



# SENIOR YEARS HANDBOOK

# Contents

Principal's Perspective	3
Introduction	4
Timeline	5
Glossary	6
E-learning in the senior years	7
What do you want to be?	9
Year 10	10
VCE	11
VET	15
International Baccalaureate (IB) Diploma Programme	17
VCAL	20
Senior Years Key Personnel	22
Year 10 Subjects	23
VCE Subjects	45
IB Subjects	84

## Principal's Perspective

As you embark on 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 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. Your careers counsellor will ask you to be able to explain the pathway you have chosen 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 valuable insights into the VCE experience and prepares you for the challenging years ahead.

We are excited to 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 recognised 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

2020 Key Dates	Program Information
Positive Education Lessons: May and June	Year 10 and 11 Overview of VCE and introduction to the IB selection processes for 2021
May 4	2020 Senior Years Handbook available to students online
May 5	Year 9 - Senior Insight Program and Morrisby online career exploration tool
Starting 3 June	Year 9 Career and Course Counselling: student and parent appointments with Morrisby consultant and APC course counsellor
June 22	Senior Years information evening: Overview of IB, VCE and VET programs and introduction to Career and Course Counselling process
July 16	Senior Years Expo
July 13 - July 31	Years 10 and 11 (Pickles St campus) Career and Course Counselling: student and parent appointments with course counsellor.
July 24	Year 9 course selection submissions due via Edval
August 7	Year 10 and 11 course selection submissions due via Edval
From 3 August	Year 12 Pathway Planning
September	Course re-selection (as required)
October	Senior Years students notified of 2021 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 and 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 result 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 Coursework (SAC) are assessment tasks in Unit 3 and 4 that are specified in a study design and set by class teachers which students must complete satisfactorily. This work is completed in class and is assessed by the teacher.
SAT	School Assessed Tasks (SAT) are completed in subjects that produce a product, portfolio, or model. This Unit 3 and 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 and 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	Vocational Education and Training (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 in the 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 10.10 Yosemite 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.

The school acknowledges that for some families a laptop will be a significant investment. If parents or 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. Whichever 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 versatile 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 for senior students are:

- GOOD: MacBook 13.3-inch--1.1GHz dual-core Intel Core i3 processor, with Turbo Boost up to 3.2GHz, 256GB storage and 8GB of memory
- BETTER: MacBook 13.3-inch--1.1GHz quad-core Intel Core i5 processor with Turbo Boost up to 3.5GHz, 512GB storage and 8GB of memory
- BEST: MacBook Pro 13-inch

## Albert Park College

### Currently Recommended Student Laptops for 2021 (Years 9\* - 12)

#### Good

##### 13-inch MacBook Air



- 1.1GHz dual-core Intel Core i3 processor with Turbo Boost up to 3.2GHz
- 256GB Storage
- 8GB of 3733MHz LPDDR4X memory
- Touch ID

Entry-level, general purpose laptop. Fine for accessing the internet, email, word processing, and basic image, audio and video editing.

#### Better

##### 13-inch MacBook Air



- 1.1GHz quad-core Intel Core i3 processor with Turbo Boost up to 3.5GHz
- 512GB Storage
- 8GB of 3733MHz LPDDR4X memory
- Touch ID

Best suited for students requiring higher-level image, audio and video editing capabilities.

#### Best

##### 13-inch MacBook Pro



- 2.4GHz quad-core Intel Core i5 processor with Turbo Boost up to 4.1GHz
- 512GB of SSD Storage
- 16GB of 2133MHz LPDDR4X memory
- Touch ID and Touch Bar

High-performance laptop that meets all requirements. Has extensive capabilities for image, audio and video editing.

All currently shipping laptops available from Apple meet Albert Park College's requirements for 2021. The minimum operating system requirement at Albert Park College in 2021 is macOS Mojave 10.14. However the College advises that you purchase your laptop as close as possible to the start of the 2021 school year so that you can take advantage of any updates that are released by Apple. For the complete list of Apple laptops, please refer to:  
<http://www.apple.com/au/mac/>

\*Note: Year 9 students have the option of an iPad or a MacBook in 2021.

# 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.
  - Consult your class teachers for specific information about subjects and whether or not you have been recommended to pursue a pathway you are interested in.
- Advice for selecting courses
- In Year 10, students are required to select an English and Mathematics study as well as four other studies from at least 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.

Students should consider the additional workload required when completing subjects with a School Assessed Task (SAT). These typically involve the completion of a folio or extended project.

The language other than English taught at Albert Park College is French. At Year-10 French is an elective. However, students and parents should note that the study of French from Year-7 to Year-10 is a prerequisite for inclusion in the IB programme in the senior years. Language acquisition is core within the IB.

## 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.

## Important date

Year 9 course selection submissions due via Edval on 24 July and Year 10 and 11 course selection submissions due via Edval on 7 August.

# 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 compulsory 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 and is necessary to ensure the successful completion of Year 10.

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

## Features of the Year 10 Program

Students will complete six subjects and must select subjects for the duration of the year.

English and Mathematics are compulsory. Science is compulsory for students who wish to undertake VCE Physics and/or VCE Chemistry in future. All students must select at least one Year 10 English and one Year 10 Mathematics study.

Each subject will be timetabled for four hours per week.

All students in the senior years will sit mid and end of year exams.

The Positive Education program will continue as a core subject on the timetable for all students.

The Year 10 program also features a week of compulsory Work Experience in an industry that each student is interested in. Work experience is preparation for life after school and gives insight into the world of work and future career opportunities.

Students have the opportunity to accelerate in Advanced Maths, Advanced English and Advanced Science. SEAL students are encouraged to continue their accelerated learning by selecting these options where appropriate. Students seeking to accelerate in a VCE pathway should carefully read the requirements outlined in the VCE section below.

Continued enrolment in an accelerated pathway is dependent on academic results and work ethic. The College reserves the right to withdraw a student from a particular subject pathway if they do not meet these requirements. In this case, students will be transferred to the most appropriate non-accelerated subject option.

# 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 complete 6 subjects in Year 11 and 5 subjects in Year 12, including:

- Three units from the English curriculum area with at least one Unit 3 & 4 sequence.
- Four 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 towards their ATAR 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 and balanced course pathway that ensures high standards overall. Eligibility into subject pathways are determined through teacher recommendations. Families are also asked to be mindful that taking a VCE subject early will not enable students to reduce the numbers of subjects they will complete in Year 11 and 12. All students are expected to complete 6 subjects in Year 11 and 5 subjects in Year 12.

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 the 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 subjects 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.



Students considering an IB pathway are encouraged to study a VCE subject in Year 10 as an extension and enrichment opportunity. While the study cannot be credited to the Diploma, the experience of studying a VCE subject as a Year 10 student will support students in developing their time management skills, organisational, affective and metacognitive skills.

## VCE acceleration

All Year 9 students seeking an accelerated pathway will be granted admission based on the following criteria:

- definitive recommendation from appropriate teacher (completed in mid-year report)
- year 9 report including student achievement, work skills and teacher comments
- student statement completed in online subject selection form.

For acceleration in VCE LOTE (French) students will be required to attend an academic panel interview in addition to the above criteria.

For acceleration in VCE Chemistry and Physics as well as all Maths and English subjects including (VCE English, VCE Literature, VCE English Language, VCE General Maths, VCE Mathematical Methods, VCE Specialist Maths) students will be required to sit a written assessment and attend an academic panel interview in addition to the above criteria.

Continued enrolment in an accelerated pathway is dependent on academic results and work ethic. The College reserves the right to withdraw a student from a particular subject pathway if they do not meet these requirements. In this case, students will be transferred to the most appropriate non-accelerated subject option.

## 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 and 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.
- 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.

## Attendance

Successful completion of VCE units requires attendance at all classes and assessments. Absences can only be approved with a medical certificate or if the student is participating in a formal school activity. Absences due to family holidays will not be approved and will jeopardise a student's ability to pass affected units. Families are kindly asked to limit trips to the designated school holiday periods.

Students are required to attend all scheduled Graded Assessments. In the event that a serious event occurs, a student's prior attendance, completion of homework and work ethic will be taken into consideration by the subject teacher before granting permission to reschedule the assessment. The student must also produce a medical certificate signed on the day or prior to the assessment. Backdated medical certificates will not be accepted.

## 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.

## VET studies

Some VET sequences can also be used 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).

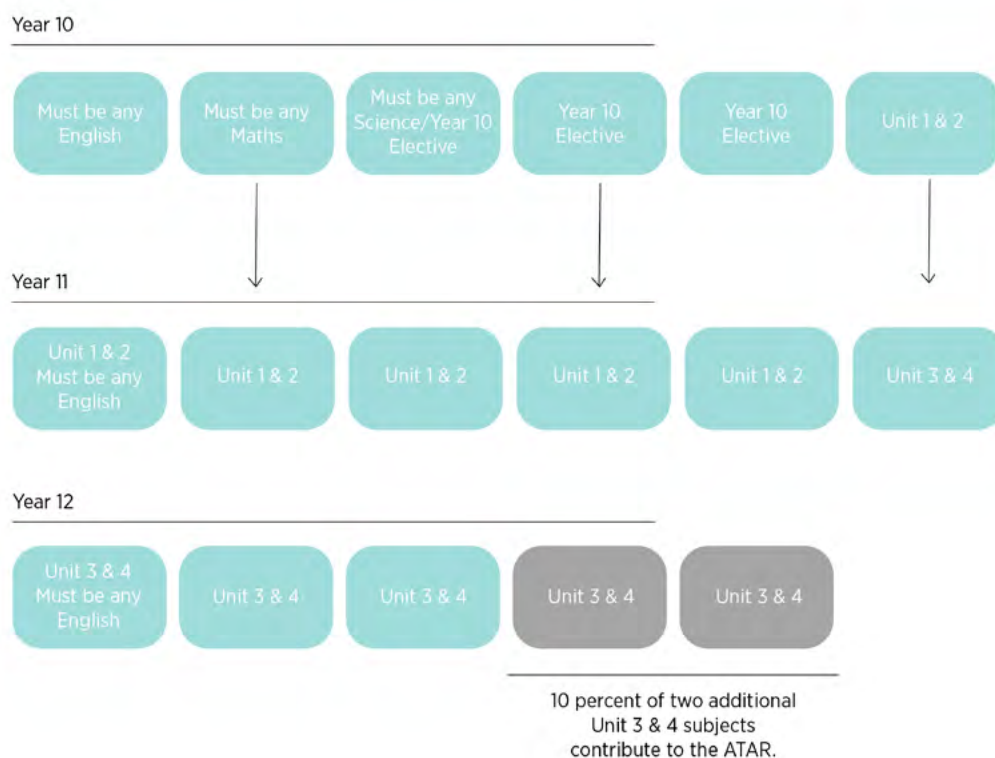
The total score will be used to place each student in a percentile rank, thus forming their ATAR.

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.

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 and 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 obtain the VCE. 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 placement 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 and 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 does not receive a satisfactory grade for a unit of competency, they will not receive the qualification.

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

Depending on the course, the cost to participate can be between \$100 and \$2500. A full list of 2021 VET course costs will be released December 2020.

Some things to note

The final VET offerings within the cluster are yet to be confirmed for 2021.

Students selecting a VET subject may need to change their other senior years 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.

Students must also attend the information session run by the VET provider for their VET course.

# International Baccalaureate (IB) Diploma Programme

The IB Diploma Programme is a curriculum framework designed by the International Baccalaureate Organisation (IBO) for students in their final two years of high school. The Diploma Program (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. DP 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.

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. The study of a foreign language assists students to develop an understanding and appreciation of others' perspectives and cultures, whilst respecting their own language and cultural context, all the while building communication skills. At APC it is expected that students will develop their language proficiency through the continuation of their French studies.

## Why do the IB?

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 DP 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 extracurricular commitments of the program, so that preparation can be made to accommodate this workload in Years 11 and 12.

