and ensemble performance are enhanced by the evaluation of a professional production from the prescribed playlist. Students will also be expected to attend two productions each year as part of the course requirements.

WHAT WILL STUDENTS LEARN

1 Unit 1: Pre-modern Theatre

- Using acting and stagecraft in major production of a play
- Employment of a range of stagecraft techniques
- Analysis and evaluation of a pre-modern play in performance

2 Unit 2: Modern Theatre

- Production of scripts from the modern era
- Application of stagecraft to interpret scripts
- Analysis and evaluation of modern play

3 Unit 3: Script Interpretation

- Application of two areas of stagecraft for a production
- Interpretation of a script
- Analysis and evaluation of acting in a professional production

4 Unit 4: Performance Interpretation

- Monologue interpretation and presentation
- Scene interpretation
- Analysis and evaluation of acting in a professional production

For more information click here:

- [Units 1 - 4](#)



CREATE CURRICULUM

VCE FOOD STUDIES

OVERVIEW

In Food and Technology students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

For more information:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

- | | |
|---|--|
| <p>1 Unit 1: Food Origins</p> <ul style="list-style-type: none">• The origins and cultural roles of food from early civilisation• The history and culture of food in Australia and the influence of immigration and other cultural factors | <p>2 Unit 2: Food Makers</p> <ul style="list-style-type: none">• Commercial food production industries: primary food production, manufacturing, retail and food services• Practical skills and investigation |
| <p>3 Unit 3: Food in Daily Life</p> <ul style="list-style-type: none">• The science of food, including digestion, intolerances and allergies• Analysis of food selection models and influences on food selection• Investigation of food properties through practical work | <p>4 Unit 4: Food Issues, Challenges and Futures</p> <ul style="list-style-type: none">• Australian and global food issues, including ethics, use of technology and farming approaches• Research and analysis of food trends, fads, diets and marketing |



CREATE CURRICULUM

VCE COMPUTING

OVERVIEW

Students will learn about the processing of data and the management of information systems to meet the needs of individuals and organisations. They will also explore the capacities, scope and limitations of hardware and software. Students will learn to use ICT to make informed decisions and to solve information problems. They will study the ethical, legal and moral issues arising from the use of ICT and learn to be an effective ICT user in the workplace.

For more information click here:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

1 Unit 1: IT in action

- Problem solving techniques using ICT
- Data management and using databases
- Issues arising from the use of ICT
- How to manage a large project

2 Unit 2: IT Pathways

- Computer programming or scripting
- Computer networks
- Problem solving in ICT
- How to manage a large project

3 Unit 3: Software Development

- Analyse a client's need
- Plan and design a solution and develop computational design systems to assist a client
- Design and create purpose-driven solutions to problems, using programming language
- Develop a set of working modules through the use of a programming language

4 Unit 4: Software Development

- Transform data into usable information using a software solution
- Evaluate the efficiency and effectiveness of a solution in meeting a client's needs
- Apply systems thinking skills when explaining the relationship between two information systems that share data



CREATE CURRICULUM

VCE MEDIA

Year 10



OVERVIEW

VCE Media provides students with the opportunity to analyse and create media products and concepts. Students consider media texts, technologies and processes from various perspectives. They examine industry production and distribution context, audience reception and the media's contribution to and impact on society. VCE Media supports students to develop and refine their analytical, critical and creative thinking, and expression. Students strengthen their communication skills and technical knowledge.

For more information click here:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

1

Unit 1: Media forms, Representations and Australian stories

- How to create representations in film and print
- How the media creates meaning
- How to analyse structures in Australian fictional and non-fictional media stories

2

Unit 2: Narrative across media forms

- How to plan and execute a collaborative project
- What professional media roles exist
- How different technologies construct meanings, and the implications of these technologies

3

Unit 3: Media Narratives and Pre-Production

- How to analyse feature films and the ideologies they represent
- How to design a major media production
- How to use production skills for a specific effect

4

Unit 4: Media Production and Issues in the Media

- How to produce major media productions
- Theories of agency control and regulation



CREATE CURRICULUM

VCE MUSIC PERFORMANCE



OVERVIEW

In Music Performance students build and refine their performance and musicianship skills for both group and solo music works. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study, develop and refine strategies for developing technical and expressive performance skills and identify technical, expressive and stylistic challenges relevant to works they are preparing for performance. They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills including aural perception, transcription, theory and analysis.

WHAT WILL STUDENTS LEARN

1 Unit 1: Performance

- Group performance strategies
- Performance technique
- Performance experience
- Solo performance skills

2 Unit 2: Preparing for Performance

- Practise routines
- Analysing technical aspects of an instrument
- Extensive practise techniques
- Elements of music

3 Unit 3: Music Language

- Knowledge of scales, chords, diatonic harmony and their function in creating music
- Harmonic theory
- Song writing and composition, arranging and improvisation
- Extensive use of software for composing and arranging

4 Unit 4: Organisation of Sound

- Recording and evaluating performances
- Production of high quality compositions and use of software such as Sibelius and Pro Tools

For more information click here:

- [Units 1 & 2](#)
- [Units 3 & 4](#)



CREATE CURRICULUM

VCE MUSIC INVESTIGATION



OVERVIEW

In this course students select a work from a prescribed list as the basis for investigation of a Focus Area. They explore the Focus Area through three complementary areas of study: Investigation, Composition/Arrangements/Improvisation and Performance. Investigation involves research into background and contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts. Students plan, rehearse and perform a program of works that are representative of the Focus Area and in doing so develop relevant instrumental and performance techniques. They apply performance practices at an advanced skill level.

