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 2015.
### 2014 Key Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Program Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Lessons: May and June</td>
<td>Overview of VCE and introduction to processes for 2015.</td>
</tr>
<tr>
<td>June 26</td>
<td>Senior Years handbook available to students online.</td>
</tr>
<tr>
<td>July 17</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 24</td>
<td>Senior Years subject exposition.</td>
</tr>
<tr>
<td>July 28 - August 15</td>
<td>Year 9 and 10 course counselling: student/parent appointments with Careers Counsellor.</td>
</tr>
<tr>
<td>August 22</td>
<td>Course selection forms due in.</td>
</tr>
<tr>
<td>October</td>
<td>Course re-selection (as required).</td>
</tr>
<tr>
<td>December 6</td>
<td>Senior Years students notified of 2015 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>
Students in Year 10 at Albert Park College will participate in a three year VCE/VET program. This curriculum program has been designed to meet the diverse educational needs of our students and to provide each student with a stimulating and valuable learning experience.

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

SPECIFICATIONS 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.
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.

All students must demonstrate an ability to pass Year 10 in order to begin a VCE pathway. Students who are not able to complete Year 10, but who wish to continue onto VCE, will be asked to repeat their Year 10 studies in order to ensure appropriate readiness for undertaking the VCE.
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 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 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 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.

Must complete four to be eligible to obtain a VCE certificate

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2 Must be any English</th>
<th>Unit 1 &amp; 2</th>
<th>Unit 1 &amp; 2</th>
<th>Unit 1 &amp; 2</th>
<th>Unit 1 &amp; 2</th>
<th>Unit 1 &amp; 2</th>
</tr>
</thead>
</table>

Must complete four to be eligible to obtain a VCE certificate

<table>
<thead>
<tr>
<th>Unit 3 &amp; 4 Must be any English</th>
<th>Unit 3 &amp; 4</th>
<th>Unit 3 &amp; 4</th>
<th>Unit 3 &amp; 4</th>
<th>Unit 3 &amp; 4</th>
<th>Unit 3 &amp; 4</th>
</tr>
</thead>
</table>

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 Macintosh laptop for Years 10 -12.

Albert Park College wants to maintain an all Macintosh 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 Macintosh laptop that is 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 (the original iPad from 2011) 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 please contact Jill Mahar, the School Chaplain, to discuss options that are available to APC families.

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

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

Albert Park College wants senior students to have access to a device that will 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, so parents will be asked to purchase their own devices.
Albert Park College
Currently Recommended Student Laptops for 2015 (Year 10)

<table>
<thead>
<tr>
<th>Good</th>
<th>Better</th>
<th>Best</th>
</tr>
</thead>
<tbody>
<tr>
<td>11” MacBook Air</td>
<td>13” MacBook Air</td>
<td>13” MacBook Pro Retina</td>
</tr>
<tr>
<td>1.4GHz dual-core Intel Core i5 processor</td>
<td>1.4GHz dual-core Intel Core i5 processor</td>
<td>2.4GHz dual-core Intel Core i5 processor</td>
</tr>
<tr>
<td>Turbo Boost up to 2.7GHz</td>
<td>Turbo Boost up to 2.7GHz</td>
<td>Turbo Boost up to 2.9GHz</td>
</tr>
<tr>
<td>4GB memory</td>
<td>4GB memory</td>
<td>8GB memory</td>
</tr>
<tr>
<td>128GB flash storage</td>
<td>256GB flash storage</td>
<td>256GB flash storage</td>
</tr>
<tr>
<td>Intel HD Graphics 5000</td>
<td>Intel HD Graphics 5000</td>
<td>Intel Iris Graphics</td>
</tr>
<tr>
<td>$1,049-00 (Education Price)</td>
<td>$1,349-00 (Education Price)</td>
<td>$1,729-00 (Education Price)</td>
</tr>
</tbody>
</table>

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

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

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

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](http://store.apple.com/au-hed/browse/home/shop_mac)
**VET**

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

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

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

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 you with the credit for some tertiary institutions.

Students who wish to take a VET course must start at the Unit 1 & 2 level.
VET 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 practise. 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 2015 VET prices will be released later this year.

