Principal’s perspective

As you enter the senior years of schooling you will be entering a more adult learning environment. You will make important decisions about your career pathway and subject selection. You have more choice and with that more responsibility to select carefully and to pick studies that interest you and which will lead you to a successful future beyond school.

That is why we ask you to read this handbook carefully. It contains valuable information about how the senior years will operate at the college and also invites you to think deeply about your future.

Involve your parents in this discussion. Their understanding and support is a critical part of this process and this message will be reinforced at the senior years information evenings run by the College.

Your careers counsellor will ask you to be able to clearly explain the pathway you have taken and to clearly outline what you want to achieve as a senior student of Albert Park College. A clear sense of direction and purpose will assist you in getting the most from the VCE.

At Albert Park College we have approached the senior years as a “three year VCE.” 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.

Students in Year 10 are encouraged to attempt a VCE subject as it offers a valuable insight into the VCE experience and prepares you for the challenging years ahead.

We 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 Vocational Education and Training (VET) studies for students enrolled at Albert Park College. Students should use this information to plan their pathway through the senior school by selecting combinations of subjects that lead to their intended career and post school studies at tertiary institutions.

Albert Park College offers a comprehensive range of courses and a number of VET units from within the Inner Melbourne VET Cluster.

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

- Students will be given the opportunity to select VCE subjects in Year 10.
- During Year 10 students will undergo a week long work placement as part of the careers program.
- Albert Park College offers a large range of VET Subjects for 2014.
## TIMELINE

<table>
<thead>
<tr>
<th>2014 Key Dates</th>
<th>Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Lessons May 1st, 8th, 22nd</td>
<td>Overview of VCE and introduction of processes for 2014</td>
</tr>
<tr>
<td>June 28th</td>
<td>Senior years handbook available to students online</td>
</tr>
<tr>
<td>July 25th</td>
<td>Senior years information evening:</td>
</tr>
<tr>
<td></td>
<td>- Overview of VCE/VET programs</td>
</tr>
<tr>
<td></td>
<td>- Introduction to course counselling process</td>
</tr>
<tr>
<td></td>
<td>- VCE/VET course selection forms and information distributed</td>
</tr>
<tr>
<td>August 5th-23rd</td>
<td>Year 9 course counselling: student/parent appointments with careers counsellor</td>
</tr>
<tr>
<td>September 5th</td>
<td>Course selection forms due in</td>
</tr>
<tr>
<td>November 8th</td>
<td>Course re-selection (as required)</td>
</tr>
<tr>
<td>December 6th</td>
<td>Year 9 students notified of Year 10 subjects</td>
</tr>
<tr>
<td>Glossary Term</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Assessment Tasks</td>
<td>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.</td>
</tr>
<tr>
<td>ATAR</td>
<td>Australian Tertiary Admissions Rank. 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.</td>
</tr>
<tr>
<td>GAT</td>
<td>A general knowledge examination, undertaken by all students who are studying any unit 3/4 sequence. The GAT is used by the VCAA as a means of verifying grades.</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>Learning outcomes are the basis for satisfactory completion of VCE units. There are 2 to 4 learning outcomes per unit. Learning outcomes define what students will know and be able to do as a results of undertaking a study.</td>
</tr>
<tr>
<td>Prerequisite Subjects</td>
<td>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.</td>
</tr>
<tr>
<td>SAC</td>
<td>School Accessed Course Work are assessment tasks that are specified in a study design and set by class teachers which students must complete satisfactorily. This work is completed in class and assessed by the teacher.</td>
</tr>
<tr>
<td>SAT</td>
<td>School Assessed Tasks are completed in subjects that produce a product, portfolio or model. This Unit 3 &amp; 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.</td>
</tr>
<tr>
<td>Study Score</td>
<td>A score of 0 - 50 is given for each Unit 3 &amp; 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.</td>
</tr>
<tr>
<td>Unit/Unit of Study</td>
<td>A self-contained study of approximately one semester's length.</td>
</tr>
<tr>
<td>VCAA</td>
<td>Victorian Curriculum and Assessment Authority - the body that administers the VCE.</td>
</tr>
<tr>
<td>VCE</td>
<td>Victorian Certificate of Education. A senior school certificate based on mainly theoretical learning.</td>
</tr>
<tr>
<td>VET</td>
<td>Victorian Education and Training Studies. Industry endorsed programs that enable joint VCE and TAFE qualifications.</td>
</tr>
<tr>
<td>VTAC</td>
<td>The Victorian Tertiary Admissions Centre- the body that processes student's application for entry to most tertiary institutions.</td>
</tr>
</tbody>
</table>
Students in Year 10 at Albert Park College will participate in a three year VCE/VET program. This curriculum program has been designed to meet the diverse educational needs of our students and to provide each student with a stimulating and valuable learning experience.

All students will undertake work placement as part of the Year 10 careers program. This is designed to 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 Semester Two.

SPECIFICATIONS OF THE PROGRAM

1. Students in Year 10 will complete six subjects per Semester.

2. English and Maths are compulsory at Year 10. All students must select one of the Year 10 English/Maths subjects on offer.

3. Each subject will be timetabled for four hours per week.

4. In Year 10 students will have the opportunity to take a VCE/VET unit if they can demonstrate academic potential and a commitment to the study.

5. Students in Year 10 up to can study two VCE studies per year. Further acceleration may be considered on a case by case basis.

6. Students in Years 10 to 12 will sit mid and end of year exams.

7. The Tutorial program will continue as a core subject on the timetable for all students.

8. There are no VCE courses that require completion of any specific Year 10 elective courses as a prerequisite subject prior to VCE.
The Victorian Certificate of Education (VCE) is a rigorous certificate that provides pathways for students into employment, TAFE, and tertiary institutions if the student receives an ATAR (Australian Tertiary Admission Rank). 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.

WHAT MUST I DO TO GET MY VCE CERTIFICATE?

To get your VCE, you must satisfactorily complete at least 16 units of study including:

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

‘THE VCE PROVIDES HIGH QUALITY CURRICULUM, AND ASSESSMENT THAT ENABLES LIFE LONG LEARNING.’

- VCAA
There are a number of reasons why a Year 10 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% 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 chose a manageable, balanced course pathway that ensures high standards overall.
OUTCOMES

Every unit has learning outcomes, a set of varied learning activities directly related to the areas of study in a particular unit. The classroom teacher, a range of assessment methods, is responsible for assessing outcomes.

Units 1 & 2 in 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 Unit 3 & 4 subjects students work is graded on a scale from A+ to E. This marks are used to calculate a study score which is used to determine the student's ATAR.

Each Unit of VCE study has a number of learning outcomes, assessed 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 studies outcomes that satisfactory or not satisfactory completion of a unit is determined.

GRADED ASSESSMENTS TASKS

For students undertaking Units 1 & 2, there will be graded tasks in each unit. These tasks will determine whether the student receives a S or N mark for the subject overall. Students will also be required to sit a school based examination to be undertaken 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 study there will be a combination of this school assessed work and examinations, which 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.

It is from these grades in each study that the VCAA determines a student's study score which is often then used to arrive at their Australian Tertiary Admissions Rank (ATAR).
STUDIES THAT COUNT TOWARDS THE ATAR
The ATAR is based on up to six VCE results. The results do not all have to be from one year. The ATAR is calculated using:

• your best score in any one of the English studies plus
• the scores of your next best three permissible studies (which together with the English study make the ‘Primary Four’), plus
• 10 per cent of the scores for any fifth and sixth study which you may have completed (these are called increments).

If you have the Primary Four you will get an ATAR. VTAC will use up to six results in calculating the ATAR. If you have more than six results, the six scores that give the highest ATAR are used.

VET STUDIES
VET sequences can also be used towards the ATAR. Please see the VET 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). See the VCE 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 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:

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

The total score will be used to place each student in a percentile rank, thus forming their ATAR. The highest rank is 99.95. Ranks below 30.00 will be reported as ‘less than 30’. If a student receives a rank of 75.00, it means that they have achieved an overall result equal to or better than 75% of the applicants for that year. The rank provided by the ATAR places every student in Victoria along a continuous line from highest (99.95) to lowest (0.00).
Albert Park College has always prided itself on putting the latest technology in the hands of its students. Students “grew 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 Albert Park College students. That is why students are asked to purchase an Apple Macintosh laptop computer for Years 10-12, commencing with the 2014 school year.

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

From 2014 the school will support the following IT infrastructure and network:

- Any Apple Macintosh laptop that is running Mac OS X 10.8 Mountain Lion.
- For students undertaking studies that require high-end multimedia capabilities, the laptop will also need to be able to effectively run Adobe Creative Suite.

Students will be welcome to continue to connect their iPad and other iOS-based devices to the College’s IT infrastructure. However, it is important to note that the iPad 1 (the original iPad from 2011) will no longer be able to connect to the server and will not be supported by IT support staff from 2014 onwards.

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

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

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

Albert Park College wants senior students to have access to a device that will maximize 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, so parents will be asked to purchase their own devices. The aim is to have Year 10 students begin the move to the Apple Macintosh laptop platform by the start of 2014, with all students making the transition by the end of 2014.
RECOMMENDED STUDENT LAPTOPS FOR SENIOR YEARS

GOOD
11” MACBOOK AIR

1.3GHz dual-core Intel Core i5 processor
Turbo Boost up to 2.6GHz
4GB memory
128GB flash storage
Intel HD Graphics 5000
$1,049-00 (Education Price)

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

BETTER
13” MACBOOK AIR

1.3GHz dual-core Intel Core i5 processor
Turbo Boost up to 2.6GHz
4GB memory
128GB flash storage
Intel HD Graphics 5000
$1,299-00 (Education Price)

Minimum requirement for students requiring higher-level image, audio and video editing capabilities.