WHAT WILL STUDENTS LEARN

3

Unit 3: Solo Performance

- Focus on a specific area of music performance
- Solo performance or group skills/ strategies and performance exercises
- Performance technique for the focus area

4

Unit 4: Composing

- In depth research into a very specific area of music performance
- Composing, arranging and improvising in a focus area of study
- Advanced use of music technology

This is a 3 & 4 sequence only

For more information click here:

- [Units 3 & 4](#)



CREATE CURRICULUM

VCE VISUAL COMMUNICATION DESIGN

OVERVIEW

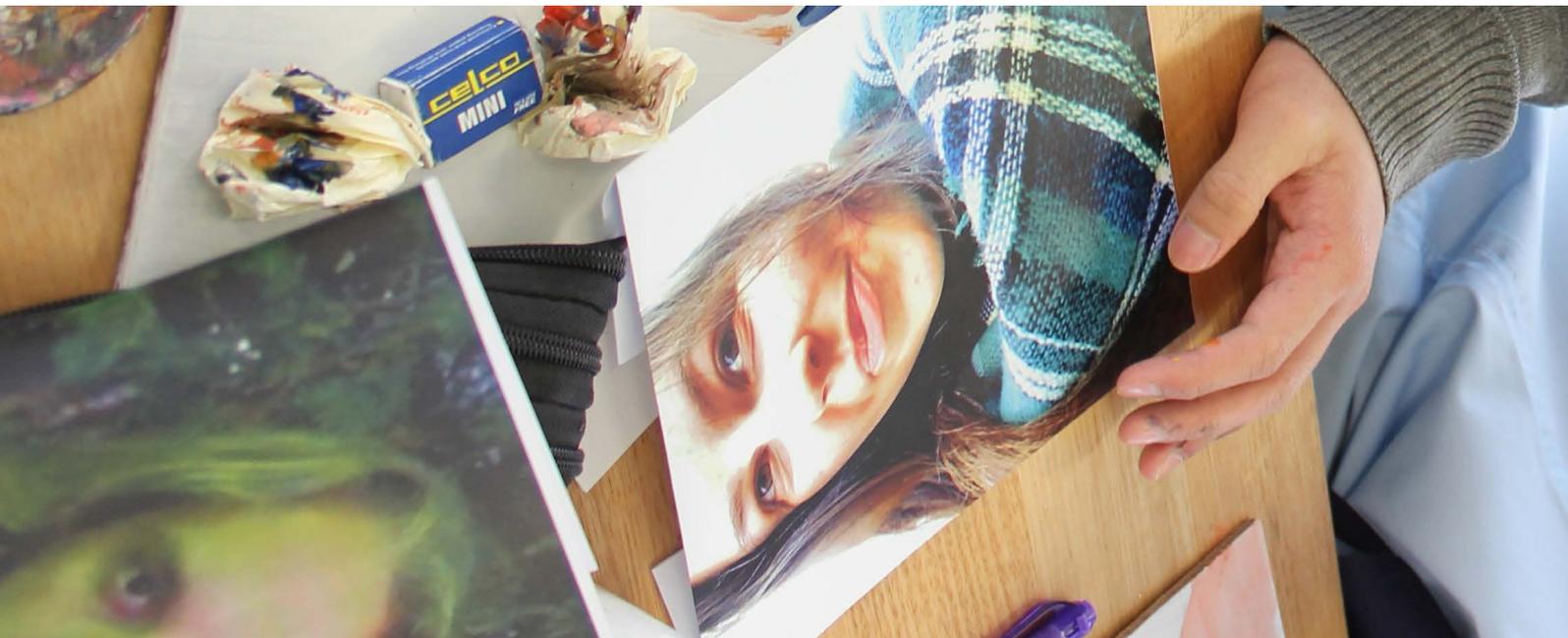
In this course students develop skills in a range of drawing and illustration techniques used to produce visual representation. Students will use a range of design methods, materials and media and apply knowledge of design elements and principles to produce visual solutions to set tasks and design briefs. Students will practise free hand and instrumental drawing methods as well as computer aided methods of design. Students will respond to design briefs from three design disciplines: communication design, industrial design and environmental design.

For more information click here:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

- | | | | |
|----------|---|----------|--|
| 1 | Unit 1: Introduction to Visual Communication Design | 2 | Unit 2: Applications of Visual Communication Design |
| | <ul style="list-style-type: none">• Use a range of drawing methods, media and materials.• Communication through drawing• Selection and application of design elements and principles• Investigation of visual communication design in context• Creation of a design folio | | <ul style="list-style-type: none">• Instrumental drawing• Manipulating type and imagery• Applying the design process to a project• Creation of a design folio |
| 3 | Unit 3: Design thinking and Practice | 4 | Unit 4: Design Development and Presentation |
| | <ul style="list-style-type: none">• Analysis and practice in context• Investigate design industry practice• Develop design industry practice• Develop a brief and generate ideas• Creation of a design folio | | <ul style="list-style-type: none">• Develop design concepts• Final presentations• Provide a pitch for an audience• Creation of a design folio |



CREATE CURRICULUM

VCE STUDIO ARTS



OVERVIEW

In Studio Arts, students are taught how to seek inspiration from the work of other artists and the world around them to help them develop their own approach to creative art making. They learn how to describe and manipulate materials and explore art elements and principles to help them design and develop artwork. They learn to use a visual diary to help them record their design process. They compare the works of artists and investigate how an artist's historical or cultural context influences their work.

For more information click here:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

- | | |
|--|--|
| <p>1 Unit 1: Studio Inspiration and Techniques</p> <ul style="list-style-type: none">• Use a variety of materials and techniques including drawing, painting, printmaking and sculpture• Compare how different artists have used materials and responded to inspiration• Use various stimuli for creative inspiration | <p>2 Unit 2: Studio Exploration and Concepts</p> <ul style="list-style-type: none">• Creatively explore ideas in numerous ways• Evaluate the best direction for a finished artwork• Identify and describe the art elements and principles |
| <p>3 Unit 3: Studio Practices and Processes</p> <ul style="list-style-type: none">• Write an exploration proposal that plans their own creative ideas for the unit• Explore a theme creatively, focussing on the art form of their choice• Research and discuss artists and their work | <p>4 Unit 4: Studio Practice and Art Industry Contexts</p> <ul style="list-style-type: none">• Use exploration from Unit 3 to produce finished artworks in a chosen medium• Reflect upon the success of work• Discuss how galleries and art display spaces work |



CREATE CURRICULUM

VCE ART

OVERVIEW

In Art, students make artworks based on their personal exploration of art materials, techniques and concepts which reflect their own personal ideas and interests. They also investigate and research ideas of interest to them in order to develop innovative ideas for artworks. Students are also taught to analyse and investigate their own and others' artworks through a variety of Analytical Frameworks that assist them with explaining their own and others' perspectives in a variety of ways.