Please Note:

- The final VET offerings within the cluster are yet to be confirmed for 2015.
- 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 (Indicative cost based on 2014 prices)</th>
<th>DEECD Subsidy</th>
<th>APC Cost to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting (Units 1&amp;2)</td>
<td>1,418</td>
<td>805</td>
<td>613</td>
</tr>
<tr>
<td>Acting (Units 3&amp;4)</td>
<td>1,680</td>
<td>805</td>
<td>875</td>
</tr>
<tr>
<td>Allied Health - Kangan</td>
<td>1,625</td>
<td>884</td>
<td>741</td>
</tr>
<tr>
<td>Allied Health - Box Hill Institute</td>
<td>1,330</td>
<td>884</td>
<td>446</td>
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<tr>
<td>Animal Studies</td>
<td>1,716</td>
<td>884</td>
<td>832</td>
</tr>
<tr>
<td>Applied Fashion - Collingwood College</td>
<td>1,450</td>
<td>884</td>
<td>566</td>
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<tr>
<td>Applied Fashion - Kangan</td>
<td>1,440</td>
<td>884</td>
<td>556</td>
</tr>
<tr>
<td>Applied Fashion - Siena</td>
<td>1,490</td>
<td>884</td>
<td>606</td>
</tr>
<tr>
<td>Applied Fashion - Emmaus</td>
<td>1,030</td>
<td>884</td>
<td>146</td>
</tr>
<tr>
<td>Automotive General (Pre-Vocational) Units 1&amp;2 Kangan</td>
<td>1,670</td>
<td>884</td>
<td>786</td>
</tr>
<tr>
<td>Automotive General (Pre-Vocational) Units 3&amp;4 Kangan</td>
<td>1,900</td>
<td>884</td>
<td>1,016</td>
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<tr>
<td>Automotive General (Pre-Vocational) Box Hill Institute</td>
<td>2,110</td>
<td>884</td>
<td>1,226</td>
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<tr>
<td>Build &amp; Con - Carpentry Units 1-4 NCAT</td>
<td>1,600</td>
<td>990</td>
<td>610</td>
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<tr>
<td>Build &amp; Con - Carpentry Units 1&amp;2 Box Hill Institute</td>
<td>2,230</td>
<td>990</td>
<td>1,240</td>
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<tr>
<td>Build &amp; Con - Carpentry Units 3 &amp;4 Box Hill Institute</td>
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<td>990</td>
<td>1,359</td>
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<tr>
<td>Business</td>
<td>1,265</td>
<td>296</td>
<td>969</td>
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<tr>
<td>Community/Children Services</td>
<td>1,000</td>
<td>407</td>
<td>593</td>
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<tr>
<td>Creative Industries Media (Broadcasting)</td>
<td>1,120</td>
<td>686</td>
<td>434</td>
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<td>Creative Industries Media (Media) Collingwood</td>
<td>1,050</td>
<td>686</td>
<td>364</td>
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<tr>
<td>Creative Industries Media (Media) Units 3&amp;4 - AIE</td>
<td>950</td>
<td>686</td>
<td>900</td>
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<tr>
<td>Dance</td>
<td>930</td>
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<td>244</td>
</tr>
<tr>
<td>Electrotechnology - Box Hill Institute</td>
<td>3,157</td>
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<td>2,352</td>
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<tr>
<td>Engineering - Box Hill Institute Units 3&amp;4</td>
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<tr>
<td>Vet Courses on Offer</td>
<td>Total Cost</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</td>
<td>1,737</td>
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<tr>
<td>Equine - Units 1&amp;2</td>
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<tr>
<td>Equine - Units 3&amp;4</td>
<td>2,579</td>
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<td>2,579</td>
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<tr>
<td>Events</td>
<td>1,419</td>
<td>686</td>
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<tr>
<td>Fitness Units1&amp;2 Ashwood</td>
<td>1,226</td>
<td>407</td>
<td>819</td>
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<tr>
<td>Furnishings Units 1&amp;2</td>
<td>1,434</td>
<td>884</td>
<td>550</td>
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<tr>
<td>Furnishings Units 3&amp;4</td>
<td>1,650</td>
<td>884</td>
<td>766</td>
</tr>
<tr>
<td>Hairdressing - Box hill institute (Cert II Second Year)</td>
<td>1,620</td>
<td>760</td>
<td>860</td>
</tr>
<tr>
<td>Horticulture</td>
<td>1,194</td>
<td>884</td>
<td>310</td>
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<tr>
<td>Hospitality - Dual Program</td>
<td>1,420</td>
<td>1,127</td>
<td>293</td>
</tr>
<tr>
<td>Hospitality (Kitchen Operations) Units 3&amp;4</td>
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<td>805</td>
<td>545</td>
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<tr>
<td>Information Technology</td>
<td>1,450</td>
<td>805</td>
<td>645</td>
</tr>
<tr>
<td>Integrated Technologies Units 3&amp;4</td>
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<td>332</td>
<td>350</td>
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<tr>
<td>Interior Decoration</td>
<td>1,172</td>
<td>686</td>
<td>1,514</td>
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<tr>
<td>Justice</td>
<td>1,265</td>
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<tr>
<td>Laboratory Skills</td>
<td>1,750</td>
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<td>933</td>
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<tr>
<td>Media</td>
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<tr>
<td>Music Performance - Lynall Hall Units1&amp;2</td>
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<td>Music Performance - Swimburne Senior SC Units 3&amp;4</td>
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<td>Music Technical Production</td>
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<td>Plumbing NCAT</td>
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<td>Retail Make Up and Skin Care</td>
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<td>595</td>
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<td>Sport &amp; Recreation and Units 3&amp;4</td>
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<td>Melbourne High</td>
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<tr>
<td>Melbourne High</td>
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</table>
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 their university 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

