Principal’s perspective

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

Involve your parents in this discussion. Their understanding and support is a critical part of this process and this message will be reinforced at the senior years information evening run by the College. Your careers counsellor will ask you to be able to 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 program, students will be provided with extensive counselling from within the school to assist them in making these important decisions.

SENIOR YEARS HIGHLIGHTS

- 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 2016.
## 2015 Key Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Lessons: May and June</td>
<td>Overview of VCE and introduction to processes for 2016.</td>
</tr>
<tr>
<td>June 19</td>
<td>2016 Senior Years Handbook available to students online.</td>
</tr>
<tr>
<td>July 16</td>
<td>Senior Years information evening: Overview of VCE/VET programs - introduction to course counselling process - VCE/VET course selection forms and information distributed.</td>
</tr>
<tr>
<td>July 23</td>
<td>Senior Years subject exposition.</td>
</tr>
<tr>
<td>July 27 - August 14</td>
<td>Years 9 - 11 course counselling: student/parent appointments with careers counsellor.</td>
</tr>
<tr>
<td>August 21</td>
<td>Course selection forms due in.</td>
</tr>
<tr>
<td>October</td>
<td>Course re-selection (as required).</td>
</tr>
<tr>
<td>November 27</td>
<td>Senior Years students notified of 2016 subjects.</td>
</tr>
</tbody>
</table>
### Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<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 (ATAR). A score that is generated from a student's result. This score is used by most tertiary institutions as a primary criterion for selection purposes.</td>
</tr>
<tr>
<td>GAT</td>
<td>A general knowledge examination, undertaken by all students who are studying any Unit 3 &amp; 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 (SAC) 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 (SAT) 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 (VCAA) - the body that administers the VCE.</td>
</tr>
<tr>
<td>VET</td>
<td>Victorian Education and Training Studies (VET). Industry endorsed programs that enable joint VCE and TAFE qualifications.</td>
</tr>
<tr>
<td>VTAC</td>
<td>The Victorian Tertiary Admissions Centre (VTAC) - the body that processes student's application for entry to most tertiary institutions.</td>
</tr>
</tbody>
</table>
YEAR 10

Students in Year 10 at Albert Park College 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 help students explore career options and promote job-seeking skills. Each student is required to find their own work placement. Work placement is for one week only and takes place during a designated week in Semester Two.

FEATURES OF THE YEAR 10 PROGRAM

1. Students will complete six subjects. Students are expected to select subjects for the duration of the year.
2. English and Mathematics are compulsory. All students must select at least one Year 10 English and one Year 10 Mathematics subject.
3. Each subject will be timetabled for four hours per week.
4. Students will have the opportunity to undertake a VCE/VET unit if they can demonstrate academic potential and a commitment to the study.
5. Students in Year 10 can study up to two VCE studies per year. All acceleration will be considered on a case by case basis.
6. All students in the Senior Years 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 the completion of a Year 10 prerequisite subject prior to VCE.
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 Australian Tertiary Admission Rank (ATAR).

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

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

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

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

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

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

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

GRADED ASSESSMENT TASKS

For students undertaking Units 1 & 2, there will be graded tasks in each unit. These tasks will determine whether the student receives a S or N mark for the subject overall. Students will also be required to sit a school based examination 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 unit there will be a combination of school assessed work and examinations that are assessed directly by the VCAA. Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA. All marks and grades awarded by the school are conditional and may change as a result of statistical moderation conducted by the VCAA.

STUDIES THAT COUNT TOWARDS THE ATAR

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

The ATAR is calculated using:

- The best score in any one of the English studies plus
- the scores of a student’s next best three permissible studies (which together with the English study make the ‘Primary Four’), plus
- 10 per cent of the scores for any fifth and sixth study which a student may have completed (these are called increments).
- Students with the Primary Four will receive an ATAR. VTAC will use up to six results in calculating the ATAR. If a student has more than six results, the six scores that give the highest ATAR are used.

VET STUDIES

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

APPROVED HIGHER EDUCATION STUDIES

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

RESTRICTIONS

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

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

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

An ATAR aggregate is calculated by adding:

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

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

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

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

Year 10

Must be any English  Must be any Maths  Year 10 elective  Year 10 elective  Year 10 elective  Unit 1&2

Year 11

Unit 1&2  Unit 1&2  Unit 1&2  Unit 1&2  Unit 1&2  Unit 3&4

Year 12

Unit 3 & 4  Unit 3 & 4  Unit 3 & 4  Unit 3 & 4  Unit 3 & 4

10 percent of two additional Unit 3 & 4 subjects contribute to the ATAR.
Albert Park College has always prided itself on putting the latest technology in the hands of its students. Our students have grown up with the iPad, and it has proved to be a versatile and creative tool that has enhanced student learning. However, for the Senior Years it is now time to place a more powerful device in the hands of students. That is why students are asked to purchase an Apple laptop for Years 10 -12.

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

From next year the school will support the following IT infrastructure and network:

• An Apple laptop that is capable of running Mac OS X 10.8 Mountain Lion or later.
• For students undertaking studies that require high-end multimedia capabilities, the laptop will also need to be able to run Adobe Creative Suite.

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

The school acknowledges that for some families a laptop will be a significant investment. If parent/carers would like to explore financial options that may assist with the purchase of the device they should contact the 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 laptop is chosen, consideration should also be given to weight so that the device remains light and easily transportable.

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

Albert Park College wants senior students to have access to a device that will maximise their creative potential and encourage deep thinking, problem solving, and creativity. As with the iPad, students will continue to own and manage their own laptop device, and parents will be asked to purchase their own devices.
Albert Park College
Currently Recommended Student Laptops for 2015 (Year 10)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Laptop Model</th>
<th>Processor</th>
<th>Turbo Boost</th>
<th>Memory</th>
<th>Storage</th>
<th>Graphics</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>11&quot; MacBook Air</td>
<td>1.4GHz dual-core Intel Core i5</td>
<td>up to 2.7GHz</td>
<td>4GB</td>
<td>128GB flash</td>
<td>Intel HD Graphics 5000</td>
<td>$1,049-00 (Education Price)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>storage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>An entry-level, general-purpose laptop. Fine for accessing the internet, email, word processing, and basic image, audio and video editing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Better</td>
<td>13&quot; MacBook Air</td>
<td>1.4GHz dual-core Intel Core i5</td>
<td>up to 2.7GHz</td>
<td>4GB</td>
<td>256GB flash</td>
<td>Intel HD Graphics 5000</td>
<td>$1,349-00 (Education Price)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>storage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Minimum requirement for students requiring higher-level image, audio and video editing capabilities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Best</td>
<td>13&quot; MacBook Pro Retina</td>
<td>2.4GHz dual-core Intel Core i5</td>
<td>up to 2.9GHz</td>
<td>8GB</td>
<td>256GB flash</td>
<td>Intel Iris Graphics</td>
<td>$1,729-00 (Education Price)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>storage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>High-performance laptop that meets all requirements. Has extensive capabilities for image, audio and video editing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

All currently shipping laptops available from Apple meet the College’s requirements for 2015. However, the College advises that you purchase your laptop as close as possible to the start of the 2015 school year so that you can take advantage of any updates that are released by Apple. 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) is a senior school study that enables a secondary student to combine their VCE studies with vocational training. VET is usually a two year program combining general VCE studies with accredited vocational education and training. It enables students to complete a nationally recognised vocational qualification and complete the VCE at the same time. It provides the opportunity to trial a career and helps students explore possible areas of interest and promote further study and work choices.