BEST
13” MACBOOK PRO RETINA

2.6GHz dual-core Intel Core i5 processor
Turbo Boost up to 3.2GHz
8GB memory
256GB flash storage
Intel HD Graphics 4000
$1,749-00 (Education Price)

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

For the complete list of Apple laptops and education pricing, please refer to:
http://store.apple.com/au-hed/browse/home/shop_mac
Vocational Education and Training (VET) refers to enhanced senior school studies that enable 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 which 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.

A VET in Schools program is usually made up of VET units that are delivered by a Registered Training Organisation at the student’s school or another school within the Inner City Cluster.

CONTRIBUTION TO THE VCE
VET courses are fully incorporated into the VCE.

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

Key features include:

- VET Programs usually have a unit 1 - 4 structure
- Of the 16 units that make up the VCE, up to three sequences other than English can be approved VCE VET Unit 3 & 4 sequences.
- VET programs contribute directly to the ATAR with a study score derived from scored assessment or as a 10% increment as a 5th or 6th subject.

SELECTING A VET STUDY
VET units contribute to satisfactory completion of the VCE so long as there is no undue overlap between VET units and the VCE units to which they are linked. Where there is a lot of overlap, you will be able to do both studies, but only one will count toward the minimum 16 units you need to graduate. Despite this, your results in both studies will be shown on your statement of results.

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

Students who wish to take a VET course must start at the Unit 1 & 2 level.
VET studies are assessed by the classroom teacher against a nationally accredited set of competencies. If a student is competent, they receive a satisfactory grade. If a student cannot demonstrate their competence in an area, then they can be re-assessed at a later time after further practice. Where possible, assessment should be a particular task or based on a particular task.

Below is the link for the Inner Melbourne City Cluster VET (IMVC) programs:


The IMVC brokers in excess of 30 VET programs from Certificate I to Certificate III on the AQTF framework.

VET Cluster Handbook

COST

The cost for these programs is yet to be determined. Depending on the course, the cost to partake can be between $100 - $2,000.

Please Note:

- The final VET offerings within the cluster are yet to be confirmed for 2014.

- Students selecting a VET subject may need to change their other VCE subjects in order to make their program work within the Albert Park College timetable.

- VET will be timetabled on Wednesday afternoons as this is when many courses in the IMVC occur.
<table>
<thead>
<tr>
<th>Vet Courses on Offer</th>
<th>Total Cost</th>
<th>DEECD Subsidy</th>
<th>APC Cost to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting (Units 1-2)</td>
<td>1,418</td>
<td>805</td>
<td>613</td>
</tr>
<tr>
<td>Acting (Units 3-4)</td>
<td>1,680</td>
<td>805</td>
<td>875</td>
</tr>
<tr>
<td>Allied Health - Kangan</td>
<td>1,625</td>
<td>884</td>
<td>741</td>
</tr>
<tr>
<td>Allied Health - Box Hill Institute</td>
<td>1,330</td>
<td>884</td>
<td>446</td>
</tr>
<tr>
<td>Animal Studies</td>
<td>1,716</td>
<td>884</td>
<td>832</td>
</tr>
<tr>
<td>Applied Fashion - Collingwood College</td>
<td>1,450</td>
<td>884</td>
<td>566</td>
</tr>
<tr>
<td>Applied Fashion - Kangan</td>
<td>1,440</td>
<td>884</td>
<td>556</td>
</tr>
<tr>
<td>Applied Fashion - Siena</td>
<td>1,490</td>
<td>884</td>
<td>606</td>
</tr>
<tr>
<td>Applied Fashion - Emmaus</td>
<td>1,030</td>
<td>884</td>
<td>146</td>
</tr>
<tr>
<td>Automotive General (Pre-Vocational) 1&amp;2 kangan</td>
<td>1,670</td>
<td>884</td>
<td>786</td>
</tr>
<tr>
<td>Automotive General (Pre-Vocational) 3&amp;4 Kangan</td>
<td>1,900</td>
<td>884</td>
<td>1016</td>
</tr>
<tr>
<td>Automotive General (Pre-Vocational) Box Hill Institute</td>
<td>2,110</td>
<td>884</td>
<td>1226</td>
</tr>
<tr>
<td>Build &amp; Con - Carpentry 1-4 NCAT</td>
<td>1,600</td>
<td>990</td>
<td>610</td>
</tr>
<tr>
<td>Build &amp; Con - Carpentry 1&amp;2 Box Hill Institute</td>
<td>2,230</td>
<td>990</td>
<td>1240</td>
</tr>
<tr>
<td>Build &amp; Con - Carpentry 3 &amp;4 Box Hill Institute</td>
<td>2,349</td>
<td>990</td>
<td>1359</td>
</tr>
<tr>
<td>Business</td>
<td>1,265</td>
<td>296</td>
<td>969</td>
</tr>
<tr>
<td>Community/Children Services</td>
<td>1,000</td>
<td>407</td>
<td>593</td>
</tr>
<tr>
<td>Creative Industries Media (Broadcasting)</td>
<td>1,120</td>
<td>686</td>
<td>434</td>
</tr>
<tr>
<td>Creative Industries Media (Media) Collingwood</td>
<td>1,050</td>
<td>686</td>
<td>364</td>
</tr>
<tr>
<td>Creative Industries Media (Media) Units 3&amp;4 - AIE</td>
<td>950</td>
<td>686</td>
<td>900</td>
</tr>
</tbody>
</table>

*Equine - Additional fees Text Book $65*
<table>
<thead>
<tr>
<th>Vet Courses on Offer</th>
<th>Total Cost</th>
<th>DEECD Subsidy</th>
<th>APC Cost to Student Students must pay the full cost prior to starting the course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dance</td>
<td>930</td>
<td>686</td>
<td>244</td>
</tr>
<tr>
<td>Electrotechnology - Box Hill Institute</td>
<td>3,157</td>
<td>805</td>
<td>2352</td>
</tr>
<tr>
<td>Engineering - Box Hill Institute 3&amp;4</td>
<td>2,110</td>
<td>884</td>
<td>1226</td>
</tr>
<tr>
<td>Engineering - Kangan 1&amp;2</td>
<td>1,737</td>
<td>884</td>
<td>853</td>
</tr>
<tr>
<td>Equine - Units 1&amp;2 *</td>
<td>2,965</td>
<td>884</td>
<td>2081</td>
</tr>
<tr>
<td>Equine - Units 3&amp;4*</td>
<td>2,579</td>
<td>884</td>
<td>1695</td>
</tr>
<tr>
<td>Events</td>
<td>1,419</td>
<td>686</td>
<td>733</td>
</tr>
<tr>
<td>Fitness 1&amp;2 Ashwood</td>
<td>1,226</td>
<td>407</td>
<td>819</td>
</tr>
<tr>
<td>Furnishings 1&amp;2</td>
<td>1,434</td>
<td>884</td>
<td>550</td>
</tr>
<tr>
<td>Furnishings 3&amp;4</td>
<td>1,650</td>
<td>884</td>
<td>766</td>
</tr>
<tr>
<td>Hairdressing - Box hill institute (Cert II Second Year)</td>
<td>1,620</td>
<td>760</td>
<td>860</td>
</tr>
<tr>
<td>Horticulture</td>
<td>1,194</td>
<td>884</td>
<td>310</td>
</tr>
<tr>
<td>Hospitality - Dual Program</td>
<td>1,420</td>
<td>1,127</td>
<td>293</td>
</tr>
<tr>
<td>Hospitality (Kitchen Operations) 3&amp;4</td>
<td>1,350</td>
<td>805</td>
<td>545</td>
</tr>
<tr>
<td>Information Technology</td>
<td>1,450</td>
<td>805</td>
<td>645</td>
</tr>
<tr>
<td>Integrated Technologies 3&amp;4</td>
<td>1,350</td>
<td>332</td>
<td>350</td>
</tr>
<tr>
<td>Interior Decoration</td>
<td>1,172</td>
<td>686</td>
<td>1514</td>
</tr>
<tr>
<td>Justice</td>
<td>1,265</td>
<td>805</td>
<td>367</td>
</tr>
<tr>
<td>Laboratory Skills</td>
<td>1,750</td>
<td>332</td>
<td>933</td>
</tr>
<tr>
<td>Media</td>
<td>920</td>
<td>686</td>
<td>866</td>
</tr>
<tr>
<td>Music Performance - Lynall Hall 1&amp;2</td>
<td>1,000</td>
<td>686</td>
<td>234</td>
</tr>
<tr>
<td>Music Performance - Swinburne Senior SC 3&amp; 4</td>
<td>950</td>
<td>686</td>
<td>314</td>
</tr>
<tr>
<td>Music Technical Production</td>
<td>910</td>
<td>686</td>
<td>224</td>
</tr>
<tr>
<td>Plumbing NCAT</td>
<td>2,693</td>
<td>990</td>
<td>1703</td>
</tr>
<tr>
<td>Retail Male Up and Skin Care</td>
<td>1,400</td>
<td>805</td>
<td>595</td>
</tr>
<tr>
<td>Sport &amp; Recreation and 3&amp;4 Melb High</td>
<td>815</td>
<td>407</td>
<td>408</td>
</tr>
<tr>
<td>Sport &amp; Recreation 1&amp;2 camp High</td>
<td>750</td>
<td>407</td>
<td>343</td>
</tr>
<tr>
<td>Sport &amp; Recreation 3&amp;4 Melb High</td>
<td>950</td>
<td>407</td>
<td>543</td>
</tr>
</tbody>
</table>
WHAT DO YOU WANT TO BE?