• After selecting the compulsory English study(s), select five studies from at least two different curriculum areas.
• In Year 10 students are required to select Mathematics 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 Thursday the 22nd of 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.

**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

LINKS

VCE English Language Study Design
VCE English Literature Study Design
VCE English Study Design

LEARN MORE

English Coordinator:
katyanacowie@albertparkcollege.vic.edu.au
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
YEAR 10 LITERATURE

OVERVIEW

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

ENGLISH CURRICULUM

WHAT WILL STUDENTS LEARN

Introduction to literary theory

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

The language of interpretation

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

Literary movements: Post-colonial texts

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

The writing process

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

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

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

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

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
VCE ENGLISH LANGUAGE

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.

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 & Social Purpose
• Informal language
• Formal language

4 Unit 4: Language Variation and Identity
• Language variation in Australian society
• Individual and group identities
The study of Literature focuses on the enjoyment and appreciation of reading. In Literature students deepen their critical reading skills through discussion and debate. Literature involves the study of a wide range of texts including poetry, plays, prose and film. Students of Literature develop a critical awareness of cultures past and present and how these are represented in literature. They read closely and engage in detailed analysis of the literary features of the texts they study. Students of Literature develop their own interpretations of texts and come to understand the factors which have influenced this interpretation.

**Unit 1: Literary Theory**
- Examine a range of literary texts - plays, novels, stories and poems
- Explore how readers develop their understanding of literary texts
- Examine the relationship between personal taste and social values
- View a film and develop a critical response

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

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

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

• 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:
ewancampbell@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.

If you have any questions or concerns please feel free to contact the Maths Coordinator Ewan Campbell.
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.

**MATHEMATICS CURRICULUM**

### 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 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
OVERVIEW

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

WHAT WILL STUDENTS LEARN

Functions

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

GENERAL MATHEMATICS

WHAT WILL STUDENTS LEARN

OVERVIEW

General Mathematics places a strong emphasis on building confidence in understanding and solving mathematical problems, both abstract and concrete, with increased accuracy. It will also develop the use of a Computer Algebraic Systems (CAS) calculator as a tool to assist with mathematical investigation. In this subject, students will be introduced to a variety of mathematical topics to demonstrate both the versatility of Mathematics as well as the consistency of mathematical reasoning in different settings. This subject is targeted at students planning to take VCE Further Mathematics in Year 12. This is usually followed by Units 3 & 4 Further Mathematics.

Unit 1: Geometry
- Represent different data sets using a variety of graphs and diagrams
- Analysis of statistical information containing two variables
- Further manipulation of algebraic expressions to simplify and solve
- Algebraic and graphical representations of linear and non-linear equations

Unit 2: Algebra
- Using Trigonometry to solve problems involving right-angled and non-right-angled triangles.
- An introduction to matrices and matrix operations
- Constructing and interpreting networks in the context of optimisation
- Linear programming and optimisation
- Coordinate geometry and its applications

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 data
- Investigating bivariate relationships
- Distinguishing between correlation and causation
- Working with data involving time
- Constructing non-linear graphs and using results to interpret and predict
- Understanding the significance of intercepts and turning points in a range of graphs and settings
- Optimisation using linear programming

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 the areas of graphing, algebra, calculus and probability. These skills are built progressively from Units 1 to 4 and students are asked to apply their knowledge to unfamiliar settings, working both abstractly and in applied 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 to undertake Units 3 & 4.