Enrolment in the Diploma Programme is subject to sound completion of all Year 10 studies. Sound completion of Year 10 refers to successful completion (C or above) in six discipline subjects in Year 10 and end of semester examinations.

### **Cost of the IB**

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. The IB Diploma Programme annual fee is \$4250. 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 DP, students must undertake examinations in their chosen subject areas at the end of the two year Diploma. These exams are marked by externally appointed IB examiners. Students also complete assessment tasks in school, which are marked by subject teachers and externally appointed IBO assessors.

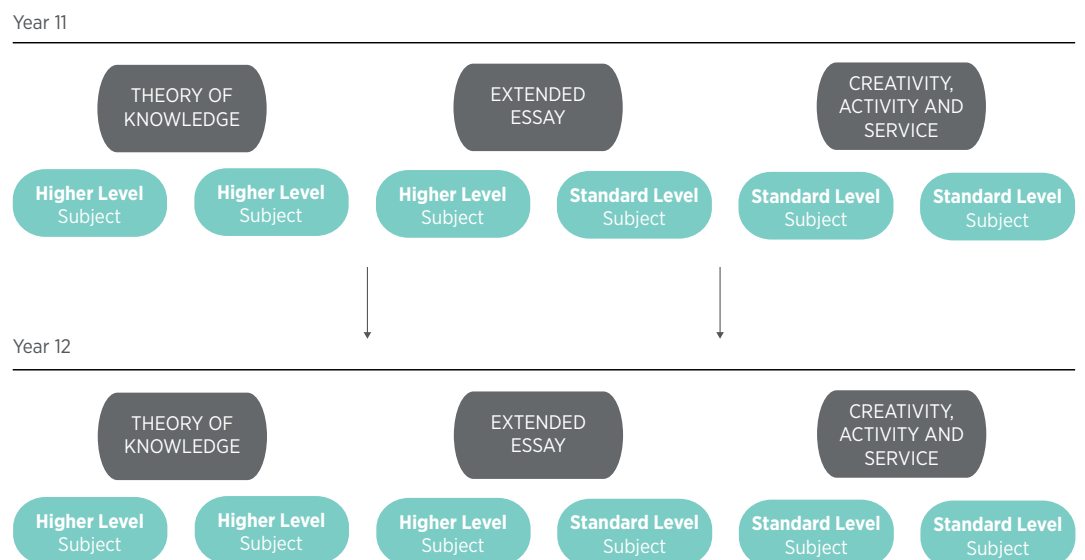
Marks are awarded for each subject on a scale of 1 (lowest) to 7 (highest). Students can also gain up to three additional points for their combined results in the Theory of Knowledge and the Extended Essay. The Diploma is awarded to students who obtain an overall score of 24 or above. The maximum score 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.

This [linked table](#) shows the 2020 Notional ATARs for IB students. A Notional ATAR is calculated for all students who complete the across Australia. 24 is the pass mark for satisfactory completion of the Diploma. [https://assets.ibaustoralasia.org/page/5/2020\\_univeristy\\_entrance\\_IB\\_conversion\\_to\\_ATAR.pdf](https://assets.ibaustoralasia.org/page/5/2020_univeristy_entrance_IB_conversion_to_ATAR.pdf)

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



# VCAL

This is provided through the Youth2Industry VCAL Program.

## Youth2Industry VCAL Program

The Inner Melbourne VET Cluster (IMVC) offers a specialised and unique Victorian Certificate of Applied Learning (VCAL) program, called the Youth2Industry program, for students aged 15 years and up. APC has formed a partnership with the IMVC so that this VCAL program is available to our students who are interested in pursuing a vocational pathway in their final years of school.

VCAL allows students to complete Year 10, 11 and 12 in an environment with a practical and hands-on focus.

The Youth2Industry program is particularly aimed at students who have learning and access needs who seek to successfully secure work, training and education.

Youth2Industry focuses on the development of student's personal strengths, interests and experiences to build resilience, confidence, self-worth and employability skills. The approach is person-centred and strengths-based, and specifically designed to build core skills of resilience, confidence, self-worth and capacity - skills that are important for life and work.

The program aims to maximise education and employment outcomes for our participants through:

### Individualised learning

The low student to teacher ratio and person-centred approach ensure learning is aligned to student's individual and unique strengths, interests and abilities.

### Employability skills

Students develop personal/social skills to help them manage challenges and build resilience and confidence to perform effectively in different environments and when trying new things.

### Industry immersion

We focus on delivering practical work-related experience through our industry mentoring program, industry tours and presentations, work placements and volunteering. Senior students have access to traineeships that provide critical vocational skill enhancement to meet entry level employment.

### Job search

Our students gain critical job sourcing skills using online career tools, and develop competitive resume and cover letter writing skills and interview techniques and have access to Job Club, to find employment that is a good fit for them.

### Career management

Through career management training, students are able to clearly define their career pathway options, set goals and align their individual action plan to get to where they want to be.

## Customised Vocational Education and Training (VET) programs

We run customised VET programs that focus on developing transferable, technical and employability skills. Students also have the opportunity to do school-based apprenticeships and traineeships.

### Information Sessions

To find out more about the Youth2Industry VCAL program, come to one of our information sessions.

WHEN: Thursday, 13 August or Thursday, 3 September

TIME: 7:00pm – 8:00pm

WHERE: IMVC, L2, 220 Albert Road, South Melbourne

RSVP: [pvakakis@imvc.com.au](mailto:pvakakis@imvc.com.au) or phone 9686 2354



# Senior Years Key Personnel

*Staff to contact*

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.

Tasha Brown, Pickles St Campus Leader  
[tashabrown@albertparkcollege.vic.edu.au](mailto:tashabrown@albertparkcollege.vic.edu.au)

Felicity Stewart, Senior Years Curriculum Leader  
[felicystewart@albertparkcollege.vic.edu.au](mailto:felicystewart@albertparkcollege.vic.edu.au)

Kathryn Riosa, IB Coordinator  
[kathrynriosa@albertparkcollege.vic.edu.au](mailto:kathrynriosa@albertparkcollege.vic.edu.au)

Jessica Archer, Careers Advisor  
[jessicaarcher@albertparkcollege.vic.edu.au](mailto:jessicaarcher@albertparkcollege.vic.edu.au)

Holly Pritchard Senior Years Student Leader  
[hollypritchard@albertparkcollege.vic.edu.au](mailto:hollypritchard@albertparkcollege.vic.edu.au)

Nicole Kelly and Annabel Dorey, Year 10 Positive Education Leaders  
[nicolekelly@albertparkcollege.vic.edu.au](mailto:nicolekelly@albertparkcollege.vic.edu.au)  
[annabeldorey@albertparkcollege.vic.edu.au](mailto:annabeldorey@albertparkcollege.vic.edu.au)

Tahlia Skinner and Guy Alexander, Year 11 Positive Education Leaders  
[tahliaskinner@albertparkcollege.vic.edu.au](mailto:tahliaskinner@albertparkcollege.vic.edu.au)  
[guyalexander@albertparkcollege.vic.edu.au](mailto:guyalexander@albertparkcollege.vic.edu.au)

Alicia Lane and Cristina Chang, Year 12 Positive Education Leaders

[alicialane@albertparkcollege.vic.edu.au](mailto:alicialane@albertparkcollege.vic.edu.au)  
[cristinachang@albertparkcollege.vic.edu.au](mailto:cristinachang@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.

Samantha Sperling, English CAT Leader  
[samanthasperling@albertparkcollege.vic.edu.au](mailto:samanthasperling@albertparkcollege.vic.edu.au)

Laura Stiles, Mathematics CAT Leader  
[laurastiles@albertparkcollege.vic.edu.au](mailto:laurastiles@albertparkcollege.vic.edu.au)

Edwina Moles, Science CAT Leader  
[edwinamoles@albertparkcollege.vic.edu.au](mailto:edwinamoles@albertparkcollege.vic.edu.au)

Kellie Voss, Humanities CAT Leader  
[kellievoss@albertparkcollege.vic.edu.au](mailto:kellievoss@albertparkcollege.vic.edu.au)

Tasha Brown, French CAT Leader  
[tashabrown@albertparkcollege.vic.edu.au](mailto:tashabrown@albertparkcollege.vic.edu.au)

Annie Barton, Create CAT Leader  
[annebarton@albertparkcollege.vic.edu.au](mailto:annebarton@albertparkcollege.vic.edu.au)

Jessica Gennery, HAPE CAT Leader  
[jessicagennery@albertparkcollege.vic.edu.au](mailto:jessicagennery@albertparkcollege.vic.edu.au)

# YEAR 10 SUBJECTS

Positive Education  
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 Makerspace  
Year 10 Design And Technology (Textiles)  
Year 10 Computing  
Year 10 Drama  
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 Health And Physical Education

### 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 explore how to think critically about the media by producing an analytical essay. 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 students will 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 of the themes, characters and plot elements of the text.

### 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.

### 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. Enrolment in this subject is dependent on teacher recommendations and student reports.

### What students will 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
- How to compare the presentation of ideas, issues and themes of two texts

#### 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

#### 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

#### 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
- How to participate in debates
- How to formulate persuasive speeches and present these orally

### Overview

Literature is all about a love of books, of reading, writing and discussion. Students who take this subject at Year 10 will develop the skills needed for the ongoing study of Literature at VCE as they explore the ways that texts can represent and reflect the human experience. The study of Literature at Year 10 involves critical evaluation of characters, setting, themes and context, analysis of the structural, linguistic and literary features of texts, and strategies for developing an informed response to texts of different forms. This course embodies the philosophy that by learning to interpret what we read in an astute and conscientious manner, and by engaging meaningfully with interesting and complex ideas in texts, we become adept thinkers.

### What students will learn

#### Introduction to literary theory

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

#### Literary movements

- Consider the relationship between a text's meaning and its form
- Analyse, interpret and evaluate the views and values of authors and their audiences
- Develop a critical understanding of how culture is represented and reproduced in texts

#### The language of interpretation

- Read and discuss challenging texts and explore how literature represents the world in distinctive ways
- Develop and practise the skills needed for close analysis of literary language
- Identify specific features of a text and how they contribute to an interpretation

#### The writing process

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

# Year 10 Foundation Maths

---

## Mathematics Curriculum

### 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.

### What students will learn

Trigonometry and Pythagoras

- Simple Pythagoras and how it relates to construction
- Trigonometric ratios and their application in design and navigation

Financial Maths

Mathematical modelling of profit and loss

- Discounts and Mark-ups
- Budgeting
- Income analysis

Calculating income tax

- Modelling the borrowing and investment of money using both Simple and Compound Interest calculations.
- Mathematical Modelling of mobile phone plans

Statistics and Probability

- Collecting data and analysing results
- Interpreting and summarising numerical and graphical data
- Interpreting health numerical data
- Basic Laws of Probability and how they can be applied to games of chance, allowing students to understand the issues around gambling

Patterns and Numbers

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

### 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 in following years.

### What students will 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
- Apply range of geometric principles to 2D and 3D shapes.

#### 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
- Apply statistical techniques to a range of databases.

# Year 10 Mathematics Advanced

## Mathematics Curriculum

### 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 or IB studies. Enrolment in this subject is dependent on teacher recommendations and student reports.

### What students will learn

#### Functions

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

#### 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

#### Graphs and Geometry

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

#### Applied Mathematics

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

### Overview

In this course students have the opportunity to develop an understanding of how scientific theory can be applied to practical problems. Students extend their knowledge of the scientific method and apply this to the world around them. They examine a range of real-life contexts in a topic-based course. Students use practical work to investigate the behaviour of materials and the way different substances interact to make up the world as we know it. The various topics covered include genetics, evolution, atomic structure and bonding, chemical reactions, energy transfer and transformation, motion, environmental health and the human stress response.