For more information click here:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

1 Unit 1: Expression

- How to use the personal and formal analytical frameworks to understand and interpret their own and others' artworks
- How to transform personal interests into finished artworks through a process of exploration and documentation

3 Unit 3: Theory

- How to use the analytical frameworks to analyse and interpret artworks pre and post 1970
- How to explore personal ideas and concepts through a conceptual and practical exploration to produce at least one finished artwork

2 Unit 2: Development

- How to use the cultural and formal analytical frameworks to write about and compare art from different cultures as well as their own works of art
- How to further develop art making skills through creating a body of work which reflects the artist and their culture

4 Unit 4: Practice

- How to discuss and debate art issues and develop and present their own point of view in writing
- How to develop a folio of work that explores and communicates particular ideas
- How to reflect on art making



CREATE CURRICULUM

VCE PRODUCT DESIGN & TECHNOLOGY (TEXTILES)

OVERVIEW

Designers play an important role in our lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for creation and manufacture of useful products that fulfil human needs and wants. Today, the use of resources to create an ever-increasing array of products has given designers a responsibility to think sustainably. Students In this subject develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions.

For more information click here:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

1 Unit 1: Product Re-design and Sustainability

- Re-design a product using sustainable materials
- Analysis of existing design problems and production of solutions
- Focus on aesthetics, function, quality and sustainability

3 Unit 3: Applying the Product Design Process

- Develop skills in writing a brief
- Understand the role of a client/end user in the design process
- Develop a solution to a design problem to meet the needs of a client

2 Unit 2: Collaborative Design

- Design and plan the production of a product
- Produce a product range
- Work collaboratively as part of a team

4 Unit 4: Product Development and Evaluation

- Examine design factors that influence design solutions
- Use complex skills to produce a product that meets a client's needs
- Implement safe use of materials an equipment
- Document detailed production records and critical evaluation of a completed product



LOTE CURRICULUM

VCE LOTE - FRENCH

OVERVIEW

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication but also in the areas of cross-cultural understanding, cognitive development literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the Australian community and beyond. In French, students will learn to use French to communicate with others, to understand and appreciate their own and other cultures, and to understand language as a system. They will make connections between French and English and begin to apply French to work, further study, training or leisure.

For more information click here:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

1 Unit 1

- Maintaining a spoken exchange related to personal areas of experience
- Listening to and reading information from spoken and written texts
- Producing a personal written response to a text focusing on real or imaginary experience

3 Unit 3

- Expressing ideas through the production of original texts, personal or imaginative
- Analysing and using information from spoken texts
- Exchanging information, opinions and experiences in a role play

2 Unit 2

- Participating in a spoken exchange related to making arrangements
- Listening to, reading and using information from spoken and written texts
- Giving expression to real or imaginary experience in written form

4 Unit 4

- Analysing and using information from written texts
- The Detailed Study: Responding critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities. Formal writing and a formal interview are completed.



HAPE CURRICULUM

VCE PHYSICAL EDUCATION

OVERVIEW

VCE Physical Education explores the complex interrelationships between anatomical, biochemical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

For more information click here:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

1 Unit 1: The Human Body in Motion

- Anatomy (muscular & skeletal systems)
- Body systems (cardiovascular & respiratory)
- Practices and substances that enhance human movement
- The concepts of physical activity, sport and exercise

2 Unit 2: Physical Activity, Sport and Society

- Sedentary behaviour
- Physically active lifestyles
- Developing and promoting healthy lifestyles
- Social ecological model
- Physical, social, mental and emotional benefits of physical activity

3 Unit 3: Movement Skills and Energy for Physical Activity

- Skill Acquisition
- Coaching and feedback
- Movement analysis and biomechanical principles
- Fuel source and energy systems
- Physiological responses to exercise

4 Unit 4: Training to Improve Performance

- Foundations of training programs
- Assessment of fitness
- Physiological adaptations to training
- Performance enhancement and recovery practices



VCE HEALTH AND HUMAN DEVELOPMENT



Year 10
✓

OVERVIEW

VCE Health and Human Development provides students with broad understandings of health and well-being that reach far beyond the individual. Students learn how important health and well-being is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that supports and improve health and well-being and those that put it at risk. The study provides opportunities for students to view health and well-being, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

For more information click here:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

1 Unit 1: Understanding Health and Well-being

- Health perspectives and influences
- What is health and how is it measured
- Health and nutrition
- Youth health and well-being

2 Unit 2: Managing Health and Development

- Developmental transitions from youth to adulthood
- Human lifespan
- Pre-natal health

3 Unit 3: Australia's Health in a Globalised World

- Dimensions of health and well-being
- Understanding Australia's health
- Promoting health in Australia
- Australia's health system

4 Unit 4: Health as Human Development in a global context

- Global health status
- Global trends impact on health
- Sustainable development goals and health promotion



VCE OUTDOOR AND ENVIRONMENTAL STUDIES



OVERVIEW

VCE Outdoor and Environmental Studies is concerned with the way humans interact with and relate to outdoor environments. The study enables students to make informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in a local context. The study also examines human impacts on outdoor environments and nature's impact on humans. Practical outdoor experiences are an essential component of this course.

Proposed Camps:

Cross Country Skiing - Mount Stirling
Hiking - Wilson's Promontory
Rafting- Mitchell River
Rock-climbing - Grampians National Park

For more information click here:

- [Units 1 - 4](#)

WHAT WILL STUDENTS LEARN

- | | |
|---|---|
| 1 Unit 1: Exploring Outdoor Environments <ul style="list-style-type: none">• Motivations for seeking outdoor experiences• Types of outdoor environments• Technology in the outdoors | 2 Unit 2: Discovering Outdoor Environments <ul style="list-style-type: none">• Investigating outdoor environments• Impacts on outdoor environments |
|---|---|

Please note: there is a cost of \$1,000 associated with this subject.