**WHAT WILL STUDENTS**

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<tr>
<th>1</th>
<th>Unit 1: Introduction</th>
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<tr>
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<td>• Introduction to number sets</td>
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<td>• Sketching and applying domain and range</td>
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<td></td>
<td>• Graphing non-linear functions and relations and determining key features</td>
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<td></td>
<td>• Investigating transformations of functions</td>
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<tr>
<td></td>
<td>• Working with polynomials, moving between algebraic, numerical and graphical representations</td>
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<td>• Finding inverse functions</td>
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<tr>
<th>2</th>
<th>Unit 2: Functions</th>
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<tr>
<td></td>
<td>• Exploring the features of Circular Functions</td>
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<td>• Using matrix arithmetic to create and solve problems</td>
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<td>• Reviewing key ideas of probability</td>
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<td>• Develop the language and notation of Counting Methods within the context of chance</td>
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<td>• Discovering conditional probability and Markov Chains</td>
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<td>• Introduction to Rates of Change</td>
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<tr>
<th>3</th>
<th>Unit 3: Applications of Calculus</th>
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<tr>
<td></td>
<td>• Use matrices to solve linear systems, including in 3D contexts</td>
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<td>• Explore odd and even functions</td>
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<td>• Sketch and compare power functions</td>
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<td>• Investigate and apply properties of derivatives</td>
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<td>• Derive and use numerical techniques whilst discussing sources of error</td>
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<tr>
<th>4</th>
<th>Unit 4: Integration and Probability</th>
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<td></td>
<td>• Anti-differentiate functions</td>
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<td></td>
<td>• Apply the definite and indefinite integral to a variety of problems and contexts</td>
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<td></td>
<td>• Identify the process for performing Integration by recognition</td>
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<td></td>
<td>• Develop techniques for working with and understanding discrete and continuous random variables</td>
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<td></td>
<td>• Analysis and calculations involving different probability distributions</td>
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</table>
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.

**Unit 1: Geometry**
- Introduction to Vector Mathematics
- Advanced algebraic manipulation
- Modelling and exploring relationships through the variation between variables
- Ratios, Congruence and Similarity
- Triangle and Circle Geometry, including non-right-angled triangles.
- Analysing number patterns
- Describing instructional paths algebraically and graphically
- Understanding the properties of a variety of functions and relations

**Unit 2: Algebra**
- Exploring Trigonometric Functions, including identities and reciprocal functions
- An introduction to the polar plane and sketching the graphs of polar functions
- Investigating imaginary numbers and the applications of the complex number sets
- Using Newtonian Physics to derive and apply equations for motion
- Constructing force diagrams and calculating the effect of friction in

**Unit 3: Complex numbers**
- Construct and interpret a range of relations using general principles
- Explore and graph reciprocal circular functions
- Derive and apply trigonometric identities
- Use the algebra of complex numbers and relations to solve
- Set up and solve differential equations

**Unit 4: Real world scenarios**
- Develop the process of integration starting from the fundamental theorem of calculus
- Anti-differentiate relations using a variety of techniques
- Determine properties of vectors in 2D and 3D contexts
- Manipulate expressions containing vectors, including using calculus
LEARNING OUTCOMES

• Practical work investigations
• Project work
• Problem solving
• Interpreting graphs and data
• Dealing with ethical matters
• Design experiments
• Conduct chemical reactions

LINKS

VCE Biology Study Design
VCE Psychology Study Design
VCE Chemistry Study Design
VCE Physics Study Design
VCE Environmental Science Study Design

LEARN MORE

Science Coordinator:
janecoyle@albertparkcollege.vic.edu.au
YEAR 10 SCIENCE

OVERVIEW

In this course students will be given the opportunity to develop an understanding of how scientific theory can be applied to practical problems. Students will extend their knowledge 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
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
VCE ENVIRONMENTAL SCIENCE

OVERVIEW

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

WHAT WILL STUDENTS LEARN

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

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

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

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

OVERVIEW

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

WHAT WILL STUDENTS LEARN

1. **Unit 1: Unity and Diversity**
   - Cellular composition, structure and processes
   - Functioning organisms: body systems
   - Cell reproduction: mitosis and meiosis

2. **Unit 2: Organisms and their Environment**
   - Adaptations of organisms
   - Homeostasis
   - Ecosystems and the relationships within them
   - Immunity

3. **Unit 3: Signatures of Life**
   - Biological molecules and biochemical processes
   - Cell signaling
   - Immunity

4. **Unit 4: Continuity and Change**
   - Molecular genetics
   - Patterns of inheritance
   - Biological evolution
OVERVIEW

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

WHAT WILL STUDENTS LEARN

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

2. Unit 2: Self and Others
   - Interpersonal and group behaviours
   - Intelligence and personality
   - Building on research methods

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

4. 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.