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

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

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

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

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

VET studies are assessed by the 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. A full list of 2016 VET prices will be released later this year.

Please Note:

- The final VET offerings within the cluster are yet to be confirmed for 2016.
- 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 - Canterbury Girls Units 1&amp;2</td>
<td>1,562</td>
<td>807</td>
<td>755</td>
</tr>
<tr>
<td>Acting - SSSC Units 3&amp;4</td>
<td>1,758</td>
<td>807</td>
<td>951</td>
</tr>
<tr>
<td>Allied Health - Kangan Units1&amp;2/3&amp;4</td>
<td>1,857</td>
<td>886</td>
<td>971</td>
</tr>
<tr>
<td>Allied Health - Box Hill Institute Units 1&amp;2/3&amp;4</td>
<td>1,537</td>
<td>886</td>
<td>651</td>
</tr>
<tr>
<td>Animal Studies Units 1&amp;2/3&amp;4</td>
<td>1,753/1,522</td>
<td>886</td>
<td>867/636</td>
</tr>
<tr>
<td>Applied Fashion - Kangan Units 1&amp;2/3&amp;4</td>
<td>1,993</td>
<td>886</td>
<td>1,107</td>
</tr>
<tr>
<td>Applied Fashion - Siena Units 1&amp;2/3&amp;4</td>
<td>1,490</td>
<td>886</td>
<td>604</td>
</tr>
<tr>
<td>Applied Fashion - Emmaus Units 1&amp;2</td>
<td>1,030</td>
<td>886</td>
<td>144</td>
</tr>
<tr>
<td>Automotive General (Pre-Vocational) Units 1&amp;2/3&amp;4 Kangan</td>
<td>2,074</td>
<td>886</td>
<td>1,188</td>
</tr>
<tr>
<td>Automotive General (Pre-Vocational) Units 1&amp;2/3&amp;4 RTTF</td>
<td>1,750</td>
<td>886</td>
<td>864</td>
</tr>
<tr>
<td>Automotive General (Pre-Vocational) Units 1&amp;2/3&amp;4 Box Hill Institute</td>
<td>2,172</td>
<td>886</td>
<td>1,286</td>
</tr>
<tr>
<td>Build &amp; Con - Carpentry Units 1&amp;2 NCAT</td>
<td>1,990</td>
<td>993</td>
<td>997</td>
</tr>
<tr>
<td>Build &amp; Con - Carpentry Box Hill Institute Units 1&amp;2</td>
<td>2,449</td>
<td>993</td>
<td>1,456</td>
</tr>
<tr>
<td>Build &amp; Con - Carpentry Box Hill Institute Units 3&amp;4</td>
<td>2,315</td>
<td>993</td>
<td>1,322</td>
</tr>
<tr>
<td>Business - SSSC Units 1&amp;2/3&amp;4</td>
<td>1,125</td>
<td>297</td>
<td>828</td>
</tr>
<tr>
<td>Community/Children Services Box Hill Institute Units 1&amp;2/3&amp;4</td>
<td>1,446/1,603</td>
<td>408</td>
<td>1,038/1,195</td>
</tr>
<tr>
<td>Creative Industries Media (Broadcasting) SSSC Units 1&amp;2/3&amp;4</td>
<td>1,120</td>
<td>688</td>
<td>432</td>
</tr>
<tr>
<td>Creative Industries Media (Media) Collingwood Units 1&amp;2/3&amp;4</td>
<td>1,050/950</td>
<td>688</td>
<td>362/262</td>
</tr>
<tr>
<td>Dance SSSC Units 1&amp;2/3&amp;4</td>
<td>1,103</td>
<td>688</td>
<td>415</td>
</tr>
<tr>
<td>Electrotechnology - Box Hill Institute Units 1&amp;2/3&amp;4</td>
<td>2,207/2,011</td>
<td>807</td>
<td>1,400/1,204</td>
</tr>
<tr>
<td>Engineering - Box Hill Institute Units 1&amp;2/3&amp;4</td>
<td>2,074/2,172</td>
<td>886</td>
<td>1,188/1,286</td>
</tr>
<tr>
<td>Vet Courses on Offer</td>
<td>Total Cost (Indicative cost based on 2015 prices)</td>
<td>DEECD Subsidy</td>
<td>APC Cost to Student</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Engineering - Kangan Units 1&amp;2/3&amp;4</td>
<td>2,177/2,132</td>
<td>886</td>
<td>1,291/1,246</td>
</tr>
<tr>
<td>Equine - Box Hill Units 1&amp;2/3&amp;4</td>
<td>2,803/2,487</td>
<td>886</td>
<td>1,601</td>
</tr>
<tr>
<td>Events - Holmesglen Units 1&amp;2/3&amp;4</td>
<td>1,490</td>
<td>688</td>
<td>802</td>
</tr>
<tr>
<td>Fitness Units 1&amp;2 Ashwood</td>
<td>1,226</td>
<td>408</td>
<td>818</td>
</tr>
<tr>
<td>Furniture Making - SSSC Units 1&amp;2/3&amp;4</td>
<td>1,622/1,860</td>
<td>886</td>
<td>736/974</td>
</tr>
<tr>
<td>Hairdressing - Box Hill (Cert II Second Year)</td>
<td>1,290</td>
<td>886</td>
<td>860</td>
</tr>
<tr>
<td>Horticulture - Holmesglen Units 1&amp;2/3&amp;4</td>
<td>1,217/1,251</td>
<td>886</td>
<td>331/365</td>
</tr>
<tr>
<td>Hospitality - Dual Program</td>
<td>1,650</td>
<td>1,126</td>
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Before deciding on their senior year studies students are encouraged to consider what career path they would like to pursue.

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

Before deciding on their subjects students should consider:

• What are the possible career or job directions they might wish to follow?
• What studies would best fit the career or job they have in mind?
• What further education paths might they take? Check out http://www.myfuture.edu.au/
• Find out what studies are recommended for tertiary courses at The Job Guide
WHAT TO DO NOW?