Your Dream Career

Journalist
Writer
Secretary
Lawyer
Copywriter
Advertising Executive
Actor
Editor
Script writer

Subjects

English
Advanced English
Literature
VCE English
VCE Literature
VCE English Language
VCE as a Second Language

Curriculum Area: English 19 - 28

Accountant
Bank Officer
Engineering
Surveyor
Retail buyer
Actuary
Auditor
Air Traffic Controller
Financial Planner
Market Research

Mathematics
Mathematics Advanced
VCE General Maths
VCE Further Mathematics
VCE Maths Methods (CAS)
VCE Specialist Mathematics

Curriculum Area: Mathematics 29 - 40

Forensic Scientist
Chiropractor
Dentist
Food Technologist
Landscape architect
Medical Practitioner
Nurse
Nutritionist
Occupational Therapist
Psychologist
Physiotherapist
Biochemist

Science
Science Advanced
VCE Biology
VCE Psychology
VCE Physics
VCE Chemistry

Curriculum Area: Science 41 - 52

WE OFFER A WIDE RANGE OF YEAR 10 AND VCE STUDIES SO THAT YOU CAN STUDY WHAT YOU ARE PASSIONATE ABOUT.
Your Dream Career

Lawyer
Tour Guide
Anthropologist
Archaeologist
Foreign Affairs and Trade officer
Editor
Journalist
Industrial Relations Officer
Historian
Researcher

Subjects

Humanities
Humanities Advanced
VCE History: 20th Century
VCE Australian and Global Politics
VCE Geography
VCE Sociology
VCE Accounting
VCE Business Management
VCE Economics
VCE Health and Human Development
VCE Legal Studies

Curriculum Area: Humanities
53 - 74

Choreographer
Entertainer
Dancer
Actor
Script writer
Industrial Designer
Architect
Construction Manager
Plumber
Engineer
Jeweller
Chef
Food Stylist
Caterer
Nutritionist
Animator
Illustrator
Multimedia Designer
Web Designer
App Developer
Game Designer
Film and TV lighting/camera operator
Film + TV producer
Sound Engineer
Singer
Musician
Composer
Artist
Photographer
Desktop Publisher
Graphic Design
Visual Merchandiser
Sign Maker
Theatre Mechanist
Art Historian
Teacher

Curriculum Area: Create
75 - 125

Dance
Design & Technology: Materials
Drama
Food
Information Technology
Product Design
Media
Music
Music Performance
Music Investigation
Philosophy
Photography
Visual Communication
Visual Art
VCE Studio Arts
VCE Art
Textiles
## Your Dream Career

Anthropologist  
Archaeologist  
Customs and Border Protection Officer  
Foreign Affairs and Trade Officer  
Historian  
Interpreter  
Hotel/Motel Manager  
Translator  
Travel Consultant  
Police Officer

## Subjects

French  
VCE French

### Curriculum Area: Languages

126 - 129

Physiotherapist  
Dietitian  
Sports Journalist  
Sports Coach  
Air Force Officer  
Ambulance Officer  
Fitness Instructor  
Park Ranger

## Curriculum Area: Sport

Fitness  
VCE Physical Education  
VCE Outdoor Education

130 - 139

### Curriculum Area: VET

Construction  
Musician  
Chief  
Dancer  
Interior Designer  
Chief  
Waiting Staff  
Carpenter  
Plumber  
Electrician  
Beautician  
Graphic Design  
Personal Trainer  
Engineer  
Musician

VET Acting  
VET Allied Health  
VET Animal Studies  
VET Applied Fashion  
VET Automotive - General  
VET Build & Con - carpentry  
VET Business  
VET Community/Children’s services  
VET Creative Industries  
VET Dance  
VET Electrotechnology  
VET Engineering  
VET Equine

VET Event  
VET Fitness  
VET Hairdressing  
VET Hospitality  
VET Information Technology  
VET Interior Decoration  
VET Media  
VET Musical Performance  
VET Music Production  
VET Plumbing  
VET Retail  
VET Make-up and Skincare  
VET Sports and Recreation

### Curriculum Area: VET


## Making Decisions About Your Life

What are the possible career or job directions you might wish to follow?  
What studies would best fit you for the career or job you have in mind?  
What further education paths you may take? Check out [http://www.myfuture.edu.au/](http://www.myfuture.edu.au/)  
Find out what studies are recommended for the tertiary courses at [The Job Guide](http://www.myfuture.edu.au/)
Consider the various subjects being offered. Read the subject descriptions carefully.

Begin researching careers and courses that you are interested in pursuing.

Choose your subjects in accordance with the guidelines.

Talk to teachers, your parents and people whose opinion you respect and trust about your choice of studies.

Consult with your class teachers for specific information about subjects.

ADVICE FOR SELECTING COURSES

After selecting your compulsory English and Maths studies, select four studies from at least two different curriculum areas.

Select studies that are based on your interests, careers, further study or your strengths.

Your course should have the flexibility to enable you to vary your pathway if required.

Your course should fulfill the requirements to successfully complete the VCE.

TIPS

Don’t leave your selection to the last minute.

Ask questions and seek advice.

Make sure you are taking a well-balanced academic program that will provide you with a good foundation for your future.

Consider if you are challenging yourself.

IMPORTANT DATE

Complete your Course Selection Form by Friday 6th of September.
YEAR 10

DECISION MAKING TIME

- Consult your course counsellor
- Read the VCAA Where to Now Booklet
- Job Guide
- Inner Melbourne VET Cluster
- Victorian Tertiary Entrance Requirements (Note this is for 2015, the 2016 edition will be published in July 2014).
Tutorial lessons are designed to address the pastoral care needs of students at Albert Park College. There is a strong focus on civic engagement and personal learning for the purposes of equipping students with the skills and knowledge they need to function in society and the workplace. In Year 10 students are more oriented to the future and aware of the world beyond school. They are beginning to think of themselves as adults. They are more independent as learners and able to assume greater responsibility for their learning. A significant component of the tutorial curriculum is around the workplace, with students undertaking work experience during the year.

Tutorial will be a compulsory unit during the senior years of Albert Park College.

**WHAT WILL STUDENTS LEARN**

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

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

**Civic Knowledge and Engagement**
- Students explore the development of Australia’s democracy
- They investigate some historical and contemporary issues
- They compare Australia’s democracy with other democracies.
- Students investigate the nature and history of the concept of human rights.

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

• Read different texts- novels, plays, poems
• Engage in class debates and discussions
• Watch and analyse films
• Listen to and analyse songs
• Group work
• Individual work
• Research
• Learn how to analyse media texts
• Give oral presentations
• Write creative, expository or persuasive pieces
• Edit writing pieces

LINKS

VCAA VCE English Language Study Design
VCAA VCE Literature Study Design

LEARN MORE

English Co-ordinator:
katyacowie@albertparkcollege.vic.edu.au
YEAR 10 ENGLISH

OVERVIEW
English aims to develop student’s critical understanding and competency in the use of English language. It helps them to explore a wide range of issues and ideas in the world. Students will read, write and speak on a range of topics, films and texts. Students will be involved in a range of activities including oral presentations, class discussion and debate. Students will learn how to write and respond to analytical essays in the media. They will present their own point of view, orally, on an issue, looking at the way both newspapers and other media use visuals to persuade their audiences. Students will also look at the creative techniques of published writers, exploring a context or theme, analysing a text and the characters and themes within that text.

WHAT WILL STUDENTS LEARN

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

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

Creating and Presenting
- 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

Using language to persuade
- How to analyse media texts
- How to identify persuasive elements in a range of different texts
- How to write an analytical essay
- Formulate persuasive speeches and analyse spoken texts
YEAR 10 ENGLISH ADVANCED

OVERVIEW

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

WHAT WILL STUDENTS LEARN

Express yourself
- How to analyse characters and themes in a number of texts
- Identify authors’ views and values
- 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

Write for your life
- 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

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

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

Year 10
YEAR 10 LITERATURE

OVERVIEW

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

WHAT WILL STUDENTS LEARN

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

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

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

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

Year 10
This is primarily a linguistics subject and has a strong emphasis on grammar. 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 and speeches. Students study the structure, functions and history of the English Language and the way it is structured for specific audiences and purposes.

**WHAT WILL STUDENTS LEARN**

**Unit 1: Language and Communication**
- Language acquisitions
- The nature and functions of language

**Unit 2: Language Change**
- English across time
- English in context

**Unit 3: Language Variation & Social Purpose**
- Informal language
- Formal language

**Unit 4: Language Variation and Identity**
- Language variation in Australian society
- Individual and group identities
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.

### Unit 1: Literary Theory
- 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 2: The writing process
- Read and discuss challenging texts and explore how literature represents the world in distinctive ways
- Begin to develop skills in the close analysis of literary language
- Identify the specific features of a text and how these lead the reader to an interpretation

### Unit 3: Analysing opinions
- Analyse how meaning changes when the form of a text changes
- Analyse, interpret and evaluate views and values

### Unit 4: Text Analysis
- Respond imaginatively to a text
- Critically analyse features of a text
LEARNING OUTCOMES

- Use mathematical principles to solve real-world problems
- Engage in the practical applications of Mathematics
- Learn Financial Mathematics and Mathematics for Design

LINKS

VCAA VCE General Maths Study Design

VCAA VCE Further Maths Study Design

VCAA VCE Specialist Maths

VCAA VCE Mathematical Methods (CAS)

LEARN MORE

Maths Co-ordinator: rebeccacuskelly@albertparkcollege.vic.edu.au
YEAR 10 MATHEMATICS

OVERVIEW

Year 10 Mathematics focuses on the application of Mathematics to solve problems in real world scenarios. Students will learn to read and interpret statistical data, and investigate the role of probability in predicting the outcome of events. Students will design and implement their own statistical study. Students will use algebra to solve problems and make connections between algebraic and graphical representations. Students will apply the principles of geometry and trigonometry to solve problems and engage in navigational techniques. The course culminates in Applied Mathematics, which introduces the study of Financial Mathematics and Mathematics for Design.