### What students will learn

#### Biology

- DNA and genetics
- Mitosis and meiosis
- Evolution and natural selection

#### Physics

- Energy
- Motion of objects
- Practical investigation

#### Environmental Science

- Human impact on ecosystems
- Student led investigation

#### Chemistry

- The periodic table
- Atomic theory
- Chemical reactions and bonding

#### Psychology

- The stress response
- Models of stress
- Practical investigation

# Year 10 Science Advanced

---

## Science Curriculum

### Overview

In this course students will extend their knowledge of Biology, Chemistry, Physics, Psychology and Environmental Science to prepare them for the VCE or IB sciences. They will be challenged to apply their knowledge to real life through various practical investigations. The topics covered include genetics, evolution, atomic structure and bonding, chemical reactions, energy transfer and transformation, motion, environmental health and the human stress response. Enrolment in this subject is dependent on teacher recommendations and student reports.

### What students will learn

#### Physics

- Energy
- Thermodynamics
- Magnetic force

#### Psychology

- The stress response
- Models of stress
- Practical investigation

#### Chemistry

- The periodic table
- Chemical reactions and bonding
- Stoichiometry

#### Biology

- DNA, Protein Synthesis and genetics
- Mitosis and meiosis
- Genetically Modified food
- Evolution and natural selection

#### Environmental Science

- Human impact on ecosystems
- Water quality investigation

# Year 10 International Economics and Law

## Humanities Curriculum

### 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 students will learn

#### Economics

- Australian and the global economy
- Macroeconomics and the stock market
- 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

# Year 10 History and Geopolitics

---

## Humanities Curriculum

### 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. 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 students will learn

#### History

- World War II
- Rights and Freedoms

#### 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

# Year 10 Liberal Arts – Sociology and Philosophy

## Humanities Curriculum

### 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 and skills to critically assess the behaviour of individuals, groups and themselves. 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 students will learn

#### Sociology

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

#### Philosophy

- Logic and Reasoning: Conspiracy theories & flaws in thinking.
- Metaphysics: Arguments for and against the existence of God
- Key Philosophers: Aquinas, Flew and Pascal



# Year 10 Dance

## Create Curriculum

### Overview

In this course, students study anatomy, physiology, and training principles, and apply this knowledge to their dance practice. They focus on extending and refining technical and expressive skills in a range of dance styles. Through the manipulation of the elements of movement and choreographic devices, students produce two choreographic projects throughout the year. They extend their understanding and appreciation of the artform through the analysis of various contemporary dance works.

### What students will learn

#### Performance

- Specific movement repertoire in a range of dance genres
- Rehearsal and performance techniques
- Safe use and development of physical skills across all movement categories
- Enhanced technique in contemporary and jazz dance

#### Safe Dance Practice

- Basic structure and function of the body as it relates to dance
- Safe principles of training
- Factors impacting on body maintenance
- Injury prevention and management

#### Composition

- Complete structured improvisations individually and with a group
- Develop a range of movement ideas in response to stimulus
- Specific techniques and approaches to creating a contemporary dance work

#### Dance Analysis

- The study of key contemporary dance works
- Approaches to discussing intention, form and movement vocabulary in dance works
- Description of movement sequences using formal arts language



### Overview

Combining art and technology, this subject will allow learners to plan, create, refine and revisit making techniques as active, collaborative makers. Connections to community industries will be a feature of student collaborations and working within real contexts is essential. Developing critical and creative thinking alongside design process skills are key theoretical understandings covered in Makerspace. Empowering learners to discover new and creative uses for tools such as laser cutters, heat presses, 3D printers, Adobe Illustrator and Autodesk (CAD) alongside traditional art skills such as sculpting, textiles and technical drawing enable students to blend traditional skills with new applications and ideas. Year 10 Makerspace will provide preparation for further study in Visual Communication Design, Studio Arts and engineering fields.

### What students will learn

#### Wearable Art

- Jewellery or like making using laser tools and resin
- Creating fabrics using heat technology
- Textile design using 3D printing

#### Architecture

- Advanced laser cutting for model making
- Making for interior spaces using 3D printing technology and innovative materials
- Technical drawing

#### Design Challenge

- Using existing materials such as plastic in new sophisticated ways such as heat moulding
- Plastic moulding for profit
- Design for a real client
- Design thinking skills
- Traditional sculpture practices

#### Create Something That...

- Open ended design task where students select, develop, make and refine a project of their choice
- Potential to work in new fields such as neon, CNC routing, vinyl cutting, Raspberry Pi and more

# Year 10 Design and Technology (Textiles)

---

## Create Curriculum

### 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 Textile fashion drawing skills. Students will also look at fibre classification and care labelling according to Australian Standards.

### What students will 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

Project Designing

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

### Overview

In Year 10 Drama, students will be introduced to eclectic theatre, preparing them for a smooth transition into the VCE curriculum. Students will explore a number of theatrical styles through the creation of both solo and ensemble performances. They will use music, theatrical conventions, and prescribed stimuli as inspiration for theatre making. All performances will require students to work to their strengths, with the potential to incorporate dance, music and production elements. Students will explore how society/audience is impacted by drama, and devise works that will be presented to a wider audience.

### What students will learn

#### Drama Practice

- Acting workshops
- Theatrical styles workshops
- Improvisation
- Character development through text interpretation

#### Stagecraft

- Evaluation of production areas in performance
- Directing workshops

#### Dramatic Elements

- Dramatic elements
- Play scripts
- Conventions of Eclectic Theatre

### 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 students will learn

Hospitality Operations and Sustainable Food Production: 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
- Types of Food production and environmental impact
- 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 ingredients in food
- Conduct experiments to explore the structures of food
- Processes that occur in cooking
- 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.

### 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 students will learn

#### 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
- Pre-production skills and planning
- Create a short film using suspenseful techniques

#### Documentary

- Media language and terminology
- 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

#### Digital Worlds

- 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
- Film genre study: coming-of-age and teen films
- Exploring creativity in development of an original short story

### 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 students will learn

- Music Language (Theory) and Aural Perception
- Harmonic and rhythmic literacy
- Notation conventions
- Theory textbooks
- Aural perception: harmonic, melodic, rhythmic
- Improvising
- Instrumental and Vocal Skills
- Solo performance skills
- Group performance and practise strategies
- Performance experience
- Building their own repertoire program
- Composing and arranging skills
- Song writing
- Composing on Garageband
- Arranging on Sibelius
- Arranging through different styles
- Recording Recording with Garage Band
- Recording with Pro tools
- Live recordings

### 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. They will also analyse works of traditional and contemporary photographic practice, and reflect upon and evaluate their own work.

### What students will learn

- Introduction to basic photographic skills
- Develop a range of ideas in response to a given or personal theme
- Explore and use a digital camera to create artworks
- Study specific digital photography editing techniques using industry-standard software
- Reflect, analyse and evaluate the success of their own work
- Develop an appreciation of the practices of photographers from different cultural and historical contexts
- Explore a range of contemporary photographers and issues facing contemporary photographic practice
- Analysis of how art elements and principles have been used to construct meaning within photographic works

# Year 10 Visual Communication Design

---

## Create Curriculum

### Overview

Visual Communication Design explores how we communicate using icons, pictures, moving images and visual information. Visual Communication Design uses images to illustrate ideas and involves creating design work using a range of digital and non-digital media. In Visual Communication Design 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 students will 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 and the design elements and principles to create effective design concepts
- 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

### Overview

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

### What students will 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
- Reflecting on art
- How to analyse and evaluate their own work
- Contemporary Art and Illustration
- How to creatively approach an idea
- How to draw and develop original imagery
- How to make an original artwork inspired by contemporary artists
- Exploring a range of media and techniques
- Writing about art
- How to analyse and describe an artwork
- How to interpret the meaning of artwork
- Languages curriculum



# Year 10 Language Other Than English – French

## LOTE Curriculum

### 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 learning to express their opinions and feelings, and to reflect on their experiences in the past, present and future. 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 students will learn

- Communicate language in context
- 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 Receptive and Productive Skills

### Skills and Techniques

Listening to specific and general information

Reading for detail and global meaning

Presenting for diverse audiences and purposes.

Writing a range of text types, including letters, journals, articles, reports and stories



### Overview

This subject introduces students to concepts covered in VCE Physical Education, Health and 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 one hour of practical activity each week.

### What students will learn

- Health Development
- Mental health and wellness
- Biomechanics
- Sport Psychology
- Training Programs
- Outdoor and Environmental Studies
- Safety and risk management
- Leadership skills
- Energy Systems
- Anatomy and Movement
- Computing curriculum



# Year 10 Computing

## Digital Technologies Curriculum

### Overview

In Computing (Digital Technology), students will be encouraged to use Information Communication Technologies to further their knowledge of the engineering design process. Engineers follow the steps of the problem-solving methodology to help them arrive at the best possible solutions in response to real-world problems. This subject is designed to build on the skills and knowledge learnt in Year 7 and 8 STEM, and Year 9 Game and Web Design, and would lead into VCE Applied Computing (Unit 1 and 2) and VCE Software Development (Unit 3 and 4).

### What students will learn

- Electronic Prototyping
- Convert knowledge of block-based coding into language-based programming
- Use Python language to program to complete real-world scenarios
- Data
- How to use terminal line code to help manage, secure and gain access to data in networked digital systems
- The basics of databases and information processing
- Coding
- Use HTML and CSS to build static websites and track progress to demonstrate learning
- ProblemSolving
- Develop their project-based learning and critical thinking skills by working in teams to solve a real world problem



# VCE Subjects

Positive Education  
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 (20th Century Or Global Empires)  
VCE History (Revolutions)  
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

# VCE English

## 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.

### What students will learn

#### Unit 1:

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

persuade readers or viewers

#### 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

persuade readers or viewers

#### Unit 2:

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

media

#### 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.

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



# VCE English Language

## Overview

English Language primarily covers English through a linguistics lens, with 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 students will learn

### Unit 1: Language and Communication

AOS 1 The nature and functions of language  
AOS 2 Language acquisition

### Unit 2: Language Change

AOS 1 English across time  
AOS2 Englishes in contact

### Unit 3: Language variation and social purpose

AOS 1 Informal language  
AOS 2 Formal language

### Unit 4: Language variation and identity

AOS 1 Language variation in Australian society  
AOS 2 Individual and group identities

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



# 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.

## What students will learn

### 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

### 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

### 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

### Unit 4: Interpreting Texts

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

For more information click here:

[Units 1 and 2](#)  
[Units 3 and 4](#)



# 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 and 4 Further Mathematics.

## What students will learn

*Note: This is a 1 and 2 sequence only.*

### 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

### 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

For more information [click here: Units 1 and 2](#)



# 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 and 4 is by tests, analysis tasks and Students Assessed Coursework (SACs).