YOU ARE ADVISED TO:

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

ADVICE FOR SELECTING COURSES

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

TIPS

Don’t leave subject selection to the last minute.

Ask questions and seek advice.

Select a well-balanced academic program that will provide you with a good foundation for your future.

Consider if you are challenging yourself.

IMPORTANT DATE

Complete the Course Selection Form by Friday 21st August.
YEAR 10

DECISION MAKING TIME

• Students should consult the Course Counsellor
• Read the VCAA Where to Now Booklet
• Have a look at the Job Guide
• If students are interested in studying a VET subject look at the Inner Melbourne VET Cluster
• For tertiary education look up the Victorian Tertiary Entrance Requirements
Tutorial lessons are designed to address the pastoral care needs of students at Albert Park College. There is a strong focus on civic engagement and personal learning for the purposes of equipping students with the skills and knowledge they need to function in society and the workplace. In the senior years students are more oriented to the future and aware of the world beyond school. They are beginning to think of themselves as adults. They are more independent as learners and able to assume greater responsibility for their learning. A significant component of the Tutorial curriculum is around study skills, future pathways and the workplace. In Year 10 students will undertake a week long work placement in December.

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

### 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 to their practices
- They identify their interests, strengths and weaknesses and use these to determine future learning needs, especially in relation to post-compulsory pathways

#### Managing Personal Learning

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

#### Civic Knowledge and Engagement

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

#### 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

- Evoke a love and appreciation of reading
- Read different texts - novels, plays, poems
- Listen, watch and analyse different media
- Construct interpretations and arguments
- Engage in class debates and discussions
- Deliver oral presentations
- Write creative, expository or persuasive pieces
- Edit and publish writing pieces
- Research
- Group work and individual work

LEARN MORE

English Coordinator:
benjaminwilliamson@albertparkcollege.vic.edu.au

LINKS

VCE English Language Study Design
VCE English Literature Study Design
VCE English Study Design
YEAR 10 ENGLISH

OVERVIEW

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

WHAT WILL STUDENTS LEARN

Reading and Responding

- How to analyse characters and themes in a number of texts
- How to identify authors’ views and values
- How to identify the social, historical and political contexts and the influence of these on the texts
- How to write a text response essay 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 love to read, are competent writers and enjoy speaking and debating in front of an audience. English Advanced offers students opportunities to challenge and extend their thinking skills through the critical analysis of complex texts and film. Students will engage with stimulating material that will inform their writing and reading, preparing them for their role in a global community. Students will expand their knowledge of the world through various thought-provoking activities. There will be a focus on topical issues in the Australian media and students will present their views orally to persuade their audience. The course will align with VCE English through the content offered and will encourage independent learning in preparation for VCE and university studies.

WHAT WILL STUDENTS LEARN

Express Yourself

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

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

**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
VCE ENGLISH

OVERVIEW

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

WHAT WILL STUDENTS LEARN

1. Unit 1: Literary Theory
   - Identify and discuss key aspects of a set text and construct a response in written or oral form
   - Create and present texts taking into account audience, purpose and context
   - Identify and discuss, either in writing or orally, how language can be used to persuade readers or viewers

2. Unit 2: The Writing Process
   - Discuss and analyse ways of thinking about text structures and language features, and construct a response in oral or written form
   - Create and present texts taking into account audience, purpose and context
   - Identify and discuss, either in writing or orally, how language can be used to persuade readers or viewers

3. Unit 3: Analysing Opinions
   - Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations
   - Draw on ideas and/or arguments suggested by a chosen context to create written texts for a specified audience and purpose
   - Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media

4. Unit 4: Text Analysis
   - Develop and justify a detailed interpretation of a selected text.
   - Draw on ideas and/or arguments suggested by a chosen context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context
WHAT WILL STUDENTS LEARN

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

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

3. Unit 3: Language Variation and Social Purpose
   - Informal language
   - Formal language

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

OVERVIEW

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

**WHAT WILL STUDENTS LEARN**

1. **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

2. **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

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

4. **Unit 4: Text Analysis**
   - Respond imaginatively to a text
   - Critically analyse features of a text
MATHEMATICS

LEARNING OUTCOMES

• Appreciate the beauty of mathematical reasoning and communication
• Engage in practical applications of Mathematics
• Use technology to investigate and deepen our understanding of real-world problems

LINKS

VCE General Maths Study Design
VCE Further Maths Study Design
VCE Specialist Maths Study Design
VCE Mathematical Methods (CAS) Study Design

Maths Coordinator:
ainsleybaker@albertparkcollege.vic.edu.au
At Albert Park College we appreciate that Mathematics is an aspect of students’ lives that remains relevant well after they have left formal schooling. To make sure our students continue to learn and appreciate Mathematics each student is able to choose a Mathematics pathway that suits their ability and interest.

Students must have a sound level of understanding before progressing to the next stage of Mathematics and care needs to be taken when selecting subjects because a small number of further education courses require prerequisites. Students who wish to undertake Specialist Mathematics must also study Mathematical Methods.

If you have any questions or concerns please feel free to contact the Maths Coordinator Ainsley Baker.
YEAR 10 FOUNDATION MATHEMATICS

OVERVIEW

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

WHAT WILL STUDENTS LEARN

Construction and Design

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

Patterns and Numbers

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

Measurement

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

Financial and Statistical Modelling

- Designing a survey
- Collecting data and analysing results
- A study of loans, savings, investments and taxation
- Comparing plans (e.g. mobile) to understand a 'good deal'
- Interpreting statistical and financial data
YEAR 10 MATHEMATICS

OVERVIEW

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

WHAT WILL STUDENTS LEARN

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

Geometry and Measurement
- Explore the use of trigonometry in a range of settings, including navigation
- Search for congruent or similar sets of 2D shapes
- Carry out experimental measurements and compare results to theoretical calculations

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

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

**WHAT WILL STUDENTS LEARN**

**Functions**
- Manipulate, simplify and solve a variety of algebraic expressions
- Linear, polynomial, exponential, logarithmic and periodic functions
- Explore the properties of functions, inverse functions and compare to relations

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

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

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

**Unit 1**
- Analysing number patterns and recursion
- Developing understanding of linear equations and the relationship between variables
- Algebraic and graphical representations of linear equations and applying linear models to real world contexts
- Investigating and comparing data distributions

**Unit 2**
- Applying arithmetic to various financial contexts
- Introduction to matrices and matrix operations
- Constructing and interpreting networks in the context of optimisation
- Investigating bivariate relationships
- Linear programming and optimisation