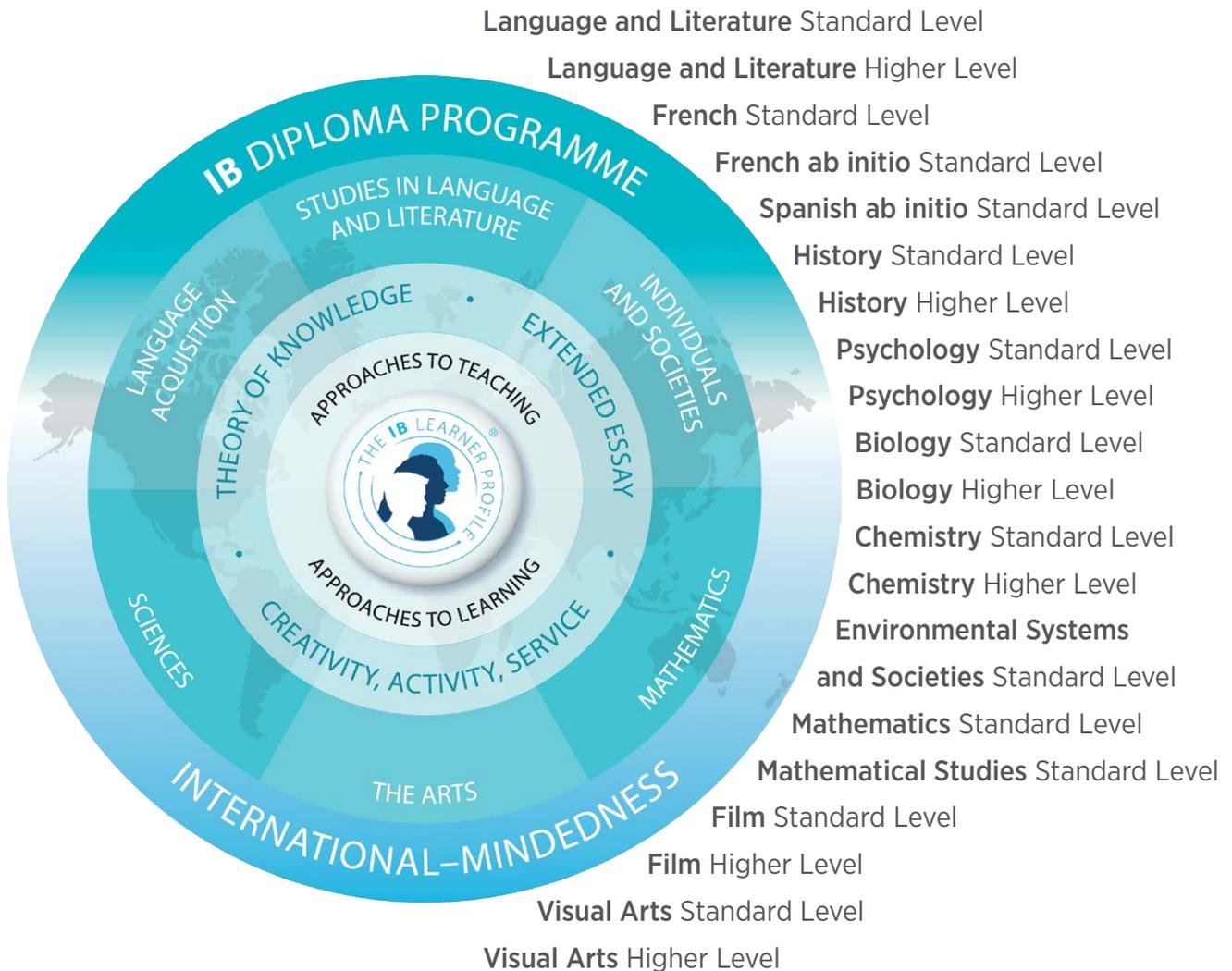
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|---|--|
| 3 Unit 3: Relationships with Outdoor Environments <ul style="list-style-type: none">• Historical relationships with outdoor environments• Contemporary relationships with outdoor environments | 4 Unit 4: Sustainable Outdoor Environments <ul style="list-style-type: none">• Healthy outdoor environments• Sustainable outdoor environments |
|---|--|

Please note: there is a cost of \$900 associated with this subject.

IB SUBJECTS



OFFERED BY APC



CREATIVITY, ACTIVITY, SERVICE (CAS)

CORE CURRICULUM

OVERVIEW

Creativity, Activity, Service (CAS) encourages students to be involved in activities as individuals and as part of a team that take place in local, national and international contexts. CAS enables students to enhance their personal and interpersonal development as well as their social and civic development through experiential learning. CAS supports students in achieving a counterbalance to the academic challenge of the rest of the IB programme.

Click [here](#) for more information.

The three strands, often interwoven, are characterised as follows:

- **Creativity** - arts and other experiences that involve creative thinking
- **Activity** - physical exertion contributing to a healthy lifestyle,
- **Service** - an unpaid and voluntary exchange that has a learning benefit for the student and for others

CAS is at the heart of the Diploma Programme, involving students in a range of activities that take place alongside their academic studies throughout the Programme.



THEORY OF KNOWLEDGE

CORE CURRICULUM

OVERVIEW

Theory of Knowledge (TOK) is an interdisciplinary course designed to develop a coherent approach to learning that unifies the academic subject areas and encourages appreciation of other cultural perspectives. The course is in part intended to encourage students to reflect on the huge cultural shifts worldwide around the digital revolution and the information economy.