WHAT WILL STUDENTS LEARN

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

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

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

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 electronics, 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.

**WHAT WILL STUDENTS LEARN**

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

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

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

4. **Unit 4: Chemistry at Work**
   - Industrial chemistry
   - Energy changes in reactions
   - Using chemical reactions to provide energy
HUMANITIES

LEARNING OUTCOMES

• Research
• Fieldwork and guest speakers
• Essays and reports
• Responses to texts
• Discussions and debates
• Multimedia presentations
• Biographical studies
• Discussions and debates
• Case studies and 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
YEAR 10 HUMANITIES

OVERVIEW

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

WHAT WILL STUDENTS LEARN

History
- World War II
- Rights and freedoms
- Migration experiences

Geography
- Environmental change and management
- Geography of human well being

Economics and Business
- Resource allocation and making choices
- Consumer and financial literacy
- Enterprising behaviours and capabilities
- Work and business environments

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

**History**
- Rights and freedoms
- Migration experiences
- The environmental movement

**Geography**
- Environmental change and management
- Geography of human wellbeing

**Economics**
- Improving economic performance
- Consumer and financial decision making
- Improving productivity

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

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

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

Epistemology
- Bad faith
- True love and skepticism

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

Unit 1: Twentieth Century History 1945-2000
- The influences on social change and cultural expression
- Old certainties become new uncertainties in Europe
- Political conflict and crises under the Weimar Republic

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

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?

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?
WHAT WILL STUDENTS LEARN

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.

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

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

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

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

VCE AUSTRALIAN AND GLOBAL POLITICS
HUMANITIES CURRICULUM

OVERVIEW
Geography allows students the opportunity to develop their knowledge, skills and understanding of the concepts of the natural world and the impacts of human activities on these environments. As part of the VCE Geography curriculum, students will address key questions in relation to the sustainable use and management of the world’s resources through fieldwork, the analysis of sources and research of chosen case studies. Through the critical analysis of their research and the work of their peers, VCE Geography students will form their own views in order to identify the need to participate effectively as global citizens.

**WHAT WILL STUDENTS LEARN**

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

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

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

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

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

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

**Unit 3: Culture and ethnicity**
- This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups.
- Explore how these classifications can define inequality and opportunity, shape cultural activities and provide a sense of purpose.
- Examine how culture is shaped

**Unit 4: Community, social movements and social change**
- Explore the ways sociologists have thought about the idea of community and how the various forms of community are experienced.
- Examine the relationship between social movements and social change.
VCE ACCOUNTING

OVERVIEW

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor or small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, using both manual and information communications technology. From this subject students will acquire accounting skills to successfully operate a small business.

WHAT WILL STUDENTS LEARN

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

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

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

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

HUMANITIES CURRICULUM
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

1. Unit 1: Small Business Management
   - Importance of the small business sector in Australia
   - Small business decision-making, planning and evaluation
   - Management of staff in small business

2. Unit 2: Communication and Management
   - The importance of effective communication in the business world
   - How businesses market and advertise products and services in the marketplace
   - How businesses create a public image through promotion and PR activities

3. Unit 3: Corporate Management
   - Role and importance of large-scale businesses in the Australian economy
   - Management roles, styles and skills
   - Operations management, productivity and business competitiveness

4. Unit 4: Managing People and Change
   - A business’ most important resource: people and how to manage them
   - Current workplace changes and industrial actions
   - Current issues such as social responsibilities
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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Topics</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>The Australian Economy</td>
<td>- Economic markets&lt;br&gt;- Economic decision making&lt;br&gt;- Wealth, income, inflation</td>
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<tr>
<td>2</td>
<td>Australia and the global economy</td>
<td>- Australia’s economic partners&lt;br&gt;- Global economic issues&lt;br&gt;- Contemporary issues</td>
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<tr>
<td>3</td>
<td>Australian economic activity</td>
<td>- Price stability, full employment&lt;br&gt;- Australian Government economic objectives&lt;br&gt;- Economic theory</td>
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<tr>
<td>4</td>
<td>Australian economic management</td>
<td>- Management of the Australian economy&lt;br&gt;- Australian budget analysis&lt;br&gt;- Microeconomic reform policies</td>
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</tbody>
</table>
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.