This is a 1 & 2 sequence only
VCE FURTHER MATHEMATICS

OVERVIEW

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

WHAT WILL STUDENTS LEARN

Unit 3: Data and Graphs

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

Unit 4: Matrices and Networks

- Using matrix representations of a variety of data
- Applying matrix arithmetic to solve problems involving matrices
- Forming network graphs to determine shortest paths
- Exploring applications of minimum spanning trees in algorithmic solving
- Perform a critical path analysis
- Studying the effect of ‘flow’ when a cut is made in a network, including in traffic or manufacturing settings

This is a 3 & 4 sequence only
VCE MATHEMATICAL METHODS (CAS)

OVERVIEW

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

WHAT WILL STUDENTS LEARN

1. Unit 1: Introduction
   - Coordinate geometry
   - Polynomial functions
   - Inverse functions
   - Rates of change
   - Probability

2. Unit 2: Developing Mathematical Ideas
   - Circular functions
   - Exponential and Logarithmic Functions
   - Index and logarithm laws
   - First principles analysis of calculus
   - Counting methods

3. Unit 3: Functions and Calculus
   - Composite functions
   - Transformation of functions
   - Algebraic solution methods
   - Formal calculus

4. Unit 4: Statistics and Probability
   - Statistical inference
   - Discrete and continuous random variables
VCE SPECIALIST MATHEMATICS

OVERVIEW

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

WHAT WILL STUDENTS LEARN

1. **Unit 1**
   - Number systems and recursion
   - Vectors in the plane
   - Logic and algebra
   - Transformations, trigonometry and matrices
   - Principles of counting

2. **Unit 2**
   - Geometry in the plane and proof
   - Graphs of non-linear relations
   - Graph theory
   - Simulation, sampling and sampling distribution
   - Kinematics

3. **Unit 3**
   - Functions and graphs
   - Algebra
   - Calculus
   - Vectors

4. **Unit 4**
   - Algebra
   - Calculus
   - Vectors
   - Mechanics
   - Probability and statistics
LEARNING OUTCOMES

• Practical work investigations
• Project work
• Problem solving
• Interpreting graphs and data
• Dealing with ethical matters
• Design experiments
• Conduct a range of experiments

LEARN MORE

Science Coordinator:
francesbarber@albertparkcollege.vic.edu.au

LINKS

VCE Biology Study Design
VCE Psychology Study Design
VCE Chemistry Study Design
VCE Physics Study Design
VCE Environmental Science Study Design
YEAR 10 SCIENCE

OVERVIEW

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

WHAT WILL STUDENTS LEARN

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

Energy and Motion of Objects
- Measuring motion
- Wipe off 5
- Acceleration and Force
- Energy interactions

DNA and Evolution
- Cells and DNA
- Genetics
- Evolution

Earth and science
- Global systems
- Our climate
- Inquiry and Astronomy
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. In Physics students will study the impact of speed in collisions, apply constant acceleration formulas to problems in motion and use Newton’s Laws to explain interactions. In Astrophysics students will investigate how we understand the universe and complete an independent inquiry into one mystery of the universe that intrigues them.

WHAT WILL STUDENTS LEARN

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

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

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

Astrophysics
- Stellar distances
- Energy processes in stars
- Our universe
OVERVIEW

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

WHAT WILL STUDENTS LEARN

1. Unit 1: How are Earth’s systems connected?
   - How is life sustained on Earth?
   - How is Earth a dynamic system?
   - Student-designed practical investigation

2. Unit 2: How can pollution be managed?
   - When does pollution become a hazard?
   - What makes pollution management so complex?
   - Case study response to pollution issue

3. Unit 3: 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
OVERVIEW

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

WHAT WILL STUDENTS LEARN

1. Unit 1: How do living things stay alive?
   - How do organisms function?
   - How do living systems sustain life?
   - Student-designed practical investigation

2. Unit 2: How is continuity of life maintained?
   - How does reproduction maintain the continuity of life?
   - How is inheritance explained?
   - Investigation of bioethical issue

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
WHAT WILL STUDENTS LEARN

Unit 1: How are behaviour and mental processes shaped?
- How does the brain function?
- What influences psychological development?
- Student-directed research

Unit 2: How do external factors influence behaviour and mental processes?
- What influences a person’s perceptions of the world?
- How are people influenced to behave in a certain way?
- Student-directed practical investigation

Unit 3: The Conscious Self
- Mind, brain & body
- Memory
- Continuing research methods

Unit 4: Brain Behaviour and Experience
- Learning
- Mental Health
- Consolidating research methods
# VCE PHYSICS

## OVERVIEW

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

## WHAT WILL STUDENTS LEARN

### Unit 1: What ideas explain the physical world?
- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?

### Unit 2: What do experiments reveal about the physical world?
- How can motion be described and explained?
- Research investigation: follow your interests
- Practical investigation

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

### Unit 4: Synchrotron
- Electric power
- Synchrotron and its application
- Light and matter

Students choose a detailed study in each unit from the following areas:

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

WHAT WILL STUDENTS LEARN

Unit 1: How can the diversity of materials be explained?
- How can knowledge of elements explain properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation: follow your interests

Unit 2: What makes water such a unique chemical?
- How do substances interact with water?
- How are substances in water measured and analysed?
- Student-designed practical investigation

Unit 3: 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
HUMANITIES

LEARNING OUTCOMES

• Research
• Fieldwork
• Essays and reports
• Responses to texts
• Discussions and debates
• Multimedia presentations
• Biographical studies
• Case studies and independent inquiry

LEARN MORE

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

LINKS

VCE History Study Design
VCE Global Politics Study Design
VCE Geography Study Design
VCE Sociology Study Design
VCE Accounting Study Design
VCE Business Management Study Design
VCE Economics Study Design
VCE Legal Studies Study Design
VCE Philosophy Study Design
This subject gives students a grounding in the ideas and concepts surrounding Economics and Law before undertaking further study. In the Economics units, students will investigate the financial world in a National and Global context. In addition, students will investigate how organisations operate in relation to everyday activities, marketing and ethics in a globalised world. Throughout the Law units students will develop a greater understanding of the Australian legal system and look closely at criminal and civil law. They take a global perspective when analysing a legal issue, and describe the role of global organisations in responding to international issues.

WHAT WILL STUDENTS LEARN

Economics
- Australian and the global economy
- Microeconomics and Macroeconomics
- The influence of economic performance on living standards
- Market power in different markets

Legal Studies
- The development of Australia’s legal system
- An overview of the history and role of Australia’s parliamentary system
- The distinction between criminal law and civil law
- Investigate a legal issue in a global context
YEAR 10 HISTORY AND GEOPOLITICS

OVERVIEW

This subject gives students a grounding in the ideas and concepts surrounding History and Geopolitics before undertaking their further studies.