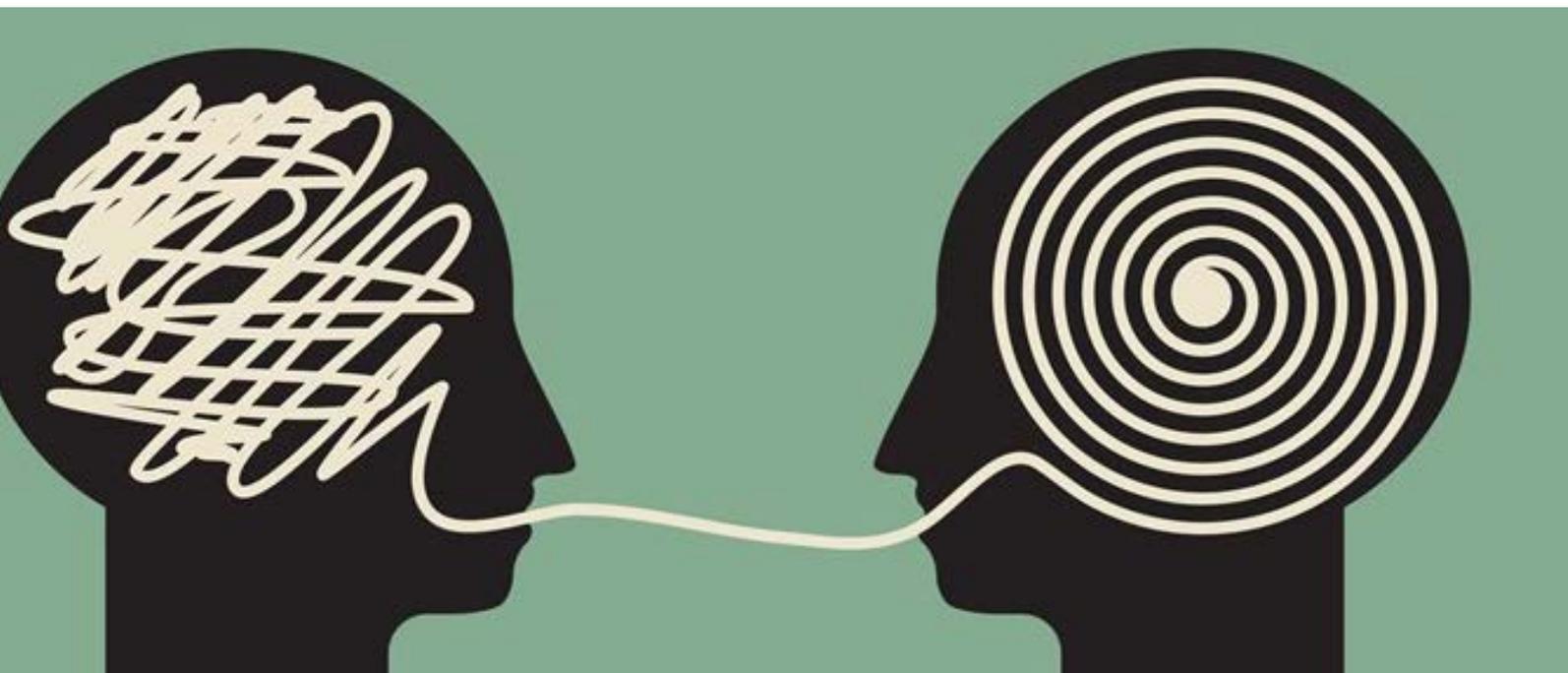
Click [here](#) for more information.

Theory of Knowledge encourages critical thinking about knowledge itself and aims to help young people make sense of ideas and concepts they encounter. Its core content focuses on epistemological questions such as:

- What counts as knowledge?
- How does it grow?
- Who owns knowledge?
- What is the value of knowledge?

WHAT STUDENTS WILL LEARN

Theory of Knowledge activities and discussions aim to help students discover and express their views on knowledge issues. The course encourages students to share ideas with others and to listen to and learn from what others think. In this process students' thinking and understanding of knowledge as a human construct are shaped, enriched and deepened. Connections may be made between knowledge encountered in different Diploma Programme subjects and the core subjects, and distinctions between knowledge clarified.



EXTENDED ESSAY

CORE CURRICULUM

OVERVIEW

The Extended Essay (EE) of 4000 words offers students the opportunity to investigate a topic of special interest, usually falling within one of the student's Diploma Programme subject areas. It is intended to promote high level research and writing skills, intellectual discovery and creativity.

Click [here](#) for more information.

Completing the Extended Essay acquaints students with the independent research skills and methodology expected at university and beyond. Students engage in personal research on a topic of their choosing, under the guidance of a supervisor. This leads to a major piece of formally presented, structured writing of no more than 4000 words, in which ideas and findings are communicated in a reasoned and coherent manner appropriate to the subject under discussion.

UPON COMPLETION OF THE COURSE STUDENTS WILL BE ABLE TO:

- pursue independent research on a focused topic
- develop research and communication skills
- develop the skills of creative and critical thinking
- engage in intellectual discovery

The Extended Essay is the result of approximately 40 hours of work.



LANGUAGE AND LITERATURE

GROUP 1 LANGUAGE A

OVERVIEW

The IB DP Language and Literature encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important in the course.

Language and Literature is offered at the Standard and Higher Level

Click [here](#) for more information.



UPON COMPLETION OF THE COURSE STUDENTS WILL BE ABLE TO:

- engage in close, detailed analysis of individual texts and make relevant connections
- develop their powers of expression, both in oral and written communication
- recognize the importance of the contexts in which texts are written and received
- appreciate the different perspectives of other cultures, and how these perspectives construct meaning
- appreciate the formal, stylistic and aesthetic qualities of texts
- foster an enjoyment of, and lifelong interest in, language and literature
- understand how language, culture and context determine the ways in which meaning is constructed in texts
- think critically about the different interactions between text, audience and purpose

WHAT STUDENTS WILL LEARN

- Language in cultural context
- Language and mass communication
- Literature texts and context
- Literature: critical study



FRENCH

GROUP 2: LANGUAGE B

OVERVIEW

The IB DP French course provides students with the opportunity to develop proficiency in written and spoken French as well as promoting an understanding of other cultures through the study of language. French designed for students who possess a degree of knowledge and experience in the target language.

French is offered at the Standard Level only.

Click [here](#) for more information.



UPON COMPLETION OF THE COURSE STUDENTS WILL BE ABLE TO:

- demonstrate their intercultural understanding
- understand and use French in a range of contexts and for a variety of purposes
- appreciate the different perspectives of people from other cultures
- understand the relationship between French and cultures with which they are familiar
- pursue their study of French through further study, work and/or leisure

WHAT STUDENTS WILL LEARN

- Communication and media
- Global issues
- Social relationships

Plus the topics below:

- customs and traditions
- science and technology



FRENCH AB INITIO

GROUP 2: LANGUAGE B

OVERVIEW

The IB DP French ab initio course provides students with the opportunity to learn French and to promote an understanding of other cultures through the study of language. French ab initio is designed for students who possess little or no knowledge and experience in French.

French ab initio is offered at the Standard Level only.

Click [here](#) for more information.

UPON COMPLETION OF THE COURSE STUDENTS WILL BE ABLE TO:

- demonstrate their intercultural understanding
- use written and spoken French in a range of contexts and for a variety of purposes
- demonstrate an awareness and appreciation of the different perspectives of people from other cultures
- demonstrate their understanding of the relationship between French and cultures with which they are familiar
- employ French for further study, work and/or leisure

WHAT STUDENTS WILL LEARN

- Individual and society
- Leisure and work
- Urban and rural environment



SPANISH AB INITIO

GROUP 2: LANGUAGE B

OVERVIEW

The IB DP Spanish ab initio course provides students with the opportunity to learn Spanish and to promote an understanding of other cultures through the study of language. Spanish ab initio is designed for students who possess little or no knowledge and experience in Spanish.