## What students will learn

*Note: This is a 3 and 4 sequence only.*

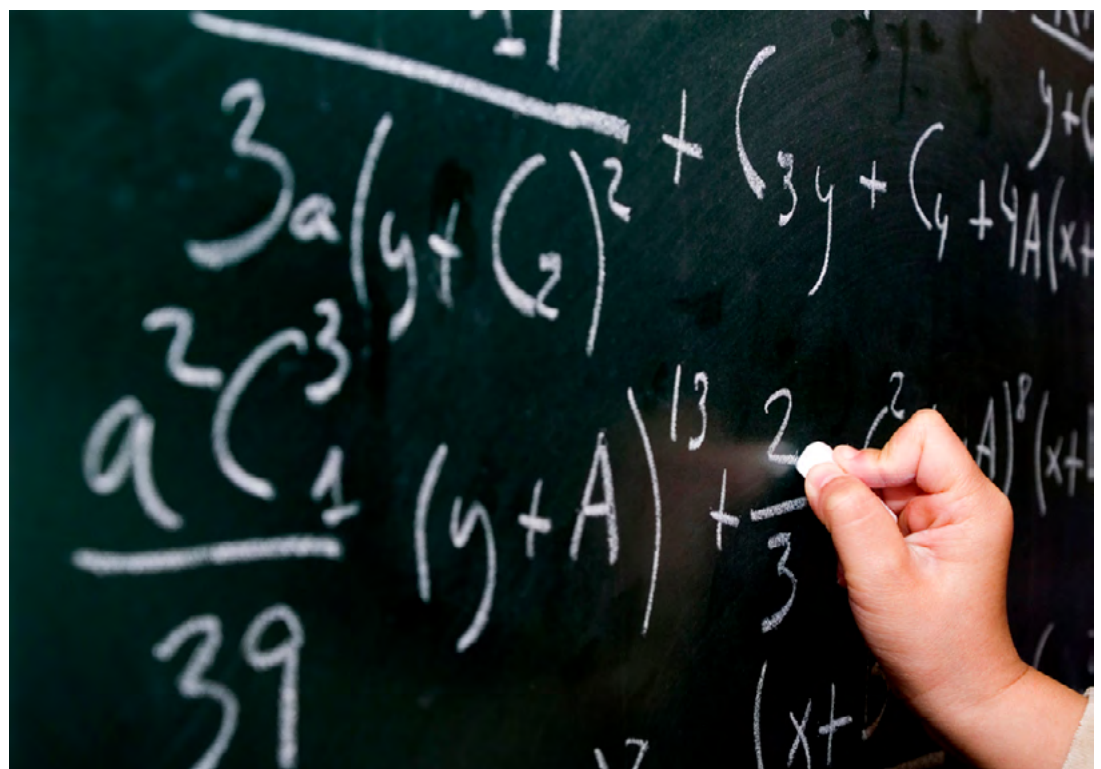
### Unit 3

- Data and Financial Modelling
- 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

### 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

For more information [click here: Units 3 and 4.](#)



# VCE Mathematical Methods

## 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 and 2 must be successfully completed prior to the commencement of Units 3 and 4.

## What students will learn

### Unit 1: Introduction

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

### Unit 2: Developing Mathematical Ideas

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

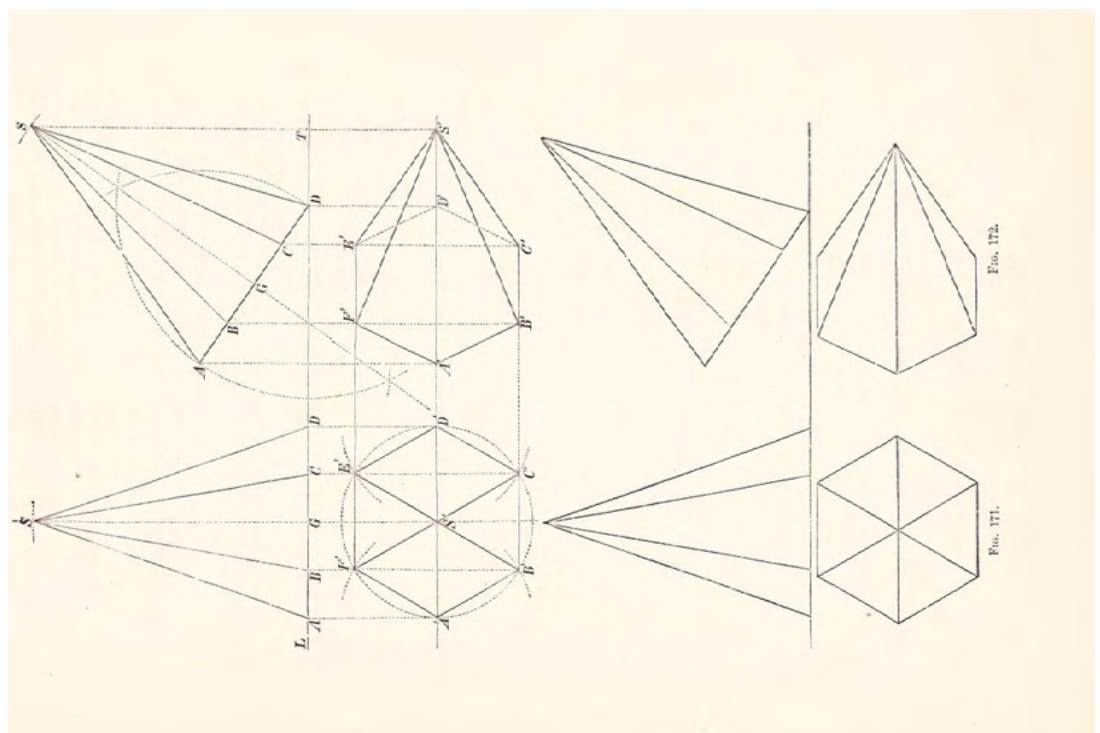
### Unit 3: Functions and Calculus

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

### Unit 4: Statistics and Probability

- Circular functions
- Calculus applications
- Probability and statistics

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



# 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 content within the Mathematical Methods course, embedded in areas such as algebra, functions and calculus, 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 deeper understanding of the various concepts and theories learnt throughout the course.

## What students will learn

### Unit 1

- Algebra
- Natural and rational numbers
- Complex numbers - part 1
- Geometry in the plane and proof
- Further trigonometry
- Graphing techniques

### Unit 2

- Partial fractions
- Vectors
- Kinematics
- Statics of a particle

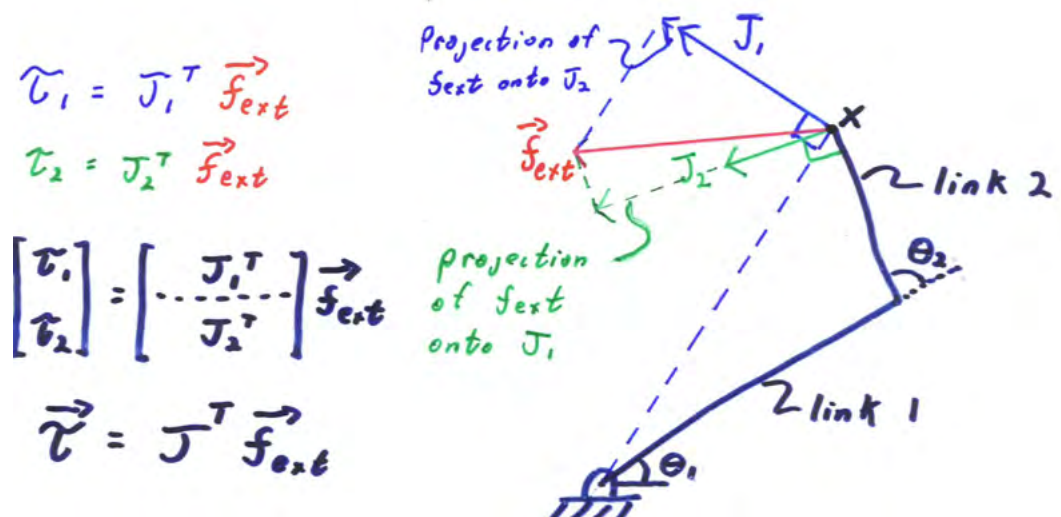
### Unit 3

- Rational functions of a real variable
- Complex numbers - part 2
- Functions and graphs
- Differential and integral calculus
- Vector calculus
- Vectors
- Differential equations

### Unit 4

- Kinematics - rectilinear motion
- Dynamics
- Probability and Statistics
- Linear combinations of random variables
- Sample means
- Confidence intervals for means
- Hypothesis testing

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



# 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 learn and apply knowledge and skills from Biology, Chemistry, Physics, Geology, Geography and Maths. Practical and research activities will help students to make connections, allowing them to develop an in-depth understanding about how biological and human systems interact and affect each other. Students 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 students will learn

### Unit 1: How are Earth's systems connected?

- How is life sustained on Earth?
- How is Earth a dynamic system?
- Student-designed practical investigation

### Unit 2: How can pollution be managed?

- When does pollution become a hazard?
- What makes pollution management so complex?
- Case study

### Unit 3: How can biodiversity and development be sustained?

- Is maintaining biodiversity worth a sustained effort?
- Is development sustainable?

### 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.](#)



# 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 investigate the composition, structure and function of cells. Students use both practical and theory based work to explore cellular processes such as photosynthesis, respiration and movement across membranes. They gain an understanding of body systems and their contribution to homeostasis. Students 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 students will 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

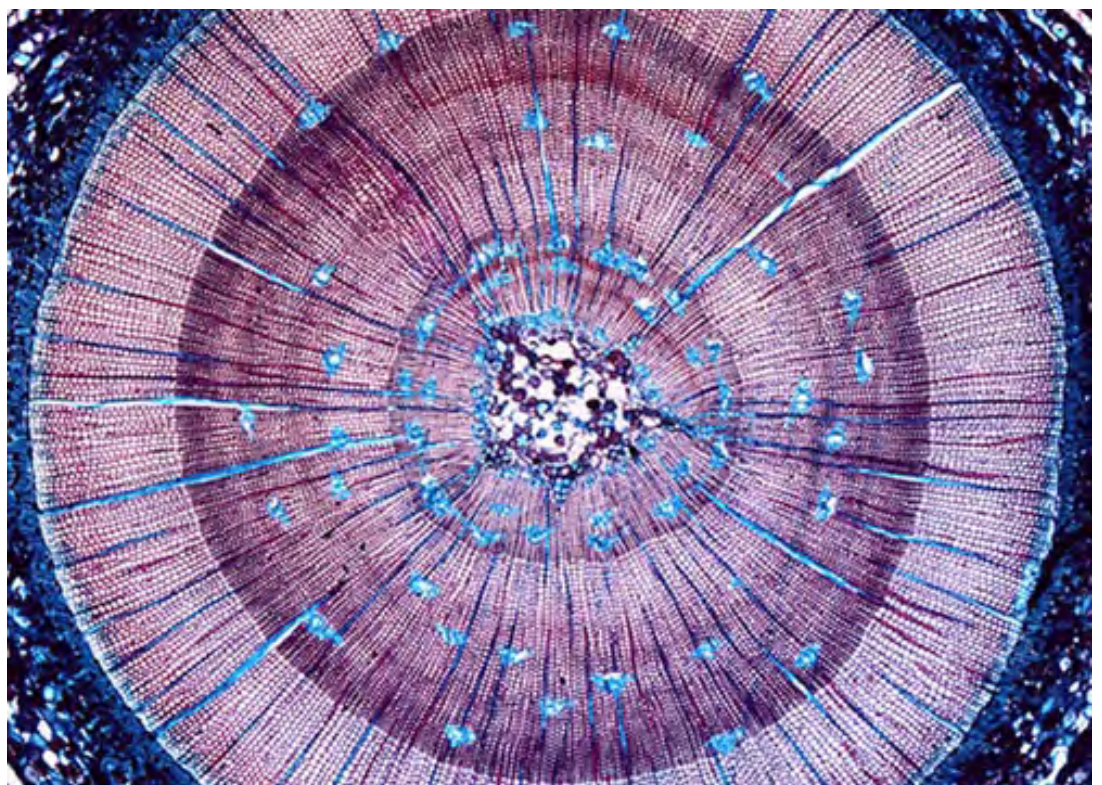
### Unit 3: How do cells maintain life?

- 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 biological processes?

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





# 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 or Advanced Science prior to, or alongside, Psychology is strongly recommended.