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

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

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

Unit 4: Resolution and justices
- Criminal cases and civil disputes
- Court processes and procedures
- Alternative dispute resolution
VCE PHILOSOPHY

OVERVIEW

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

WHAT WILL STUDENTS LEARN

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

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

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

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

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

LEARN MORE

Create Co-ordinator:
hayleyschirmer@albertparkcollege.vic.edu.au

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
OVERVIEW

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

WHAT WILL STUDENTS LEARN

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

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

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

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

CREATE CURRICULUM

YEAR 10 DESIGN & TECHNOLOGY (TEXTILES)

WHAT WILL STUDENTS LEARN

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

Designing
- Produce and evaluate a collection of collaboratively designed products
- Investigate historical and cultural design movements
- Explore different areas of the textile industry

Project: Students will design a major project and portfolio that reflects a chosen area of design. Students will need to supply 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.
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.

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

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

**Digital Images and Animation**
- Pre-production skills and planning
- Production scheduling, shooting, and composing
- Post production editing and special effects
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.

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
YEAR 10 VISUAL COMMUNICATION

OVERVIEW

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

WHAT WILL STUDENTS LEARN

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

Thinking about design
- How to analyse and describe a piece of design
- How to interpret the meaning of visual communication 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 and appreciation of dance as an art form that is based on innovation, creativity and spontaneity, as well as the investigation and communication of ideas, themes and concepts. In this study students use sources of inspiration to generate, choreograph and present performances of complete dance works. VCE dance prepares students to be discerning, reflective and critical viewers. It provides pathways to training and tertiary study in dance performance and dance criticism. Students will be required to attend at least two professional performances a year to meet course requirements.

**WHAT WILL STUDENTS LEARN**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Title</th>
<th>Objectives</th>
</tr>
</thead>
</table>
| 1    | Unit 1: Expressive Intention | - To create and analyse expressive intentions, choreographic processes and physical skills required in their own and others’ dance works  
- Develop dance techniques in order to expressively execute a range of body actions through the safe use of physical skills  
- The safe use, maintenance and physiology of the dancer’s body |
| 2    | Unit 2: Elements of Movement | - How the elements of movement can be manipulated to create an expressive intention  
- Exploring the elements of movement, form, and structure through a variety of dance-making processes to create and perform their own dance works  
- Further develop their personal movement vocabulary and analyse the processes involved in learning, rehearsing and performing a dance work |
| 3    | Unit 3: The History of Dance | - To analyse the composition of selected twentieth and/or twenty-first century solo dance works  
Choreograph, rehearse and perform a solo dance work and analyse the processes and practices used  
Learn, rehearse and perform a group dance work created by another choreographer and analyse the processes and practices |
| 4    | Unit 4: Practice Makes Perfect | - Analyse the ways choreographers manipulate different types of group structures and elements of spatial organisation to communicate their expressive intention  
Choreograph, rehearse and perform a solo dance that demonstrates safe and accurate execution of movement vocabulary, expressive performance practice and artistry |
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
Overview

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

What will students learn

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

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

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

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

OVERVIEW

WHAT WILL STUDENTS LEARN

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

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

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

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

OVERVIEW

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

WHAT WILL STUDENTS LEARN

1. 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

2. 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

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

4. Unit 4: Media Process, Influence and Society’s Values
   - How to produce major media productions
   - How media products reflect society
   - Theories of media influence and regulation
VCE MUSIC PERFORMANCE

OVERVIEW

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

WHAT WILL STUDENTS LEARN

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

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

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

4. 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
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.

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

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

**This is a 3 & 4 sequence only**
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 freehand 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.