WHAT WILL STUDENTS LEARN

Data & Algebra
- Read and interpret sets of statistical data
- Collect, present and communicate statistical information
- Manipulate algebraic expressions to solve problems

Graphs & Geometry
- Graph algebraic relationships by hand and using digital technologies
- Make connections between algebraic and graphical representations of relations
- Apply congruence and similarity to solve problems involving 2D shapes

Trigonometry & Chance
- Apply trigonometry to find unknown lengths and angles in practical situations
- Apply the principles of trigonometry to develop an understanding of navigation
- Discuss events and experiments in terms of probability and likelihood

Applied Mathematics
- Financial Mathematics for business applications
- Financial Mathematics to manage personal finances
- Mathematics for 2D and 3D design projects
YEAR 10 MATHEMATICS ADVANCED

OVERVIEW

Year 10 Advanced Mathematics lays the foundations for further mathematical study across the levels of the VCE Mathematics subjects. It extends students’ knowledge of data analysis and introduces the concepts of events and probability theory. Students will represent and analyse events and statistical data to draw conclusions and to make inferences. Students will extend their knowledge of algebraic expressions to manipulate equations and solve problems. Students then relate algebraic representations to their graphical representations and will explore a range of relationships, including non-linear functions. The course concludes with an Introduction to Rates of Change & Calculus. Students will become familiar with using calculus techniques, both algebraic and numerical, to investigate situations involving relationships between non-linear variables.

WHAT WILL STUDENTS LEARN

Probability & Data
- Collect and analyse statistical data from a range of sources
- Investigate probability and events using digital and hands-on simulations
- Use probability theory to calculate the likelihood of an event occurring

Algebra
- Explore algebraic representations of non-linear equations, such as exponential functions, logarithms and polynomials
- Apply and manipulate algebraic expression to a variety of solve problems

Functions & Graphs
- Explore graphical representations of non-linear equations, such as exponential functions, logarithms and polynomials
- Make connections between algebraic and graphical representations of relationships

Introduction to Rates of Change
- Calculus
- Calculation of average rates of change
- Calculation of instantaneous rates of change using tangents of a line
- Introduction to the differentiation of polynomial functions
VCE GENERAL MATHEMATICS

OVERVIEW

General Mathematics allows students who are passionate about Mathematics to explore the specific disciplines of Mathematics to a greater depth than offered at Year 10 level. A study of General Mathematics will extend students whilst laying the foundations for further study at the levels of Further Mathematics, Mathematical Methods and Specialist Mathematics. Unit 1 explores real and complex number systems, linear relationships and geometry and statistics. Unit 2 builds upon this knowledge to investigate sequences and series of natural and real numbers, matrices, trigonometric ratios and statistical analysis of bivariate data. The course will promote a deep understanding of Mathematics and will link concepts to their applications in fields such as Medicine, Business and the Physical and Chemical Sciences.

WHAT WILL STUDENTS LEARN

Unit 1: Geometry
- Integer and rational number systems
- Geometric representation of numbers using number lines
- Application of number systems including scientific notation, dilution factors, exchange rates and medicine dosage
- Algebraic and graphical representation of linear equations
- Coordinate geometry
- Applications of coordinate geometry including geometric proofs and orienteering
- Read and interpret sets of statistical data involving one variable

Unit 2: Algebra
- Sequences and series between real and natural numbers and their applications including musical scales
- Matrices
- Algebraic and graphical representation of non-linear equations
- Trigonometric ratios and their applications, including surveying and navigation
- Read and interpret sets of statistical data involving two variables
- Collect, present and communicate statistical information
- Financial calculations including interest, appreciation, depreciation and inflation

This is a 1 & 2 sequence only

Year 10

MATHEMATICS CURRICULUM
Further Mathematics is a valuable and interesting study covering a variety of areas of mathematics. It is designed to provide general preparation for employment further study. The topics covered reflect the studies undertaken in General Mathematics Units 1 & 2. A Computer Algebra System (CAS) will be used by students to assist them in their learning and understanding. Assessment for satisfactory completion of Units 3 & 4 is by tests, analysis tasks and Students Assessed Coursework (SACs).

WHAT WILL STUDENTS LEARN

Unit 3: Data Analysis
- Data analysis (Statistics)
- Graphs and relation

Plus one of six modules:
1. Number pattern
2. Geometry and Trigonometry
3. Graphs and relations
4. Networks and decision mathematics
5. Matrices
6. Business related mathematics

Unit 4: Further study
Two of the following six modules:
1. Number pattern
2. Geometry and Trigonometry
3. Graphs and relations
4. Networks and decision mathematics
5. Matrices
6. Business related mathematics

This is a 3 & 4 sequence only.
VCE SPECIALIST MATHEMATICS

OVERVIEW

Specialist Mathematics is to be completed in conjunction with Mathematical Methods (CAS) Units 3 & 4. It is designed for those interested in further study in Mathematics, Engineering & Physics. This requires students to be very competent mathematicians, achieving excellent I results in Year 11 Mathematics. A Computer Algebra System (CAS) will be used by students to assist them in their learning and understanding.

WHAT WILL STUDENTS LEARN

Unit 3: Complex numbers
- Coordinate geometry and rational graphs
- Circular functions
- Complex numbers
- Differential calculus
- Integral calculus

Unit 4: Real world scenarios
- Differential equations
- Kinematics
- Vectors in 2 and 3 dimensions
- Dynamics

This is a 3 & 4 sequence only.
Mathematical Methods (CAS) is designed to introduce students to skills and knowledge over the areas of graphing, algebra, calculus and probability. These skills are built progressively from Units 1 to 4 and students are asked to apply their knowledge to real life situations. Students make use of computer algebra systems (CAS) technology to further explore these areas. Mathematical Methods (CAS) Units 3 & 4 must be taken in addition to Specialist Mathematics Units 3 & 4.

**WHAT WILL STUDENTS LEARN**

1. **Unit 1: Introduction**
   Students are introduced to the following areas of study:
   - Functions and graphs
   - Algebra
   - Rates of change and calculus
   - Probability

2. **Unit 2: Functions**
   Students progress and build on the skills in the following areas:
   - Functions and graphs
   - Algebra
   - Rates of change and calculus
   - Probability

3. **Unit 3: Algebra**
   - Functions and graphs
   - Algebra

4. **Unit 4: Calculus and Probability**
   - Calculus
   - Probability
LEARNING OUTCOMES

- Practical work
- Investigations
- Project work
- Problem solving
- Interpreting graphs & data
- Deal with ethical matters
- Design experiments
- Conduct chemical reactions

LINKS

- [VCAA VCE Biology Study Design](#)
- [VCAA VCE Psychology Study Design](#)
- [VCAA VCE Chemistry Study Design](#)
- [VCAA VCE Physics Study Design](#)
- [VCAA VCE Environmental Science Study Design](#)

LEARN MORE

Science Co-ordinator:
ainsleybaker@albertparkcollege.vic.edu.au
YEAR 10 SCIENCE

OVERVIEW

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

WHAT WILL STUDENTS LEARN

Chemistry
- To understand the structure of an atom
- To predict chemical equations
- To use the language of chemistry
- To understand chemical reactions

Biology
- To understand the study of living things
- To understand cells, DNA and genetics
- How animals and plants were created
- Causes and effects of climate change

Physics
- How and why things move
- To explain the workings of the universe
- How forces and energy exist in our lives

Science inquiry
- How to design fair experiments
- To present and analyse data effectively
- To develop valid conclusions
YEAR 10 SCIENCE ADVANCED

OVERVIEW
Students will study Physics, Chemistry and Biology at an introductory level to assist with transition into VCE. In Chemistry students will discover trends within The Periodic Table. Students will build models of bonding to explain observed properties and write balanced chemical equations. In Physics students will be provided with opportunities to explore the application of energy concepts and models in nuclear energy and sustainable energy sources. In Biology students will investigate the composition, structure and function of cells. Students will complete experiments to help you understand cellular processes such as photosynthesis, respiration and movement across membranes. This subject is ideal if students want to study VCE science and can be taken concurrently with Biology Units 1&2.

WHAT WILL STUDENTS LEARN

Chemistry
- Environmental chemistry
- Atomic theory
- Polymers

Biology
- Photosynthesis and Respiration
- Cellular composition, structure and processes
- Cell reproduction: mitosis and meiosis

Physics
- Nuclear physics
- Radioactivity
- Electricity

Science inquiry
- How to design fair experiments
- To present and analyse data effectively
- To develop valid conclusions
VCE ENVIRONMENTAL SCIENCE

OVERVIEW

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

WHAT WILL STUDENTS LEARN

1. **Unit 1: The Environment**
   - The environment and its components
   - Ecosystems and the interactions within them
   - The effects of natural and human induced changes in ecosystems

2. **Unit 2: Monitoring the environment**
   - The characteristics of environmental indicators and their use in monitoring programs
   - Collection and interpretation of environmental indicator data

3. **Unit 3: Ecological Issues, energy & biodiversity**
   - The consequences of natural and enhanced greenhouse effects
   - Biodiversity and its significance in sustaining ecological integrity

4. **Unit 4: Ecological Sustainability**
   - Pollution and its relationship to the health of humans and the environment
   - Managing environments to maintain ecological integrity and human development needs
VCE BIOLOGY

OVERVIEW

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

WHAT WILL STUDENTS LEARN

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Subtopics</th>
</tr>
</thead>
</table>
| 1    | Unit 1: Unity and diversity | • Cellular composition, structure and processes  
• Functioning organisms: body systems  
• Cell reproduction: mitosis and meiosis |
| 2    | Unit 2: Organisms and their environment | • Adaptations of organisms  
• Homeostasis  
• Ecosystems and relationships within them  
• Immunity |
| 3    | Unit 3: Signatures of life | • Biological molecules and biochemical processes  
• Cell signalling  
• Immunity |
| 4    | Unit 4: Continuity and change | • Molecular genetics  
• Patterns of inheritance  
• Biological evolution |
VCE PSYCHOLOGY

OVERVIEW

In Psychology students explore complex human behaviors 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, behavioral, cognitive and sociocultural factors that influence thought, emotions and behavior.