## What students will learn

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

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

### 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

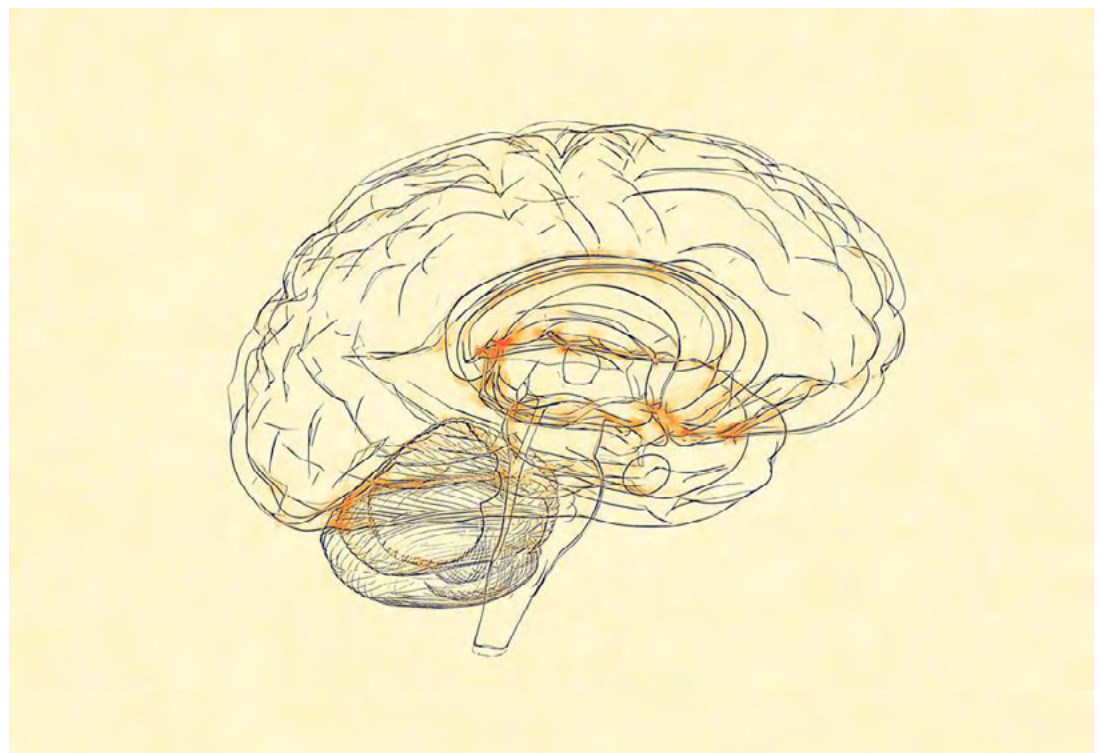
### Unit 3: How does experience affect behaviour and mental processes?

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

### Unit 4: How is wellbeing developed and maintained?

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

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



# VCE Chemistry

## Overview

Chemistry is the study of matter, its properties, how and why substances combine or separate to form other substances, and how substances interact with energy. Chemical reactions occur on a variety of scales, from simple combustion reactions to the complex biochemical systems that form the driving force for living organisms. You will develop skills that are employed by a range of industries, such as the petroleum, mining, cosmetics, pharmaceuticals and agriculture to name a few. It is also at the heart of the rapidly growing fields of nanotechnology and biotechnology. A base knowledge in Chemistry is used in the career other areas too, particularly, Ecology, Geology and Medicine. Successful completion of Year 10 Maths and Science is required before undertaking VCE Chemistry.

## What students will learn

### 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

### 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

### Unit 3:

- How can chemical processes be designed to optimise efficiency?
- Energy production and fuels
- Rate of chemical reactions
- Equilibrium reactions
- Electrolysis and batteries

### 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

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



# VCE History

*(Twentieth century or Global Empires)*

## 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.

## What students will learn

### 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

### 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

### Unit 1: Global Empires The Making of Empires 1400-1775

- European voyages of exploration
- The motivations of new globally oriented empires
- Ideas that challenged traditional beliefs

### Unit 2: Global Empires Empires at Work 1400-1775

- New colonies and the pursuit of profit
- The challenges of empires
- Power relations in the Early Modern era

For more information [click here: Units 1 and 2.](#)



# VCE History

*(Revolutions)*

## 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.

## What students will learn

### 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 old order?

### 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?

For more information [click here: Units 3 and 4.](#)



# 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.

## What students will learn

### Unit 1: Ideas, Actors and Power

- The study of politics and power
- Political ideology
- Political movements
- Global case studies

### Unit 2: Global Connections

- International communities
- The global citizen
- The impact of globalisation
- Global cooperation and conflict

### Unit 3: Global Actors

- The aims, roles and power of key global actors
- State and international organisations: non-government organisations, organised religion, and terrorist movements.
- Australia's role in the Asia-Pacific region
- Guest speakers

### Unit 4: Global Challenges

- 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

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



# 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 the 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 processes, how and why they change, their interconnections to broader phenomena and the patterns they form.

## What students will learn

### Unit 1: Hazards and Disasters

- Characteristics, causes, impacts and responses to a variety of hazards
- Ways of reducing the vulnerability to and impact of hazard events

### Unit 2: Tourism

- Characteristics of tourism and its impact on people, places and the environment
- The study of the interconnection within and between places

### Unit 3: Changing Land

- Changes to land cover including biomes and land covered by ice and water
- Changes to land use to satisfy a societies emerging needs

### Unit 4: Human Population Trends and Issues

- The geography of human population; patterns, change, movement and distribution throughout the world
- 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 sociological theories and frameworks to attempt to objectively examine social issues and explain concepts. Units 1 and 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 methods 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.

## What students will learn

### 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.

### 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.

### 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.

### 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.

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



# VCE Accounting

## Overview

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.

## What students will learn

### Unit 1: Role of accounting in business

- The role of accounting
- Recording financial data and reporting accounting information for a service business

### Unit 2: Accounting and decision – making for a trading business

- Accounting for inventory
- Accounting for and managing accounts receivable and accounts payable
- Accounting for and managing non-current assets

### Unit 3: Financial accounting for a trading business

- Recording and analysing financial data
- Preparing and interpreting accounting reports

### Unit 4: Recording, reporting, budgeting and decision-making

- Extension of recording and reporting
- Budgeting and decision making

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



# 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.

## What students will learn

### Unit 1: Planning a Business

- The business idea
- The external business environment
- The internal business environment

### Unit 3: Managing a Business

- Business foundations
- Managing employees
- Operations management, productivity and business competitiveness

### Unit 2: Establishing a Business

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

### Unit 4: Transforming a Business

- Reviewing performance - the need for change
- Implementing change within a business

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



# 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 students will learn

### Unit 1: The Behaviour of Consumers and Businesses

- Thinking like an economist
- Economic decision making

### Unit 3: Australia's Economic Prosperity an introduction to microeconomics: the market system, resource allocation and government intervention

- Domestic macroeconomic goals
- Australia and the world economy

### Unit 2: Contemporary economic issues

- Economic growth and sustainability
- Economic efficiency and equity
- Global economic issues

### Unit 4: Managing the Economy

- Aggregate demand policies and domestic economic stability
- Aggregate supply 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 students will learn

### Unit 1: Guilt and Liability

- Legal Foundations
- The presumption of innocence
- Civil liability

### Unit 3: Rights and Justice

- The Victorian Criminal Justice System
- The Victorian Civil Justice System

### Unit 2: Sanctions, Remedies, Rights

- Criminal Sanctions
- Civil remedies
- Legal rights

### Unit 4: The People and the Law

- The people and the Australian Constitution
- The people, the parliament and the courts

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



# VCE Philosophy

## Overview

Philosophy gives students the opportunity to explore and evaluate some of the powerful ideas offered by the most influential thinkers of history. This course introduces students to methods of philosophical argument and analysis, and guides them in applying these methods to contemporary issues. The study also focuses on philosophers and philosophical ideas in different stages of history. Philosophy grapples with profound and fundamental questions, such as: What is the nature of reality? Are human beings more than their bodies? 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 students will learn

### Unit 1: Existence, Knowledge and Reasoning

- Explore metaphysical questions related to the mind and body, the self and reality
- Explore the possible sources of knowledge
- Introduction to philosophical inquiry
- Investigate what makes up reality

### Unit 3: Minds, Bodies, Persons

- Study of the mind-body problem
- Exploring the nature of personal identity

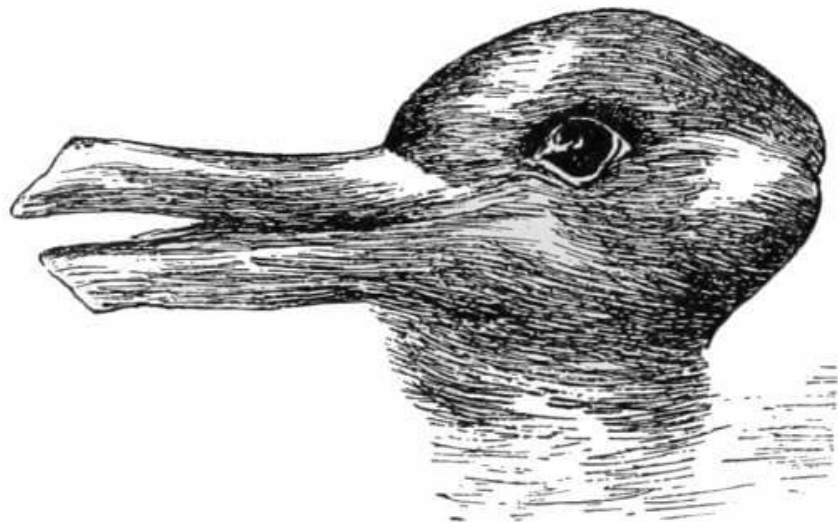
### Unit 2: Questions of Value

- Ethics and philosophical investigation focusing on moral values
- Techniques of philosophical inquiry
- Explore the nature of beauty and art
- Analyse to what extent should freedom be protected

### Unit 4: The Good Life

- Philosophical analysis of what it means to live the good life
- Application of ancient and contemporary viewpoints to life in the 21st century

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



# VCE Dance

## Overview

VCE Dance provides opportunities for students to explore the potential of movement as a means of creative expression and communication. In VCE Dance students create and perform their own dance works as well as studying the dance works of others through performance and analysis. In each unit, students undertake regular and systematic dance training to develop their physical skills and advance their ability to execute a diverse range of expressive movements. Students also develop and refine their choreographic skills by exploring personal and learnt movement vocabularies. They study ways other choreographers have created and arranged movement to communicate an intention and create their own dance works. Students perform learnt solo and group dance works and their own works. They also analyse ways that ideas are communicated through dance and how dance styles, traditions and works can influence dance practice, the arts, artists and society more generally.

## What students will learn

### Unit 1:

- Describe and document features of other choreographer's dance works.
- Choreograph and perform a group or solo dance work and complete structured improvisations
- Safely and expressively perform a learnt solo, duo or group dance work
- Describe key approaches to health and wellbeing practices for dancers, and essential aspects of physiology.

### Unit 3:

- Analyse two selected dance works
- Choreograph, rehearse and perform a skills-based solo dance work, and analyse the processes used
- Learn, rehearse, perform and analyse a learnt group dance work

### Unit 2:

- Analyse use of the movement categories and elements of movement in selected dance works
- Choreograph and perform a solo dance work, and complete structured improvisations
- Safely and securely perform a learnt dance work with artistry, and report on the process

### Unit 4:

- Analyse one selected group dance work
- Choreograph, rehearse, perform and analyse the realisation of a solo dance work

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



# VCE Drama

## Overview

VCE Drama focuses on the creation and performance of characters and stories that communicate ideas, meaning and messages. Students use creative processes, a range of stimulus material and play-making techniques to develop and present devised work. Students learn about and draw on a range of performance styles relevant to practices of ritual and story-telling, contemporary drama practice and the work of significant drama practitioners. Students explore characteristics of selected performance and apply and manipulate conventions, dramatic elements and production areas and use performance skills and expressive skills to explore and develop role and character. Students also analyse the development of their own work and performances by other drama practitioners.

## What students will learn

### Unit 1: Introducing Performance Styles

- Use of play-making techniques to devise an ensemble performance.
- Group performance featuring devised stories and characters.
- Written responses to students' own works and the works of others.

### Unit 2: Australian Identity

- Use of play-making techniques to devise a solo performance based on stimulus material
- Solo performance featuring devised stories and characters
- Written responses to students' own works and the works of others.