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

WHAT WILL STUDENTS LEARN

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

Geopolitics
- Understanding of different political systems
- Understanding of how geopolitical conflicts are instigated and resolved
- Understanding the combination and intricacies of geography and political frameworks
- Knowledge of how International organisations facilitate cooperation between nations
Students of Liberal Arts are provided the opportunities to research, analyse and understand some of the powerful ideas that have shaped our culture and the cultures of others. Students are introduced to methods of philosophical and sociological argument and are given the opportunity to raise questions on the work of their peers. The study of Philosophy focuses on philosophers and philosophical ideas in different stages of history and how they have influenced the future. The study of Sociology creates a sociological imagination that is a constantly critiquing mindset. The study of Liberal Arts will demand independent thinking and good writing and presenting skills.

WHAT WILL STUDENTS LEARN

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

Philosophy
- Existentialism and Freedom
- Key Philosophers: Nietzsche, Sartre, Kierkegaard
VCE HISTORY

OVERVIEW

The study of VCE History allows students the opportunity to further develop their knowledge, skills and understanding of the past and the people, ideas and events that have created certain societies and cultures. Students will develop their grasp of historical events through the research of specific case studies, forming links between these instances and contemporary issues. The study of VCE History builds a conceptual and historical framework seeking to extend students’ cultural, economic, social and political understanding as they present their views and arguments in a variety of mediums.

WHAT WILL STUDENTS LEARN

1. Unit 1: Twentieth Century History 1918-1939
   - The influences on social change and cultural expression
   - Old certainties become new uncertainties in Europe
   - Political conflict and crises under the Weimar Republic

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. Students explore, explain and evaluate national and global political issues, problems and events. Australian and Global Politics offers students the opportunity to engage with key political, social and economic movements and to become informed citizens, voters and participants in their local, national and international communities. The Australian and Global Politics curriculum studies interactions between state and non-state key players in the twenty-first century.

### WHAT WILL STUDENTS LEARN

<table>
<thead>
<tr>
<th>Unit</th>
<th>Overview</th>
</tr>
</thead>
</table>
| 1 | **Unit 1: The National Citizen**  
  - The study of politics and power  
  - Democracy  
  - Political movements  
  - Documentaries |
| 2 | **Unit 2: The Global Citizen**  
  - International communities  
  - The global citizen  
  - Global connectedness and globalisation  
  - External student seminars |
| 3 | **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 |
| 4 | **Unit 4: Global Challenges**  
  - Ethical issues and debates: human rights, arms control and disarmament  
  - Global crises and responses: inter and intra-state conflict, state and non-state terrorism and environmental degradation  
  - Model UN security council |
VCE Geography allows students the opportunity to develop their knowledge, skills and understanding of the concepts of the natural world and the impacts of human activities on these environments. As part of the VCE Geography curriculum, students will address key questions in relation to places and geographic phenomena; what is there? Why is it there? What are its effects? How is it changing over time? Students explore such questions through fieldwork and investigation of a wide range of secondary sources. Through critical analysis of their research and the work of their peers, students examine natural and human phenomena, how and why they change, their interconnections and the patterns they form across the Earth’s surface.

**WHAT WILL STUDENTS LEARN**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 1    | Unit 1: Hazards and Disasters | • Characteristics, causes and impacts, and responses to hazards  
• Ways of reducing the vulnerability to and impact of hazard events |
| 2    | Unit 2: Tourism | • Characteristics of tourism and its impact on people, places and environments  
• The study of the interconnection within and between places |
| 3    | Unit 3: Changing Land | • Changes to land cover including biomes and land covered by ice and water  
• Changes to land use to satisfy societies needs |
| 4    | Unit 4: Human Population Trends and Issues | • The geography of human population; patterns, change, movement and distribution  
• Responses and reactions to these changes in different parts of the world |
VCE SOCIOLOGY

OVERVIEW

VCE Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. Students use theories and frameworks to attempt to objectively examine social issues and explain concepts. Units 1 & 2 examine key theories regarding 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, drawing on case studies, surveys and participant observation using scientific methods.

WHAT WILL STUDENTS LEARN

1. Unit 1: Youth and family
   - To use sociological methodology to explore the social categories of youth and adolescence.
   - Exploration of the social institution of family.
   - Drawing on methods of science to understand how and why people behave the way they do when they interact in a group situation.

2. Unit 2: Social norms: breaking the code
   - Explore the concepts of deviance and crime.
   - Ascertaining types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour.

3. Unit 3: Culture and ethnicity
   - 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.
   - Explore how these classifications can define inequality and opportunity, shape cultural activities and provide a sense of purpose.
   - Examine how culture is shaped

4. Unit 4: Community, social movements and social change
   - Explore the ways sociologists have thought about the idea of community and how the various forms of community are experienced.
   - Examine the relationship between social movements and social change.
VCE Accounting 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 methods. Students consistently reflect on the generally accepted accounting principles and the qualitative characteristics of accounting information. From this subject students will acquire accounting skills to successfully operate a small business.

**Unit 1: Establishing and Operating a Service Business**
- Focus on a small business and the accounting and financial management of the business
- Learn the process of recording and reporting financial data
- Adopt the cash basis of recording
- Examine the role of accounting in the decision-making process

**Unit 2: Accounting for a Trading Business**
- Use a single entry recording system for cash and credit transactions
- Analyse and evaluate the performance of businesses
- Suggest strategies to improve the performance of a business
- Use a commercial accounting software package

**Unit 3: Recording and Reporting for a Trading Business**
- Focus on financial accounting for a single activity trading business
- Understand the role of accounting as an information system
- Use the double entry system of recording financial data