WHAT WILL STUDENTS LEARN

1. Unit 1: Introduction to psychology
   - What is Psychology?
   - Lifespan Psychology
   - Basic research methods

2. Unit 2: Self and others
   - Interpersonal and Group Behaviors
   - Intelligence and personality
   - Building on research methods

3. Unit 3: The conscious self
   - Mind, Brain & Body
   - Memory
   - Continuing research methods

4. Unit 4: Brain behavior and experience
   - Learning
   - Mental Health
   - Consolidating research methods
Physics is the study of the laws of nature that govern the behavior of the universe, from the very smallest scales of the sub-atomic particles to the very largest scales of cosmology. It applies these laws to the solution of practical problems and to the development of new technologies. Physics is a challenging and rewarding subject. Its study instructs a person in the process of critical thinking, how to pose questions and how to solve problems. Physics is at the heart of almost every facet of modern life. Physics provides training for a vast range of careers, where it is either employed directly, or where the skills developed can be applied in innovative ways in other fields.

**WHAT WILL STUDENTS LEARN**

1. **Unit 1: Electricity**
   - Electricity
   - Radiation and the atom
   - Energy from the nucleus

2. **Unit 2: Theory of Motion**
   - Motion
   - Light
   - Flight

3. **Unit 3: Einstein’s Theories**
   - Motion
   - Structures and materials or Einstein’s special relativity

4. **Unit 4: Synchrotron**
   - Electric power
   - Synchrotron and its application
   - Light and matter
Chemistry is the study of reactions; what happens when substances react and why understanding this helps you understand the Universe and the world around you. It is used to explain complex Biological reactions that occur in cells and the formation of new elements in outer space. Chemistry explains how compounds work in new materials such as polymers and modern medicines. It also explains common reactions such as those between acids and bases or combustion reactions.

**WHAT WILL STUDENTS LEARN**

**Unit 1: The Big Ideas of chemistry**
- The periodic table
- Structure and bonding
- Quantities in Chemistry

**Unit 2: Environmental Chemistry**
- Acids and bases
- Redox Reactions
- Gases in the atmosphere

**Unit 3: Chemical Pathways**
- Analysis of chemicals
- Organic chemical pathways
- Biomolecules

**Unit 4: Chemistry at Work**
- Industrial Chemistry
- Energy changes in reactions
- Using chemical reactions to provide energy
LEARNING OUTCOMES

- Research
- Fieldwork and guest speakers
- Essays and reports
- Responses to texts
- Discussions and debates
- Multimedia presentations
- Biographical studies
- Discussions and debates
- Case studies and inquiry questioning

LEARN MORE

Humanities Co-ordinator:
mathewstyles@albertparkcollege.vic.edu.au

LINKS

VCAA VCE History Study Design
VCAA VCE Global Politics Study Design
VCAA VCE Geography Study Design
VCAA VCE Sociology Study Design
VCAA VCE Accounting Study Design
VCAA VCE Business Management Study Design
VCAA VCE Economics Study Design
VCAA VCE Legal Studies Study Design
VCAA VCE Philosophy Study Design
OVERVIEW

The study of Humanities allows students the opportunity to develop their knowledge, skills and understanding of the concepts of the past, our present and the implications for the future through investigation and inquiry in the subjects of History, Geography and Economics. Humanities students will broaden their views and understanding through the research and analysis of a range of sources as well as collecting their own primary data on fieldwork assignments. Students will be afforded the opportunity to express their views and knowledge through a range of different mediums including oral presentations, debating, creative writing pieces, media and art.

WHAT WILL STUDENTS LEARN

History
- World War II
- Rights and freedoms
- Popular culture

Geography
- Environmental change and management
- Biomes and food security
- Global geographies of human well being

Humanities Inquiry and Skills
- Analysis and interpretation of information
- Forming opinions and expressing views
- Collecting and recording of primary data
- Presenting reasoned arguments

Economics
- Resource allocation and making choices
- Consumer and financial literacy
- Enterprising behaviours and capabilities
- Work and business environments
YEAR 10 HUMANITIES ADVANCED

OVERVIEW

The study of Humanities Advanced allows students the opportunity to develop their knowledge, skills and understanding of the concepts of the past, our present and the implications for the future through investigation and inquiry in the subjects of History, Geography and Economics. As part of the Humanities Advanced curriculum, students are required to take the leading role in the inquiry and research of the units studied, collating sources and creating their own case studies in order to investigate the issues and form their own views. As well as presenting their own findings, students will be afforded the opportunity to critique the work of their peers and identify the needs for and continuation of further research.

WHAT WILL STUDENTS LEARN

**History**
- Rights and freedoms
- The migration experience
- The environment movement

**Geography**
- Our place in the world
- Wildlife and conservation
- The sustainable planet

**Economics**
- Local consumerism
- Our impact on the world's economies

**Humanities inquiry and skills**
- Interpretation of primary and secondary data
- Conviction of opinions
- Research and implementation of own case studies
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 WILL STUDENTS LEARN

1. Unit 1: Twentieth Century History 1900-1945
   - Political conflict and crises under the Weimar Republic
   - The influences on social change and cultural expression
   - Old certainties become new uncertainties in Europe

2. Unit 2: Twentieth Century History 1945-2000
   - The new superpowers - the Cold War and competing ideologies
   - The UN and the role of peace and disarmament movements
   - Social, political and economic change in the developing world

3. Unit 3: Revolutions
   - What is a revolution?
   - What were the causes of the French Revolution?
   - How successful was the revolution in changing the lives of the French?

4. Unit 4: Revolutions
   - Can revolutions be successful in the modern world?
   - Did the new Russian society change lives for better or for worse?
   - How have historians interpreted the Russian Revolution?
Students of Australian and Global Politics focus on the study of contemporary leadership at both national and global levels. Throughout their study, students explore, explain and evaluate national and global political issues, problems and events, the influences that shape these matters and the responses to them. 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 highlights the study of the influences that shape interactions between state and non-state key players in the twenty-first century.

WHAT WILL STUDENTS LEARN

Unit 1: The National Citizen
- The study of politics and power
- Democracy
- Political movements
- Documentaries

Unit 2: The Global Citizen
- International communities
- The global citizen
- Global connectedness and globalisation
- External student seminars

Unit 3: Global Actors
- The aims, roles and power of key global actors
- State and international organisations: non-government organisations, organised religion, terrorist movements and organised crime
- Guest speakers

Unit 4: Global Challenges
- Ethical issues and debates: human rights, arms control and disarmament, people movement
- Global crises and responses: inter and intra-state conflict, state and non-state terrorism
- Environmental degradation
- Model UN security council
VCE GEOGRAPHY

OVERVIEW

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 the sustainable use and management of the world’s resources through the use of fieldwork, the analysis of sources and the research of chosen case studies. Through the critical analysis of their research and the work of their peers, VCE Geography students will form their own views in order to identify the need to participate effectively as global citizens.

WHAT WILL STUDENTS

1. Unit 1: Natural environments
   - The geographic characteristics of natural environments and landforms and the processes that shape the earth’s surface
   - The effect of natural and human interactions on environments

2. Unit 2: Human environments
   - The characteristics of rural and urban environments developed by human activity
   - The interactions between natural and human environments

3. Unit 3: Regional resources
   - Characteristics of resources and the concept of region
   - Processes and relationships of resources operating in the past, present and future

4. Unit 4: Global perspectives
   - Global phenomena and the responses to them
   - The actions of people or organisations addressing the effects of global phenomena
VCE SOCIOLOGY

OVERVIEW

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

WHAT WILL STUDENTS 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 group 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
• This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups.
• How these classifications can define inequality and opportunity, shape cultural activities and provide a sense of purpose.
• 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.
VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor or small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, using both manual and information communications technology. From this subject students will acquire accounting skills to successfully operate a small business.

**WHAT WILL STUDENTS LEARN**

1. **Unit 1: Establishing and Operating a Service Business**
   - Focus on setting up a service business and its financial management
   - Record and report financial information
   - Make informed decisions about price setting and quoting customers, budgeting and investing

2. **Unit 2: Accounting for a Trading Organisation**
   - Study of businesses that sell products for cash and credit
   - Evaluate business performance and provide financial advice
   - Use of Quickbooks - computerised system

3. **Unit 3: Recording and Reporting for a Trading Business**
   - Double entry recording and reporting of financial information
   - The decision-making process of a business
   - The management of stock

4. **Unit 4: Control and Analysis of Business Performance**
   - Focus on financial planning (budgeting)
   - Analysis of business performance
VCE BUSINESS MANAGEMENT

OVERVIEW

VCE Business Management examines the ways in which people at various levels within a business organisation 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 WILL STUDENTS LEARN

<table>
<thead>
<tr>
<th>Unit 1: Small Business Management</th>
<th>Unit 2: Communication and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of the small business sector in Australia</td>
<td>The importance of effective communication in the business world</td>
</tr>
<tr>
<td>Small business decision - making, planning and evaluation</td>
<td>How businesses market and advertise products and services in the marketplace</td>
</tr>
<tr>
<td>Management of staff in small business</td>
<td>How businesses create a public image through promotion and PR activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3: Corporate Management</th>
<th>Unit 4: Managing People and Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role and importance of large-scale businesses in the Australian economy</td>
<td>A business's most important resources - people and how to manage them</td>
</tr>
<tr>
<td>Management roles, styles and skills</td>
<td>Current workplace changes and industrial actions</td>
</tr>
<tr>
<td>Operations management, productivity and business competitiveness</td>
<td>Current issues such as social responsibilities</td>
</tr>
</tbody>
</table>

Year 10
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 affect the well being of particular nations and their people but also increasingly influence living standards regionally and globally. Students investigate economic activity in Australia and the factors that affect the achievement of the Australian Government's economic objectives which concentrates on budget/fiscal, monetary and microeconomic reform.