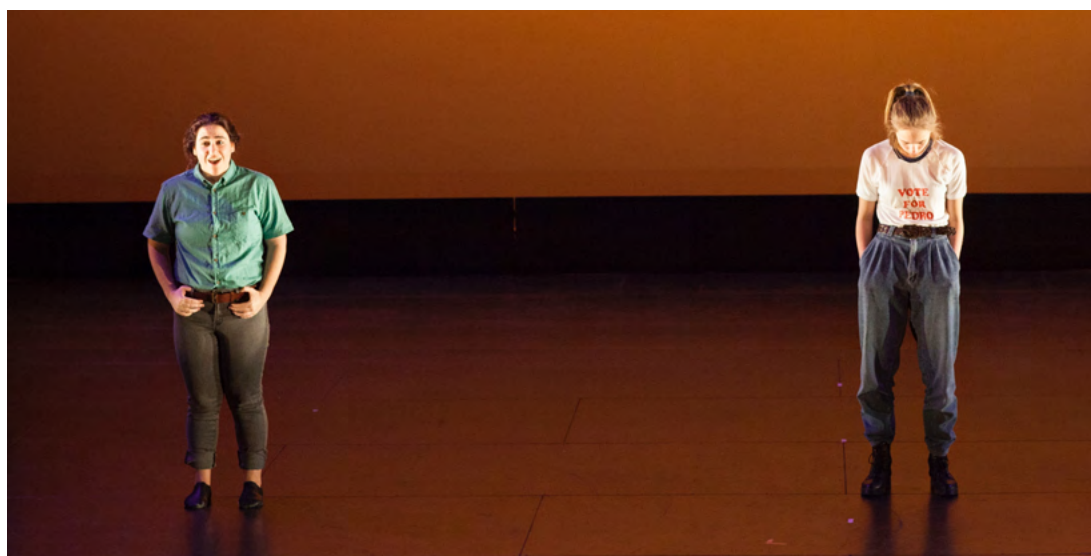
### Unit 3: Devised Ensemble Performance

- Use of playmaking techniques to devise an ensemble performance.
- Develop characters within an ensemble performance
- Analyse the development and performance of the students' own work.
- Viewing, analysing and evaluating a performance by a professional theatre company.

### Unit 4: Devised Solo Performance

- Use of playmaking techniques to devise a solo performance based on stimulus material
- Develop characters within a solo performance.
- Analyse the development of the students' own work.
- Externally Assessment Major Solo.

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



# VCE Theatre Studies



## Overview

In VCE Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences. Through practical and theoretical engagement with scripts they gain an insight into the origins and development of theatre and the influences of theatre on cultures and societies. Students apply dramaturgy and work in the production roles of actor, director and designer, developing an understanding and appreciation of the role and place of theatre practitioners

## What students will learn

### Unit 1: Pre-modern theatre styles and conventions

- Study scripts from the pre-modern era of theatre.
- Study innovation in theatre production in the pre-modern era.
- Analyse a play in performance.

### Unit 2: Modern theatre styles and conventions

- Study scripts from the modern era of theatre.
- Interpret scripts and realise them creatively.
- Analyse and evaluate a theatre production.

### Unit 3: Producing theatre

- Realise the production of a script
- Evaluate the presentation of a script in performance.

### Unit 4: Presenting an interpretation

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

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



# VCE Food Studies

## Overview

In Food Studies 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.

## What students will learn

### Unit 1: Food Origins

- 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

### Unit 3: Food in Daily Life

- 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

### Unit 2: Food Makers

- Commercial food production industries: primary food production, manufacturing, retail and food services
- Practical skills and investigation

### Unit 4: Food Issues, Challenges and Futures

- Australian and global food issues, including ethics, use of technology and farming approaches
- Research and analysis of food trends, fads, diets and marketing

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



# 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.

## What students will learn

### 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

### Unit 2: IT Pathways

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

### 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

### 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

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



# VCE Media

## 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.

## What students will learn

### 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

### 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

### 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

### Unit 4: Media Production and Issues in the Media

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

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



# 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.

To meet assessment requirements, students need to be enrolled in instrumental lessons on their chosen instrument as well as performing in a school ensemble. A full list of ensembles are available to view [here](#).

## What students will learn

### Area of Study 1: Performance

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

### Area of Study 3: Music Language

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

### Area of Study 2: Preparing for Performance

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

### Area of Study 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 and 2](#) and [Units 3 and 4](#).



# VCE Music Investigation



## Overview

In this study students research performance practices relevant to a music style, tradition or genre. The music style, tradition or genre selected for study may be representative of music practice in a specific time, place or culture, and/or the work of a particular performer or composer. Students design an Investigation Topic as the basis for study of performance techniques and conventions, interpretative possibilities and contextual issues. Through this study they develop listening, aural, theoretical, interpretative and technical musicianship skills and demonstrate findings through performance of established repertoire, music they have composed, improvised or arranged, and commentary about issues that have informed their interpretation of a representative program of works.

*This is a 3 and 4 sequence only.*

## What students will learn

### Unit 3: Solo Performance

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

### 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

For more information [click here: Units 3 and 4](#)



# 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.

## What students will learn

### Unit 1: Introduction to Visual Communication Design

- Use a range of drawing methods, media and materials.
- Communication of ideas through drawing
- Selection and application of design elements and principles
- Investigation of visual communication design in context
- Creation of a design folio

### Unit 3: Design Thinking and Practice

- Analysis and practice of industrial, environmental and industrial design
- Investigate design industry practice
- Develop design industry practice
- Develop a brief and generate ideas
- Creation of a design folio

### Unit 2: Applications of Visual Communication Design

- Instrumental drawing
- Manipulating type and imagery
- Applying the design process in response to a set brief
- Creation of a design folio

### Unit 4: Design Development and Presentation

- Develop design concepts
- Create final presentations
- Present a pitch for an audience
- Creation of a design folio

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



# 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.

## What students will learn

### Unit 1: Studio Inspiration and Techniques

- Identify sources of inspiration and artistic influences and outline individual ideas
- Explore and use a variety of materials and techniques in their selected artforms, in order
- to produce at least one finished artwork
- Discuss how different artists from different times and cultures have used materials and
- responded to inspiration
- Progressively record the development of their studio practice in a folio.

### Unit 3: Studio Practices and Processes

- Prepare an Exploration Proposal which formulates the content and parameters of their
- own individual studio process
- Progressively explore, record and reflect on the use of a range materials and techniques
- relevant to the student's individual studio process ideas and aims
- Examine the practice of at least two artists from different historical or cultural
- contexts

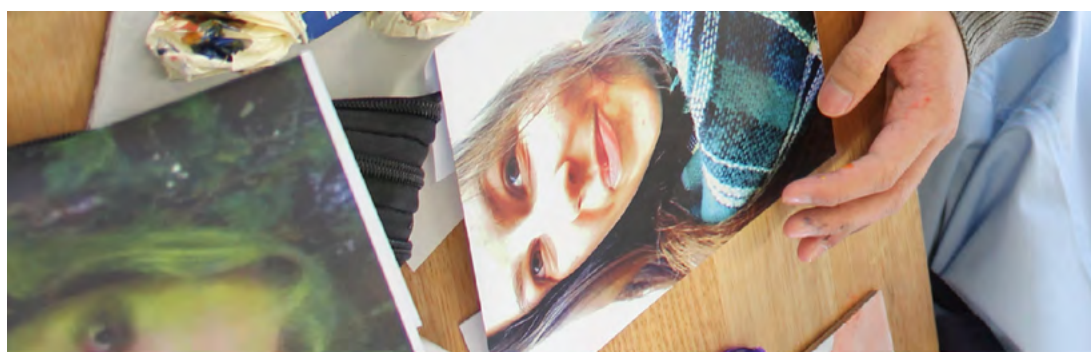
### Unit 2: Studio Exploration and Concepts

- Creatively explore ideas in numerous ways
- Evaluate the best direction for a finished artwork
- Identify and describe the art elements and principles
- Compare a range of historical and contemporary art periods, styles or movements and
- Analyse the ways in which artists communicate ideas, develop styles and demonstrate
- aesthetic qualities in artworks.

### Unit 4: Studio Practice and Art Industry Contexts

- Present at least two finished artworks based on selected and evaluated potential
- directions from Unit 3.
- Compare the methods used by artists and considerations of curators in the preparation,
- conservation and promotion of specific artworks in at least two different gallery spaces.

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



# VCE Art

## Overview

In Art, theoretical research and investigation informs art making. Through the study of artworks and the role of artists in society, students develop their own artistic practice, expression and communication of ideas using a range of processes, materials and techniques. In the process of making and examining art, students use and develop their imagination, creativity, flexibility, adaptability, innovation and risk-taking. By combining a focused study of artworks with practical art making, they are encouraged to recognise the interplay between research and art making.

## What students will learn

### Unit 1: Artworks, experience and meaning

- How to use the personal and structural 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

### Unit 3: Artworks, ideas and values

- How to use the analytical frameworks to analyse and interpret artworks before 1990 and since 1990, and how to compare the meanings and messages of these artworks.
- How to use the art process to produce at least one artwork, and use the Analytical
- Frameworks to document and evaluate the progressive development and refinement of
- at least one finished artwork

### Unit 2: Artworks and contemporary culture

- How to use the cultural and contemporary analytical frameworks to write about and
- compare art from different cultures and times as well as their own works of art
- How to further develop art making skills through creating an artwork which explores
- social or personal ideas or issues

### Unit 4: Artworks, ideas and viewpoints

- How to discuss and debate art issues and develop and present their own point of view in
- writing
- How to apply the art process to progressively communicate ideas, directions and
- personal concepts in a body of work that includes at least one finished artwork
- How to reflect on art making using selected aspects of the Analytical Frameworks

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



# VCE Product Design and Technology

(Textiles)

## Overview

Designers play an important part in our daily lives. They determine the form and function of the products we use and transform ideas into drawings and plans for the creation of products that fulfil human needs and wants. Students also consider sustainability issues. Students consider the consequences of product design choices, and develop skills to critically analyse existing products and develop their own creative solutions.

## What students will learn

### Unit 1: Sustainable product redevelopment

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

### Unit 2: Collaborative Design

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

### 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

### 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 and equipment
- Document detailed production records and critical evaluation of a completed product

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



# 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.

## What students will learn

### Unit 1

- Area of Study 1: Interpersonal Communication – Exchange meaning in a spoken interaction
- Area of Study 2: Interpretive Communication – Interpret information from 2 texts and respond in English and French
- Area of Study 3: Presentational Communication – Present information and ideas in writing for specific audience and purpose

### Unit 3

- Area of Study 1: Interpersonal Communication - 3-4 minute oral role-play negotiating a solution to a personal issue
- Area of Study 2: Interpretive Communication - Interpret and respond to 3 or more texts with specific text type, audience, purpose and context
- Area of Study 3: Presentational Communication - Express ideas in a 250 word personal, imaginative, informative written piece

### Unit 2

- Area of Study 1: Interpersonal Communication – respond in writing in French to spoken, written or visual texts presented in French.
- Area of Study 2: Interpretive Communication – Analyse and use information from written, spoken or visual texts to produce an extended written response in French.
- Area of Study 3: Presentational Communication – explain information, ideas and concepts orally in French to a specific audience about an aspect of culture within communities where French is spoken

### Unit 4

- Area of Study 1: Interpersonal Communication - 3-4 minute interview analysing an aspect of a cultural product or practice
- Area of Study 2: Interpretive Communication - 250 word written analysis of 3 or more texts
- Area of Study 3: Presentational Communication - Present information, concepts and ideas in evaluative or persuasive writing on an issue in French.