Spanish ab initio is offered at the Standard Level only.

Click [here](#) for more information.

UPON COMPLETION OF THE COURSE STUDENTS WILL BE ABLE TO:

- demonstrate their intercultural understanding
- use written and spoken Spanish in a range of contexts and for a variety of purposes
- demonstrate an awareness and appreciation of the different perspectives of people
- from other cultures
- demonstrate their understanding of the relationship between Spanish and cultures with which they are familiar
- employ Spanish for further study, work and/or leisure

WHAT STUDENTS WILL LEARN

- Individual and society
- Leisure and work
- Urban and rural environment



HISTORY

GROUP 3: INDIVIDUALS AND SOCIETIES

OVERVIEW

The IB DP History course aims to promote an understanding of history as a discipline, including the nature and diversity of sources, methods and interpretations. Students are encouraged to comprehend the present by reflecting critically on the past. They are further expected to understand historical developments at national, regional and international levels and learn about their own historical identity through the study of the historical experiences of different cultures.

History is offered at the **Standard and Higher Level**

Click [here](#) for more information.

UPON COMPLETION OF THE COURSE STUDENTS WILL BE ABLE TO:

- systematically and critically examine human experience and behaviour
- cite the role of physical, economic and social environments throughout history
- trace the development of social and cultural institutions
- Identify, analyse critically and evaluate theories, concepts and arguments about the nature and activities of the individual and society
- collect, describe and analyse data used in studies of society; test hypotheses; and interpret complex data and source material
- demonstrate an awareness that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
- recognize that the content and methodologies used by historians are contestable and that their study requires the toleration of uncertainty

WHAT STUDENTS WILL LEARN

- Causes and effects of 20th Century wars
- The Cold War



PSYCHOLOGY

GROUP 3: INDIVIDUALS AND SOCIETIES

OVERVIEW

Psychology is the systematic study of mental processes and behaviour. The study of Psychology is complex, drawing on concepts, methods and understandings from a number of different disciplines and using of a variety of research techniques. Students of Psychology learn to recognise that behaviour is not a static phenomenon, but is adaptive, changing as societies change.

Psychology is offered at the Standard and Higher Level

Click [here](#) for more information.



UPON COMPLETION OF THE COURSE STUDENTS WILL BE ABLE TO:

- develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
- apply this understanding to at least one area of study
- understand diverse methods of inquiry
- understand the importance of ethical practice in psychological research in general, and observe ethical practice in their own enquiries
- ensure that ethical practices are upheld in all psychological inquiry and discussion
- develop an awareness of how psychological research can be applied to address real world problems and promote positive change

WHAT STUDENTS WILL LEARN

Standard Level

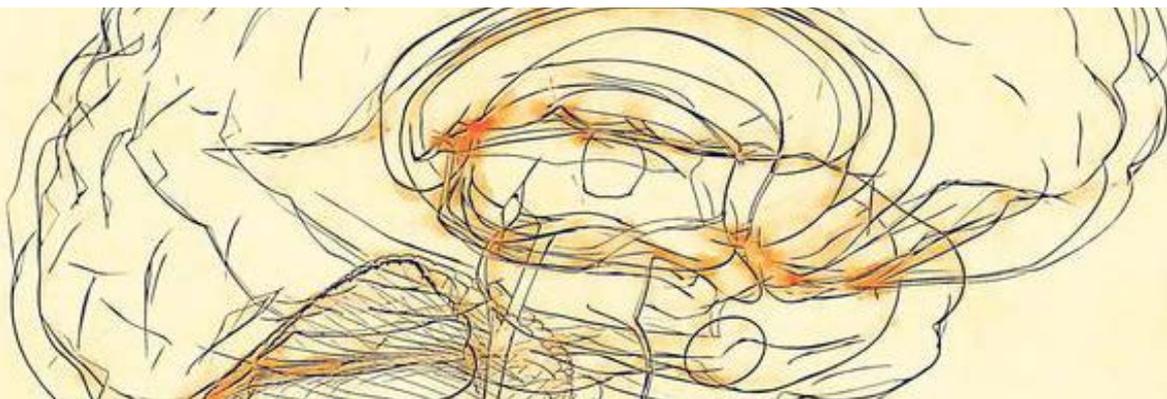
- Biology approach to understanding behaviour
- Cognitive approach to understanding behaviour
- Sociocultural approach to understanding behaviour
- Approaches to researching behaviour

Higher Level

- The role of animal research in understanding behaviour
- Cognitive processing in the digital world
- The influence of globalisation on individual behaviour

Plus one (SL) or two (HL) of the following:

- Abnormal psychology
- Developmental psychology
- Health psychology
- Psychology of human relationships



BIOLOGY

GROUP 4: EXPERIMENTAL SCIENCES

OVERVIEW

The IB DP Biology course focuses on understanding the living world at all levels from the micro to the macro using many different approaches and techniques. Through the study of Biology in the DP students will become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. The course provides students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

Biology is offered at the Standard and Higher Level

Click [here](#) for more information.



UPON COMPLETION OF THE COURSE STUDENTS WILL BE ABLE TO:

- appreciate scientific study and creativity within a global context
- acquire and apply a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop an appreciation of the possibilities and limitations of science and technology

WHAT STUDENTS WILL LEARN

Standard Level

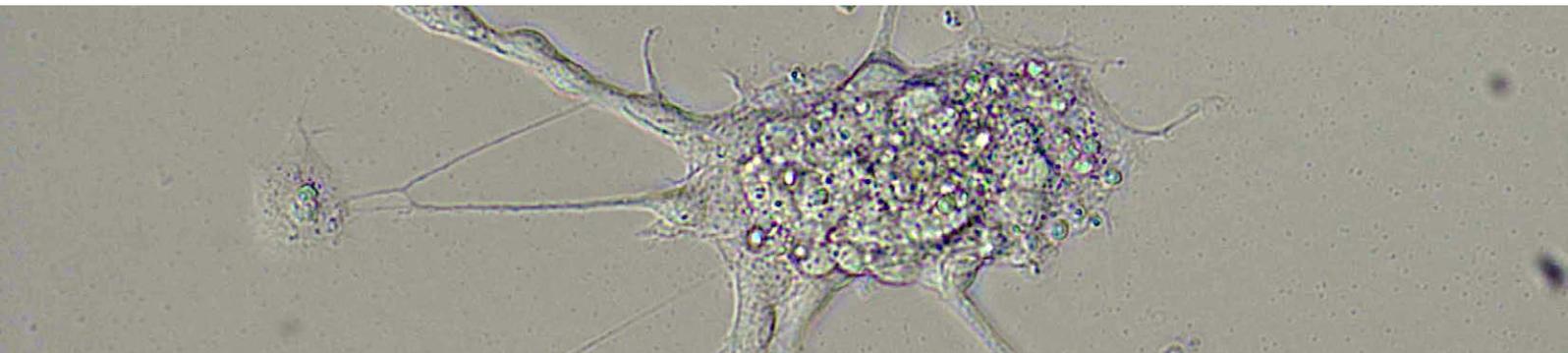
- Cell biology
- Molecular biology
- Genetics
- Ecology
- Evolution and biodiversity
- Human physiology