WHAT WILL STUDENTS LEARN

1. Unit 1: The Australian Economy
   - Economic markets
   - Economic decision making
   - Wealth, income, inflation

2. Unit 2: Australia and the global economy
   - Australia’s economic partners
   - Global economic issues
   - Contemporary issues

3. Unit 3: Australian economic activity
   - Price stability, full employment
   - Australian Government economic objectives
   - Economic theory

4. Unit 4: Australian economic management
   - Management of the Australian economy
   - Australian budget analysis
   - Microeconomic reform policies
VCE LEGAL STUDIES

OVERVIEW

Legal Studies examines the justice system in Australia. Students learn about the concepts of justice and power, the origins and nature of Australia’s legal system, law making bodies, criminal and civil law, the court system, the Jury and consequences for actions that breach laws. Students consider reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students evaluate strengths and weaknesses of lawmaking bodies, the processes used to influence change and reform, and the effective operation of the Victorian legal system.

WHAT WILL STUDENTS LEARN

1. Unit 1: Criminal Law in action
   - How to distinguish between legal and nonlegal rules
   - Parliament and law making
   - Court hierarchy

2. Unit 2: Issues in Civil Law
   - Tort law: negligence, defamation
   - Civil disputes case studies
   - Contemporary issues in the law

3. Unit 3: Law-making
   - Role of parliament in law-making
   - Constitution and the protection of rights
   - Role of the courts

4. Unit 4: Resolution and justices
   - Criminal cases and civil disputes
   - Court processes and procedures
   - Alternative dispute resolution
YEAR 10 LIBERAL ARTS - SOCIOLOGY AND PHILOSOPHY

OVERVIEW

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

WHAT WILL STUDENTS LEARN

Metaphysics
- Our place in the world
- Is there such a thing as free will?
- Faith and beliefs

Ethics
- Is ethical living good living?
- Morality of our rights and freedoms

Epistemology
- Bad faith
- True love and scepticism

Great thinkers of the past and future
- Is it art?
- Can great thinkers influence the future of the modern World?

Year 10
VCE PHILOSOPHY

OVERVIEW

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

WHAT WILL STUDENTS LEARN

1. **Unit 1: Existence, knowledge and reasoning**
   - Explore metaphysical questions related to the mind and body, the self and reality
   - Explore questions on knowledge

2. **Unit 2: Ethics and philosophical investigation**
   - Ethics and philosophical investigation focusing on moral values
   - Exploration of the nature of aesthetics

3. **Unit 3: The good life**
   - Philosophical analysis of the good life
   - Ancient and contemporary viewpoints

4. **Unit 4: Mind, Science and Knowledge**
   - Studying the mind/body issue
   - Explore the nature of knowledge
LEARNING OUTCOMES

- Developing and producing a folio of work
- Performing
- Producing and composing
- Designing and developing ideas
- Using tools and equipment
- Developing a design brief and using the design process
- Using and manipulating materials and techniques

LEARN MORE

Create Co-ordinator:

hayleyschimer@albertparkcollege.vic.edu.au
YEAR 10 DANCE

OVERVIEW

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

WHAT WILL STUDENTS LEARN

Dance Technique
- Specific movement repertoire to further develop choreography
- A variety of dance genres
- The safe use, maintenance and physiology of the dancer’s body
- Explore a variety of improvisation techniques

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

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

Reflecting on Dance
- How to analyse and evaluate their own and other’s dance work.
VCE DANCE

WHAT WILL STUDENTS LEARN

Unit 1: Expressive Intention
• To identify and describe the expressive intention in a range of dance works
• To use improvisation to create dances
• The safe use, maintenance and physiology of the dancer’s body

Unit 2: Elements of Movement
• How the elements of movement can be manipulated to create an expressive intention
• To choreograph using the elements of movement
• To manipulate the elements of movement to create dances

Unit 3: The History of Dance
• To analyse cultural influences on solo dance works
• To choreograph, rehearse and perform a solo dance work
• To learn, rehearse and perform a big group dance

Unit 4: Practice Makes Perfect
• To analyse the cultural influences on prescribed group dance works
• To choreograph and perform a solo with accuracy and expressive performance skills

OVERVIEW

Dance is the language of movement. In this course, students are given the opportunity to discover the body’s potential for physical and artistic expression. Students develop technical and physical skills, build a personal movement repertoire, and learn how to apply choreographic principles to create their own original dance works. They analyse and consider cultural influences on the expressive intention, form and movement vocabulary of original or learnt dance works in a range of styles and/or traditions. Students analyse dance through written, oral or multimedia formats as well as performing choreographed or learnt solo and group dance works using different dance-making processes.
Materials explores a variety of timbers that can be used to transform ideas into creative, practical and commercial realities by optimising the values of products and systems. In this unit students will design projects using the Australian standards model which will be followed by practical production. In-depth research will be issued on sustainability in Design and Technology. Students will learn how to minimise their effect on the environment when creating products looking at issues such as the logging in the rainforests of Asia.

### OVERVIEW

- Materials explores a variety of timbers that can be used to transform ideas into creative, practical and commercial realities by optimising the values of products and systems. In this unit students will design projects using the Australian standards model which will be followed by practical production. In-depth research will be issued on sustainability in Design and Technology. Students will learn how to minimise their effect on the environment when creating products looking at issues such as the logging in the rainforests of Asia.

### WHAT WILL STUDENTS LEARN

**Materials**
- How to plan and prepare using accurate dimensions
- Develop and use design processes and technology skills to create new products
- How to use a range of tools, equipment and machines.

**Sustainable Practices**
- Gather information and build knowledge about the need for sustainability in forests
- Describe and use alternative materials in the workshop.

**Understanding Design**
- Develop an ability to use systems and components safely

**Evaluation**
- Assess outcomes of the design and technology process.
- Understand, reflect and evaluate processes.
YEAR 10 THEATRE

OVERVIEW

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

WHAT WILL STUDENTS LEARN

Drama Practice
- Acting workshops
- Theatre Sports

Dramatic Elements
- Dramatic elements
- Play Scripts

Acting and Stagecraft
- Theatrical Brief
- Evaluation of stagecraft in performance

Drama Practice
- Performance
- Improvisation
The course focuses on the play-making and creative process of constructing solo and ensemble performances. Students study non-naturalistic theatre and the influence of theatrical conventions and dramatic elements. The subject involves students creating individual characters and creative responses to prescribed stimulus. Acting skills focus on the presentation of devised characters and communicating a prescribed context. Solo and ensemble performance are enhanced by the evaluation of a professional production from the prescribed playlist.

**WHAT WILL STUDENTS LEARN**

1. **Unit 1: Dramatic Storytelling**
   - Use of play-making techniques to devise a solo/ensemble performance
   - Performance featuring devised stories and characters
   - Written and presented analysis of play-making techniques

2. **Unit 2: Creating Australian Drama**
   - Use of play-making techniques to devise a solo/ensemble performance based on stimulus material
   - Performance featuring devised stories and characters
   - Written and presented analysis of play-making techniques

3. **Unit 3: Ensemble Performance**
   - Develop character/s within an ensemble performance
   - Analyse play-making techniques
   - Viewing a non-naturalistic performance and writing a review

4. **Unit 4: Solo Performance**
   - Creation of solo performance based on stimulus material
   - Evaluation of solo performance
   - Externally assessed major solo
VCE THEATRE STUDIES

OVERVIEW

This course focuses on the interpretation and production of a play(s). It involves all aspects of production processes. Specialised areas in stagecraft are developed. Acting skills focus on specific styles in the interpretation of the play and enable students to demonstrate knowledge of particular performance styles and theatrical conventions. Theatre history is studied in the context of the selected play(s) with a focus on the playwright, traditional performance styles and conventions and the use of a range of stagecraft. Analysis of a play from the prescribed playlist is enhanced through the evaluation of its production.

WHAT WILL STUDENTS LEARN

1. Unit 1: Pre-modern Theatre
   - Using acting and stagecraft in major production of a play
   - Evaluation of acting stagecraft
   - Viewing a play and writing a review

2. Unit 2: Modern Theatre
   - Using acting stagecraft to realise a scene
   - Form and style in Theatre
   - Realisation of stagecraft in performance

3. Unit 3: Production
   - Use of two areas of stagecraft to realise a play in front of an audience
   - Evaluation of stagecraft in performance
   - Stages of production

4. Unit 4: Monologue
   - Monologue
   - Interpretation of acting in performance
   - Theatrical brief on staging a scene in performance
YEAR 10 FOOD

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

WHAT WILL STUDENTS LEARN

Keeping Food Safe
• Principles of food hygiene and safe food handling in a small-scale food operation.
• Causes of food spoilage and food poisoning storage practices to ensure safety and maximise the quality of food.

Food Properties and Preparation
• The design process and its role in planning, and safely and hygienically preparing and processing foods in a way that maximises the qualities of key foods
• Considerations in food selection, including food quality and ethical issues such as fair trade and intensive farming practices

Tools, equipment, planning and processing
• Appropriate selection and safe, hygienic use of tools and equipment for food preparation and processing
• Technological developments in tools and equipment for domestic use, such as the latest advances in cookware and appliances
• Suitability of food preparation and processing, wet and dry cooking techniques and presentation methods that optimise properties of key foods, including nutrient content, appearance, aroma, flavour and texture.

Planning and Preparing Meals
• Development of a student created design brief to reflect a situation.
• Nutritional considerations when planning, including basic nutritional requirements
• Nutritional requirements, such as reduced fat, high fibre, food allergies and food intolerances
• Social and cultural influences that have an impact on meal planning
• Environmental considerations in planning to minimise waste and consideration of food miles and use of seasonally available ingredients
VCE FOOD AND TECHNOLOGY

OVERVIEW

Food and Technology enables students to develop skills in food preparation. Students make choices when selecting, storing, purchasing, preparing and consuming foods so as to contribute to a healthy lifestyle. Students consider environmental issues and sustainable practices of food production, food product development and the way food is produced, processed, packaged and marketed. Students study the physical, sensory and functional process, to develop food products to suit specific situations or to meet the need of consumers. In this process, they develop independent and cooperative learning skills.