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



# 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.

## What students will learn

### Unit 1: The Human Body in Motion

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

### 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

### 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

### Unit 4: Training to Improve Performance

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

For more information on [Units 1-4 click here.](#)



# VCE Health And Human Development

## 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.

## What students will learn

### Unit 1: Understanding Health and Wellbeing

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

### Unit 2: Managing Health and Development

- Developmental transitions from youth to adulthood
- Human lifespan
- Prenatal health
- Australia's health system

### 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

### Unit 4: Health and Human Development in a global context

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

For more information on [Units 1-4 click here.](#)



# VCE Outdoor and Environmental Studies

## Overview

VCE Outdoor and Environmental Studies is concerned with the way that humans have historically modified outdoor environments to meet survival, commercial, conservation and recreation needs. Outdoor environments have become places of adventure, relaxation, scientific study, social action and enterprise and also provide space for connectedness with nature and opportunities for reflection upon the past, present and future. These varying values and approaches have led to issues concerning the preservation and sustainability of outdoor environments. Outdoor and Environmental Studies enables students to critically analyse these different relationships, impacts and issues, providing the knowledge and skills to participate in and contribute to contemporary society. Participation in outdoor activities provide the means for students to develop experiential knowledge of outdoor environments.

## What students will learn

### Unit 1: Exploring Outdoor Environments

- Motivations for seeking outdoor experiences
- Influences on outdoor experiences

### Unit 2: Discovering Outdoor Environments

- Investigating outdoor environments
- Impacts on outdoor environments

### Proposed Camps

- Canoeing - Murray River
- Cross Country Skiing - Mount Stirling

*Please note: there is a cost of \$1000 associated with this subject.*

### Unit 3: Relationships with Outdoor Environments

- Historical relationships with outdoor environments
- Relationships with Australian environments since 1990

### Unit 4: Sustainable Outdoor Environments

- Healthy outdoor environments
- Sustainable outdoor environments

### Proposed Camps

- Hiking in Wilson's Promontory.

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



# IB Subjects

Language and Literature Standard Level  
Language and Literature Higher Level  
Literature and Performance Standard Level  
French Standard Level  
French ab initio Standard Level  
Spanish ab initio Standard Level  
Global Politics Standard Level  
Global Politics Higher Level  
Philosophy Standard Level  
Philosophy Higher Level  
History Standard Level  
History Higher Level  
Psychology Standard Level  
Psychology Higher Level  
Biology Standard Level  
Biology Higher Level  
Chemistry Standard Level  
Chemistry Higher Level  
Environmental Systems and Societies Standard Level  
Physics Standard Level  
Physics Higher Level  
Mathematics Analysis and Approaches Standard Level  
Mathematics Applications and Interpretations Standard Level  
Film Standard Level  
Film Higher Level  
Visual Arts Standard Level  
Visual Arts Higher Level  
Music Standard Level  
Music Higher Level

# Creativity, Activity and 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.

The three strands 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 DP, involving students in a range of activities that take place alongside their academic studies throughout the Programme.

[Click here](#) for more information.



# Theory Of Knowledge

## Core Curriculum

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.

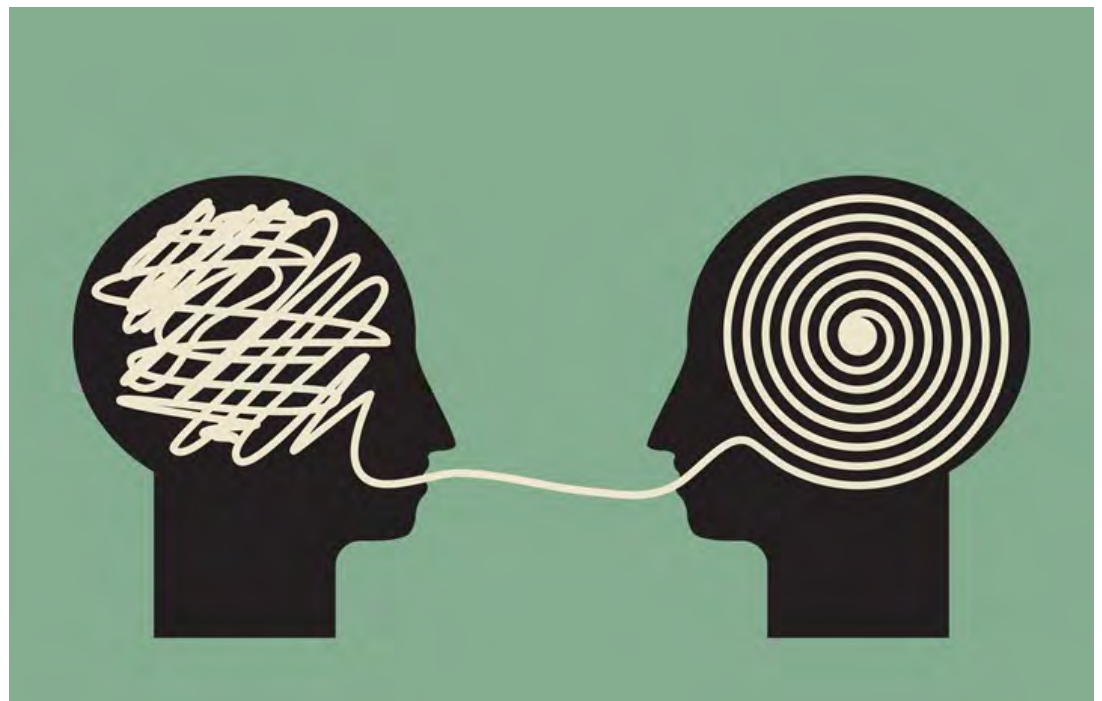
Theory of Knowledge encourages critical thinking about knowledge itself and aims to help young people make sense of ideas and concepts they encounter. Its core content focuses on epistemological questions such as:

- 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.

[Click here](#) for more information.



# Extended Essay

## Core Curriculum

The Extended Essay (EE) of 4000 words offers students the opportunity to investigate a topic of special interest within one of the student's Diploma Programme subjects. The task promotes high level research and writing skills, intellectual discovery and creativity.

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.

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

### 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.

[Click here](#) for more information.



# Studies in Language and Literature

## Group 1 Studies In Language and Literature

The IB DP Language and Literature course offers students the opportunity to engage with various texts with different forms, contexts, styles and cultures. Students will learn to interpret, evaluate and conduct deep textual analysis while developing an appreciation for literature and language. Skills and knowledge are demonstrated in oral presentations, analytical written responses and interactive seminars. At the heart of course, Language and Literature offers students the opportunity to explore the complex relationships between texts, contexts and readers.

### Upon completion of the course students will be able to:

- Conduct deep and meaningful textual analysis
- Write analytically about various texts from multiple contexts
- Speak confidently and analytically about texts
- Appreciate literature from different contexts
- Confidently and collaboratively communicate with others

### What students will learn

- Nature and approaches to study of literary texts and an understanding of the nature of language and communication
- Contexts of language use and the ways in which texts both reflect and influence societies and cultures
- Connections between texts through avenues such as topics, themes, conventions, modes and literary traditions

*Language and Literature is offered at the Standard and Higher Level.*

[Click here](#) for more information.

### Literature and Performance



# Studies in Literature and Performance

## Group 1 Studies In Language and Literature

The IB DP Literature and Performance course provides students with the opportunity to explore the dynamic relationship between literature and performance. Literature and Performance is an interdisciplinary subject that requires students to respond critically and imaginatively to literary texts. A distinctive outcome of the subject is the performance of a piece transformed from poetry or prose.

### Upon completion of the course students will be able to:

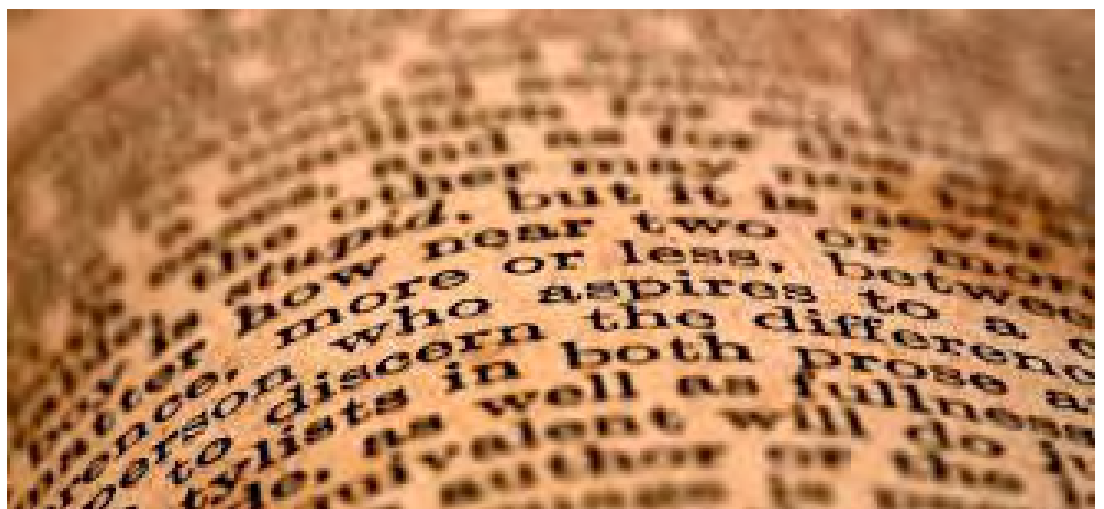
- explore critically and imaginatively a range of literary texts and performance possibilities
- articulate their responses to literature and performance in a variety of styles and contexts
- deploy a range of performance skills
- broaden their perspectives through the exploration of texts from differing cultures, periods and genres
- foster a personal and passionate engagement with literature and performance, and by so doing guide students towards a better understanding of themselves and the world.

### What students will learn

- Knowledge and understanding of texts from different genres and cultures
- Awareness and understanding of literary techniques and performance potential
- Commitment and ability as performers
- Ability to speak and write effectively about texts and performances

*Literature and Performance is offered at the Standard Level only.*

[Click here](#) for more information.



## Group 2 Language Acquisition

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 is designed for students who possess a degree of knowledge and experience in the target language and so students must study French from year-7 to year-10 to be considered for the IB.

### 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 or leisure

### What students will learn

- How to communicate in a range of contexts in French
- How to express and respond to a range of ideas in French with fluency
- How to understand, analysis and reflect on a range of texts in French

*French is offered at the Standard Level.*

[Click here](#) for more information.



# French ab initio

## Group 2 Language Acquisition

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. It would be suitable for students who have not studied at APC from year-7.

### 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 or leisure

### What students will learn

- How to communicate in a range of contexts in French
- How to express and respond to a range of ideas in French with fluency
- How to understand, analysis and reflect on a range of texts in French

*French ab initio is offered at the Standard Level only.*

[Click here](#) for more information.



# Spanish ab initio

## Group 2 Language Acquisition

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. Ab initio courses are offered at APC for students with no prior experience in French, the Language Acquisition subject offered in years 7, 8, 9 and 10.

### 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 or leisure

### What students will learn

- How to communicate in a range of contexts in Spanish
- How to express and respond to a range of ideas in Spanish with fluency
- How to understand, analyse and reflect on a range of texts in Spanish

*Spanish ab initio is offered at the Standard Level only.*

[Click here](#) for more information.



# Global Politics

## Group 3 Individuals and Societies

The IB DP Global Politics course enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens. The course allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives.

### Upon completion of the course students will be able to:

- understand key political concepts and contemporary political issues in a range of contexts
- develop an understanding of the local, national, international and global dimensions of political activity
- understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
- appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.

### What students will learn

- Power, sovereignty and international relations
- Human rights
- Development
- Peace and conflict

### At Higher Level students also study political issues in two of the following six global political challenges:

- Environment
- Poverty
- Health
- Identity
- Borders
- Security

*Global Politics is offered at the Standard and Higher Level.*

[Click here](#) for more information.