Higher Level

- Nucleic acids
- Metabolism, cell respiration and photosynthesis
- Plant biology
- Genetics and evolution
- Animal physiology

And one of the following:

- Neurobiology and behaviour
- Biotechnology and bioinformatics
- Ecology and conservation
- Human physiology



CHEMISTRY

GROUP 4: EXPERIMENTAL SCIENCES

OVERVIEW

The IB DP Chemistry course focuses on the principles that underpin the physical environment in which we live. The DP chemistry course allows students to develop a wide range of practical skills and to increase facility in the use of mathematics. Through the study of Chemistry in the DP students will become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. The course provides students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

Chemistry is offered at the Standard and Higher Level

Click [here](#) for more information.



UPON COMPLETION OF THE COURSE STUDENTS WILL BE ABLE TO:

- appreciate scientific study and creativity within a global context
- acquire and apply a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop an appreciation of the possibilities and limitations of science and technology

WHAT STUDENTS WILL LEARN

Standard Level

- Stoichiometric relationships
- Atomic structure
- periodicity
- Chemical bonding and the structure
- Energetics/thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and data processing

Higher Level

- Atomic structure
 - The periodic table—the transition metals
 - Chemical bonding and structure
 - Energetics/thermochemistry
 - Chemical kinetics
 - Equilibrium
 - Acids and bases
 - Redox processes
 - Organic chemistry
 - Measurement and analysis
- And one of the following:**
- Biochemistry
 - Materials
 - Energy
 - Medicinal chemistry

ENVIRONMENTAL SYSTEMS AND SOCIETIES

GROUP 4: EXPERIMENTAL SCIENCES

OVERVIEW

The IB DP Environmental Systems and Societies course aims to provide students with a coherent perspective of the interrelationships between environmental systems and societies. Students' attention is constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies.

Environmental Systems and Societies is offered at the Standard Level only

Click [here](#) for more information.

UPON COMPLETION OF THE COURSE STUDENTS WILL BE ABLE TO:

- promote understanding of environmental processes at a variety of scales
- apply a body of knowledge, methodologies and skills that can be used in the analysis of environmental issues at local and global levels
- demonstrate critical awareness of a diversity of cultural perspectives
- recognize the extent to which technology plays a role in both
- appreciate the value of local as well as international collaboration in resolving environmental problems
- appreciate that human society is both directly and indirectly linked to the environment at a number of levels

WHAT STUDENTS WILL LEARN

- Foundations of environmental systems and societies
- Ecosystems and ecology
- Biodiversity and conservation
- Atmospheric systems and societies
- Water and aquatic food production systems and societies
- Climate change and energy
- Human systems and resource use



MATHEMATICS

GROUP 5: MATHEMATICS AND COMPUTER SCIENCE

OVERVIEW

The IB DP Mathematics course focuses on introducing important mathematical concepts through the development of mathematical techniques.

The course requires students to apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context.

Mathematics is offered at the Standard Level only

Click [here](#) for more information.

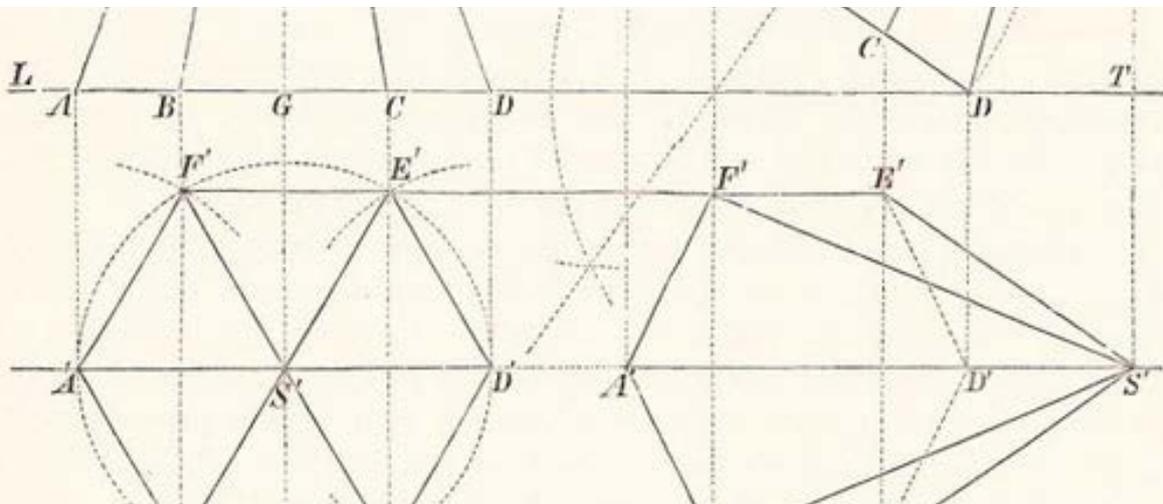


UPON COMPLETION OF THE COURSE STUDENTS WILL BE ABLE TO:

- enjoy mathematics, and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking, and patience and persistence in problem-solving
- employ and refine their powers of abstraction and generalization
- apply and transfer skills to alternative situations, to other areas of knowledge and to future developments
- appreciate how developments in technology and mathematics have influenced each other
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics

WHAT STUDENTS WILL LEARN

- Algebra
- Functions and equations
- Circular functions and trigonometry
- Vectors
- Statistics and probability
- Calculus
- Mathematical exploration: this is a piece of written work that involves investigating an area of mathematics.