WHAT WILL STUDENTS LEARN

1. Unit 1: Food Safety and Properties of Food
   - Keeping food safe
   - Food properties and preparation

2. Unit 2: Planning and Preparation of Food
   - Tools, equipment, preparation and processing
   - Planning and preparation of meals

3. Unit 3: Food Preparation, Processing and Food Controls
   - Maintaining food safety in Australia
   - Food preparation and processing
   - Developing a design plan

4. Unit 4: Food Product Development and Emerging Trends
   - Implementing a design plan
   - Food product development
YEAR 10 INFORMATION AND TECHNOLOGY

OVERVIEW

Information Technology provides students with a broad range of IT-based skills in preparation for specialisation in the VCE IT streams (either Applications or Software Development). Students will gain hands on experience with web page design and construction, graphics development and programming methodologies. They will also continue to explore app development for both OS X and iOS environments.

WHAT WILL STUDENTS LEARN

Web Design:
• The world wide web
• Data communication
• Designing and developing web pages
• Constructing graphics for the web

App Development:
• Apps that make Apps
• Xcode, the software development kit for iOS and OS X

Programming Methodology:
• Programming systems
• Pseudocode
• Appropriate languages for software development

Year 10
Students will learn about processing of data and the management of information and 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 WILL STUDENTS LEARN**

1. **Unit 1: Information Technology - IT in action**
   - Problem solving techniques using IT
   - Data management and using databases
   - Issues arising from the use of IT
   - How to manage a large project

2. **Unit 2: Information technology IT pathways**
   - Computer Programming or Scripting
   - Computer Networks
   - Problem solving in ICT
   - How to manage a large project

3. **Unit 3: Designing Systems**
   - Problem solving using Database software.
   - Design, create and evaluate a website that meets an organisation’s needs
   - Explain requirements of the network to support the use of this website.

4. **Unit 4: Problem Solving**
   - Problem solving using spreadsheet software that meets the needs of an organisation
   - Evaluate the effectiveness of problem solving strategies
   - Evaluate data and information security.
YEAR 10 MEDIA

OVERVIEW

This subject introduces students to the senior media curriculum and draws from both the study of film/cinema and communication. Students will begin with a study of genre, with a focus on the conventions of horror and suspense in film, which will lead to the production of their own short-film. Students will learn about media spin and bias in documentary and television news and apply this knowledge to 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.

WHAT WILL STUDENTS LEARN

Student News
• Media bias and how selecting or omitting certain facts can change a story
• Research a topic for a student audience.
• Create news segment as part of a class program.

Film Narrative
• How camera, acting, lighting and sound create meaning in films
• Analysis of scripts and characters
• Examining the construction of professional films of the horror genre.
• Create a short-film.

Sweded Films
• Pre-production skills and planning
• Production scheduling and filming
• Post production editing and presentation
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, creative thinking and expression. Students strengthen their communication skills and technical knowledge.

WHAT WILL STUDENTS LEARN

1. Unit 1: Representation & technologies of representation
   - How to create presentations in film and print
   - How the media creates meaning
   - How different technologies construct meanings, and the implications of these technologies

2. Unit 2: Media production and the media industry
   - How to plan and execute a short film
   - What professional media roles exist
   - What issues are facing Australian media industries

3. Unit 3: Narrative and media production design
   - How to analyse feature films
   - How to design a major media production
   - How to use production skills for a specific effect

4. Unit 4: Media process, influence and society’s values
   - How to produce major media productions
   - How media products reflect society
   - Theories of media influence and regulation

OVERVIEW
YEAR 10 MUSIC

OVERVIEW

Year 10 Music is suitable for students who intend to undertake Music subjects in Year 11 and 12, but is also very worthwhile for those who may not continue to VCE. The main focus is on music performance. Students can choose instruments to work with (including voice) and the styles, songs and pieces of music to learn and perform.

Other aspects of the course include improving performance technique, as well as Musicianship (theory and aural skills). Students are expected to rehearse and perform on a regular basis and lessons will need to be taken on the student’s chosen instrument. Composition and arrangement (including song writing) and music technology will also be part of the course.

WHAT WILL STUDENTS LEARN

Music Language (Theory) and Aural perception
- Theory on Musition
- Aural perception on Auralia software
- Theory textbooks

Composing and arranging skills
- Songwriting
- Composing on Garageband
- Arranging on Sibelius

Instrumental and Vocal Skills
- Solo performance skills
- Group performance strategies
- Performance experience

Recording
- Recording with Garage Band
- Recording with Pro tools
- Live recordings
VCE MUSIC PERFORMANCE

OVERVIEW

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

WHAT WILL STUDENTS LEARN

Unit 1: Performance
- Solo performance skills
- Group performance strategies
- Performance technique
- Performance experience

Unit 2: Chords and software
- Topics, such as chords, chord progression intervals, rhythms, scales and melody.
- Extensive use of theory software such as Musition and Auralia

Unit 3: Song writing
- Song writing and composition, arranging and improvisation.
- Extensive use of music and software for composing and arranging such as Sibelius.

Unit 4: Recording
- Recording to evaluate performance or to produce quality MP3s, CDs or DVDs with software such as Pro tools in conjunction with the Music Industry classes.
In this course students select a work from a prescribed list as the basis for investigation of a Focus area. They explore the Focus Area through three complementary areas of study: Investigation, Composition/arrangements/improvisation and Performance. Investigation involves research into background and contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts. Students plan, rehearse and perform a program of works that are representative of the Focus Area and in doing so develop relevant instrumental and performance techniques and apply performance practices at an advanced skill level.

**WHAT WILL STUDENTS LEARN**

**Unit 3: Solo Performance**
- Focus on a specific area of music performance
- Solo performance or group skills/strategies and performance exercises
- Performance technique for the focus area

**Unit 4: Composing**
- In depth research into a very specific area of music performance
- Composing, arranging and improvising in a focus area of study
- Advanced use of music technology

*This is a 3 & 4 sequence only*
YEAR 10 PHOTOGRAPHY

OVERVIEW

This subject introduces students to a range of photographic practices, both historical and contemporary, including digital and analogue processes. 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 in their artwork. Students will look to other artists such as commercial and fine art photographers for inspiration and will also learn about some of the key 20th century art movements, and the role photography has played in those movements. They will also visually analyse works of traditional and contemporary photographic practice, and reflect upon and evaluate their own work.

WHAT WILL STUDENTS LEARN

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

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

Reflecting on art
- How to analyse and evaluate your own work.

Writing about art
- How to analyse and describe an artwork
- How to interpret the meaning of artwork.
VCE PRODUCT DESIGN AND TECHNOLOGY

OVERVIEW

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfill human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably. Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions. Students can select their study in textiles or resistant materials (wood). Please note students cannot select textiles.

WHAT WILL STUDENTS LEARN

Unit 1: Product redesign and sustainability
- Analyse and redesign an existing product
- Produce and evaluate a redesigned product
- Investigate the sustainability of the original product

Unit 2: Design as a team
- Produce and evaluate a collection of collaboratively designed products
- Investigate historical and cultural design movements

Unit 3: Applying the design process
- The designer, client and/or end-user in product development
- Product development in industry

Unit 4: Product Evaluation
- Product Analysis and comparison
- Product Manufacture
- Product Evaluation
OVERVIEW

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

WHAT WILL STUDENTS LEARN

The design process
- Analyse and redesign an existing product
- Produce and evaluate a redesigned product
- Investigate the sustainability of the original product

Designing
- Produce and evaluate a collection of collaboratively designed products
- Investigate historical and cultural design movements

Year 10
YEAR 10 VISUAL COMMUNICATION

OVERVIEW

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

WHAT WILL STUDENTS LEARN

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

Thinking about design
• How to analyse and describe a piece of design
• How to interpret the meaning of visual communication design, particularly in advertising

Reflecting on good practice
• How to analyse and evaluate their own work.
• How to analyse and evaluate the work of others
VCE VISUAL COMMUNICATION DESIGN

OVERVIEW

In this course students develop skills in a range of drawing and illustration techniques used to produce visual presentation. 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 worsen free hand and instrumental drawing methods as well as computer aided methods of design. Students will apply their skills and knowledge in instrumental design projects. One of these will have a graphic design context and the other will have a product (industrial) design context.

WHAT WILL STUDENTS LEARN

Unit 1: Introduction to Visual Communication design
- Communicate through drawing
- Use design elements and principles
- Investigate visual communication design in context
- Creation of a design folio

Unit 2: Applications of Visual Communication design
- Technical drawing
- Type and imagery
- Apply the design process
- Creation of a design folio

Unit 3: Design thinking and practice
- Explore and analysis and practice in context
- Investigate design industry practice
- Develop design industry practice
- Develop a brief and generate ideas
- Creation of a design folio

Unit 4: Design development and Presentation
- Develop design concepts
- Final presentations
- Provide a pitch for an audience
- Creation of a design folio
YEAR 10 VISUAL ART

OVERVIEW

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

WHAT WILL STUDENTS LEARN

Modern Art Movements
• The features of many of the 20th century Modern Art Movements
• How to paint in the style of these movements
• How to design successful compositions.

Contemporary Art and Illustration
• How to creatively approach an idea
• How to draw and develop original imagery
• How to make an original art work inspired by street art and contemporary illustration using ink, collage, biro and graphite

Reflecting on art
• How to analyse and evaluate your own work

Writing about art
• How to analyse and describe an artwork
• How to interpret the meaning of artwork
In Studio Arts, students are taught how to seek inspiration in 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 the 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 WILL STUDENTS LEARN**

1. **Unit 1: Artistic Inspiration and techniques**
   - Use a range of art materials - either photographic materials, or painting and drawing materials
   - Compare how different artists have used materials and responded to inspiration
   - Use various stimuli for creative inspiration

2. **Unit 2: Design 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

3. **Unit 3: Studio production and professional art practices**
   - Write an exploration proposal that plans their own creative ideas for the unit
   - Explore a theme creatively, focussing on the art form of their choice
   - Research and discuss artists and their work

4. **Unit 4: Studio production and industry contexts**
   - Use exploration from Unit 3 to produce finished artworks in a chosen medium
   - Reflect upon the success of work
   - Discuss how galleries and art display spaces work
In Art, students make artworks based on their personal exploration of art materials, techniques and concepts which reflect their own personal ideas and interests. They also investigate and research ideas of interest to them in order to develop innovative ideas for artworks. Students are also taught to analyse and investigate their own and others’ artworks through a variety of Analytical Frameworks that assist them with explaining their own and others’ perspectives in a variety of ways.