Unit 1: Introduction to Visual Communication Design
- Use a range of drawing methods, media and materials.
- Communicate through drawing
- Select and apply elements and principles
- Investigate visual communication design in context
- Creation of a design folio

Unit 2: Applications of Visual Communication Design
- Technical drawing
- Manipulate type and imagery
- Apply the design process to a project
- Creation of a design folio

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

Unit 4: Design Development and Presentation
- Develop design concepts
- Final presentations
- Provide a pitch for an audience
- Creation of a design folio
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

1. 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

2. Unit 2: Design Exploration and Concepts
   - Creatively explore ideas in numerous ways
   - Evaluate the best direction for a finished artwork
   - Identify and describe the art elements and principles

3. Unit 3: Studio Production and Professional Art Practices
   - Write an exploration proposal that plans their own creative ideas for the unit
   - Explore a theme creatively, focusing on the art form of their choice
   - Research and discuss artists and their work

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

**What Will Students Learn**

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

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

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

4. **Unit 4: Practice**
   - How to discuss and debate art issues and develop and present their own point of view in writing
   - How to develop a folio of work that explores and communicates particular ideas
   - How to reflect on art making
WHAT WILL STUDENTS LEARN

OVERVIEW

In this course students will experiment with a range of printing, dyeing and embellishment techniques. Students will be involved with developing their own design briefs and folio for their major task. The topic areas offered will include: crazy patchwork, recycled garments, ugly dolls, felting, an Akira inspired singlet, accessory and/or garment construction. Students will be involved with developing Teri fashion drawing skills. Students will also look at fibre classification and care labelling according to Australian standards.

UNIT 1: BACK TO BASICS
- Fibre classification
- Safe use of equipment
- Dyeing and printing techniques
- Basic fashion drawing

UNIT 2: DESIGN BRIEF
- The purpose and components of design briefs
- Developing a design folio
- Methods of research

UNIT 3: MANUFACTURING
- How to understand basic commercial patterns
- How to apply the technology process

UNIT 4: USING A SEWING MACHINE
- Sewing machine techniques
- Overlocker techniques
- Hand sewing techniques
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.

### OVERVIEW

**WHAT WILL STUDENTS LEARN**

<table>
<thead>
<tr>
<th>1</th>
<th>Unit 1: Product Design and Sustainability</th>
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<tbody>
<tr>
<td></td>
<td>• Analyse and redesign an existing product</td>
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<td></td>
<td>• Produce and evaluate a redesigned product</td>
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<td>• Investigate the sustainability of the original product</td>
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<th>2</th>
<th>Unit 2: Design as a Team</th>
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<tr>
<td></td>
<td>• Produce and evaluate a collection of collaboratively designed products</td>
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<td>• Investigate historical and cultural design movements</td>
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<th>3</th>
<th>Unit 3: Applying the Design Process</th>
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<tr>
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<td>• The designer, client and/or end-user in product development</td>
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<td>• Product development in industry</td>
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<th>4</th>
<th>Unit 4: Product Evaluation</th>
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<td>• Product analysis and comparison</td>
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<td>• Product manufacture</td>
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<td>• Product evaluation</td>
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VCE PRODUCT DESIGN & TECHNOLOGY (MATERIALS)
LEARNING OUTCOMES

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

LEARN MORE

LOTE Co-ordinator:
alisonpatience@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 VCE. By studying Year 10 French students will also become more informed global citizens by developing an understanding of cultures beyond their own.

**WHAT WILL STUDENTS LEARN**

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

**Speaking Skills**
- To become confident speakers in French
- Techniques to improve their comprehension of written and spoken French in a range of contexts
WHAT WILL STUDENTS LEARN

OVERVIEW

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

WHAT WILL STUDENTS LEARN

Unit 1: Introduction

Study of the following topics that address particular text types and linguistic elements:
• It’s not easy being young
• Modern families

Unit 2: Talking about Issues

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

Unit 3: French in the World

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

Unit 4: French in context

Study of the following topics that address particular text types and linguistic elements:
• Choosing tertiary study paths
• World War II through French film
LEARNING OUTCOMES

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

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

LEARN MORE

Sport Co-ordinator:
kylanclutton@albertparkcollege.vic.edu.au
OVERVIEW
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.

WHAT WILL STUDENTS LEARN

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

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

Body Systems
- Muscular system
- Skeletal system
- Cardiovascular system

Sports Injuries
- Common Injuries
- Causes
- Treatment
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
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.

**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

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

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

**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

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

2. Unit 2: Discovering Outdoor Environments
   - Investigating outdoor environments
   - Impacts on outdoor environments

3. Unit 3: Relationships with Outdoor Environments
   - Historical relationships with outdoor environments
   - Contemporary relationships with outdoor environments

4. Unit 4: Sustainable Outdoor Environments
   - Healthy outdoor environments
   - Sustainable outdoor environments

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