MATHEMATICAL STUDIES

GROUP 5: MATHEMATICS AND COMPUTER SCIENCE

OVERVIEW

The IB DP Mathematical Studies course focuses on important interconnected mathematical topics. The curriculum focuses on student understanding of fundamental concepts and gives greater emphasis to developing students' mathematical reasoning. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics, preparing them to solve problems in a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking.

UPON COMPLETION OF THE COURSE STUDENTS WILL BE ABLE TO:

- enjoy and develop an appreciation of the elegance and power of mathematics
- develop an understanding of the principles and nature of mathematics
- develop logical, critical and creative thinking, and patience and persistence in problem-solving
- employ and refine their powers of abstraction and generalization
- appreciate the moral, social and ethical implications arising from the work of mathematicians and the applications of mathematics
- appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspective

WHAT STUDENTS WILL LEARN

- Numbers and algebra
- Descriptive statistics
- Logic, sets and probability
- Geometry and trigonometry
- Mathematical models
- Introduction to different calculus
- Mathematics Project: this is a piece of written work that involves investigating an area of mathematics.

Mathematical Studies is offered at the Standard Level only



FILM

GROUP 6: THE ARTS

OVERVIEW

The IB DP Film course aims to develop students' skills in interpreting and making film texts. The course explores film history, theory and socio-economic background. The course develops students' critical abilities, enabling them to appreciate the multiplicity of cultural and historical perspectives in film. Students also develop the professional and technical skills needed to express themselves creatively in film. The course emphasizes the importance of working individually and as a member of a group.

Film is offered at the [Standard and Higher Level](#)

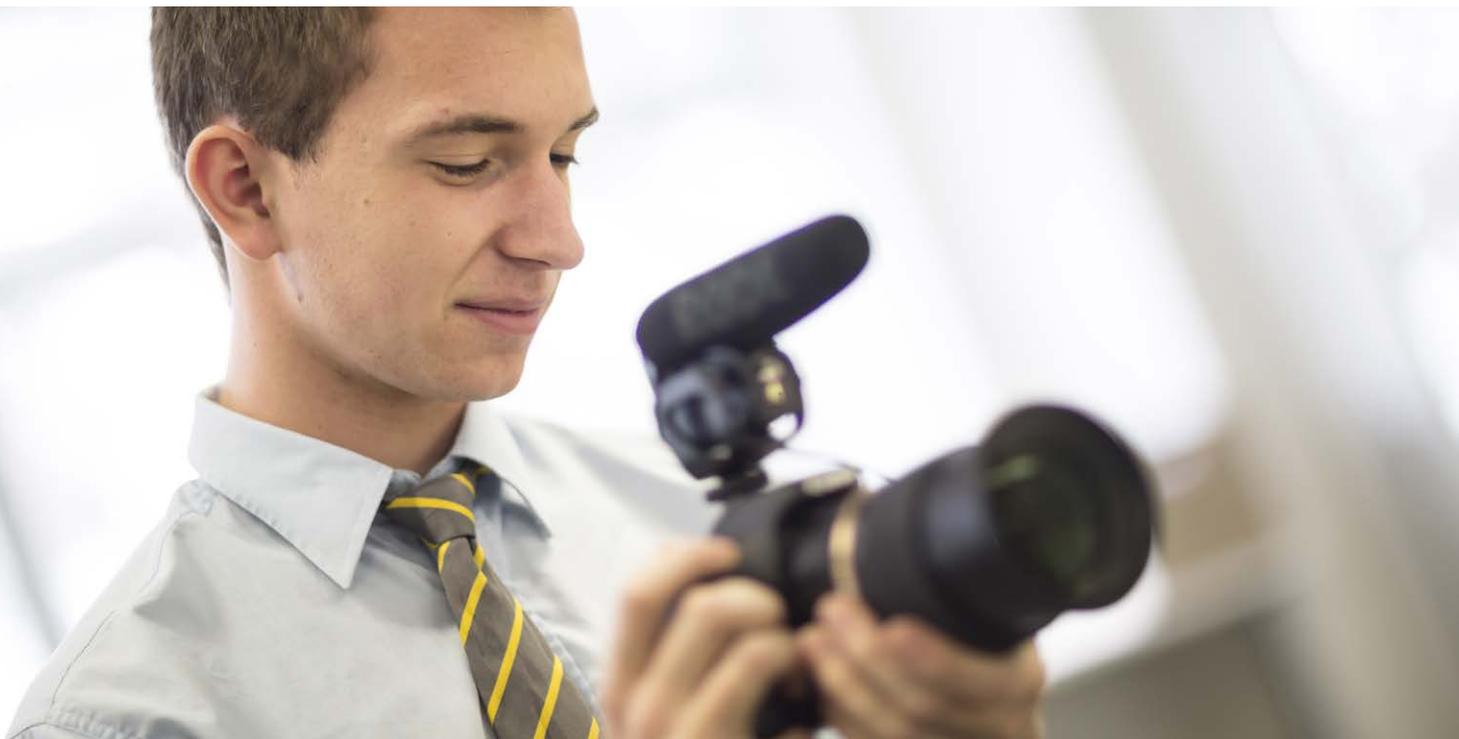
UPON COMPLETION OF THE COURSE STUDENTS WILL BE ABLE TO:

- appreciate and understand film as a complex art form
- formulate stories and ideas in film terms
- employ the practical and technical skills of production
- critically evaluate and deconstruct film productions
- draw on knowledge of film-making traditions in more than one country

WHAT STUDENTS WILL LEARN

- Reading film
- Contextualising film
- Exploring film production roles
- Collaboratively producing film (HL only)

Click [here](#) for more information.



VISUAL ARTS

GROUP 6: THE ARTS

OVERVIEW

The IB DP Visual Arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media.

Visual Arts is offered at the Standard and Higher Level

UPON COMPLETION OF THE COURSE STUDENTS WILL BE ABLE TO:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills.
- make artwork that is influenced by personal and cultural contexts
- become informed and critical observers and makers of visual culture and media
- develop skills, techniques and processes in order to communicate concepts and ideas.

WHAT STUDENTS WILL LEARN

- How to analyse and compare artworks which align with their personal interests
- How to explore various art materials and manipulate them to create artwork that aligns with their own intentions
- How to create a cohesive body of artwork and exhibit this to an audience

Click [here](#) for more information.