**Unit 4: Control and Analysis of Business Performance**
- Evaluate the use of financial and non-financial information in the decision-making process
- Employ the double entry accounting system
- Investigate the importance of budgeting
- Interpret accounting information from accounting reports and graphical representations, and analyse the results
## 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</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Unit 1: Small Business Management</strong></td>
</tr>
<tr>
<td></td>
<td>• Importance of the small business sector in Australia</td>
</tr>
<tr>
<td></td>
<td>• Small business decision-making, planning and evaluation</td>
</tr>
<tr>
<td></td>
<td>• Management of staff in small business</td>
</tr>
<tr>
<td>2</td>
<td><strong>Unit 2: Communication and Management</strong></td>
</tr>
<tr>
<td></td>
<td>• The importance of effective communication in the business world</td>
</tr>
<tr>
<td></td>
<td>• How businesses market and advertise products and services in the marketplace</td>
</tr>
<tr>
<td></td>
<td>• How businesses create a public image through promotion and PR activities</td>
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<tr>
<td>3</td>
<td><strong>Unit 3: Corporate Management</strong></td>
</tr>
<tr>
<td></td>
<td>• Role and importance of large-scale businesses in the Australian economy</td>
</tr>
<tr>
<td></td>
<td>• Management roles, styles and skills</td>
</tr>
<tr>
<td></td>
<td>• Operations management, productivity and business competitiveness</td>
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<tr>
<td>4</td>
<td><strong>Unit 4: Managing People and Change</strong></td>
</tr>
<tr>
<td></td>
<td>• A business’ most important resource: people and how to manage them</td>
</tr>
<tr>
<td></td>
<td>• Current workplace changes and industrial actions</td>
</tr>
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<td></td>
<td>• Current issues such as social responsibilities</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Unit 1: Criminal Law in action</th>
<th>Unit 2: Issues in Civil Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to distinguish between legal and nonlegal rules</td>
<td>Tort law: negligence, defamation</td>
</tr>
<tr>
<td>Parliament and law making</td>
<td>Civil disputes case studies</td>
</tr>
<tr>
<td>Court hierarchy</td>
<td>Contemporary issues in the law</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3: Law-making</th>
<th>Unit 4: Resolution and justices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of parliament in law-making</td>
<td>Criminal cases and civil disputes</td>
</tr>
<tr>
<td>Constitution and the protection of rights</td>
<td>Court processes and procedures</td>
</tr>
<tr>
<td>Role of the courts</td>
<td>Alternative dispute resolution</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Unit 1: Existence, knowledge and reasoning</th>
<th>Unit 2: Ethics and philosophical investigation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explore metaphysical questions related to the mind and body, the self and reality</td>
<td></td>
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<tr>
<td>• Explore questions on knowledge</td>
<td></td>
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<tr>
<td>• Ethics and philosophical investigation focusing on moral values</td>
<td></td>
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<tr>
<td>• Exploration of the nature of aesthetics</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3: The good life</th>
<th>Unit 4: Mind, Science and Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Philosophical analysis of the good life</td>
<td></td>
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<tr>
<td>• Ancient and contemporary viewpoints</td>
<td></td>
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<tr>
<td>• Studying the mind/body issue</td>
<td></td>
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<tr>
<td>• Explore the nature of knowledge</td>
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</tbody>
</table>
CREATE

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

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LINKS

VCE Visual Communication & Design Study Design
VCE Studio Arts Study Design
VCE Food and Technology Study Design
VCE Information Technology Study Design
VCE Product Design and Technology Study Design
VCE Media Study Design
VCE Music Performance Study Design
VCE Music Investigation Study Design
VCE Theatre Studies Study Design
VCE Dance Study Design
VCE Visual Communication Design Study Design
VCE Art Study Design
Dance is the hidden language of the soul. In this course, students are given the opportunity to discover the body’s potential for physical, emotional and artistic expression. Students develop technical and physical skills, build a personal movement repertoire and learn how to apply choreographic principles to create their own original dance works. They analyse and consider cultural influences on the expressive intentions of a range of choreographers and discuss form and movement vocabulary of dance works in a range of genres and/or styles. Students execute dance analysis through written, oral and multimedia formats, as well as perform their own choreographed solo or group dance works using a variety of choreographic techniques and dance genres.

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

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

**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
YEAR 10 DESIGN & TECHNOLOGY (MATERIALS)

OVERVIEW
Materials explores how a variety of timbers can be used to transform ideas into creative, practical and commercial realities. In this unit students will design projects using the design process which will be followed by practical production. Students will develop skills in product development, CAD, idea generation and project management, and will learn to use a number of production processes.

<table>
<thead>
<tr>
<th>CREATE CURRICULUM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials</td>
</tr>
<tr>
<td>• How to plan and prepare using accurate dimensions</td>
</tr>
<tr>
<td>• Develop and use design processes and technology skills to create new products</td>
</tr>
<tr>
<td>• How to use a range of tools, equipment and machines</td>
</tr>
<tr>
<td>Sustainable Practices</td>
</tr>
<tr>
<td>• Describe and use alternative materials in the workshop</td>
</tr>
<tr>
<td>Understanding Design</td>
</tr>
<tr>
<td>• Develop an ability to use systems and components safely</td>
</tr>
<tr>
<td>• Gain an understanding of how the design process is used to develop products</td>
</tr>
<tr>
<td>Evaluation</td>
</tr>
<tr>
<td>• Assess outcomes of the design and technology process</td>
</tr>
<tr>
<td>• Understand, reflect and evaluate processes</td>
</tr>
</tbody>
</table>

WHAT WILL STUDENTS LEARN
## YEAR 10 DESIGN & TECHNOLOGY (TEXTILES)

### OVERVIEW

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

### CREATE CURRICULUM

<table>
<thead>
<tr>
<th>Design process</th>
<th>Designing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand and work through the design process</td>
<td>• Produce and evaluate their own design options</td>
</tr>
<tr>
<td>• Work to a design brief to produce a product</td>
<td>• Learn about and produce complex design processes</td>
</tr>
<tr>
<td>• Investigate fashion trends and materials</td>
<td></td>
</tr>
</tbody>
</table>

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

**Hospitality Operations: The Albert Restaurant**

- Principles of food hygiene and safe food handling
- Causes of food spoilage and food poisoning
- Effective storage practices to ensure quality and safety of food
- The various roles and responsibilities in restaurants and conditions of employment

**Project:** Students will work in teams to create a three course meal for The Albert Restaurant that will be held at the college over two nights.

**Food properties and complex processes**

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

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

**Product Development**

- Analyse new food products, looking specifically at target markets and market share of particular businesses.
- Look at environmentally friendly and sustainable food, including niche markets.
- Processes used by small and big businesses for the development of new food products.
- Data analysis from market research and sensory assessment.

**Project:** Students will improve upon an existing product on the market. Students will produce a folio of work detailing the design process.
YEAR 10 MEDIA

OVERVIEW

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

CREATE CURRICULUM

WHAT WILL STUDENTS LEARN

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

**Film Genre: Horror**
- How camera, acting, lighting and sound create the conventions of ‘horror’
- Analysis of scripts and characters
- Examining the construction of professional films of the horror genre
- Create a short film

**Digital Worlds**
- Pre-production skills and planning
- Production scheduling, shooting, and composing
- Post production editing and special effects
- Exploration of Fantasy and Sci-fi genres
YEAR 10 MUSIC

OVERVIEW

Year 10 Music builds on Middle Years performance and musicianship knowledge and skills. The main focus of the unit is learning musicianship through music performance. Students can choose instruments to work with (including voice) and the styles, song and pieces of music to learn and perform. Units within the course include The Elements of Music, Music Composition, Jazz, The Golden Era, Recording your Repertoire, DIY Band and Songwriting. Students will also attend at least two performances per year as part of the course requirements. Other aspects of the course include improving performance technique, practice approaches and musicianship (theory and aural skills). Students are expected to rehearse and perform on a regular basis.