# Philosophy

## Group 3 Individuals and Societies

The IB DP Philosophy course provides an opportunity for students to engage with some of the world's most interesting and influential thinkers. The emphasis of the course is on “doing philosophy”, that is, on actively engaging students in philosophical activity. The course is focused on stimulating students' intellectual curiosity and encouraging them to examine both their own perspectives and those of others.

### Upon completion of the course students will be able to:

- develop an inquiring and intellectually curious way of thinking
- formulate arguments in a sound and purposeful way
- examine critically their own experiences and their ideological and cultural perspectives
- appreciate the diversity of approaches within philosophical thinking
- apply their philosophical knowledge and skills to the world around them.

### WHAT STUDENTS WILL LEARN

- Aesthetics
- Epistemology
- Ethics
- Philosophy and contemporary society
- Philosophy of religion
- Philosophy of science
- Political philosophy

*Philosophy is offered at the Standard and Higher Level.*

[Click here](#) for more information.



# History

## Group 3 Individuals and Societies

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.

### Upon completion of the course students will be able to

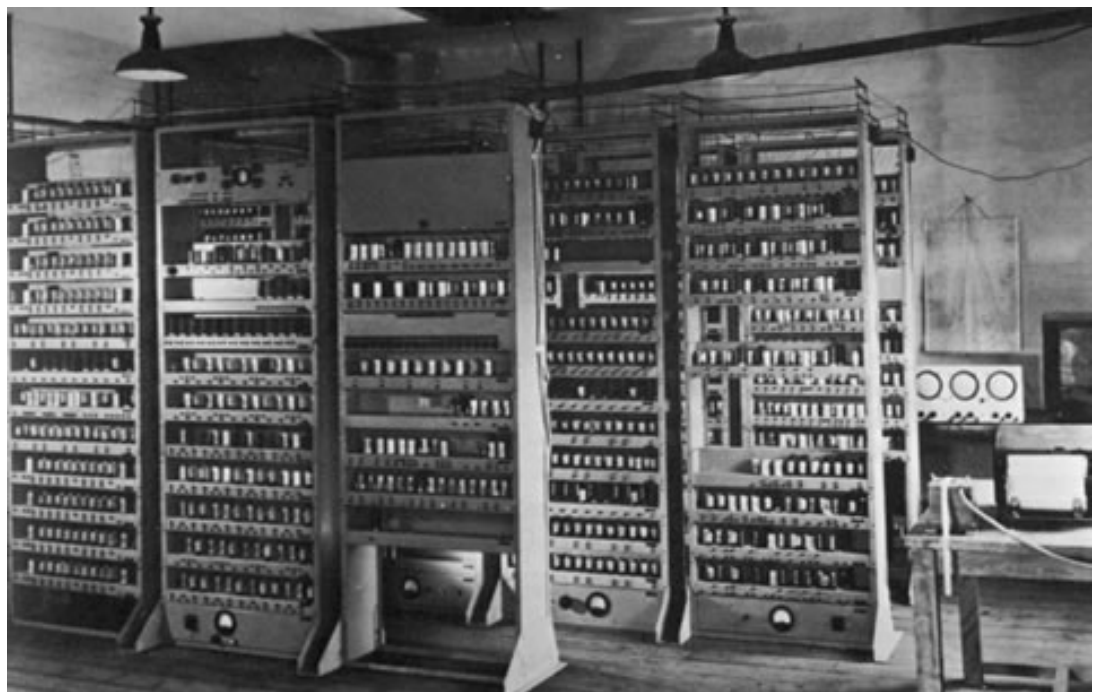
- systematically and critically examine human experience and behaviour
- cite the role of physical, economic and social environments throughout history
- trace the development of social and cultural institutions
- Identify, analyse critically and evaluate theories, concepts and arguments about the nature 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

*History is offered at the Standard and Higher Level*

[Click here](#) for more information.



# Psychology

## Group 3 Individuals and Societies

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.

### 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 and Higher Level

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

#### Higher Level

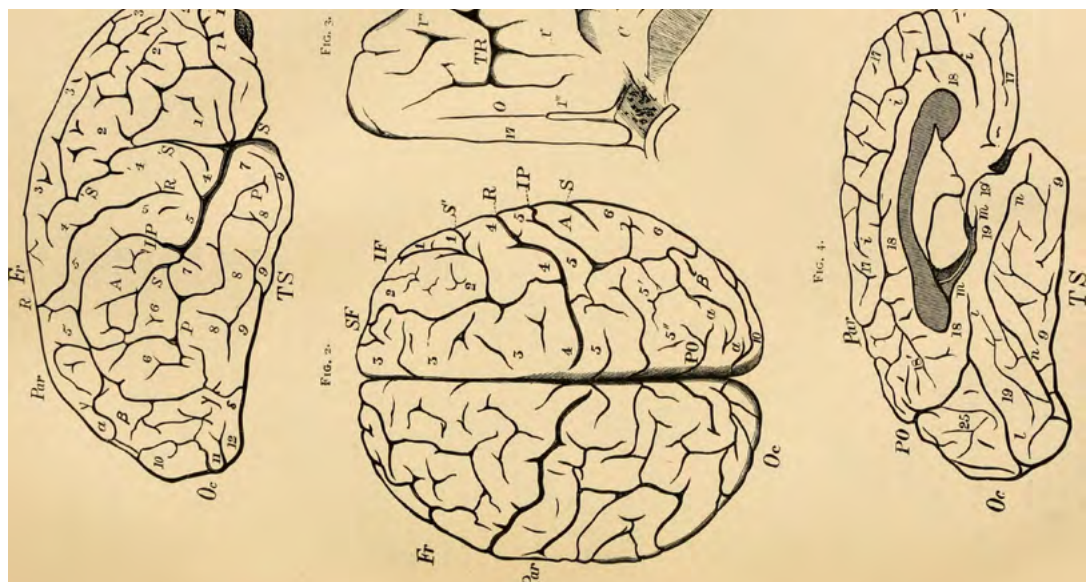
- The role of animal research in understanding behaviour
- Cognitive processing in the digital world
- The influence of globalisation on individual behaviour

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

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

*Psychology is offered at the Standard and Higher Level*

[Click here](#) for more information.





## Group 4 Experimental Sciences

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.

### 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

*Biology is offered at the Standard and Higher Level.*

[Click here](#) for more information.





## Group 4 Experimental Sciences

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.

### 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 structure
- Energetics/thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and data processing

#### And one of the following

- Biochemistry
- Materials
- Energy
- Medicinal chemistry

#### 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

*Chemistry is offered at the Standard and Higher Level.*

[Click here](#) for more information.

# Environmental Systems And Societies



## Group 4 Experimental Sciences

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.

### 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.

*Environmental Systems and Societies is offered at the Standard Level only.*

[Click here](#) for more information.



# Physics

## Group 4 Experimental Sciences

The IB DP Physics course seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies. Through the study of Physics in the DP students will understand how to alter their environments. This raises the issue of the impact of physics on society, the moral and ethical dilemmas, and the social, economic and environmental implications of the work of physicists.

### Upon completion of the course students will be able to

- appreciate scientific study and creativity within a global context
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- analyse, evaluate and synthesize scientific information
- develop experimental and investigative scientific skills including the use of current technologies
- demonstrate an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

### What students will learn

#### Standard Level:

- Measurements and uncertainties
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

#### Plus one of the following:

- Relativity
- Engineering physics
- Imaging
- Astrophysics

#### Higher Level:

- Wave phenomena
- Field
- Electromagnetic induction
- Quantum and nuclear physics

#### Plus one of the following

- Relativity
- Engineering physics
- Imaging
- Astrophysics

*Physics is offered at the Standard and Higher Level.*

[Click here](#) for more information.



# Mathematics: Applications and Interpretations

## Group 5 Mathematics and Computer Science

The IB DP Mathematics Applications and Interpretations course is for students who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. Students who take Mathematics: Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context.

### Upon completion of the course students will be able to:

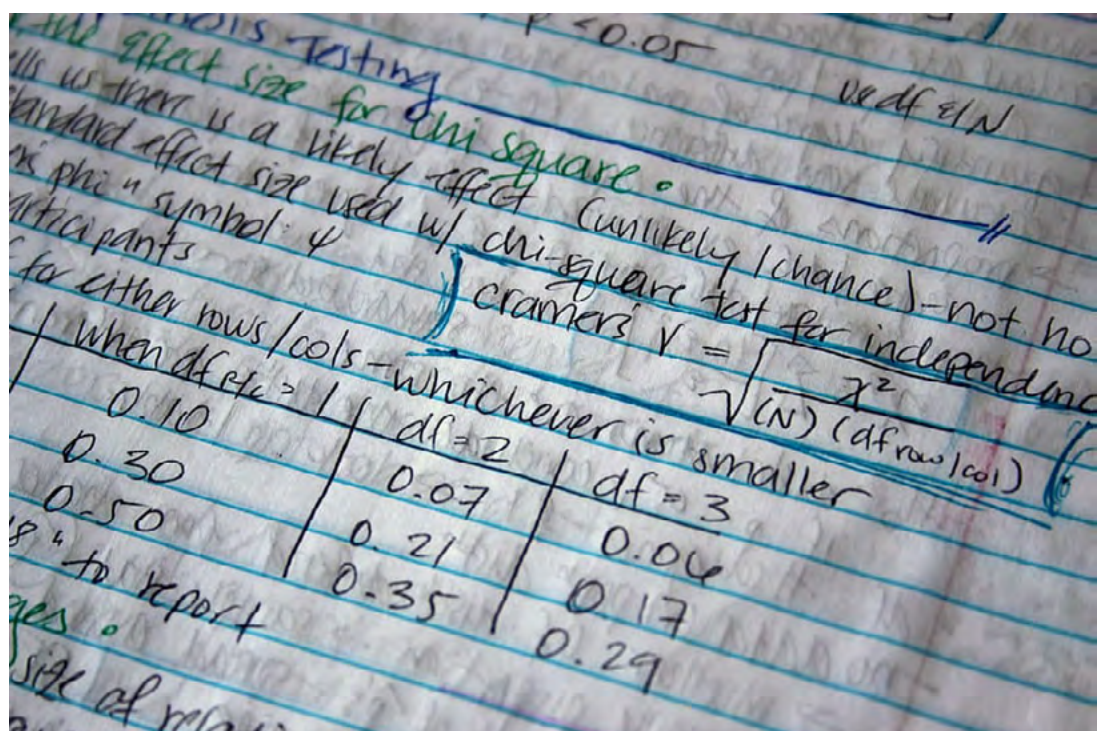
- Use technology to assist with statistical analysis
- Use technology to assist with modelling using functions
- Complete a mathematical exploration

### What Students Will Learn

- Statistics and Probability
- Functions
- Calculus
- Geometry and Trigonometry
- Number and Algebra

*Mathematics Applications and Interpretations is offered at the Standard Level only*

[Click here](#) for more information.





The IB DP Film course aims to develop students' skills in interpreting and making film texts. The course explores film history, theory and socio-cultural influences on a global scale. 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 emphasises the importance of working individually and as a member of a group.

### 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 filmmaking traditions in more than one country

### What students will learn

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

*Film is offered at the Standard and Higher Level.*

[Click here](#) for more information.



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.

### 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

*Visual arts is offered at Standard and Higher Level.*

[Click here](#) for more information.



# Music

## Group 6 The Arts

The IB DP Music course seeks to develop students' knowledge and potential as musicians, both personally and collaboratively. In the subject students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology and context.

### Upon completion of the course students will be able to

- enjoy lifelong engagement with Music
- become informed, reflective and critical musical practitioner
- understand the dynamic and changing nature of Music
- explore and value the diversity of Music across time, place and cultures
- express musical ideas with confidence and competence
- develop perceptual and analytical skills
- develop their knowledge and potential as musicians, both personally and collaboratively.

### What students will learn

- Music perception
- Creating arrangements
- Solo performing
- Group performing

*Music is offered at the Standard and Higher Level.*

[Click here](#) for more information.