**WHAT WILL STUDENTS LEARN**

1. **Unit 1: Expression**
   - How to use the personal and formal Analytical frameworks to understand and interpret their own and others’ artworks.
   - How to transform personal interests into finished artworks through a process of exploration and documentation.

2. **Unit 2: Development**
   - How to use the cultural and formal analytical frameworks to write about and compare art from different cultures as well as their own works of art.
   - How to further develop art making skills through creating a body of work which reflects the artist and their culture.

3. **Unit 3: Theory**
   - How to use the analytical frameworks to analyse and interpret artworks from pre 1970 and post 1970.
   - How to explore personal ideas and concepts through a conceptual and practical exploration to produce at least one finished artwork.

4. **Unit 4: Practice**
   - How to discuss and debate art issues and develop and present their own point of view in writing.
   - How to develop a folio of work that explores and communicates particular ideas.
   - How to reflect on art making.
In this unit students will experiment with a range of printing, dyeing and embellishment techniques. Students will be involved with developing their own design briefs and folio for their major task. The topic areas offered will include: crazy patchwork, recycled garments, ugly dolls, felting, an Akira inspired singlet, accessory and/or garment construction. Students will be involved with developing Teri fashion drawing skills. Students will also look at fibre classification and care labelling according to Australian standards.

**WHAT WILL STUDENTS LEARN**

**Unit 1: Back to Basics**
- Fibre classification
- Safe use of equipment
- Dyeing and printing techniques
- Basic fashion drawing

**Unit 2: Design brief**
- The purpose and components of design briefs
- Developing a design folio
- Methods of research

**Unit 3: Manufacturing**
- How to understand basic commercial patterns
- How to apply the technology process

**Unit 3: Using a sewing machine**
- Sewing machine techniques
- Overlocker techniques
- Hand sewing techniques
LEARNING OUTCOMES

• Take part in class discussion, role-plays, oral presentations and debates
• Watch films in French
• Write letters, journals, brochures, articles and personal profiles
• Regular homework revision and writing of grammar summaries
• Listen to French texts and music
• Complete activities to understand grammar
• Build vocabulary lists to consolidate understanding

LEARN MORE

French Leader:
alisonpatience@albertparkcollege.vic.edu.au

LINKS

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

**WHAT WILL STUDENTS LEARN**

**Speaking about yourself**
- To write in a variety of text types, such as letters, journals, articles, brochures and personal profiles
- How to develop a broad vocabulary relevant to a wide range of practical uses in life

**Speaking Skills**
- How to become confident speakers in French
- Techniques to improve their comprehension of written and spoken French in a range of contexts
The focus of French Units 1 and 2 is on enhancing students’ abilities to communicate and appreciate socio-cultural contexts, ideas and information. The study of French in Units 3 and 4 further enhances students’ ability to communicate in French while also emphasising cross-cultural understanding, cognitive development, literacy and general knowledge. Students are required to undertake a detailed study. The detailed study forms part of the prescribed assessment for Units 3 and 4. Students wishing to undertake French VCE studies must have satisfactorily completed Year 10 French and demonstrated sufficient competency in all skills areas.

**WHAT WILL STUDENTS LEARN**

**Units 1: Introduction**
Study of the following topics that address particular text types and linguistic elements:
- It’s not easy being young
- The family

**Units 2: Talking about issues**
Study of the following topics that address particular text types and linguistic elements:
- Literary study
- The future - what does it have in store for us?
- Environmental issues.
- Scientific and technological issues

**Units 3: French in the world**
Study of the following topics that address particular text types and linguistic elements:
- Tourism and travel
- The French-speaking world
- Immigration (detailed study)

**Units 4: French in context**
Study of the following topics that address particular text types and linguistic elements:
- Choosing tertiary study paths
- World War II through French film
LEARNING OUTCOMES

- RPM class
- Ball games in class
- Gym Sessions
- Internet research
- Theory classes
- Fitness activities
- Data Analysis
- Laboratory reports

LEARN MORE

Sports and Camp Co-ordinator: kyeranclutton@albertparkcollege.vic.edu.au

LINKS

- VCAA VCE Physical Education Study Guide
- VCAA VCE Outdoor and Environmental Study Design
- VCE VET Sport and Recreation Study Design
- VCE VCAA Health and Human Development Study Design
The purpose of this unit is to investigate and explore personal fitness through practical and theoretical components. Students undertake their own fitness testing, learn about the different components of fitness and develop training programs. A range of body systems are studied with a focus on acute (short term) and chronic (long term) responses. Students will also enhance their knowledge of sports injuries.

WHAT WILL STUDENTS LEARN

Components of fitness
- What is fitness?
- Components of fitness
- Fitness testing

Responses to exercise
- Immediate responses
- Long term responses
- Benefits of exercise

Body Systems
- Muscular system
- Skeletal system
- Cardiovascular system

Sports Injuries
- Common Injuries
- Causes
- Treatment
VCE PHYSICAL EDUCATION

OVERVIEW

The Study of Physical Education is based on the investigation of biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. Students will learn about the interrelationship of psychological, biomechanical, physiological and sociological factors that influence physical performances and participation in physical activity.

WHAT WILL STUDENTS LEARN

1. **Unit 1: Body systems and human movement**
   - Anatomy (Muscular & Skeletal systems)
   - Body Systems (Cardiovascular & Respiratory)
   - Aerobic and anaerobic pathways
   - Biomechanics in Sport

2. **Unit 2: Sports coaching and Physically Active Lifestyles**
   - Effective coaching strategies
   - Physically active lifestyles
   - Decision making in Sport

3. **Unit 3: Physical Activity**
   - Participation and physiological performance
   - Monitoring and promotion of physical activity
   - Physiological responses to physical activity
   - Energy systems and exercise

4. **Unit 4: Enhancing Performance**
   - Implementing and evaluating a training program
   - Performance enhancement
   - Recovery practices
OVERVIEW

Health and Human Development investigates how health and human development needs to be promoted at the individual, community, national and international levels, to get the best possible health outcomes for individuals and communities. The subject promotes the role nutrition plays in influencing both health status and human development.

WHAT WILL STUDENTS LEARN

1. Unit 1: The Health and Development of Australia’s Youth
   - What is health and how it is measured
   - How our health can influence our development
   - How Australian health and development can be influenced

2. Unit 2: Individual Human Development and Health Issues
   - Health of Australian children
   - Health of Australian adults
   - How Australia assists and promotes health

3. Unit 3: Australia’s Health
   - Australia’s health status
   - Understanding Australia’s health
   - Promoting health in Australia

4. Unit 4: Global Health and Human Development
   - Global health status
   - Promoting global health and development
   - Global Organisations working together
VCE Outdoor and Environmental Studies is concerned with the way humans interact with and relate to outdoor environments. The study enables students to make informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in a local context. The study also examines human impacts on outdoor environments and nature’s impact on humans. Practical outdoor experiences are an essential component of this course.

WHAT WILL STUDENTS LEARN

1. Unit 1: Exploring Outdoor Environments
   - Motivations for seeking outdoor experiences
   - Types of outdoor environments
   - Technology in the outdoors

2. Unit 2: Discovering Outdoor Environments
   - Characteristics of outdoor environments
   - Environmental action groups
   - Codes of conduct while in the outdoors

3. Unit 3: Relationships with outdoor environments
   - Historical relationships with outdoor environments
   - Environmental groups
   - The media’s response to misadventure in the outdoors

4. Unit 4: Sustainable Outdoor environments
   - Healthy outdoor environments
   - Conflicts of interest between people using the outdoors
   - Management strategies for maintaining healthy outdoor environments
The aims of the VCE VET Sport and Recreation Program aims to provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in sport and recreation or related industries. Students will gain a recognized credential and make a more informed choice of vocation and career path. On completion of this two year program, students will be awarded a Certificate III in Sport and Recreation. Please note that there is a cost payable on enrolment in this course.

WHAT WILL STUDENTS LEARN

1. Unit 1: First Aid and safety
   - First Aid
   - How to respond to emergencies
   - Health and Safety Regulations

2. Unit 2: Coaching
   - Ethical coaching practices
   - Professional coaching practices
   - Customer Service

3. Unit 3: Health and Fitness
   - Health and Fitness Screening
   - Analyse Participation Patterns
   - How to conduct sport and recreation sessions

4. Unit 4: Analysing risk
   - Risk Analysis
   - How to facilitate a group
   - Software packages
VET ATHLETIC DEVELOPMENT SCHOLARSHIP

OVERVIEW

This outdoor recreation program is specifically designed to develop the capacity of athletes and sports people to perform at their highest level. Incorporating adventure activities to develop mental toughness and leadership skills, the program also involves development of individual exercise training and recovery programs, fitness and exercise monitoring and nutrition management. Media performance is also a component of training. Outdoor activities are camp based and involve experiences in canoeing, mountain biking, bushwalking and abseiling. Important aspects of safety sports injury and First Aid are delivered to ensure a rounded program for sportspeople.

WHAT WILL STUDENTS LEARN

Unit 1: Adventure based mental toughness for athletes
- Sport psychology as an integral part of the sport sciences.
- Mental fitness and toughness for the athlete
- Canoeing
- Mountain biking
- Abseiling
- Bushwalking

Unit 2: Athletes and the media
- Developing media skills
- Professional and personal performance
- Communication skills and personal image

Unit 3: Athlete profiles and performance
- Promotional development
- Sponsorships proposals
- Performance monitoring

Unit 4: Working in the Sport industry and First aid
- Overview of the industry
- First Aid