WHAT WILL STUDENTS LEARN

Music Language (Theory) and Aural Perception
• Harmonic and rhythmic literacy
• Notation conventions
• Theory textbooks
• Aural perception: harmonic, melodic, rhythmic
• Improvising

Composing and arranging skills
• Songwriting
• Composing on Garageband
• Arranging on Sibelius
• Arranging through different styles

Instrumental and Vocal Skills
• Solo performance skills
• Group performance and practise strategies
• Performance experience
• Building their own repertoire program

Recording
• Recording with Garage Band
• Recording with Pro tools
• Live recordings
YEAR 10 PHOTOGRAPHY

OVERVIEW

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

WHAT WILL STUDENTS LEARN

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

Photographic Theory
- History of photography, 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 their own work

Writing about art
- How to analyse and describe an artwork
- How to interpret the meaning of artwork
OVERVIEW

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

WHAT WILL STUDENTS LEARN

Design Processes and Practice

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

Thinking about design

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

Reflecting on good practice

• How to analyse and evaluate their own work
• How to analyse and evaluate the work of others
YEAR 10 ART

OVERVIEW

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

WHAT WILL STUDENTS LEARN

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

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

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

Writing about art
• How to analyse and describe an artwork
• How to interpret the meaning of artwork
VCE DANCE

OVERVIEW

VCE Dance is designed to develop students’ understanding of and appreciation of dance as an art form that is based on innovation, creativity and spontaneity. VCE Dance develops students’ physical skills, personal movement vocabulary and application of choreographic and analytical principles. Students create and perform their own dance works as well as studying the dance works of others through performance and analysis. Due to the nature of this subject, prior experience in dance is strongly recommended.

WHAT WILL STUDENTS LEARN

Unit 1: Expressive Intention
- To create and analyse expressive intentions, choreographic processes and physical skills required in their own and others’ dance works
- Develop dance techniques in order to expressively execute a range of body actions through the safe use of physical skills
- The safe use, maintenance and physiology of the dancer’s body

Unit 2: Elements of Movement
- How the elements of movement can be manipulated to create an expressive intention
- Exploring the elements of movement, form, and structure through a variety of dance-making processes to create and perform their own dance works
- Further develop their personal movement vocabulary and analyse the processes involved in learning, rehearsing and performing a dance work

Unit 3: The History of Dance
- To analyse the composition of selected twentieth and/or twenty-first century solo dance works
- Choreograph, rehearse and perform a solo dance work and analyse the processes and practices used
- Learn, rehearse and perform a group dance work created by another choreographer and analyse the processes and practices

Unit 4: Practice Makes Perfect
- Analyse the ways choreographers manipulate different types of group structures and elements of spatial organisation to communicate their expressive intention
- Choreograph, rehearse and perform a solo dance that demonstrates safe and accurate execution of movement vocabulary, expressive performance practice and artistry
VCE Drama focuses on the play-making and creative process of constructing solo and ensemble performances. Students study non-naturalistic theatre and the influence of Theatrical Conventions and Dramatic Elements. The subject involves students creating individual characters and creative responses to prescribed stimulus. Acting skills focus on the presentation of devised characters and communicating a prescribed context. Solo and ensemble performance are enhanced by the evaluation of a professional production from the prescribed playlist.

**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

**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

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

**Unit 4: Solo Performance**
- Creating a short solo performance based on stimulus material
- A review, evaluating the development of solo performance
- Externally Assessment Major Solo
VCE THEATRE STUDIES

OVERVIEW

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

WHAT WILL STUDENTS LEARN

Unit 1: Pre-modern Theatre
- Using acting and stagecraft in major production of a play
- Employment of a range of stagecraft techniques
- Analysis and evaluation of a pre-modern play in performance

Unit 2: Modern Theatre
- Production of scripts from the modern era
- Application of stagecraft to interpret scripts
- Analysis and evaluation of modern play

Unit 3: Script Interpretation
- Application of two areas of stagecraft for a production
- Interpretation of a script
- Analysis and evaluation of acting in a professional production

Unit 4: Performance Interpretation
- Monologue interpretation and presentation
- Scene interpretation
- Analysis and evaluation of acting in a professional production
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.

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

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

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

### Unit 4: Food Product Development and Emerging Trends
- Implementing a design plan
- Food product development
VCE COMPUTING

OVERVIEW

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

WHAT WILL STUDENTS LEARN

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

Unit 2: IT Pathways
- Computer programming or scripting
- Computer networks
- Problem solving in ICT
- How to manage a large project

Unit 3: Software Development
- Analyse a client’s need
- Plan and design a solution and develop computational design systems to assist a client
- Design and create purpose-driven solutions to problems, using programming language
- Develop a set of working modules through the use of a programming language

Unit 4: Software Development
- Transform data into useable information using a software solution
- Evaluate the efficiency and effectiveness of a solution in meeting a client’s needs
- Apply systems thinking skills when explaining the relationship between two information systems that share data
VCE Media provides students with the opportunity to analyse and create media products and concepts. Students consider media texts, technologies and processes from various perspectives. They examine industry production and distribution context, audience reception and the media’s contribution to and impact on society. VCE Media supports students to develop and refine their analytical, critical and creative thinking, and expression. Students strengthen their communication skills and technical knowledge.

**Unit 1: Representation and 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

**Unit 2: Media Production and the Media Industry**
- How to plan and execute a collaborative project
- What professional media roles exist
- What issues are facing Australian media industries

**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

**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
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.

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

**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 and evaluating performances
- Produce high quality MP3s, CDs or DVDs
- Learning to use software such as Pro tools
- Music Industry classes
OVERVIEW

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

WHAT WILL STUDENTS LEARN

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

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

This is a 3 & 4 sequence only
In this course students develop skills in a range of drawing and illustration techniques used to produce visual representation. Students will use a range of design methods, materials and media and apply knowledge of design elements and principles to produce visual solutions to set tasks and design briefs. Students will practise free hand and instrumental drawing methods as well as computer aided methods of design. Students will 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**

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<th>Unit</th>
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<td><strong>Unit 1: Introduction to Visual Communication Design</strong></td>
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<td>• Use a range of drawing methods, media and materials.</td>
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<td>• Communication through drawing</td>
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<td>• Selection and application of design elements and principles</td>
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<td>• Investigation of visual communication design in context</td>
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<td>• Manipulating type and imagery</td>
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<td>• Applying the design process to a project</td>
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<td>• Creation of a design folio</td>
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<td><strong>Unit 3: Design thinking and Practice</strong></td>
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<td>• Analysis and practice in context</td>
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<td>• Investigate design industry practice</td>
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<td>• Develop design industry practice</td>
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<td>• Develop a brief and generate ideas</td>
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<td>• Creation of a design folio</td>
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<td>4</td>
<td><strong>Unit 4: Design Development and Presentation</strong></td>
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<td></td>
<td>• Develop design concepts</td>
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<td>• Final presentations</td>
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<td>• Provide a pitch for an audience</td>
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<td></td>
<td>• Creation of a design folio</td>
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</table>
VCE STUDIO ARTS

OVERVIEW

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

WHAT WILL STUDENTS LEARN

• Creatively explore ideas in numerous ways
• Evaluate the best direction for a finished artwork
• Identify and describe the art elements and principles

Unit 1: Artistic Inspiration and Techniques
• Use a variety of materials and techniques including drawing, painting, printmaking and sculpture
• Compare how different artists have used materials and responded to inspiration
• Use various stimuli for creative inspiration

Unit 2: Design Exploration and Concepts
• Create 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

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

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 display spaces work

CREATE CURRICULUM

Year 10
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.

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

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

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

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

**Unit 1: Product Re-design and Sustainability**
- Re-design a product using sustainable materials
- Analysis of existing design problems and production of solutions
- Focus on aesthetics, function, quality and sustainability

**Unit 2: Collaborative Design**
- Design and plan the production of a product
- Produce a product range
- Work collaboratively as part of a team

**Unit 3: Applying the Product Design Process**
- Develop skills in writing a brief
- Understand the role of a client/end user in the design process
- Develop a solution to a design problem to meet the needs of a client

**Unit 4: Product Development and Evaluation**
- Examine design factors that influence design solutions
- Use complex skills to produce a product that meets a client’s needs
- Implement safe use of materials and equipment
- Document detailed production records
- Critical evaluation of a completed product
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 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.

Unit 1: Product Design 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
LEARNING OUTCOMES

• Foster a love of language learning and a commitment to global citizenship
• Strengthen first-language literacy by focusing on systems of language
• Appreciate similarities and differences between English and non-English speaking cultures through conversation, film, poetry, music and the media
• Build strategies to learn another language
• Develop confidence in communicating with others, including people from other cultures
• Develop specific knowledge of authentic text types, such as letters, journals, newspaper articles and film critiques

LEARN MORE

LOTE Co-ordinator:
tashapaquier@albertparkcollege.vic.edu.au

LINKS

VCE French Study Design

APC recommends the Victorian School of Languages (VSL) for students who wish to undertake a LOTE study not offered by APC.
Year 10 French will provide students with an opportunity to put all of their prior French learning into practice and to enhance their understanding of the French language. Students will develop their listening, speaking, reading and writing skills in French by studying topics including family, interests, school life and lifestyles. In Year 10, students will study all of the key vocabulary and grammar to prepare them to confidently undertake the VCE. By studying Year 10 French students will also become more informed global citizens, developing an understanding of cultures beyond their own. Students will continue to enhance their first language literacy via explicit study of grammar and language patterns.

**WHAT WILL STUDENTS LEARN**

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

### Speaking Skills
- Become confident speakers in French
- Develop techniques to improve their comprehension of spoken French in a range of contexts
VCE LOTE - FRENCH

OVERVIEW

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

WHAT WILL STUDENTS LEARN

Unit 1
• Maintaining a spoken exchange related to personal areas of experience
• Listening to and reading information from spoken and written texts
• Producing a personal written response to a text focusing on real or imaginary experience

Unit 2
• Participating in a spoken exchange related to making arrangements
• Listening to, reading and using information from spoken and written texts
• Giving expression to real or imaginary experience in written form

Unit 3
• Expressing ideas through the production of original texts, personal or imaginative
• Analysing and using information from spoken texts
• Exchanging information, opinions and experiences in a role play

Unit 4
• Analysing and using information from written texts
• The Detailed Study: Responding critically to spoken and written texts which reflect aspects of the language and culture of French-speaking communities. Formal writing and a formal interview are completed.
P.E/SPORT

LEARNING OUTCOMES

• Biomechanics
• Coaching and umpiring
• Anatomy and physiology
• Sport science theory
• Fitness testing
• Data analysis of performance
• Nutrition for sport
• Technology in sport

LEARN MORE

Sport Co-ordinator: kyeranclutton@albertparkcollege.vic.edu.au

LINKS

VCE Physical Education Study Design
VCE Outdoor and Environmental Study Design
VET Sport and Recreation Study Design
VCE Health and Human Development Study Design
The purpose of this subject 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.

**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
WHAT WILL STUDENTS LEARN

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.

Unit 1: Body Systems and Human Movement
• Anatomy (muscular & skeletal systems)
• Body systems (cardiovascular & respiratory)
• Aerobic and anaerobic pathways
• Biomechanics in Sport

Unit 2: Sports Coaching and Physically Active Lifestyles
• Effective coaching strategies
• Physically active lifestyles
• Decision-making in sport

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

Unit 4: Enhancing Performance
• Implementing and evaluating a training program
• Performance enhancement
• Recovery practices

VCE PHYSICAL EDUCATION
P.E/SPORT CURRICULUM

1 2

3 4
OVERVIEW

In this study students will investigate how health and human development needs to be promoted. Students will learn about promoting health at an individual, community, national and international level that will ensure the best possible health outcomes. The subject promotes 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

OVERVIEW

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

WHAT WILL STUDENTS LEARN

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<td>• Types of outdoor environments</td>
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<td>• Contemporary relationships with outdoor environments</td>
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<td>Unit 4: Sustainable Outdoor Environments</td>
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<td>• Healthy outdoor environments</td>
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<td>• Sustainable outdoor environments</td>
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</tbody>
</table>

Proposed Camps:
- Cross Country Skiing - Mount Stirling
- Hiking - Wilson’s Promontory
- Rafting - Mitchell River
- Rock-climbing - Grampians National Park
VET SPORT AND RECREATION (CERT III)

OVERVIEW

Sport and Recreation provides the skills and knowledge for an individual wishing to work in the sport and recreation industry. Students participate in a range of practical learning activities, undertaking compulsory core units and electives with an emphasis on ‘hands on’ learning. This course is suitable for students who love the outdoors and being active. Students achieve a certificate III in Sport and Recreation upon completion of Unit 1-4.

WHAT WILL STUDENTS LEARN

1. Unit 1: First Aid and Safety
   • How to apply First Aid
   • How to respond to emergency situations
   • How to follow health and safety regulations

2. Unit 2: Coaching
   • Organise personal work priorities and development
   • Operate application software packages
   • Provide customer service

3. Unit 3: Health and Fitness
   • Conduct basic warm-up and cool-down programs
   • Analyse participation patterns
   • How to plan and conduct sport and recreation sessions

4. Unit 4: Analysing Risk
   • Undertake risk analysis of activities
   • How to facilitate groups
   • Provide public education on the use of resources